

MASTER PLAN
FOR EDUCATION

Achieving the
Santa Monica College
Vision

Changing Lives Through
Excellence in Education
for a Global Community

Revision – July, 2001

Master Plan For Education

Revised July, 2001

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Excellence in Education
for a Global Community***

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SANTA MONICA COLLEGE MASTER PLAN FOR EDUCATION REVISION 2001

In 1997, the College adopted its first formal *Master Plan for Education*. The plan is reviewed annually and will be completely redone at least once every six years.

This revision consists of two parts – an update on the 2000-2001 objectives and the creation of new objectives for 2001-2002. The status of the 2000-2001 objectives was incorporated into the formation of the new objectives.

In order to formulate the 2001-2002 objectives, the vice presidents consulted with appropriate faculty and staff within their divisions and with the Superintendent/President prior to preparing a draft of the objectives to be reviewed by the Collegewide Coordinating Council. All constituent groups represented on the Collegewide Coordinating Council were also asked to submit proposed objectives.

In writing the objectives, it is assumed that all exemplary practices of the College will be continued and that it is unnecessary to create objectives for maintenance of effort purposes. Furthermore, it is assumed that the implementation of the actions necessary to accomplish each objective will be accomplished in a manner consistent with the participatory governance practices of the College and in accordance with all college policies and procedures.

The final document is the result of review and approval by the Collegewide Coordinating Council.

MASTER PLAN FOR EDUCATION 2001-2002 INSTITUTIONAL OBJECTIVES

ALL GOALS

OBJECTIVE 1. Under the leadership of the Collegewide Coordinating Council, to initiate the process of reviewing the College's Vision, Mission, Goals, and Master Plan for Education in preparation for the Spring 2004 accreditation visit. (All Areas)

GOAL I. STUDENT SUCCESS

OBJECTIVE 2. To engage the college community in discussion of issues related to information competency, study the various information competency graduation requirement models that exist at other institutions, and consider developing a plan for an information competency graduation requirement that will meet the identified needs of our students. (Academic Affairs; Information Technology) ** Academic Excellence; Technology

OBJECTIVE 3. To be more inclusive of Continuing Education and Workforce and Economic Development in the College's central academic planning efforts and to enhance internal awareness and acknowledgment of their contributions to the community through the successful delivery of noncredit and not-for-credit training programs. (Academic Affairs) ** Community of Mutual Respect

OBJECTIVE 4. To form a Retention Task Force that will examine institutional effectiveness and student success, implement the recommendations of the Collegewide Coordinating Council for enhancement of the College's tutoring services, proceed with research projects to identify the alternative instructional support needs of at-risk students, and conduct a study to analyze the factors that contribute to the success or failure of incoming high school students. (Student Affairs; Academic Affairs)

OBJECTIVE 5. To expand the services offered by the Career Services Center. (Student Affairs) **Community Partnerships/Financial Viability

OBJECTIVE 6. To develop a pilot program for probationary students that will involve a mandatory re-orientation, in-depth counseling sessions, and appropriate follow-up activities. (Student Affairs)

OBJECTIVE 7. To implement the Student Services communication plan/master calendar and workshop series so that all new students will receive a series of communications welcoming them to the College and informing them of important campus resources to ensure their success. (Student Affairs; Information Technology)

OBJECTIVE 8. To continue marketing counseling services to faculty, staff, and students through enhanced technology. (Student Affairs; Information Technology) **Technology

OBJECTIVE 9. To develop and implement a recruitment plan for CalWORKs students. (Student Affairs)

GOAL 2. ACADEMIC EXCELLENCE

OBJECTIVE 10. To develop and implement a comprehensive plan for professional development which incorporates a focus on contemporary teaching/learning pedagogical concepts and ways of improving teaching effectiveness. (Academic Affairs; Human Resources) ** Student Success

OBJECTIVE 11. To develop a multi-disciplinary faculty distance education community to provide leadership in dealing with pedagogical issues associated with alternative delivery systems and to recommend methods of evaluating the delivery of distance education; and to enhance the role of the Office of Distance Education to provide resources, training, and general support for the delivery of online and “hybrid” courses. (Academic Affairs; Information Technology) **Student Success; Community of Mutual Respect; Technology

OBJECTIVE 12. To work with federal agencies and congressional representatives to identify new funding/grant opportunities needed to support institutional objectives and new internship opportunities for students and faculty. (Planning and Development; Academic Affairs; Student Affairs) ** Community Partnerships/Financial Viability

GOAL 3. COMMUNITY OF MUTUAL RESPECT

OBJECTIVE 13. To reorganize the Purchasing Department to improve customer service, develop and execute a cost containment program, and modernize purchasing practices. (Business and Administration) **Community Partnerships/Financial Viability

OBJECTIVE 14. To continue writing and amending administrative regulations, procedures, and desk manuals for all Business Services areas, and to provide in-service training to Business Services staff and other areas of the college community to facilitate a productive work environment. (Business and Administration) **Community Partnerships/Financial Viability

OBJECTIVE 15. To enhance the evolution of the Budget Committee and the relationship between budget and planning. (Business and Administration)

OBJECTIVE 16. To work cooperatively with the Academic Senate to increase diversity within the adjunct and full-time faculty. (Human Resources; Academic Affairs; Student Affairs) **Academic Excellence; Student Success

OBJECTIVE 17. To work cooperatively with the department chairs to examine the adjunct faculty evaluation process in order to find ways to improve compliance and to provide training for evaluators. (Human Resources; Academic Affairs; Student Affairs) **Academic Excellence; Student Success

OBJECTIVE 18. To develop and implement an effective orientation process for classified employees. (Human Resources) **Academic Excellence; Student Success

OBJECTIVE 19. To continue to improve the efficiency of the Human Resources Department, including the ongoing cooperative effort with the Personnel Commission to review and revise the classified hiring process. (Human Resources)

OBJECTIVE 20. To work cooperatively with representative organizations to develop strategies to improve campus morale. (Human Resources; Academic Affairs; Student Affairs)

OBJECTIVE 21. To establish an Office of Student Judicial Affairs that includes the offices of the Campus Disciplinarian and the Ombudsperson as well as mediation services and conflict resolution courses. (Student Affairs; Academic Affairs) **Student Success

GOAL 4. TECHNOLOGY

OBJECTIVE 22. To complete the 2000-2003 Master Plan for Technology and continue its implementation. (Information Technology)

OBJECTIVE 23. To enable student, faculty, and staff self-service in accomplishing information inquiries (grades, unofficial transcripts, priority enrollment information, etc.) and course management tasks (updated rosters, adding and dropping students, attendance reporting, grade reporting, etc.) through the portal functionality made possible by an enhanced and re-engineered WebISIS system. (Information Technology; Academic Affairs; Student Affairs) **Community of Mutual Respect

OBJECTIVE 24. To provide technical support for Business Services and Human Resources processing changes necessitated by integration requirements of the implementation of PeopleSoft by the County of Los Angeles. (Business and Administration; Human Resources) **Community Partnerships/Financial Viability

OBJECTIVE 25. To evaluate Version 8 of the PeopleSoft Student Administration module in order to inform the decision-making process regarding the College's future relationship with PeopleSoft. (Information Technology) **Community of Mutual Respect

OBJECTIVE 26. To enhance computer user support by carefully delineating the functions of the various responsible departments and improving communication among these departments so that knowledge of the internal organizational structure is no longer necessary for the user. (Information Technology) **Community of Mutual Respect

GOAL 5. COMMUNITY PARTNERSHIPS / FINANCIAL VIABILITY

OBJECTIVE 27. To implement new financial statements required by GASB 35; to educate the college community as to how to read and understand this new financial statement format; and to interact with the Los Angeles County Office of Education to implement the PeopleSoft Financials module for community colleges. (Business and Administration) **Community of Mutual Respect

OBJECTIVE 28. To review the process used for the approval of requisitions and budget accountability with the intention of streamlining the process and minimizing the number of steps. (Business and Administration) **Community of Mutual Respect

OBJECTIVE 29. To develop a more comprehensive outreach plan between the College and the community and create a network of college employees who live in Santa Monica to act as ambassadors for programs such as the Madison Performing Arts Center, Child Care Center, and Environmental Studies. (Planning and Development) **Community of Mutual Respect

GOAL 6. FACILITIES

OBJECTIVE 30. To develop new strategies to reduce energy usage by the College and work with the college community to raise the awareness of the need to conserve. (Business and Administration) **Community Partnerships/Financial Viability

OBJECTIVE 31. To implement a plan for campus maintenance that achieves the optimum level that can be supported by the funding allocated. (Business and Administration)

OBJECTIVE 32. To address and implement the scheduled maintenance projects approved by the Board of Trustees and funded by the state, and to complete construction/remodel projects that were started or in process in 2000-2001 as well as those funded for 2001-2002. (Business and Administration)

The divisions of the College responsible for the accomplishment of each objective are listed in parentheses.

***Many objectives meet more than one goal. This symbol (**) indicates additional goals addressed by a particular objective.*

UPDATE – INSTITUTIONAL OBJECTIVES 2000-2001 (Revised July, 2001)

GOAL I. STUDENT SUCCESS

OBJECTIVE 1. *To further promote student interest in the Associate degree by exploring possible degree enhancements including adding an Associate in Science degree option, closely following the statewide discussions about the Associate in Applied Science degree as it might relate to Santa Monica College, and continuing to refine and clarify all degree requirements.*
(Academic Affairs)

Implementation of the newly developed computerized degree audit system enabled automatic awarding of degrees for those students found to meet all requirements and resulted in nearly 500 additional Associate in Arts degrees for Fall 2000. The Transfer AA degree has become a popular option for students, and efforts to encourage the pursuit of degrees identifying specific majors have been successful. The Academic Senate Joint Curriculum Committee approved a major revision of the AA degree requirements for Music and a new AA degree option in Child Development as well as many revisions in degree and certificate requirements resulting from the approval of new courses and the curriculum review required as part of the program review process. Since the predicted statewide discussions about alternatives to the Associate in Arts degree failed to materialize, the College did not explore the issues surrounding the addition of Associate in Science or Associate in Applied Science options this year.

OBJECTIVE 2. *To encourage active faculty participation in the discipline-specific discussions that will result from the recent memorandum of understanding between the chancellors of the California Community College and California State University systems regarding statewide articulation of specific majors, and to develop recommendations for the Academic Senate Joint Curriculum Committee regarding changes in degree requirements to reflect any new articulation agreements that may develop from these discussions.*
(Academic Affairs)

College representatives have participated in discussions with CSU repre-

representatives regarding statewide articulation of specific majors through two separate and, unfortunately, not yet related initiatives—Intersegmental Major Preparation Articulated Curriculum (IMPAC) and the Presidential Summit. IMPAC is an intersegmental effort that includes University of California as well as CSU and community college faculty members, who participate through their respective statewide academic senates. The first two years of this project were devoted to the disciplines of mathematics and science, and SMC faculty members have been participants in these discussions. The Presidential Summit initiative, serving Southern California CSU and community college campuses, was initiated by CSU to encourage discipline-specific discussions regarding articulation of majors. The Superintendent/President, Vice President of Academic Affairs, Associate Vice President of Planning and Development, Dean of Counseling and Retention, and the Articulation Counselor have attended meetings of the Presidential Summit and its Steering Committee. This initiative has been disappointingly slow in gathering momentum. As a result, many of the meetings for specific discipline areas were scheduled so late in the academic year that they were canceled because of the small number of faculty members who indicated interest in attending.

OBJECTIVE 3. *To establish an advisory group comprised of representatives from ten large, urban colleges, and meet twice a year to compare, analyze, and interpret student success data. (Planning and Development)*

The establishment of an advisory group was not necessary this year because Santa Monica College was invited to participate in a grant written by the Center for Urban Education Rossier School of Education at the University of Southern California. The grant is entitled *Designing and Implementing a Diversity Scorecard to Improve Institutional Effectiveness for Underserved Minority Students*. This is a three-year project that brings together representatives from five community colleges, four state universities, and six private colleges to compare, analyze, and interpret data and to discuss ways to improve access, retention, institutional receptivity, and academic excellence as it relates to minority students.

OBJECTIVE 4. *To expand the efforts of institutional research in the area of student success through an in-depth examination of the performance of student populations and sub-populations, in areas such as the Student Right-To-Know data, Partnership for Excellence data, distance education, workforce development, prerequisite skills relationship with class performance, session length relationship with class performance, international students, special programs, and basic skills progress. (Planning and Development)*

The following represents a partial list of the research projects undertaken by the Office of Institutional Research this year:

- The college's Online Fact Book was reformatted and expanded to include many data elements in an easily accessible form. These data include links to Student Right-To-Know data prepared by the Chancellor's Office for the College.
- An updated report on the College's measures for the Partnership for Excellence data was prepared in May.
- An analysis of the enrollment, success, and withdrawal rates of students in the Distance Education program was done for students taking courses in the Summer 2000 and Fall 2000 semesters.
- Data on income by educational attainment for students has been placed on the College's Online Fact Book for the years 1993-94, 1995-96, and 1996-97.
- An analysis of the relationship of prerequisite skills to class performance was prepared subsequent to Fall 2000 to determine how well students who were taking courses with the newly implemented advisory of "Eligibility for English 1" were succeeding.
- A paper on the relationship of session length to class performance received the 2000 Award for Excellence in Institutional Research from the statewide Research and Planning Group. A subsequent report on this topic was prepared this year and presented at a national Association for Institutional Research forum.

- International Students are included as a sub-category in most of the research studies so that the success of these students can be analyzed separately if desired.
- Several special programs were studied this year in coordination with the leaders of those programs. These studies included surveys that were cooperatively prepared between the program leaders and the Office of Institutional Research.
- An analysis was done to examine student progress through the English and mathematics sequences for those students starting at the basic skills levels. The studies were done with participation from the departments.

GOAL 2. Academic Excellence

OBJECTIVE 5. *To study the enrollment patterns and student success results of the courses for which “Eligibility for English 1” skills advisories are being implemented in Fall 2000 to determine whether the advisories produce the desired effects of increasing student success rates in these specific courses and directing students toward making more appropriate course selections.*
(Academic Affairs) **Student Success

Several semesters of data will be required to support a definitive conclusion regarding the results of implementing these skills advisories. The initial study for Fall 2000 shows a slight increase for these courses in the number of enrolled students who are known to be eligible for English 1. This may indicate that the stated advisory is having a desirable effect in assisting students to make appropriate course selections. However, the study shows little change in the overall student success rates for these courses.

OBJECTIVE 6. *To present the results of the tutoring surveys administered during Spring 2000 and the written summary of interviews with all tutoring coordinators to the Collegewide Coordinating Council as a basis for developing recommendations to enhance the general effectiveness of tutoring services in terms of organization, allocation of resources, and uniformity in the*

recruitment, selection, training, and evaluation of tutors. (Academic Affairs)

****Student Success**

The Collegewide Coordinating Council devoted three meetings to the discussion of issues related to tutoring and made the following recommendations:

- To determine whether tutoring labs are adequately supporting courses and meeting the academic needs of students by conducting a faculty survey and having each academic department discuss and comment upon the results;
- To promote the concept of tutoring as a support for successful students rather than a last resort for students in trouble;
- To provide appropriate support for the design of a tutoring course based on the materials developed for the Spring 2001 tutoring workshops;
- As a first step toward acquiring more useful information regarding resource allocation and expenditures, to assign all tutoring funds to one budget location;
- To create opportunities for tutoring coordinators, faculty, staff, and student tutors to discuss appropriate policies and standards for all tutoring labs;
- To continue exploration of alternative instructional support methods such as instructional aides, counseling aides, student workers in the classroom, and online tutoring; and
- To complete the three major tutoring studies authorized by the Collegewide Coordinating Council, disseminate and discuss their results, and recommend appropriate actions.

OBJECTIVE 7. *To develop strategies, in cooperation with the Academic Senate and the Faculty Association, for increasing direct faculty participation in the implementation of grants to ensure that grant resources result in new programs and initiatives that become permanent institutional enhance-*

ments. (Planning and Development) **Student Success; Community Partnerships/Financial Viability

Faculty assignment and compensation issues related to grants delayed a policy-level discussion of this topic. However, faculty participation in the implementation of grant projects that are well on their way to becoming institutionalized actually increased this year. The following is a partial list of these grants with the approximate number of faculty participants:

- Chancellor’s Office Integrating Service Learning into the Curriculum (15 faculty members)
- Chancellor’s Office Tech Prep (11 faculty members)
- Chancellor’s Office Middle College High School “Launchpad” (5 faculty members)
- Chancellor’s Office Transfer Readiness Research (17 faculty members)
- Chancellor’s Office Multimedia/Entertainment Center (13 faculty members)
- Chancellor’s Office/City of Santa Monica Pico Partnership Program (4 faculty members)
- Chancellor’s Office FSS: Underrepresented Students Science Access Program “Saturday Science” (3 faculty members)
- Chancellor’s Office California Virtual University Staff Development Center (4 faculty members)
- U.S. Dept. of Education Title III—Strengthening Institutions Program (3 faculty members)
- U.S. Dept. of Education Title VI-A—Undergraduate International Studies and Foreign Language (5 faculty members)
- eCollege Online Degree in Business Administration (17 faculty members)

- Chancellor's Office FII: Student Success Project (66 faculty members)
- Chancellor's Office Teacher Training and Reading Development Partnerships (13 faculty members)
- State Center for Developmental Disabilities Model for Job Placement and Training (2 faculty members)
- California Council for the Humanities Evening Celebration of Asian Pacific Islander Heritage Month (2 faculty members)

OBJECTIVE 8. *To develop grant applications to fund priority areas identified within the various planning documents of the college; develop discipline specific workshops to increase the number of instructional faculty who pursue grants; and create a structure to provide an ongoing, consistent liaison between grant program managers and the business/ administrative functions (e.g., accounting, human resources, etc.).* (Academic Affairs) **Student Success; Community Partnerships/Financial Viability; Community of Mutual Respect

Several workshops were developed and delivered. The first was a general "Grantsmanship 101" institutional flex day workshop; another was focused toward vocational and technical education faculty. A faculty workshop designed to enhance the College's competitiveness for grants from the Chancellor's Office Fund for Instructional Improvement was held in Spring 2001. Smaller, focused grant workshops were conducted for English Department, Student Services, Social Sciences Department, Academy of Entertainment and Technology, Automotive/Trades Department, Photography, and Disabled Students Center faculty. The Director, Grants also met one-on-one with many faculty, staff, and administrators to discuss the grants process.

The Director, Grants disseminated a draft version of the procedures for submitting grants, developed in concert with Human Resources and Accounting, and participated in meetings between the Restricted Funds Accounts Manager and the various project managers to develop budgetary accounts for grants. The Grants Office also expedited fiscal reporting requirements by assuming the task of disseminating accounting reports to

the project managers. After discussion with the Vice President, Human Resources, the grants approval form was modified to ensure that Human Resources would have advance knowledge of personnel hiring requirements for grants. Finally, copies of the grants are now disseminated to a larger audience of concerned parties to ensure common awareness of funded grants.

GOAL 3. Community of Mutual Respect

OBJECTIVE 9. *To work cooperatively with the Academic and Classified Senates to adopt the proposed revised Board Policies and to adopt revised Administrative Regulations pertaining to human resources. (Human Resources)*

Human Resources completed a draft revision of the Human Resources Board Policies. After a review by the Academic Senate Joint Personnel Policies Committee and the Academic Senate, the policies were submitted to the Board of Trustees for a first reading at the June 2001 meeting. In addition, Human Resources has completed a draft of updated and new administrative regulations to be reviewed by the Academic Senate Joint Personnel Policies Committee. It is anticipated that the committee will complete its review during Spring 2002.

OBJECTIVE 10. *To explore with the college community the concept of a training academy on campus to provide staff development training for all employees and to provide training/orientation for new employees. (Human Resources) **Academic Excellence; Student Success*

The Academic Senate Joint Professional Development Committee has expressed support for the concept of a training academy. During the Spring 2001 Semester, the committee developed a survey for department chairs and program leaders to provide input on the development of such a training effort. In addition, Human Resources and the Academic Senate Joint Professional Development Committee have begun to examine ways in which to provide more staff development opportunities on campus, particularly for the classified staff.

OBJECTIVE 11. *To provide training programs on campus on issues of diversity. (Human Resources)*

Human Resources presented workshops on issues of diversity for all academic and classified administrators/managers in Fall 2000 and for all employees in Spring 2001.

OBJECTIVE 12. *To continue to provide training for administrators and managers including appropriate follow-up training to the management retreat to be held in July 2000. (Human Resources)*

Human Resources continued to hold monthly “brown bag” lunch meetings for all administrators/managers. During these meetings, hiring processes, evaluation, student employment, and various contract administration issues were discussed. In addition, Human Resources provided training for all administrators/managers and department chairs concerning new provisions in the faculty and classified staff collective bargaining agreements and the new classified staff evaluation form. Human Resources also continued its series of trainings on progressive discipline and documentation. A management training session was held in November 2000 as a follow-up to the Summer 2000 management retreat. This session focused on ideas for additional training and on the issue of time management. Winter 2002 management training sessions have been scheduled to deal with issues involving customer service.

OBJECTIVE 13. *To work cooperatively with the college community to revise the hiring procedures for academic employees. (Human Resources)*

****Student Success**

As part of the development of the revised and new Human Resources Board Policies, the issue of the hiring procedures was discussed with the Academic Senate Joint Personnel Policies Committee. No new procedures for the academic employee hiring process resulted from this discussion. However, it is anticipated that as part of the review of the new draft of administrative regulations for Human Resources, the issue of the academic hiring process will be discussed in detail. As a result of the move of Human Resources to the 2714 Pico facility, Human Resources implement-

ed a new procedure to maintain employment applications for new faculty positions in department and administrative offices on the main campus and at the Academy of Entertainment and Technology and Madison sites.

OBJECTIVE 14. *To continue to work with the Personnel Commission to improve the efficiency of the classified hiring process. (Human Resources)*

Human Resources continued to work in a cooperative manner with the Personnel Commission and its staff on a wide variety of issues. Both the Personnel Commission and Human Resources recognized that the procedure for the hiring of classified staff needed to be revised. To this end, a consultant was hired to assist the staff of both Human Resources and the Personnel Commission to map the hiring process and to recommend changes to make the process more efficient. This task has been completed with respect to the hiring process, and Human Resources will soon announce and implement new procedures for the hiring of classified employees. In addition, Human Resources and Personnel Commission staff have agreed to engage in an ongoing process of mapping the hiring process as well as other areas of joint responsibility and to hold monthly staff meetings.

OBJECTIVE 15. *To increase awareness of safety issues through the development of a video presentation to be used in conjunction with campus safety presentations. (Student Affairs)*

Improved PowerPoint presentations were developed to promote campus awareness of safety issues and crime prevention. Safety talks became part of the Weekend of Welcome (new student orientation), and the number of classroom safety talks was increased.

OBJECTIVE 16. *To develop specific leadership development programs to enhance the quality of student participation on District and Academic Senate Joint Committees. (Students Affairs) **Student Success*

Student leadership skills were enhanced by providing an opportunity for a student contingent to attend Sacramento Lobby Day; offering ongoing workshops for student leaders in addition to the student leadership Human Development course; ensuring appropriate student representation

for all participatory governance committees, task forces, and ad hoc committees; and by presenting workshops for faculty advisors.

GOAL 4. Technology

OBJECTIVE 17. *To transform the delivery of Admissions, Enrollment, and Counseling/Retention services through the use of technology.* (Student Affairs) **Student Success

In an effort to better serve students through technology, use of online or telephone enrollment was vigorously promoted and recently mandated for continuing students, limiting in-person transactions to late enrollment and schedule adjustments. In addition, a year-round application, both traditional and online, now facilitates the admissions process. A recently implemented degree audit system provides a way to easily view student progress toward educational plan completion. As a part of a pilot effort, admissions staff processed just under 500 students who had not petitioned to graduate, but were eligible to receive Associate in Arts degrees. Those degrees were awarded at Commencement 2001.

OBJECTIVE 18. *To redesign the Weekend of Welcome and expand the online orientation to include all new students.* (Student Affairs) **Student Success

The Counseling Department developed a distance education new student orientation CD-ROM; helped to secure funding (\$25,000) from the Chancellor's Office to create an online orientation for the general student population; and developed counseling, transfer, and articulation websites.

OBJECTIVE 19. *To implement computerized assessment.* (Student Affairs) **Student Success

As part of the implementation of the computerized assessment center, students are no longer required to make appointments to be tested. This system of providing open testing accommodates the ever-increasing number of students who require testing services. Electronic English assessment is currently available. Beginning in Winter 2002, an electronic math assessment instrument will be piloted.

GOAL 5. Community Partnership / Financial Viability

OBJECTIVE 20. *To develop administrative regulations, procedures, and desk manuals that will support the Business Services Board Policies and to continue providing in-service training to all staff on business-related issues.* (Business and Administration) **Community of Mutual Respect

New procedures have been implemented for travel and conferences, budget transfers, and direct reimbursements. Most Business Services areas are making progress toward the completion of their desk manuals which are, by definition, constantly changing documents. In-service training has been provided to many departments on campus, principally those responsible for grants. This will be an ongoing project because of employee turnover and changes in regulations

OBJECTIVE 21. *To improve Bookstore operations and services, including the expansion of the Web site for Bookstore purchases, to better serve our student population.* (Business and Administration) **Technology; Student Success

In response to the Bookstore Task Force recommendations, there is a proposed reorganization that will result in better staffing of the Bookstore, and a 2500-square-foot addition to the Bookstore on the main campus is in the planning stage. The problems with the expanded website for bookstore purchases appear at the present time to have been solved.

OBJECTIVE 22. *To present and implement a comprehensive reorganization plan for accounts receivable and cash handling to include the formation of a Bursar's office.* (Business and Administration) Community of Mutual Respect

The cash handling process has been changed to facilitate cash being deposited into the county treasury in a timelier manner. Plans for the organization of the Bursar's office have been finalized, but the timing for their implementation is dependent upon the remodel of the Administration Complex to house student services.

OBJECTIVE 23. *To work with a consultant to improve the flow of infor-*

*mation between the grant writers, the grant administrators, the Business Office and the Human Resources department. This will improve the budgeting, accounting and claiming process for state, federal and local grants. (Business and Administration) ** Community of Mutual Respect*

It was determined that using a consultant would not be a cost-effective way to address this problem. Instead, in-service training is being provided to each of the areas.

OBJECTIVE 24. *To increase community participation in the support of the College by broadening the membership of the General Advisory Board and increasing the membership of the SMC Associates. (Planning and Development)*

The General Advisory Board continued to broaden its membership with an increase of ten members during the 2000-2001 academic year. The group's regularly scheduled breakfast meetings have been consistently well attended. The agendas of these meetings included presentations by each of the College's elected trustees and the student trustee as well as featured reports on college programs in which members have expressed particular interest. As a result of an active campaign, the membership of the SMC Associates has nearly doubled over the last two years. The group co-sponsored a series of six lectures in collaboration with several academic departments, including Modern Languages, Social Science, Communications, and Business. Special events supported by the SMC Associates included a lecture by former Massachusetts Governor Michael Dukakis and a weekend evening lecture "Implications of the Human Genome Project," which was followed by a reception for the college support community.

OBJECTIVE 25. *To complete Phase I of the capital campaign by meeting our goal of \$12.4 million, and to obtain \$1.5 million in annual giving (including \$1 million from the John Drescher bequest). (Planning and Development)*

Annual giving (including the John Drescher bequest) exceeded the \$1.5 million goal. The Capital Campaign reached \$8.7 million with an additional \$3 million in pending gifts toward the \$12.4 million goal. The cam-

paign will now go into a transitional phase to examine total resource development, reevaluate previously set goals, and, if necessary, re-determine capital priorities.

OBJECTIVE 26. *To establish a committee comprised of Foundation Board members and college administrators to provide oversight for the Madison project. The goal for this year is to raise an additional \$3 million. (Planning and Development)*

The Madison Performing Arts Center Project has completed Phase 1, with \$3.1 million raised, and is entering the architectural phase. A task force consisting of donors, Foundation Board members, and college administrators is being developed to create a plan to raise an additional \$10 million for the project.

GOAL 6. Facilities

OBJECTIVE 27. *To provide a comprehensive, workable Emergency Preparedness plan for the college that will include training and information, proper setup of an Emergency Operations Center and liaison with appropriate state and city agencies. (Business and Administration) ** Community Partnerships/Financial Viability; Community of Mutual Respect*

An Emergency Preparedness Plan has been developed and delivered to college administrators for review. Following this review, it will be distributed to managers and department chairs. There will be a concentrated effort in the coming year to provide training for all those who have an active role in the implementation of this plan.

OBJECTIVE 28. *To facilitate the development and implementation of Comprehensive Master Plan, Interim Facility Plan, scheduled maintenance, hazardous mitigation, and ADA access projects. (Business and Administration)*

Planning has been completed for the Library addition and the parking structure replacement as required in the Comprehensive Master Plan. State-funded scheduled maintenance and hazardous material projects affecting the Technology Building, Gym, Physical Education Annex, Art

Building, Letters and Science Building, Liberal Arts Building, Music Building, and former Business Services Building have been completed. The remodel of 2714 Pico Boulevard as the temporary administration complex has been completed. Workforce and Economic Development has moved into the remodeled 2020 Santa Monica Boulevard office complex. Request for state funding for the replacement of the Liberal Arts Building has been revised and submitted to the Chancellor's Office. Over \$500,000 was expended during the year on other small projects.

OBJECTIVE 29. *To evaluate and improve the effectiveness of the new work order tracking and distribution system and to establish regular communication with faculty, staff, and student organizations to keep the college community informed of facilities and maintenance developments.* (Business and Administration) ** Community of Mutual Respect

The work order system appears to be functioning well. Well over 14,000 work orders were processed in the last year, and the Operations, Custodial, and Grounds areas have been added to the system.

**BOARD OF TRUSTEES GRANT STATUS
2000-2001**

GRANT	AGENCY	AMOUNT	CONTRIBUTING/ LEAD FACULTY
Title III-Strengthening Institutions Program (Year 2)	US Department of Education	\$350,000	Erica LeBlanc
TRIO Student Support Services (Year 4)	US Department of Education	\$194,688	Gayle Davis-Culp
FSS: Transfer Readiness (Year 3)	Chancellor's Office	\$16,667	Brenda Johnson-Benson
FSS: Supporting Community College Faculty Education for Student Success	Riverside Community College through FSS Program of the Chancellor's Office	\$58,789	Jennifer Merlic
FSS: Pico Partnership(Year 4)	Chancellor's Office	\$18,280	Camille Presley
VTEA 1-C	Chancellor's Office	\$511,217	Erica LeBlanc
CVU Staff Development Center (Year 2)	Chancellor's Office	\$43,677	Jennifer Merlic
BUDGET AUGMENTATION to an existing grant: School-to-Career Partnership Grant	Chancellor's Office	\$8,627	Nancy Currey Espe Nieto
Middle College High School	Chancellor's Office	\$150,000	Julie Yarrish
FSS: Service Learning (Year 2)	Chancellor's Office	\$54,577	Fabienne McPhail
FIPSE: Supporting Community College Faculty Education for Student Success	Riverside Community College	\$10,000	Jennifer Merlic
FSS: Underrepresented Students Science Access Initiative (Year 3)	Chancellor's Office	\$9,592	Al Buchanan
Title VI-A, Undergraduate International Studies and Foreign Language Program (Year 2)	US Department of Education	\$89,686	Katharine Muller
Joan Abrahamson School-to-Career Partnership (Year 3)	Los Angeles County Office of Education	\$30,000	Nancy Currey Espe Nieto
School-to-Career (Transitional Funds)	Los Angeles County Office of Education	\$14,000	Nancy Currey Espe Nieto
VTEA Equipment Grants: Digital Photography Equipment (Photography)	Chancellor's Office	\$99,923	Larry Jones Ford Lowcock

VTEA Equipment Grants: Public Transit Maintenance Equipment (Automotive Technology)	Chancellor's Office	\$96,616	John Verdugo
Tech Prep Innovative Grants	California Department of Education Chancellor's Office	\$466,070	Nancy Currey Espe Nieto
"An Evening Celebration of Asian Pacific Islander Heritage Month at Santa Monica College"	California Council for the Humanities	\$2,500	Lesley Kawaguchi
Welfare Investment Act: Governor's 15% Set-aside	State of California Health and Human Services EDD	\$350,000	Tracey Ellis
Summer Undergraduate Research Fellowship Program	National Institute of Science and Technology (NIST)	\$39,234	Vicki Rothman
BUDGET AUGMENTATION to an existing grant: Temporary Assistance for Needy Families (TANF) Allocation	Chancellor's Office	\$27,636	Tracey Ellis
BUDGET AUGMENTATION to an existing grant: California Work Opportunities and Responsibilities to Kids (CalWORKS) Allocation	Chancellor's Office	\$116,422	Tracey Ellis
BUDGET AUGMENTATION to an existing grant: HACU/Dept.of Labor School-To-Career	Hispanic Association of Colleges and Universities	\$65,137	Tracey Ellis
BUDGET AUGMENTATION to an existing grant: School-To-Career	Los Angeles County Office of Education (LACOE)	\$16,000	Tracey Ellis
TRIO SSS 4-year renewal(2001-2005)	US Dept. of Education	\$865,816	Erica LeBlanc
Job Development Incentive Training Fund 2nd Year Renewal: Hotel Consortium	Chancellor's Office	\$299,490	Elmer Bugg
Job Development Incentive Training Fund 2nd Year Renewal: Restaurant Consortium	Chancellor's Office	\$299,489	Elmer Bugg
	Total:	\$4,304,133	

RESEARCH REPORTS

2000.9.1.0	Fall Session Enrollment Data: Fall 2000 Equal Employment Opportunity Survey	September 15, 2000
2001.1.1.0	Winter Session Enrollment Data:	January 18, 2001
2001.3.1.0	Spring Session Enrollment Data:	March 2, 2001
2001.4.1.0	The Influence of Term Length on Student Success:	April 20, 2001
2001.5.1.0	Partnership for Excellence Indicators:	May 21, 2001
2001.6.1.0	The Characteristics of Early Alert Students – Fall 2000:	June 19, 2001
2001.6.2.0	Summer Session Enrollment Data:	June 27, 2001

INSTITUTIONAL RESEARCH REPORTS

Type	Description	Timeline
Accreditation	Multi-year summary data	Every 6 years
CCFS320	State – Community College Financial Statement	January, April, July
Enrollment	Headcount & FTES Enrollment by Session & Discipline – 1984 to Present	Annual after Fall Sem data available
Enrollment	Summary enrollment statistics for each session	Winter, Spring, Summer, Fall
Federal	Student Right to Know	Annual subscription with Chancellor's Office
Grants	Collect data to support college grants	As needed
Instruction	Grade Study	Winter, Spring, Summer, Fall
Instruction	Instructional Program History by Discipline	Winter, Spring, Summer, Fall
Instruction	Prerequisite Analysis	As needed
Instruction	Student Progress in Subsequent Courses	As needed
Instruction	Class Size by Course	Winter, Spring, Summer, Fall
IPEDS	Federal – several parts	Fall, Spring
Newsletter	Research newsletter with key campus data	Once or twice per year

Personnel	Annual Equal Opportunity Report	Fall
Personnel	Goals and Timetables – Equal Opportunity	Annual, when requested
State	AB1725 Full-time Data	Fall
State / SMC	Partnership for Excellence Indicators	Annual
Students	Focus groups (such as success, retention)	As needed
Students	Grade Study	Winter, Spring, Summer, Fall
Students	Persistence data	Spring, Fall
Students	Probationary / Disqualified students report	Spring, Fall
Students	Student Equity	As needed
Students	Success and Withdrawal data	Winter, Spring, Summer, Fall
Students	Transfer data	Annual
Surveys	External and internal surveys	As requested
Web Page	Web page data accessible to all	Continuous