Master Plan
For Education

Revised July, 2002

Achieving the Santa Monica College Vision

Changing Lives through
Excellence in Education

TABLE OF CONTENTS

SANTA MONICA COLLEGE
MASTER PLAN FOR EDUCATION REVISION
2002

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 intent of the College's planning process for the document to be extensively revised every six years, this 2002 document includes the results of two major planning efforts beyond the annual report on the College's progress in achieving the prior year's objectives and the formulation of new objectives for the coming year. First, the College's Vision, Mission, and Goals statements were reviewed and revised. Then, a focus group representative of all college constituencies developed a series of major planning issues to guide the creation of specific institutional objectives for this and coming years.

In order to formulate the 2002-2003 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 the purpose of continuing current efforts. (The status of the 2001-2002 objectives was incorporated into the formation of the new objectives.) 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.

VISION

Santa Monica College:
Changing Lives
Through Excellence In Education

MISSION

Santa Monica College strives to create a learning environment that both challenges our students and supports them in achieving their educational goals. We prepare our students to contribute to the global community as they develop an understanding of their personal relationship to the world's social, cultural, political, economic, technological, and natural environments.

To fulfill this mission, the College provides open and affordable access to excellent associate degree and occupational certificate programs. These programs prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning.

Santa Monica College serves, represents, and embraces the community's racial and cultural diversity. We promote the exchange of ideas in an open, caring community of learners and recognize the critical importance of each individual to the achievement of our vision.

GOALS

Student Success:

The College's learning environment will challenge, motivate, and support students. The College will use data on student outcomes to enhance educational programs and services.

Academic Excellence:

The College will uphold its tradition of academic excellence and innovation centered on a strong core of classified staff, faculty, and administrators. All are dedicated to the lifelong development of individual skills and competencies.

Community of Mutual Respect:

The College will be exemplary as a diverse community of mutual respect—a community characterized by respect for the individual, free exchange of ideas, broad collaboration, and participation in college governance.

Effective Use of Technology:

The College will promote access to technology to achieve its goals.

Community Partnerships:

The College will develop public/private partnerships to meet the educational needs of our community, ensure financial viability, and promote employment of our students and alumni.

Supportive Physical Environment:

The College will acquire, plan, develop, and maintain facilities and equipment to provide the best possible educational environment and promote the use of sustainable resources.

PLANNING ISSUES

Student Success

- Evaluate the availability and adequacy of institutional support services to ensure student success

- Use student outcome data to research, develop, and evaluate programs, policies, and services

- Review the policies and practices of enrollment services

- Establish campus-wide review systems to ensure fiscal accountability and departmental/program efficiency

- Evaluate and implement recommendations developed by the Presidential Retention Task Force

Academic Excellence

- Train students to be competent evaluators of all current and future information delivery systems

- Define and impart the skills and values necessary for students to function in society

- Research and develop new teaching and information delivery methodologies

- Analyze and develop assessment, accountability, and evaluation methodologies

- Research, develop, and revise academic programs in response to college and community needs

- Develop innovative programs to increase the quality of education while maintaining fiscal responsibility

- Expand staff development opportunities

Community of Mutual Respect

- Foster greater communication among campus groups and between the campus and the community

- Promote tolerance and understanding about diverse cultures and groups

- Develop strategies to effectively mediate conflict

- Address concerns about intellectual property issues

- Clarify and increase awareness of campus policies and procedures

- Demystify the budget process

Effective Use of Technology

- Achieve more effective use of technology by enhancing technical support services

- Streamline workflow through automation

- Meet the needs of students and employees by integrating current technology into all learning and working areas

- Improve, enhance, and implement planning efforts

Community Partnerships

- Nurture positive community relationships and partnerships

- Explore additional avenues of community fundraising to support community outreach efforts

- Expand opportunities for the College to become further engaged with the community

- Study and assess the community's needs for continuing education and lifelong learning

Supportive Physical Environment

- Increase parking and transportation options and encourage students, staff, and faculty to use them

- Make it easier for students and staff to participate in activities at multiple sites

- Involve the campus community in helping to keep the campus neat and clean

- Increase and better utilize meeting spaces, offices, study spaces, classrooms, and labs

- Help students identify, locate, and access all student services

- Use environmentally responsive elements in all college facilities and projects

- Provide access to necessary services and support at all sites

- Originate inventive techniques to maximize fiscal resources

MASTER PLAN FOR EDUCATION
2002–2003 INSTITUTIONAL OBJECTIVES

ALL GOALS

OBJECTIVE 1. To involve all college constituencies in the development of the institutional self-study in preparation for the Spring 2004 accreditation visit. (All Areas)

GOAL 1. Student Success

OBJECTIVE 2. To create an interdisciplinary support network based upon the SCORE (Specialized Curriculum Optimizing Retention in Education) joint proposal from the English, Mathematics, and Counseling Departments to improve retention of underprepared first-time freshman students through the use of collaborative instruction, intervention, and student support methodologies. (Academic Affairs; Student Affairs) **Community of Mutual Respect

OBJECTIVE 3. To identify what constitutes success within particular academic programs and to consider alternative strategies to promote student success through other measures. (Academic Affairs; Planning and Development) **Academic Excellence

OBJECTIVE 4. To complete the Bookstore reorganization and work with academic departments to ensure that textbooks are available to students before the start of classes. (Business and Administration; Academic Affairs) **Academic Excellence; Community of Mutual Respect

OBJECTIVE 5. To review the recommendations of the Presidential Retention Task Force and begin their implementation. (Student Affairs; Academic Affairs)

OBJECTIVE 6. To enhance the services offered by the Career Services Center. (Student Affairs; Planning and Development) **Academic Excellence

OBJECTIVE 7. To develop a pilot program for online counseling services for the general student population that will involve orientation, counseling sessions, and appropriate follow-up activities. (Student Affairs)

GOAL 2. Academic Excellence

OBJECTIVE 8. To collaborate with the Academic Senate to enhance the orientation process for new faculty. (Human Resources; Academic Affairs; Student Affairs) **Student Success; Community of Mutual Respect

OBJECTIVE 9. To work with the Academic Senate Joint Professional Development Committee in encouraging employees to utilize existing training programs on campus and in developing a matrix of training opportunities in pedagogy and leadership to promote faculty development. (Human Resources; Academic Affairs; Student Affairs) **Student Success; Effective Use of Technology

GOAL 3. Community of Mutual Respect

OBJECTIVE 10. To implement the academic department reorganization plan and develop a process through which all stakeholders may evaluate its effectiveness. (Academic Affairs) **Academic Excellence; Student Success

OBJECTIVE 11. To refine the criteria used by the Collegewide Coordinating Council in developing recommendations for new full-time faculty positions and to develop criteria for assessment of classified staffing needs. (Academic Affairs) **Student Success; Academic Excellence

OBJECTIVE 12. 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)

OBJECTIVE 13. To review all budgets with department heads on a monthly basis to ensure that problems are identified and corrected. (Business and Administration)

OBJECTIVE 14. To work with the Academic Senate to improve the training for faculty hiring committee members and equal employment representatives, as well as that for evaluators of faculty. (Human Resources; Academic Affairs; Student Affairs) **Student Success; Academic Excellence)

OBJECTIVE 15. To work with the Personnel Commission to complete the classification study of all classified positions. (Human Resources)

OBJECTIVE 16. To review the current training offered by the Human Resources Office on sexual harassment and discrimination to develop additional programs to further train staff and faculty. (Human Resources)

OBJECTIVE 17. To implement strategies for a campus climate that promotes a learning environment characterized by mutual respect and safety. (Student Affairs; Academic Affairs) **Supportive Physical Environment

GOAL 4. Effective Use of Technology

OBJECTIVE 18. To implement the plan to reorganize Information Technology into three major teams—Management Information Systems, Technical Support, and User Support—to the extent that current budget constraints and employee hiring and classification limitations allow. (Information Technology) **Community of Mutual Respect; Student Success

OBJECTIVE 19. To streamline workflow through automation and to meet the needs of students and employees by integrating current technology into all learning and working areas. (Information Technology; Academic Affairs; Student Affairs; Business and Administration; Human Resources) **Student Success; Academic Excellence; Community of Mutual Respect

OBJECTIVE 20. To improve and enhance technology planning efforts, including the organization of the College's web site and the development of best practices for departmental, program, and individual web pages. (Information Technology; Academic Affairs; Student Affairs) **Community of Mutual Respect

OBJECTIVE 21. To continue the modernization of Enrollment Services through use of technology and to explore the feasibility of developing an automated process, similar to the degree audit system, for facilitating student completion of occupational certificate requirements. (Student Affairs; Information Technology; Academic Affairs) **Student Success

GOAL 5. Community Partnerships

OBJECTIVE 22. To work with local, state, and federal agencies to identify new funding/grant opportunities to support the development of projects such as the Madison Performing Arts Center, parking facilities, and the Center for Environmental and Urban Studies, as well as identification of new internship opportunities for students and faculty. (Planning and Development) **Academic Excellence, Student Success

GOAL 6. Supportive Physical Environment

OBJECTIVE 23. To develop a project schedule and begin implementation of the facility renewal plan developed with the assistance of 3D-International. (Business and Administration)

OBJECTIVE 24. To deal with budget constraints by prioritizing the allocation of staff and funding for Maintenance and Operations, with particular emphasis on the Custodial and Operations areas. (Business and Administration) **Community of Mutual Respect

OBJECTIVE 25. To work with all college constituencies to plan and develop the new Centinela/BAE site and to identify the instructional and non-instructional programs to be located there. (Planning and Development; Business and Administration; Academic Affairs; Student Affairs) **Student Success, Academic Excellence, Community of Mutual Respect

OBJECTIVE 26. To work with all college constituencies in developing a new Comprehensive Facility Master Plan that will serve as a guide in facility planning for all college sites. (Planning and Development; Business and

Administration; Academic Affairs; Student Affairs) **Community of Mutual Respect

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 2001-2002
(Revised July, 2002)

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)

The Collegewide Coordinating Council devoted several Spring 2002 meetings to the review of the College's Vision, Mission, and Goals statements. While council members agreed early in the process that no major revision of the statements would be required, the group worked diligently to update, clarify, and tighten the language of the statements to ensure their effectiveness in appropriately framing and organizing the College's planning efforts over the next five years. A draft of the revised statements was distributed to all college constituencies represented on the Collegewide Coordinating Council for review and recommendations. The Council subsequently reviewed the recommendations and incorporated many of them into a final version of the document which the group approved in May 2002 to be submitted to the Board of Trustees at its July 2002 Annual Retreat.

Although the *Master Plan for Education* is updated each year with the development of new institutional objectives and a report on the progress toward accomplishing the prior year's objectives, the College's planning process calls for a more comprehensive review and revision of the master plan every five or six years. In its review of the *Master Plan for Education*, the Collegewide Coordinating Council determined that the revision should consist of identifying planning issues based upon the Vision, Mission, and Goals statements to serve as a guide in developing institutional objectives over the next several years. To begin this task, the Council formed a focus group consisting of some council members and additional representatives from each constituent group. Under the leadership of the Dean, Institutional Effectiveness and Planning, a team of twenty-five faculty members, classified staff members, administrators, and students met on

two occasions to identify planning issues. Both meetings stressed group participation and collaboration. At the first meeting, a brainstorming session resulted in 130 ideas. These ideas were discussed in small groups and reduced to 39 planning issues. At a second meeting, these planning issues were further refined and defined. In May 2002, the Collegewide Coordinating Council reviewed the work of the focus group and approved a final list of 35 planning issues to be included in the 2002-2003 update of the *Master Plan for Education*.

GOAL 1. 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

The College has embraced information competency as an important issue with campus-wide impact. In an effort to increase awareness of statewide matters, including the new graduation requirement, and to acquaint the college community with information competency skills, the Academic Senate Joint Professional Development Committee devoted the entire Spring 2002 Institutional Staff Development Day to this issue. Feedback to the committee showed that this was one of the most successful professional development days in our recent history for both content and usefulness.

The Information Competency Task Force has continued to monitor statewide activities, especially in relationship to new graduation requirements. Models used at other California community colleges include development of stand-alone library courses (similar to SMC's existing Library 1 and Library 3 courses) and incorporating information competency elements into courses in other disciplines. Task force members believe that the best model for Santa Monica College may be to allow students to meet the new requirement through successful completion of either a library course or a course selected from a list (including courses in a variety of

disciplines) to be approved by the Academic Senate Joint Curriculum Committee as meeting the requirement through appropriate incorporation of information competency elements. The task force has identified a preliminary group of existing courses for which such modifications could be accomplished with relative ease.

In addition, the College received a Chancellor's Office Fund for Instructional Improvement grant to address information competency, including developing the two-unit course Library 15/Education 15, *Integrating Information Competency Into the Curriculum.* The goal of this course is to provide faculty in all disciplines with knowledge of information literacy issues and to assist them in developing assignments to reinforce information competency components. The Academic Senate Joint Curriculum Committee recently approved this course, and its initial offering will occur in Summer 2002.

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

Severe funding problems created the need to completely restructure the College's Workforce and Economic Development Program to avoid future reliance upon grants to support its infrastructure and to pursue ongoing contracts to provide more operational stability. This restructuring has resulted in uniting Continuing Education and Workforce and Economic Development through common leadership and promises to enhance future efforts to increase the college community's awareness and understanding of noncredit and not-for-credit training programs. However, the demands of addressing issues related to the reorganization have dictated a focus on internal planning during this academic year.

The College's recent facility planning efforts have included several initiatives that promise to resolve the space issues that have imposed severe limitations on noncredit and not-for-credit programs. Measure U included

finding a permanent home for Emeritus College as one of its primary initiatives, and the passage of this bond issue has enabled the College to purchase a new building at 1227 2nd Street to provide this home. It is likely that Continuing Education and Workforce and Economic Development will be among the occupants of the recently purchased Centinela (BAE) site at the Santa Monica Airport. This relocation will address the "overhead" problem created by the current lease of facilities at 2020 Santa Monica Blvd. The noncredit ESL program will be one of the occupants of the proposed Literacy Center at 1410 Pico Blvd., another Measure U project.

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)

During Spring 2002, the Presidential Retention Task Force met three times. Co-chaired by the Dean, Academic Affairs and the Dean, Counseling and Retention, the committee is composed of ten instructional and eleven student services faculty members. The task force has been divided into the following four subcommittees:

- SMC Research Data—This subcommittee is working with the Institutional Research Office to gather and summarize all of the data that have previously been collected on student retention at SMC.

- Retention Research Project—This subcommittee plans to profile the characteristics of students who are successful versus those who are not.

- Instructional Retention Models—This subcommittee is examining the strategies that can be utilized by instructional faculty to impact student retention.

- Exemplary Retention Models—This subcommittee is conducting an extensive review of the literature to identify exemplary retention models that are in place at community colleges and four-year institutions across the nation.

A preliminary report highlighting emerging themes is currently being developed. The task force will continue its work through Fall 2002, and a final report will be filed with the Superintendent/President in Winter 2003.

The tutoring studies have been completed and presented to the Collegewide Coordinating Council. As a result of the studies, the Early Alert system is being totally overhauled. In addition, curriculum for a tutor-training class is being developed for presentation to the Academic Senate Joint Curriculum Committee in Fall 2002. The Collegewide Coordinating Council will consider acting upon the remaining recommendations after reviewing the report on exemplary strategies currently being developed by the Presidential Retention Task Force.

Several projects are currently underway to identify the alternative instructional support needs of at-risk students:

- During Winter 2002, 429 students who first enrolled at SMC in Spring 2001 and were placed on academic and/or progress probation at the conclusion of their first semester were required either to attend a three-hour re-orientation program or to meet with a counselor before registering for their Spring 2002 classes. The students who participated in this program are being tracked in order to determine the effectiveness of this pilot project.

- The College is in the second year of the three-year Diversity Scorecard Project with the University of Southern California. Representatives from each institution have met to examine data and to draft recommendations for improving the success of students taking the gateway math (Math 20) and English (English 21) courses.

- The work of the Presidential Retention Task Force subcommittees will be invaluable in helping the College identify additional and improved ways to support at-risk students.

A pilot project to improve the success of incoming high school students has been planned and will be implemented in Summer 2002. Six hundred students will be allowed to enroll during the first week of enrollment if they agree to take an English course and a math course their first semester. These students will also be encouraged to enroll in Human Development 20, *Student Success*. Those students enrolling in Level C math and English courses will receive additional support from the Counseling Department throughout the semester.

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

Career development is much more than teaching a student how to identify a single career that is best suited to his/her personality. Career development involves teaching students to recognize their interests, values, personal preferences, and transferable skills and to select more than one career that may satisfy them over the course of their lives. Today, workers need to have strong career management skills to ensure ongoing success in turbulent job markets. When students are taught career development concepts in college, they are learning career management competencies they can use throughout their lives.

Recognizing the importance of career development, Santa Monica College unveiled a new Career Services Center last fall. This center serves students, faculty, and staff by combining job placement and career counseling services to improve student retention and success.

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)

In keeping with SMC's Vision, Mission, and Goals, and in response to the large number of probationary students, the Student Services Retention Committee was formed during the 1999-2000 academic year. Considering the complexity of the issue, the committee decided to narrow its work to issues of student success as it relates to students on academic probation. The aim of the committee was to gain a better understanding of the rea-

son behind the poor academic performance of these students in hopes of identifying effective strategies for increasing their success rate.

Student success may be defined in terms of retention (i.e., students who complete a course with a grade of "C" or "Credit"), persistence (i.e., students who remain enrolled from one semester to the next), or program completion (i.e., students who earn a degree/certificate or transfer to a four-year institution). The Student Services Retention Committee developed a study to identify the underlying factors that contribute to the following grim statistics:

- Persistence for all SMC students drops to approximately 45% when enrollment is compared over an entire calendar year, from fall semester to the following fall semester.

- Retention over the year is highest for Asian students and lowest for African American students.

- The tendency for community college students to "stop-out" contributes to a low program completion rate. For example, out of a 1994-95 cohort of students, tracked over three full academic years, fewer than 25% had completed a two-year degree or certificate program.

- Within-term drop rates are alarmingly high with correspondingly low course completion.

- In terms of ethnicity, on average, the highest rates of success are among white students (75%) while the lowest success rates are among Latino students (44%) and African American students (50%).

The committee spent much of the 1999-2000 academic year analyzing the data and discussing possible intervention strategies. The following ten overarching recommendations emerged at the end of the process:

- To create opportunities for greater collaboration and communication among classroom faculty, student services faculty, and students;

- To develop multiple formats for new student orientation;

- To enhance counseling effectiveness and approach;

- To make financial aid more accessible and provide financial aid training for counselors;

- To examine ways to enhance the Early Alert process;

- To provide mandatory workshops for students when they are first placed on academic probation;

- To review the enrollment priority for probationary students;

- To make career education and assessment more accessible;

- To promote the Human Development 20, *Student Success* course and develop a summer bridge program for basic skills students; and

- To pilot test an academic preparedness instrument.

The current Presidential Retention Task Force will review the Student Services Retention Committee report in developing its recommendations.

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)

A Student Planner was given to all new students at orientation. Student Services deans and directors distributed the *Student Services Master Workshop Calendar* in fall and spring semesters.

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

Counseling developed an on-line orientation in Winter 2002 and continued to enhance the Counseling Department and Transfer/Articulation websites (www.smc.edu/counseling and www.smc.edu/transfer). A web page with the following message has been implemented for Fall 2002:

Whether you want to <u>transfer</u> from SMC to university, earn an <u>Associate degree</u> or <u>career certificate</u> from SMC, or take <u>courses for your own development</u>, SMC counselors are here to help you map out a plan to reach your goals.

So take a look at what we have to offer, and make an appointment to see an SMC counselor – <u>NOW</u>!

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

CalWORKs and Outreach staff members worked cooperatively to develop a recruitment plan for CalWORKs students, but implementation of the plan was halted when it became clear that there would be little or no CalWORKs funding for 2002-2003. Since there is significant overlap between the CalWORKs student population and that of EOPS and other special programs, recruitment and services for CalWORKs students will be accomplished through these programs and the College's general outreach and student services efforts.

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

The Academic Senate Joint Professional Development Committee devoted several meetings to the development of recommendations to incorporate a teaching/learning focus into professional development planning. These recommendations included:

- Creating an Education Department to serve as a center for professional development and hiring a full-time faculty member to lead professional development efforts and teach education courses;

- Coordinating all professional development activities into a regular cal-endar that would include departmental speakers, technology training efforts, and other relevant events;

- Making professional development activities cross-departmental and ongoing by organizing a variety of small-group activities with various starting dates, meeting lengths, times, and places;

- Developing courses that could be taken by faculty and staff members interested in professional development activities;

- Clarifying flex calendar requirements in an effort to determine whether "outside the work day" might be more flexibly interpreted; and

- Planning to revitalize professional development activities by making them product-producing rather than passive activities.

Although the request to hire a full-time faculty coordinator for profession-al development was not approved, the College has proceeded with some of the committee's recommendations, and others remain on the committee's agenda for future exploration or implementation. Three professional development courses—Education 10, *Faculty Success* (an orientation course); Education 11, *Service Learning Pedagogy*; and Library 15/Education 15, *Information Competency*—have been developed and approved by the Academic Senate Joint Curriculum Committee. The departmental reorganization plan includes the creation of the Education and Public Affairs Department that will be the academic "home" for all education courses, including those offered for professional development purposes. Both the Fall 2001 and Spring 2002 institutional flex days focused on teaching and learning. The Fall 2001 flex day featured a "class schedule" from which faculty and staff members were able to select from a variety of innovative teaching demonstrations presented by SMC faculty. Spring 2002 flex activities were organized around a theme of Information Competency and included a stimulating guest speaker and a wide choice of demonstrations provided by faculty and staff members. The activities for both days were well attended and enthusiastically received.

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

The SMC Virtual Campus has grown from five course sections offered in Fall 1999 to 85 sections offered in Spring 2002. A total of 62 courses in 22 disciplines are being taught online. With the increase in courses and sections, the number of faculty teaching online has increased from four to sixty-four. During the last academic year, there were 3,820 students enrolled in online courses. Categorical funding continues to be a major factor in the success of the Distance Education Program. To date, all faculty and staff training, all technology and equipment purchases, all course conversion fees, much of the cost of faculty incentives, and portions of the site license fees have been paid with funds provided by grants and donations.

The Academic Senate Joint Distance Education Committee was established this year to consolidate the efforts of the committee formed by the Associate Dean, Distance Education at the program's inception with those of the various workgroups, subcommittees, and *ad hoc* committees that had previously met to discuss individual aspects of distance education. The newly constituted committee has met regularly throughout the year to review, discuss, and assess various aspects of the program, campus-wide policies, and possible amendments to existing policies and procedures relevant to distance education. The committee has focused its discussions on the following areas: course and faculty evaluations (including appropriate survey instruments and data collection); improving information posted on the college and distance education web sites; services and software provided by both eCollege and SMC; and enrollment management.

The Office of Distance Education continues to direct its efforts toward enhancing and expanding academic and support services to improve

teaching and learning in an online environment. The online course offering now reflects the experience and knowledge of pedagogy and technology faculty members have acquired. The majority of courses now include multimedia products incorporated into the class and delivered via streamed video, streamed audio, and/or interactive CD-ROMs. These course enhancements enable faculty to engage students more readily and maintain student interest throughout the semester.

Faculty training sessions were provided four times during the academic year, and, each time, the sessions offered three levels of training, ranging from the novice to the experienced online teacher. Of the twenty-eight faculty members who participated, fourteen are either teaching online currently or scheduled to teach online for the first time in Fall 2002. Specialized, intensive training in authoring and editing was also provided to interested faculty and staff.

Information posted on the SMCOnline web site and links to student support services have been improved and expanded to meet the needs of the growing student population. The Online Student Orientation CD has been revised to incorporate web pages, hotlinks, and streamed audio/video and will now be accessible directly from the SMCOnline home page.

Review of the Americans with Disabilities Act demonstrated that all SMC online course lecture and support web pages met or exceeded the standards outlined in Section 508. However, those interactive CD-ROMs and multimedia components produced for online courses did not. This problem has been remedied through a two-phase approach. Accompanying web pages have been developed for the short-term solution, and a blueprint for software that will provide a systemic remedy for all future productions has been developed.

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

Sixteen SMC students were placed as interns with federal agencies such as the Department of Transportation, Lawrence Livermore Laboratories, National Institute of Standards and Technology (NIST), Veterans Health Administration, Congressional Committee on Education and the Workforce, and the office of Congresswoman Diane Watson. The College generated over $6 million in grants and contracts from local, state, and federal agencies. New grants were funded in Child Care Training, Knitwear Technology Training, and Adult Education. The identification of new "earmarks" in Washington, D.C. has created the possibility of $8 million in funding for the development of the Madison Performing Arts Center and the reallocation of FEMA funds for Parking Lot A.

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

The Purchasing Department was reorganized during the 2001-2002 fiscal year into a model in which buyers are assigned the coordination of all purchases for specific departments rather than certain commodities for all departments. In most cases, this has resulted in developing a better relationship between the buyers and the individual departments for which they are responsible. It has also enhanced the purchasing knowledge of the buyers by making them responsible for buying all commodities.

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

Administrative regulations have been completed for the Business Services area and are now being reviewed for presentation to the Board of Trustees. Many procedures have been formalized during the 2001-2002 fiscal year.

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

The Budget Committee has held regular meetings during the year so that its members will have a strong understanding of the budget process and the various impacts on the College's budget. All college constituent groups are represented on the committee, which has developed a statement of the committee's charge and a process for making recommendations to the Superintendent/President. Each member has the opportunity to ask questions and suggest issues to be reviewed. The committee has been active in developing ways to increase revenues and to reduce expenses, as well as recommending budget reductions to address current fiscal constraints. It is the role of committee members to inform their constituencies of budget issues and get direction from those they represent on future issues for consideration.

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

In September 2001, the Court of Appeal, in a case entitled <u>Connerly v. State Personnel Board</u>, issued a decision effectively bringing to an end the affirmative action requirements set forth in the Education Code and Title 5 Regulations. The decision is a major setback in the continuing effort to ensure a diversified faculty and staff. In response to this court decision, Human Resources has been working with the Academic Senate Joint Affirmative Action and Personnel Policies committees to rewrite the College's current affirmative action regulation to be in conformance with the <u>Connerly</u> decision. The Chancellor's Office is currently developing new Title 5 regulations and exploring what legal methods districts may use to increase the diversity of faculty and staff. Once the Chancellor's Office has finalized its recommendations, the Human Resources Office will share this information with the relevant Academic Senate joint committees. The District remains committed to exploring legal means to increase faculty and staff diversity.

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

As a result of a modification of the associate faculty provision of the collective bargaining agreement, emphasis was placed on identifying those adjunct faculty who had been evaluated in accordance with the contract provision in order to qualify as associate faculty. This process led to an increase in the number of adjunct faculty members evaluated. Training for evaluators will be addressed during the 2002-2003 academic year.

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

Staff from the Human Resources Office developed a general structure for a new orientation process for classified employees that will include improving the manner and type of information provided by the Human Resources Office, training managers on how to provide orientation for new employees, mentoring, and requiring new hires to participate in on-campus training relevant to their positions. With the assistance of Media Center staff, Human Resources has completed a web-based video orientation process that provides essential information to new hires. This web-based service will also provide links to other services such as Health Benefits, PERS, etc. The Human Resources Office remains committed to completing the new orientation process and expanding the services provided through web-based orientation. To this end, Human Resources staff will meet with selected managers and classified employees to further the process mapping of the remaining orientation process components.

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)

The Human Resources Office and the Personnel Commission staff successfully engaged in a process of mapping the classified hiring process. This effort led to a joint project with Information Technology to develop a web-based process for classified position requests and tracking the status of the hiring process for all requested regular, temporary, and non-merit positions. This web-based hiring process is currently being tested and will be released for use by administrators/managers on or about July 1, 2002. Human Resources and Personnel Commission staff will then begin to map the process used for working-out-of-classification compensation and will examine ways to incorporate requests for working-out-of-classification pay into the web-based hiring process. In addition, Human Resources has successfully implemented improved procedures for classified employee medical leaves of absence, family medical leave, and the hiring of professional experts.

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

The Human Resources Office has actively participated in the development and implementation of a variety of focus groups through which classified employees and administrators/managers have explored conflicts in relationships between managers and employees and how these relationships might be improved. A joint District/CSEA committee is now developing a plan for implementing some of the ideas and proposals generated by the focus groups

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

The traditional primary role of the Disciplinarian has been to oversee the Discipline staff, to interview students, to work hand-in-hand with faculty, to communicate regularly with the College Police Chief, to participate in appeals processes, and to make decisions regarding the outcome of discipline cases. This year, the Office of the Disciplinarian has been trans-

formed into the Office of Student Judicial Affairs. This new umbrella includes not only campus disciplinary services, but also ombudsperson services, mediation services, and workshops for faculty.

The transformation of the Office of College Discipline into the Office of Student Judicial Affairs provides the framework for a more positive and comprehensive approach in dealing with student conduct issues. There is now a place for students and faculty to come for information and training regarding student conduct, academic honesty, grade appeals, behavior/anger management, and conflict resolution. It is crucial that students feel that their concerns are being addressed in a timely manner before these concerns develop into discipline issues. It is just as crucial that faculty members feel that they are being supported in dealing with extremely challenging and often disruptive students.

In the past, both faculty and students perceived the Office of the Disciplinarian as a place to go for "bad" students. The Office of Student Judicial Affairs is perceived as a place where students go to have problems solved, to sit down and come to agreements, to gather information, and to feel that they have experienced "due process." In addition to improving campus morale, this approach has the potential of assisting the College in avoiding costly litigation.

GOAL 4. Technology

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

The Master Plan for Technology is composed of sets of objectives for each fiscal year as well as a general summary of the guiding principles and planning processes that are used in compiling each year's objectives. Most objectives involve a financial commitment, and much of that funding is dependent upon state categorical allotments, the amounts of which are often unknown until a few months into each fiscal year. This year, the process could not be finalized until early March. Narratives describing each objective have now been completed, as have the majority of the guiding principle documents. Since the *Master Plan for Technology* is updated

frequently as the status of the various objectives changes, the document will be published online from now on. The complete revised plan is expected to be available by Fall 2002.

Implementation of the plan is proceeding according to schedule. The majority of the 2000-2001 objectives were completed by Fall 2001 and included, among others, the installation of a new campus network, web-enablement of the ISIS system, replacement of all instructional lab computers and servers that were more than three years old, and the purchase and installation of a variety of new computer labs and other instructional technology.

Of the twenty-one objectives approved for 2001-2002, eight have been completed, and most of the others are in various stages of the purchasing cycle. These include improvements to network security, numerous initiatives necessary to maintain various instructional programs, and a system for the digitization of the College's vast collection of student records. Many of the objectives tentatively planned for 2001-2002, including the replacement of outdated computers in instructional computer classrooms and labs, were not funded due to severe reductions in the Instructional Equipment Block Grant allotment.

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

The entire ISIS character-based system has been re-engineered and migrated to an intranet-based system in accordance with the project schedule. Administrative users are now able to conduct day-to-day operations in a universally accessible browser-based environment. Many users have already experienced the benefit of having web-based reporting "at their fingertips."

The student self-service system has been expanded to enable viewing of grades, unofficial transcripts, priority enrollment information, and counseling functions. Faculty self-service roster functions are being deployed through the same portal (internet entry point) framework. There is work in progress on further extending the functionality to include Early Alert, student add/drop, and additional student information viewing functions. The Prometheus course management system was selected and deployed for Fall 2001. (Unfortunately, financial considerations created by Blackboard's buy-out of Prometheus have necessitated the migration to e-Companion courseware after only one year.) Through integration built within the same web architecture, data exchange between the course and student information systems has been achieved. There is work underway to further enhance the portal framework capability to integrate e-mail and calendar services and enable a single user "log-on" for all authorized functions.

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

The Los Angeles County PeopleSoft Financial Project "go-live" timeline has been postponed to 2003. Some critical community college requirements and support mechanisms are still being analyzed. Information Technology has supported preliminary data migration needs, but the final decision on the requirements for data conversion has yet to be made by the County. Information Technology is committed to support any technical needs during the implementation. However, the actual technological support mechanism and the timeline are dependent upon completion of the County's final project plan.

Local work has been concentrated on assisting the Human Resources Department with the design and implementation of a computerized workflow system to streamline the District's classified employment request process. This project is currently in the final testing phase for a July 2002 "roll out."

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

The College's PeopleSoft Student Administration project was placed "on hold" in Fall 1999 for two primary reasons:

- Consensus from all involved parties that the PeopleSoft Student Administration product was immature and lacking in critical functionality and

- The immediate need to provide self-service capability for students to conduct student support service transactions online.

As a result, an eight-month plan was developed to expand the District's existing ISIS system to achieve the immediate goals and evaluate PeopleSoft's next version 8.0, which was then scheduled for release in Fall 2000, to determine the feasibility of re-implementing PeopleSoft. The College's Information Technology team was able to accomplish the web-based student self-service initiatives and deliver all functionalities successfully on schedule. However, in the meantime, PeopleSoft announced that Student Administration Version 8.0 had been delayed until Fall 2001.

PeopleSoft finally released Student Administration Version 8.0 in December 2001. (The customer full release actually occurred in early 2002.) No community college has "gone live" on the new release so far, and there has been some indication from Palomar College and other current PeopleSoft Student Administration 7.0 customers that they plan to wait two years before implementing Version 8.0. Other reliable sources have informed us that PeopleSoft Human Resources Management System 8.0 early adapters have experienced poor performance and lack of immediate return of investment after the upgrade and are hoping that PeopleSoft's next HRMS release 8.4 will address some of these issues. Although our preliminary evaluation of PeopleSoft Student Administration Version 8.0 has begun, the delays in its release and the lack of implementing customers have inhibited progress.

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

Reorganization of the existing Information Technology departments and programs has been a primary focus for the administrators of this area throughout Spring 2002. Recommendations will include combining teams that currently provide redundant functions to different groups of users, creation of a single unit responsible for the initial handling of all user inquiries and requests, a broader array of promotional paths available to Information Technology staff, and, where possible, separating customer service roles from purely technical roles.

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

Much work has been done on the GASB (Government Accounting Standards Board) 35 financial reporting requirements. The College has contracted for and received a land and equipment inventory. Staff members have attended and presented at GASB 35 workshops and have worked with District auditors to have the financial statements of 2000-2001 converted to the GASB 35 format as a basis for the required GASB 35 financial statements for 2001-2002.

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

This objective will be addressed during the 2002-2003 fiscal year.

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

The College's Workforce and Economic Development Program was restructured by adding new leadership to address the economic landscape created after the tragedy of September 11, 2001. New programs were developed in the apparel industry, information technology, and broadband/telecommunications. Curriculum development for the Center for Environmental and Urban Studies and the Bus Technician Program resulted in healthy enrollments for the new course offerings. The College received accolades from U.S. Department of Labor Secretary Elaine Chao on the Bus Technician Program and from various apparel industry representatives on the Knitwear Technician Program.

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

A recycling staff position has been recently added to the Grounds area, thus enabling the College to file state-mandated waste stream reports. In addition, a worm composting system was bought and installed behind the cafeteria to assist with the recycling of paper and vegetable waste.

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)

An increase in the use of student employees and changes in the work schedules of some of the grounds and custodial crew have created a weekend and after-hours staff for campus maintenance. Efforts continue to make campus constituents aware of their responsibility to maintain and pick up their working areas.

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)

Thirty-five facility modification projects, over six thousand work orders, and the following scheduled maintenance projects were completed:

- 1734 Pearl International Students Counseling—replaced HVAC

- 1724 Pearl Grants Office—replaced HVAC

- 1718 Pearl College Police—replaced HVAC

- 1714 Pearl College Police—replaced HVAC

- Art Building—replaced electrical panels

- Business Building—replaced Cosmetology fan

- Music Building—replaced storm drain

- Media Center—replaced air handler

- Drescher Hall—replaced chiller unit

- Music Building—replaced windows and flooring

- Gym—replaced windows in dance studios; replaced floor in Gym 4

The status of major building projects is as follows:

- The Library is well under way and on schedule. It may be completed even earlier than August 2003.

- Parking structure 'C' extension is in use. Phase II (the entrance to 17th street from Pico Blvd.) has been bid and will start construction July 1, 2002.

- Student Services (former Administrative Complex) buildings "A" and "D" have been remodeled. Building "B" is being remodeled by the Maintenance staff. Plans for Building "C" are being reviewed by the Department of State Architects.

- The extension of the Bookstore will start July 1.

- The Airport Annex is completed, and the ceramics program is using its new facility. The remodel of the north wing of the Art Building on the main campus will start in July.

- The Liberal Arts replacement building is in the design stage with Gensler Architects, and construction is slated to begin in 2003.

- 1410 Pico (the new Literacy Center) is in the design stage with AHT architects, and construction is scheduled to begin in June 2003.

- Conceptual and space planning is in progress for a new Student Services/Administration building. An RFQ for architectural services will be issued this summer.

- The Municipal Pool is scheduled to open July 17, 2002. The College and the City have not yet reached agreement on the remodel/restoration of the driveway and parking area between the Business Building, Structure "A," and the Municipal Pool drop-off.

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.

BOARD OF TRUSTEES GRANT STATUS
2001-2002

"New" Grants Awarded 2001-02

GRANT	AGENCY	AMOUNT	PROJECT LEADER
Beverage Container Recycling Program	California Collegiate Recycling Council College and University Grant Program	17,463	Madeline Brodie
Adult Education and Family Literacy Grants	California Dept. of Education	370,350	Lupita Tannatt
FII: Infusing Information Competency in the Classroom	Chancellor's Office	97,048	Jennifer Merlic, Gordon Dossett, Leslie Kawaguchi, Erica LeBlanc
Fund for Instructional Improvement: Student Enhancement Research Project	Chancellor's Office	133,926	Esau Tovar
Industry Driven Regional Collaborative: Retail Consortium	Chancellor's Office	350,500	Joy Tucker
Matriculation Think Tank	Chancellor's Office	64,815	
Nursing Program Expansion	Chancellor's Office	119,402	Madeline Humphrey
VTEA Equipment Grant	Chancellor's Office	99,840	Katharine Muller
Advancing Humanities in the Classroom	Community College Humanities Association	7,000	Judy Schwartz
TRIO Student Support Services (Year 5)	US Department of Education	215,454	Erica LeBlanc
TRIO Student Support Services Supplemental	US Dept. of Education	27,754	Gayle Davis-Culp
Wise Care 4 Caregivers	WISE Senior Services	19,797	Maggie Hall

Total New Grants: $1,523,349

Renewed and Augmented Grants Awarded 2001-02

GRANT	AGENCY	AMOUNT	PROJECT LEADER
Tech Prep Innovative Practices, Year 2	California Department of Education	$123,892	Katharine Muller
CalWORKS (2001-02)	Chancellor's Office	707,305	Tracey Ellis
TANF (2001-02)	Chancellor's Office	173,982	Tracey Ellis

FII: Student Success Project, Year 2	Chancellor's Office	67,400	Esau Tovar
FSS: Service Learning, Year 3	Chancellor's Office	27,289	Linda Sinclair
Job Development Incentive Training Fund: Hotel Consortium	Chancellor's Office	299,490	Joy Tucker
Job Development Incentive Training Fund: Restaurant Consortium	Chancellor's Office	299,489	Joy Tucker
Middle College High School (Year 5)	Chancellor's Office	150,000	Katharine Muller
Multimedia/Entertainment Center Grant	Chancellor's Office	178,875	Winniphred Stone
TTIP Funding	Chancellor's Office	341,340	Jenny Merlic
Teacher and Reading Development Partnership (TRDP) Year 2	Chancellor's Office	350,000	Joe Ryan
Tech Prep (2001-02)	Chancellor's Office	71,000	Marvin Martinez
Tech Prep (2002-03)	Chancellor's Office	72,630	John Gonzalez
VTEA I-C 2001-02	Chancellor's Office	449,482	Erica LeBlanc
School to Work Grant	LA County Office of Education	93,671	Tracy Ellis
Summer Undergraduate Research Fellowship (SURF) Program Year 2	National Institute of Standards and Technology	22,962	Vickie Rothman
FIPSE: Supporting Community College Faculty Education for Student Success	Riverside Community College	2,000	Jennifer Merlic
FSS: Supporting Community College Faculty Education for Student Success	Riverside Community College through FSS Program of the Chancellor's Office	39,192	Jennifer Merlic
Title III-Strengthening Institutions Program (Year 3)	US Department of Education	350,000	Erica LeBlanc
Child Development Training Program	Yosemite CCD and Child Development Training Consortium	10,000	Edith Spain

Total Renewal/Augmented Grant: $3,831,998

Total Grant Funds Secured: $5,355,347

RESEARCH REPORTS

2001.9.1.0	Fall Session Enrollment Data	September 12, 2001
Fall 2001	Equal Employment Opportunity Survey	
2002.1.1.0	Winter Session Enrollment Data	January 22, 2002
2002.3.1.0	Spring Session Enrollment Data	March 13, 2002

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