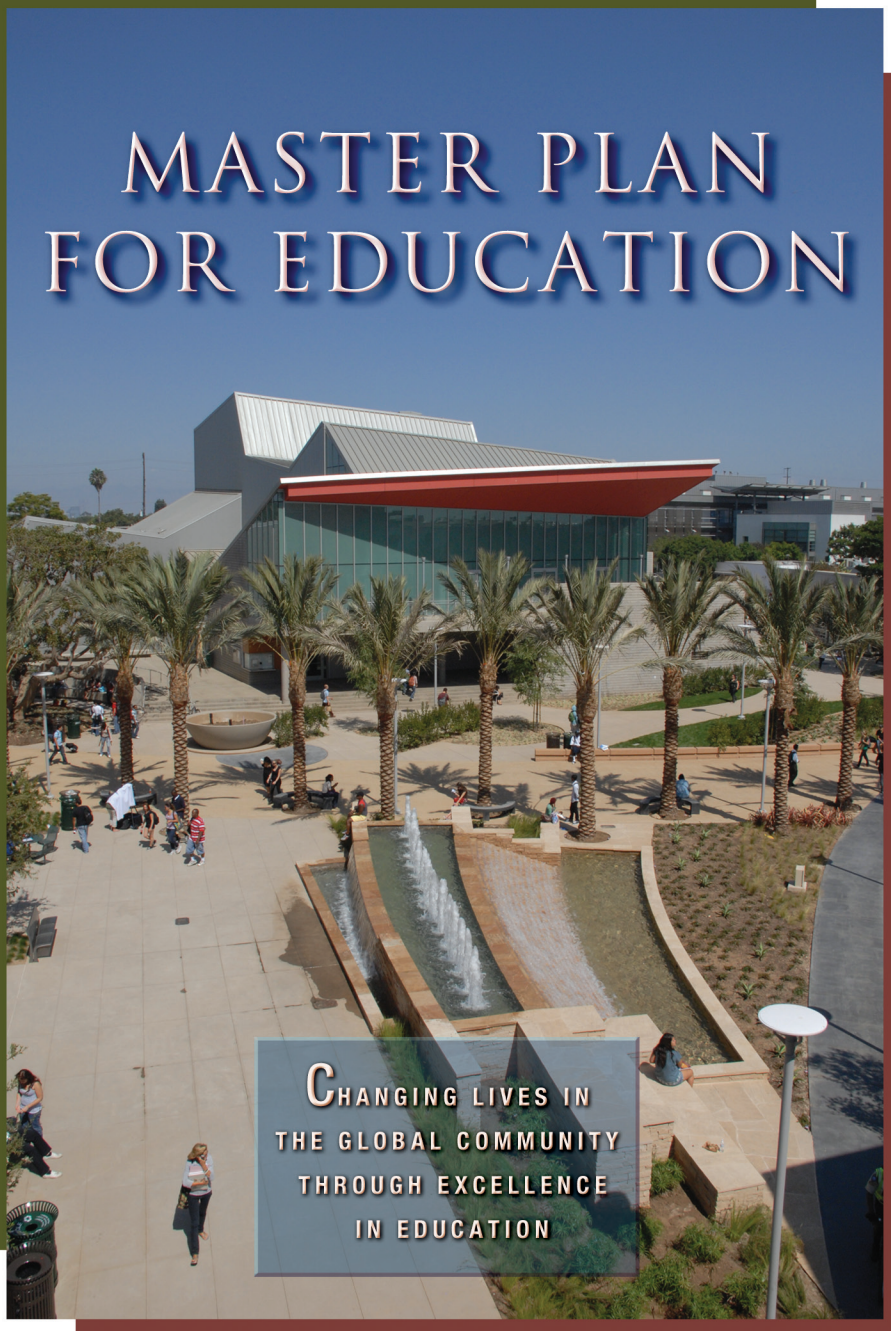
MASTER PLAN FOR EDUCATION



Achieving the Santa Monica College Vision

SANTA MONICA COLLEGE

SANTA MONICA COMMUNITY COLLEGE DISTRICT
MASTER PLAN FOR EDUCATION

2009-2010 INSTITUTIONAL OBJECTIVES

REPORT ON 2008-2009 INSTITUTIONAL OBJECTIVES

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Santa Monica Community College District

MASTER PLAN FOR EDUCATION
2009-2010

In 1997, the College adopted its first formal *Master Plan for Education*, and the plan has been reviewed and updated in each subsequent year. In accordance with the College's planning process, the document is extensively revised at least once every six years. This last occurred in 2008, when the products of a major strategic planning effort that had begun in Fall 2006 were incorporated. A review of the College's Vision, Mission, and Goals statements resulted in a substantive revision through which the four Institutional Learning Outcomes have become the central focus of institutional goals. Additionally, four strategic initiatives—Basic Skills, Global Citizenship, Sustainable Campus, and Career Technical (Vocational) Education—were identified, and action plans for each were developed to guide the creation of specific institutional objectives over the subsequent five years.

In the current year, there have been further efforts to refine the *Master Plan for Education* annual update and more clearly document linkages within the institutional planning process. Beginning with this 2009-2010 document, all institutional objectives are linked to one or more of the Institutional Learning Outcomes (with a narrative to describe the relationship) in an effort to make planning and decision-making more transparent and to communicate the connection between the mission statement and specific actions. In addition, the new institutional objective template includes references to program review recommendations, strategic initiatives and action plans, and estimated cost and funding source (with a descriptive budget narrative) for each institutional objective. Methods to accomplish each specific objective and anticipated outcomes are also described.

In order to formulate objectives for 2009-2010, the college 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 District Planning and Advisory Council (DPAC). All constituent groups represented on DPAC were also asked to submit proposed objectives for consideration, and DPAC's discussion of the draft document resulted in a refinement of the combined list, with a particular emphasis upon limiting the number of objectives to those that are truly institutional in scope.

This final document is the result of review and approval by the District Planning and Advisory Council.

Santa Monica Community College District

MISSION, VISION, AND GOALS

Santa Monica College: Changing Lives in the Global Community Through Excellence in Education

Mission

Santa Monica College strives to create a learning environment that both challenges students and supports them in achieving their educational goals. Students learn 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, Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement 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 the world's diverse communities by offering educational opportunities which embrace the exchange of ideas in an open, caring community of learners and which recognize the critical importance of each individual's contribution to the achievement of the college's vision.

Vision and Core Values

Santa Monica College will be a leader and innovator in student learning and achievement. Santa Monica College will prepare and empower students to excel in their academic and professional pursuits for lifelong success in an evolving global environment.

As a community committed to open inquiry that encourages dialog and the free exchange of ideas, Santa Monica College will serve as a model for students in the practice of its core values: intellectual inquiry, research-based planning and evaluation, democratic processes, communication and collegiality, global awareness, and sustainability.

Goals

To achieve this vision, Santa Monica College has identified the following Institutional Learning Outcomes and supporting goals.

Institutional Learning Outcomes:

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
- Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events.
- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.

Supporting Goals

Innovative and Responsive Academic Environment

- Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring, and technology

- Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid

Stable Fiscal Environment

- Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.

Sustainable Physical Environment

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

Supportive Collegial Environment

- Improve and enhance decision making and communication processes in order to respect the diverse needs and goals of the entire college community.

Approved by Board of Trustees: May 12, 2008

Santa Monica Community College District

STRATEGIC INITIATIVES AND PROPOSED ACTION PLANS

ACTION PLANS *for the next five years that support the four Strategic Initiatives,* *to be implemented in an environment of Collegiality, Collaboration, Communication, and Interconnectivity*			
Hiring Full-Time Faculty and Permanent Staff *Make progress toward filling vacant permanent classified staff positions and meeting the goal that 75 percent of credit instruction be delivered by full-time faculty.*	Training Priorities *Develop a set of institutional training priorities for faculty, staff and managers to promote innovation, improve effectiveness and efficiency, encourage succession planning, and identify career laddering opportunities.*	Student Support Services *Ensure meaningful access to critical student learning support services appropriate for the varying times, locations and modes of delivery through which instruction occurs.*	Fiscal Stability *Develop a transparent budget that maintains an appropriate fund balance and supports the strategic implementation of institutional goals and objectives.*

Presented to SMCCD Board of Trustees: July 7, 2008
Approved by District Planning and Advisory Council: July 9, 2008

	STRATEGIC INITIATIVES			
ACTION PLANS	**Basic Skills Initiative**	**Global Citizenship**	**Sustainable Campus**	**Vocational Education**
Hiring Full-Time Faculty and Permanent Staff	• Increase the number of instructional assistants for English, Math and ESL classes • Expand the use of instructional assistants in vocational and other academic subject programs	Communicate to all staff and faculty the college's commitment to Global Citizenship	• Communicate to all staff and faculty the college's commitment to sustainability • Hire permanent administrative leadership to support sustainability initiatives • Hire permanent classified staff (i.e., recycling, physical plant and maintenance) to support sustainability initiatives	• In developing and expanding vocational programs, acknowledge and support the need for leadership of faculty who possess relevant industry experience • Ensure adequate instructional support for new and expanding vocational programs
Training Priorities	• Establish a teaching/learning center to provide avenues for professional development for instructional and student services faculty • Include, as an ongoing part of institutional flex day activities, presentations that address strategies for increasing student success	Provide professional development for faculty and staff in two primary areas: • infuse the ideas of global citizenship throughout the curriculum, and • promote interaction between international and other students at the college	• Develop a District-wide policy that includes training in the purchase and use of energy efficient and green products • Develop orientation for all new employees on new and existing environmental programs • Provide site-specific training to building occupants on the important environmental aspects and climate control options of all campus buildings	• Inform faculty and staff in various disciplines about emerging technologies/ trends • Utilize industry experts to develop strategies to support faculty professional currency • Provide professional development and networking opportunities for instructional and support staff

	STRATEGIC INITIATIVES			
ACTION PLANS	**Basic Skills Initiative**	**Global Citizenship**	**Sustainable Campus**	**Vocational Education**
Fiscal Stability	Produce growth in FTES through the increased retention and success of basic skill students	• Increase retention by the efforts cited in the other three strategic initiatives and thereby increase the number of international students • Identify potential funding sources to support student engagement in global citizenship activities	• Prioritize energy efficient projects, with an emphasis on solar energy generation capacity • Set date-based goals and targets for implementing the priorities identified in the Environmental Audit • Develop educational signage to promote resource efficiency throughout the campuses • Provide improved and affordable access to SMC by supporting a wider variety of alternative transportation choices • Include sustainability criteria in contracts and RFP procedures	• Conduct industry trade analysis to determine that a target audience for proposed offerings exists • Leverage grants and categorical programs to improve and expand vocational programs • Ensure that vocational funds are aligned with college priorities • Increase FTES through new vocational programs and courses • Develop a plan to ensure funding for implementation and maintenance of vocational programs • Develop strategies for tracking vocational students after they leave the program

	STRATEGIC INITIATIVES			
ACTION PLANS	**Basic Skills Initiative**	**Global Citizenship**	**Sustainable Campus**	**Vocational Education**
Student Support Services	• Develop a distance education, noncredit course designed to help students "brush up" on their math and English skills prior to taking the assessment tests • Expand linkages between counseling services and basic skills initiatives	• Expand and develop academic and social support for international students • Improve facilities for international students and ESL • Expand student participation in the SMC Study Abroad programs	• Provide instructional support services at the Center for Environmental and Urban Studies (CEUS)	• Expand tutoring to address the needs of specific vocational programs • Enhance linkages between counseling services and various vocational disciplines • Increase the use of industry-related forums and job-matching strategies to provide opportunities for students and employers to participate in job-shadowing activities, internships, and employment possibilities

Santa Monica Community College District

MASTER PLAN FOR EDUCATION
2009-2010 INSTITUTIONAL OBJECTIVES

INSTITUTIONAL OBJECTIVES ADDRESSING GOAL 1

INNOVATIVE AND RESPONSIVE ACADEMIC ENVIRONMENT

Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community.

Santa Monica Community College District

MASTER PLAN FOR EDUCATION
2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 1 Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services.	*Responsible Area(s)* Academic Affairs; Student Affairs

Map to Learning Outcomes

☑ *Intellectual Curiosity*	☑ *Critical Thinking/ Communication*	☑ *Respect Global Environment*	☐ *Sustainable Ethical Lifestyle*	☐ *Operational Support to Multiple Learning Outcomes*

Narrative:
The collegewide Basic Skills Initiative has direct impact on ILOs 1, 2 , and 3, as well as addressing the Innovative and Responsive Academic Environment and Supportive Learning Environment supporting goals.

Program Review Reference: Support Services

16. Explore long term options for centralizing at least some of the many computer labs or access locations to maximize resources and coverage/support.
17. Review the organization and delivery of all tutoring services offered across the college and look for ways to centralize services where appropriate, as well as expand access across disciplines.
18. Look at non-credit and not-for-credit programs in basic skills, ESL and short term vocational training that could potentially feed students into credit programs and ensure all avenues for encouraging students to become credit students have been considered and supported.
19. Develop a means for tracking student use of tutoring and other support services (perhaps built upon the counseling model).

2008 Strategic Initiatives/Action Plans Reference:
Strategic Initiative: Basic Skills

Methods to Accomplish the Objective and Anticipated Outcomes:

Provide assistance to faculty and staff in addressing the specific needs of basic skills students in order to promote their success and persistence**.**

Design and implement additional instructional and student support services to enhance the academic success of students in basic skills courses (i.e. English and math tutoring, student success center, supplemental instruction, etc.).

The Basic Skills Initiative committee will construct a professional development plan for staff development activities across the disciplines and departments at the college.

Estimated Cost: $90,000. All activities will fall within the funding guidelines of the statewide Basic Skills Initiative.	*Funding Source:* ☑ *Existing* ☐ *Potential* Basic Skills Initiative funding

Budget Planning Narrative:
Budget guidelines are monitored by the Chancellor's Office in coordination with the Institutional BSI Plan.

Santa Monica Community College District

MASTER PLAN FOR EDUCATION

2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 2 Develop a long-term plan to make progress toward the AB 1725 goal of a 75%/25% full-time/part-time ratio by increasing the number of full-time faculty members on an annual basis.	*Responsible Area(s)* Academic Affairs; Enrollment Development; Student Affairs

Map to Learning Outcomes

☑ *Intellectual Curiosity*	☑ *Critical Thinking/ Communication*	☑ *Respect Global Environment*	☑ *Sustainable Ethical Lifestyle*	☐ *Operational Support to Multiple Learning Outcomes*

Narrative:
Increasing the number of full-time faculty members is a goal of the Board of Trustees, Administration and Academic Senate. Honoring this commitment will address all four Institutional Learning Outcomes and will also improve department/program viability with regard to leadership, curriculum development, and participatory governance involvement.

Program Review Reference:
No direct reference

2008 Strategic Initiatives/Action Plans Reference:

"Hiring Full-Time Faculty and Permanent Staff" is a strategic action plan category.

Methods to Accomplish the Objective and Anticipated Outcomes:

Build upon the 2008 efforts toward an intermediate goal of 60% and develop an achievable plan that will result in an increased number of full-time faculty members.

Estimated Cost:	*Funding Source:* ☐ *Existing* ☑ *Potential*
An average of $43,367 per faculty member per year (assuming replacement of part-time faculty)	District

Budget Planning Narrative:
Implementation of any plan will be subject to budget realities.

Santa Monica Community College District
MASTER PLAN FOR EDUCATION
2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 3 Present a collegewide plan for the funding, implementation and maintenance of Career Technical programs.	*Responsible Area(s)* Academic Affairs

Map to Learning Outcomes

☐ *Intellectual Curiosity*	☐ *Critical Thinking/ Communication*	☐ *Respect Global Environment*	☐ *Sustainable Ethical Lifestyle*	☑ *Operational Support to Multiple Learning Outcomes*

Narrative:
This objective supports all of the ILOs as well as the supporting goal of sustaining a stable fiscal environment.

Program Review Reference:

Planning recommendation for Workforce Development and Career Technical programs:

20. Develop a cluster approach to marketing vocational programs aggregating like programs to maximize resources and expand the reach of the materials.

2008 Strategic Initiatives/Action Plans Reference:

As part of the Strategic Initiative Action plans, this objective addresses fiscal stability and the strategic initiative focused on career technical (vocational) education.

Methods to Accomplish the Objective and Anticipated Outcomes:

Development of a comprehensive funding plan to sustain existing programs and launch new programs in emerging areas.

Estimated Cost: No significant additional cost for developing the plan. Implementation will be tied to availability of funding.	*Funding Source:* ☑ *Existing* ☑ *Potential* District/Grants

Budget Planning Narrative:
Budget planning in coordination with Workforce/Career Technical Education Program outcomes will take place on an annual basis as part of the Academic Affairs Planning Retreat.

Santa Monica Community College District

MASTER PLAN FOR EDUCATION
2009-2010 INSTITUTIONAL OBJECTIVES

INSTITUTIONAL OBJECTIVES ADDRESSING GOAL 2

SUPPORTIVE LEARNING ENVIRONMENT

Provide access to comprehensive student learning resources such as library, tutoring, and technology.

Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.

Santa Monica Community College District

MASTER PLAN FOR EDUCATION
2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 4 Create a mandatory online FERPA training for all staff who have access to student educational records.	*Responsible Area(s)* Enrollment Development

Map to Learning Outcomes

☐ *Intellectual Curiosity*	☐ *Critical Thinking/ Communication*	☐ *Respect Global Environment*	☐ *Sustainable Ethical Lifestyle*	☑ *Operational Support to Multiple Learning Outcomes*

Narrative:

As part of an ongoing educational campaign for the campus, all faculty, staff and students who have access to student educational records will be required to take an online FERPA training. This training will be created through the Admissions and Records office with the assistance of Campus Counsel.

Program Review Reference:

This was mentioned (but not as a formal recommendation) as part of the Admissions and Records program review (2009) as a way to increase the campus awareness about FERPA.

2008 Strategic Initiatives/Action Plans Reference:

"Training Priorities" is a strategic action plan category.

Methods to Accomplish the Objective and Anticipated Outcomes:

Produce an online training module to be launched in July 2010 to all faculty, staff and students who have access to student educational records. Discuss the frequency with which this training should happen.

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

Budget Planning Narrative:
Produced through the time and talents of current SMC staff

Santa Monica Community College District

MASTER PLAN FOR EDUCATION

2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 5 Implement the new Asian American Pacific Islander Achievement (AAPIA) Project				*Responsible Area(s)* Student Affairs; Academic Affairs
Map to Learning Outcomes				
☑ *Intellectual Curiosity*	☑ *Critical Thinking/ Communication*	☑ *Respect Global Environment*	☐ *Sustainable Ethical Lifestyle*	☐ *Operational Support to Multiple Learning Outcomes*
Narrative: The AAPIA Project will directly impact Institutional Learning Outcomes 1, 2 and 3. The focus on learning strategies and special services to enhance student success addresses the Supportive Learning Environment supporting goal.				
Program Review Reference: Relates to Annual Report Recommendation 17: Review the organization and delivery of all tutoring services offered across the college and look for ways to centralize services where appropriate, as well as expand access across disciplines				
2008 Strategic Initiatives/Action Plans Reference: "Basic Skills" is one of the four strategic initiatives.				
Methods to Accomplish the Objective and Anticipated Outcomes Convene an advisory committee to recommend student success strategies to assist in meeting the goals and objectives of the grant.				
Estimated Cost: $400,000 for the initial program set-up and staffing costs for year one			*Funding Source:* Asian Pacific Islander Grant – Department of Education, Federal Funding	
Budget Planning Narrative: Budget guidelines are in coordination with federal regulations. Project Advisory Committee will assist in fulfillment of program goals.				

Santa Monica Community College District

MASTER PLAN FOR EDUCATION

2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 6 Improve the services offered to first-year students by updating and enhancing the content and delivery of the online orientation program.	*Responsible Area(s)* Student Affairs; Enrollment Development

Map to Learning Outcomes

☑ *Intellectual Curiosity*	☑ *Critical Thinking/ Communication*	☐ *Respect Global Environment*	☐ *Sustainable Ethical Lifestyle*	☐ *Operational Support to Multiple Learning Outcomes*

Narrative:

New student orientation is often the first counseling contact students have with the College. In Spring 2003, Santa Monica College moved from in-person, group orientations to an online orientation format. While it has been well received by students, it is time to enhance the content and make use of new, interactive technology. By making these program modifications, students will be better informed as they begin their course of study and will be poised for success. Therefore, this objective directly supports Institutional Learning Outcomes 1 and 2 and the Supportive Learning Environment supporting goal.

Program Review Reference:

There is no direct reference, but this objective is closely related to the web support recommendations to "Make additional modifications to the college website and its capabilities."

2008 Strategic Initiatives/Action Plans Reference:

"Student Support Services" is a strategic action plan category.

Methods to Accomplish the Objective and Anticipated Outcomes

An online orientation committee has been formed and will work with an outside vendor to develop an innovative, engaging and interactive online program that will launch at the beginning of the summer/fall 2010 enrollment cycle. The program will feature various interactive modules related to academic planning, student services and student success strategies and will initially be translated into Spanish.

Estimated Cost: *$50,000*	*Funding Source:* *Basic Skills Initiative*

Budget Planning Narrative:

The vendor will be paid four installments upon the completion of four designated project benchmarks.

Santa Monica Community College District

MASTER PLAN FOR EDUCATION

2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 7 Develop a comprehensive two-year plan for all categorical programs (DSPS, EOPS, CalWORKs, and Matriculation) that addresses: a. Guidelines set by the Chancellor's Office, b. Budget reductions, c. Possible integration of services, and d. Review of services provided and strategic support by the general fund or other funding sources.	*Responsible Area(s)* Student Affairs; Enrollment Development; Business/Administration

Map to Learning Outcomes

☐ *Intellectual Curiosity*	☐ *Critical Thinking/ Communication*	☐ *Respect Global Environment*	☐ *Sustainable Ethical Lifestyle*	☑ *Operational Support to Multiple Learning Outcomes*

Narrative:

Addressing this objective will support all four Institutional Outcomes by ensuring that the College uses the severely limited funding over the next two years in the most efficient manner to optimize service levels and maintain quality of service during a difficult time.

Program Review Reference:

This objective addresses Recommendation #9:
Review the focus and coordination of all programs and services to ensure appropriate collaboration and eliminate overlap and redundancy.

2008 Strategic Initiatives/Action Plans Reference:

"Student Support Services" is a strategic action plan category.

Methods to Accomplish the Objective and Anticipated Outcomes

Each categorical program will work collaboratively with the Division of Student Affairs, Enrollment Development and the Office of Fiscal Affairs to ensure that a realistic budget is developed to create the least possible negative impact on student success.

Estimated Cost: No additional cost	*Funding Source: :* ☑ *Existing* ☐ *Potential* Categorical and District

Budget Planning Narrative:

Staff time of existing personnel

Santa Monica Community College District

MASTER PLAN FOR EDUCATION
2009-2010 INSTITUTIONAL OBJECTIVES

INSTITUTIONAL OBJECTIVES ADDRESSING GOAL 3

STABLE FISCAL ENVIRONMENT

Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.

Santa Monica Community College District
MASTER PLAN FOR EDUCATION
2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 8 Ensure that grant applications reflect and support the College's institutional goals and strategic initiatives and include adequate support for research and other grant administration functions.	*Responsible Area(s)* All Areas

Map to Learning Outcomes

☐ *Intellectual Curiosity*	☐ *Critical Thinking/ Communication*	☐ *Respect Global Environment*	☐ *Sustainable Ethical Lifestyle*	☑ *Operational Support to Multiple Learning Outcomes*

Narrative:

This objective supports all ILOs in that it provides a method for securing funding to develop and implement programs that assist students to achieve any or all of the Institutional Learning Outcomes, as defined by the funded programs.

Program Review Reference:

Program Review Committee Report, "Recommendations of the Committee Based on Overarching Trends Observed," Items 10 and 11 for budget, funding and fundraising:

10. Ensure strategic goals, not funding sources, are the driving force behind decision making. For example, grant applications should align with strategic goals and be supportable by the college.
11. Consider allocating a portion of every grant toward supporting research (often a requirement for grant reporting) and other functions needed to support the administration of the grant.

2008 Strategic Initiatives/Action Plans Reference:

Career Technical (Vocational) Education Action Plan:

- Leverage grants and categorical programs to improve and expand vocational programs

Methods to Accomplish the Objective and Anticipated Outcomes:

Grant applications will be developed that support the College's strategic goals, without requiring the college to provide, beyond what the grant will fund, significant fiscal, human or facilities resources.

Finalize an efficient process for reviewing and prioritizing grant opportunities prior to the development of grant applications.

Estimated Cost: No additional cost, but will require staff time	*Funding Source:* ☑ *Existing* ☐ *Potential*

Budget Planning Narrative:
N/A

Santa Monica Community College District

MASTER PLAN FOR EDUCATION

2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 9 Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.	*Responsible Area(s)* Human Resources; Fiscal Services; Academic Affairs; Student Affairs

Map to Learning Outcomes

☐ *Intellectual Curiosity*	☐ *Critical Thinking/ Communication*	☐ *Respect Global Environment*	☐ *Sustainable Ethical Lifestyle*	☑ *Operational Support to Multiple Learning Outcomes*

Narrative:
The District does not have the ability to upload data from the ISIS system employee database to HRS electronically. It is imperative that the information loaded in ISIS be correctly input in HRS. Currently, the process to do so is a manual process that leaves room for error. New practices and reconciliation methods must be created to alleviate the disconnects among all areas responsible for the data that are loaded in ISIS and the Human Resources staff responsible for inputting that data into the system accurately. This objective addresses the Stable Fiscal Environment supporting goal.

Program Review Reference:
No direct reference

2008 Strategic Initiatives/Action Plans Reference:

This objective directly addresses the Fiscal Stability action plan.

Methods to Accomplish the Objective and Anticipated Outcomes:
HR Staff will receive additional training in regards to HRS and its functions. The format of the ISIS output reports will be revised to facilitate input into HRS, including follow-up and change reports. A structured timeline for data entry/report generation which includes all reports used for input will be developed. These will be reviewed by those departments responsible for the initial entry prior to HRS entry.
The number of staff members entering data in ISIS and HRS will be reduced to eliminate errors.
Joint meetings will be held, at least quarterly, to address issues and concerns.

Anticipated outcomes:

- Improved understanding and acceptance of responsibility and accountability.
- Improved customer service.
- Successful audits.
- Reduction in errors in pay.
- Improved communication among HR, Fiscal Services, and Academic and Student Affairs.

Estimated Cost:	*Funding Source:* ☑ *Existing* ☐ *Potential*
No additional cost, but will require staff from these departments to meet together more frequently,	County HRS training is currently free.

Budget Planning Narrative:

N/A

Santa Monica Community College District

MASTER PLAN FOR EDUCATION

2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 10 To develop and implement a new system to centralize the coordination and processing of contracts.	*Responsible Area(s)* Business/Administration

Map to Learning Outcomes

☐ *Intellectual Curiosity*	☐ *Critical Thinking/ Communication*	☐ *Respect Global Environment*	☐ *Sustainable Ethical Lifestyle*	☑ *Operational Support to Multiple Learning Outcomes*

Narrative:

SMC enters into contracts that comply with governmental regulations and Board policies. However, due to inconsistent procedures, the District is exposed to unnecessary liabilities. A centralized and standardized process for issuing contracts would eliminate this exposure.

Program Review Reference:

This objective addresses a portion of recommendation #1:
Provide more and better access to data to inform decision-making and self-evaluation processes.

2008 Strategic Initiatives/Action Plans Reference:

This objective addresses the "Fiscal Stability" and "Training Priorities" action plan categories.

Methods to Accomplish the Objective and Anticipated Outcomes:

The Business and Administration Division will develop a new policies and procedures manual for processing contracts. Training on the new procedures will be presented to all managers.

Estimated Cost: Minimal	*Funding Source:* ☑ *Existing* ☐ *Potential* General Funds

Budget Planning Narrative:
This objective will be a top priority for the new Director of Purchasing and the Director of Contracts. There will be minor additional costs associated with the printing of the manuals.

Santa Monica Community College District

MASTER PLAN FOR EDUCATION
2009-2010 INSTITUTIONAL OBJECTIVES

INSTITUTIONAL OBJECTIVES ADDRESSING GOAL 4

SUSTAINABLE PHYSICAL ENVIRONMENT

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

Santa Monica Community College District

MASTER PLAN FOR EDUCATION
2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 11 Develop a comprehensive disaster preparedness training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).	*Responsible Area(s)* Student Affairs

Map to Learning Outcomes

☐ *Intellectual Curiosity*	☐ *Critical Thinking/ Communication*	☐ *Respect Global Environment*	☐ *Sustainable Ethical Lifestyle*	☑ *Operational Support to Multiple Learning Outcomes*

Narrative:
The State (SEMS) and Federal (NIMS) governments have mandated all employees of educational institutions to be trained in the utilization of both SEMS and NIMS in the event of a disaster—natural or otherwise. A comprehensive training program with NIMS iterations presented by NIMS trainers will comply with the law and be presented via lecture and on-line modalities.

Program Review Reference:
Campus Police-Disaster Preparedness and Training

2008 Strategic Initiatives/Action Plans Reference:
"Training Priorities" is a strategic action plan category.

Methods to Accomplish the Objective and Anticipated Outcomes
Required training compliance and after the training modalities, the ability to conduct both tabletop exercises and "real-life" simulations of disasters. The preparation and training for a disaster will allow the college community to prepare and develop plans for the recovery phase of a disaster.

Estimated Cost: $8,000	*Funding Source:* Non-General Fund source already designated for safety related training.

Budget Planning Narrative:
The costs involved will be necessary for the NIMS Trainer's time and expertise during the lecture iterations and the certifications provided by a certified NIMS Trainer. Other potential or associated costs may be venue, equipment, and hospitality (snacks/water or juice).

Santa Monica Community College District

MASTER PLAN FOR EDUCATION
2009-2010 INSTITUTIONAL OBJECTIVES

INSTITUTIONAL OBJECTIVES ADDRESSING GOAL 5

SUPPORTIVE COLLEGIAL ENVIRONMENT

Improve and enhance decision making and communication processes in order to respect the diverse needs and goals of the entire college community.

Santa Monica Community College District
MASTER PLAN FOR EDUCATION
2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 12 Improve currency, accuracy and accessibility of the SMC website.	*Responsible Area(s)* Enrollment Development; Information Technology

Map to Learning Outcomes

☐ *Intellectual Curiosity*	☐ *Critical Thinking/ Communication*	☐ *Respect Global Environment*	☐ *Sustainable Ethical Lifestyle*	☑ *Operational Support to Multiple Learning Outcomes*

Narrative:

This objective supports the institutional commitment to a culture of inquiry and all Institutional Learning Outcomes by making more information/data available to college constituencies to support decision making.

Program Review Reference:

Program Review Committee Report 2008-2009, recommendation #5:

- Templates need to be developed and adhered to, ensuring some level of uniformity (look and message) that clearly identifies all links and homepages as being part of SMC.
- Standards for updating department and faculty websites need to be developed to make it easy for the user to navigate and update.
- A comprehensive, organized approach to presentation, navigation, and message to broaden information and functionality is needed.

2008 Strategic Initiatives/Action Plans Reference:

Training Opportunities:

- Develop a set of institutional training opportunities for faculty, staff and managers to promote innovation, improve effectiveness and efficiency, encourage succession planning, and identify career laddering opportunities.

Method to Accomplish the Objective and Anticipated Outcomes:
Produce a style guide, a written process for updating obsolete information, a published content plan, and a hierarchy of recognized subsites with their own look and feel within general college standards.

Estimated Cost: No additional cost for staff time	*Funding Source: :* ☑ *Existing* ☐ *Potential* Included within current staffing costs.

Budget Planning Narrative:
These materials can be prepared by staff within their existing duties.

Santa Monica Community College District

MASTER PLAN FOR EDUCATION

2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 13 Develop collegewide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.	*Responsible Area(s)* Enrollment Development (Institutional Research); Academic Senate Joint S/ILO and Program Review Committees

Map to Learning Outcomes

☑ *Intellectual Curiosity*	☑ *Critical Thinking/ Communication*	☑ *Respect Global Environment*	☑ *Sustainable Ethical Lifestyle*	☑ *Operational Support to Multiple Learning Outcomes*

Narrative:

The SLOs at the course and program level support all four of the ILOs. The comprehensive and consistent assessment of learning outcomes is critical for the operational areas of the College as well.

Program Review Reference:

Authentic engagement in outcomes assessment as a means of program improvement is a required component of Program Review for all college programs. Therefore, collegewide understanding is critical.

2008 Strategic Initiatives/Action Plans Reference:

This objective addresses the Training Priorities Action Plan category specifically, but also supports all four Action Plans and Strategic Initiatives either directly or indirectly.

Methods to Accomplish the Objective and Anticipated Outcomes:

The S/ILO committee and Dean of Institutional Research will:

- define and seek consensus for the definition/operationalization of "authentic engagement;"
- define and seek consensus for the definition/operationalization of "robust outcomes" and "robust assessment;"
- develop and recommend assessment data collection and reporting system/tool for instruction;
- better integrate support and college services into the assessment process; and
- ensure authentic engagement and robust assessment by developing stronger connections among curriculum, program review, and Student and Institutional Learning Outcomes

Estimated Cost: No additional cost	*Funding Source:* ☑ *Existing* ☐ *Potential*

Budget Planning Narrative:
This can be accomplished with existing staff and through committee work.

Santa Monica Community College District

MASTER PLAN FOR EDUCATION
2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 14 Increase understanding, interpretation, and utilization of data by program staff for the purpose of program improvement.	*Responsible Area(s)* All Areas

Map to Learning Outcomes

☑ *Intellectual Curiosity*	☑ *Critical Thinking/ Communication*	☑ *Respect Global Environment*	☑ *Sustainable Ethical Lifestyle*	❑ *Operational Support to Multiple Learning Outcomes*

Narrative:

The wide release of an Institutional Effectiveness Scorecard will provide institutional understanding of basic performance indicators. Targeted training for campus stakeholders will increase understanding, interpretation, and utilization of data by program staff for the purpose of program improvement, thereby supporting all four Institutional Learning Outcomes.

Program Review Reference:

Supports Program Review by establishing standard data elements to be analyzed as part of the Program Review process.

2008 Strategic Initiatives/Action Plans Reference:

"Training Priorities" is a strategic action plan category.

Methods to Accomplish the Objective and Anticipated Outcomes:

Achieve consensus regarding a standard or minimum set of data for instructional and student support programs and services to use in their Program Review reports

As understanding and ability to interpret data increase, programs will be better able to identify issues and make better informed decisions at the program level.

Estimated Cost: *No additional cost*	*Funding Source:* ☑ *Existing* ❑ *Potential*

Budget Planning Narrative: Staff time of existing personnel

Santa Monica Community College District

MASTER PLAN FOR EDUCATION

REPORT ON 2008-2009 INSTITUTIONAL OBJECTIVES

ALL GOALS

OBJECTIVE 1: To complete the first draft of the Accreditation 2010 Institutional Self-Study to allow for an ample review period in early Fall 2009 so that input from the entire college community can be considered before finalizing and submitting the document. *(All Areas)*

All accreditation standard committees and subcommittees have completed drafts of their assigned sections, and the Accreditation Steering Committee is reviewing, discussing, and critiquing the draft documents to provide recommendations for needed revisions. After the Steering Committee's recommendations have been incorporated, the standard co-chairs are submitting the documents to the co-editors. This process is on track for producing an edited draft of the Institutional Self-Study for review by the entire college community in early Fall 2009.

OBJECTIVE 2: To make progress toward filling vacant classified positions. *(All Areas)*

Recruitment processes have been timely for those positions that have available funding and have been approved to fill. Beyond filling vacancies that occurred during the year, approximately fifteen additional classified positions were hired in 2008-2009. Due to financial constraints, some positions have been deferred for recruitment at a later time.

OBJECTIVE 3: To develop a feasible disaster recovery and business continuity plan for mission critical technology services. *(Information Technology)*

The planning process has started with the evaluation of possible technical solutions, including hardware and software requirements, as well as possible backup sites (off-campus locations). Research work has also been performed to ensure that mission critical business functions are identified. The Information Technology team worked with technology consulting vendors on feasibility studies and implementation proposals. It is important for the College's in-house technical staff to get familiar with some specific technical solutions in the testing environment before proceeding with the production plan, since most of the vendor proposals are extremely costly.

OBJECTIVE 4: To identify a strategic vision for the Grants Office that supports institutional goals and objectives and best utilizes limited resources. *(Planning and Development)*

To address this objective, the Grants Office has developed a Grant Advisory Workgroup that is representative of the campus community and includes key staff, faculty, and administrators who are regularly and actively involved in the pre-award and/or post-award processes. The workgroup met for the first time in Spring 2009 and will continue to meet regularly throughout 2009-2010 to address this objective. The initial goals of the group will be to review the existing process in place to identify, develop, and submit a grant proposal and identify improvements to the process. The Director, Grants is currently utilizing feedback from this group to rewrite the Grant Prospectus form, which serves to communicate to the campus community all proposed grant projects and their potential impact on the College's infrastructure, specifically Fiscal Services, Facilities, Management Information Systems, and Institutional Research. The workgroup has also begun work on the development of a flow chart that illustrates the approval process, including a matrix for prioritizing grant projects. Once these initial tasks are complete, the Grant Advisory Workgroup will consider other policies and procedures related to the grants process.

GOAL 1: INNOVATIVE AND RESPONSIVE ACADEMIC ENVIRONMENT

OBJECTIVE 5: To reframe all Associate in Arts degrees to fit within the parameters of the recent change in Title 5 regulations, highlighting the major or "area of emphasis" of at least 18 units. *(Academic Affairs; Student Affairs; Enrollment Development)*

During the 2008-09 academic year the Academic Senate Joint Curriculum Committee considered two new Liberal Arts degrees which would replace the Transfer Studies and current Liberal Arts A.A. degrees. The committee considered proposals for Liberal Arts—Arts and Humanities and Liberal Arts—Social and Behavioral Science degrees, each of which has an 18-unit area of emphasis. The committee asked that the proposals be shared with counselors and degree evaluators for additional feedback. Ultimately in Spring 2009, the committee and Academic Senate approved these two new degrees which will be included in the 2009-2010 catalog. All other degrees already have a major or area of emphasis of at least 18 units. This will be a criterion all future degree proposals must meet.

OBJECTIVE 6: To infuse the ideas of global citizenship throughout the curriculum and expand the number of courses that satisfy the Global Citizenship Associate in Arts Degree requirement through the Academic Senate Joint Curriculum Committee approval process. *(Academic Affairs)*

Ten courses were approved to meet the Global Citizenship Associate in Arts degree requirement during the 2008-09 academic year:

- Biology 9, *Environmental Biology*
- Speech 7, *Intercultural Communication*
- Anthro 21, *Peoples and Power in Latin America*
- AHIS 11, *Art Appreciation: Introduction to Global Visual Culture*
- Env/Geog 7, *Introduction to Environmental Studies*
- Sociol 1S, *Introduction to Sociology—Service Learning*
- Sociol 2S, *Social Problems—Service Learning*
- ECE 11, *Child, Family and Community*
- ECE 19, *Teaching in a Diverse Society*
- Nursng 60, *Multicultural Health and Healing Practices*

A joint workshop was held with the Academic Senate Joint Environmental Affairs Committee about the process for getting a class approved as one that fulfills this degree requirement.

In order to infuse global citizenship across the curriculum, the Global Council solicited examples of how faculty have integrated these ideas into lesson plans and/or projects and assignments for their own classes. These have been collected and will serve as resources for other faculty who would like to address global citizenship in their courses. (Please see Objective 24 for more information on this project.)

OBJECTIVE 7: To expand staff development and training opportunities for Distance Education faculty. *(Academic Affairs; Information Technology)*

Throughout the year, the Distance Education Department provided numerous opportunities for faculty to develop and enhance their online teaching skills by providing webinars and on-campus training sessions with eCollege course development trainers. Topics included "Tricks of the Trade" and "Hot Tools & Streaming Video." There was also a presentation to department chairs on sound online pedagogy.

Another training focus was preparing faculty for the migration to *.Next*, the new eCollege platform version. Several times a month throughout the year, online "open houses" hosted by eCollege were offered to help faculty accomplish this transition.

The Distance Education Department also coordinated an on-campus training and certification for experienced Distance Education faculty mentors to work with faculty new to the online platform. During 2008-09, four mentoring teams worked together to convert classes in Film Studies, History, and Psychology. A new Logistics class was also developed through this process. All of the courses were submitted to the Curriculum Committee for approval

Finally, a total of six faculty scholarships were awarded to enable faculty to participate in eCollege hosted online courses specific to faculty in mastering basic skills in online teaching and reviewing and enriching already existing online courses

OBJECTIVE 8: To integrate course level, program level, and institutional level student learning outcomes in a systematic way in all academic departments. *(Academic Affairs)*

Course, program, and institutional level learning outcomes have been integrated systematically in all academic departments through a number of processes and requirements. At the course level, beginning in Fall 2008, all courses (new or revised) brought to the Curriculum Committee must include mapping of at least one course Student Learning Outcome (SLO) to at least one program SLO and at least one Institutional Learning Outcome (ILO). For several years, Program Review has included guidelines to ensure that SLOs are addressed, including the assessment process. In 2008-09 the guidelines were revised to include even greater detail on SLOs and the relationship to program goals. In 2008-09, the SLO Task Force became the Academic Senate Joint Student and Institutional Learning Outcomes (S/ILO) Committee. The cycle of the first phase of development of SLOs and their relationship to the ILOs is essentially complete for all programs. The S/ILO Joint Committee is focusing on the assessment and evaluation of student and institutional learning outcomes. Training workshops have been developed, implemented and delivered to help programs engage in assessment that is more consistent, meaningful and manageable

OBJECTIVE 9: To work with the Santa Monica-Malibu Unified School District in outreach and recruitment for the second cohort of students for the Young Collegians Program and development of the Global Sustainability, Environmental Sciences and Technology small high school. *(Academic Affairs)*

Santa Monica College and the Santa Monica-Malibu Unified School District successfully recruited and established the 2009 Cohort, which is the second group of students, for the Young Collegians Program. The 2009 Cohort has 28 incoming sophomores from Santa Monica High School, many of whom are first generation college students. The 2009 Cohort enrolled in Counseling 1 and Speech 5 during the Summer 2009 intersession at SMC.

The first cohort of students, the 2008 Cohort, has remained intact with 18 students—a 92% retention rate. (One student moved out of the area, and one student transferred to Olympic High School.) These students enrolled in Music 36 and Library 1 during Summer 2009. 2008 Cohort students, who are incoming juniors in high school, have been given the opportunity to have individualized schedules and enroll at the College during the 2009-2010 academic year as concurrent enrollment students.

The program leaders will continue to work with the Young Collegians throughout the 2009-2010 academic year, promoting a college-going environment through workshops focusing on career exploration and academic success.

Unfortunately, the development of the "Global Sustainability, Environmental Sciences and Technology" small high school has been suspended due to the current economic situation. The task force's tentative plan was to create a separate SM-MUSD high school for 600-800 students as another option for students who wanted an alternative to a comprehensive high school and who would benefit from a small campus. Plans for renewing the development of the small high school will resume once the state economic situation improves.

OBJECTIVE 10: To evaluate assessment options that provide noncredit Basic Skills and ESL students multiple paths of entry into non-credit programs including, if appropriate, a valid assessment instrument. *(Academic Affairs; Enrollment Development)*

The use of assessment instruments for the noncredit program was discussed with the College's Institutional Research Department. After some discussion, it was determined that assessment is not required for noncredit ESL students, and the cost of identifying and validating an assessment instrument is beyond the means of the College's current noncredit matriculation funding. Further, because the College uses other means for students' course selection (e.g., counseling and self-selection), Institutional Research recommended that the efficacy of students who self-select into the various noncredit ESL levels first be evaluated. A study to determine this was underway, but was halted due to the departure of the Director of Matriculation Research.

OBJECTIVE 11: To create, through faculty collaboration, better pathways between the not-for-credit Intensive English Program and the credit ESL program. *(Enrollment Development; Academic Affairs)*

The purpose of the not-for-credit Intensive English Program (IEP) is to prepare students to matriculate to Santa Monica College. To facilitate that transition, the Intensive English Program is working cooperatively with credit ESL faculty to develop an IEP curriculum that is in line with the existing ESL curriculum. ESL faculty developed a proposal for new IEP curriculum, with input from one of the current IEP instructors. The development of the curriculum for the IEP is complete and currently under review. The proposed Level 1 of the IEP has been forwarded to the Curriculum Committee for its review.

OBJECTIVE 12: To develop Study Abroad policies and procedures, such as a procedure for the design and approval of offerings, including achievable outcomes of each offering and the reporting of those outcomes; a submission process for logistical assistance; and a process for reconciling fiscal matters. *(Enrollment Development; Academic Affairs; Business and Administration)*

SMC continues to move in the direction of developing for students study abroad experiences that provide academically rigorous courses complemented by an immersion experience with the host culture and community through service learning and/or other strategies that may promote this goal.

Student Learning Outcomes have been developed for Study Abroad. A short-term Study Abroad form and proposal process for faculty interested in leading intersession programs has been developed and tested. The process is comprehensive and covers proposed curriculum, activities, budget, rationale for program and host country, risk management (on issues of safety, insurance and liability), promotion and recruitment strategies, and how programs complement the institutional goals of Global Citizenship for participants. The process includes collaboration with Risk Management on development and review of faculty study abroad proposals before approval, as well as a review of proposed curriculum by Academic Affairs.

Program development has been supported by the Global Council through a review and dialogue of study abroad proposals presented by faculty interested in leading a study abroad opportunity. The Global Council also provides a mechanism for ongoing discussion on the definition and direction of Study Abroad at SMC. Fiscal services has been involved to ensure proper accounting for study abroad programs is done in a timely manner.

Plans are underway for the development of a standard SMC Study Abroad application for students, as well as a comprehensive SMC Study Abroad website.

OBJECTIVE 13: To develop a long-term plan to make progress toward the AB 1725 goal of a 75%/25% full-time/part-time ratio by increasing the number of full-time faculty members on an annual basis. *(Academic Affairs; Student Affairs; Enrollment Development; Human Resources; Business and Administration) **Supportive Learning Environment*

The Board of Trustees adopted a goal of developing a long-term plan to increase the number of full-time faculty members and continue to implement the movement toward parity for adjunct faculty.

The Academic Senate also supported a resolution for hiring of new full time faculty members with a full-time/part-time ratio of 60% as an intermediate goal. Due to the current budget crisis, the District is in the process of evaluating budget priorities for future hiring in all employee groups.

OBJECTIVE 14: To identify workforce development needs of local industry sectors and develop new course offerings or market existing programs to them. *(Academic Affairs; Enrollment Development)*

Currently the Office of Workforce and Economic Development (WED) is working with the Academic Senate Joint Career Technical Education (CTE) Committee and the CTE Department Chairs to conduct a regional industry-validated scan/ trade analysis. This environmental scan will identify high growth, emerging, and economically-critical industries and their related workforce and occupational needs and will inform the College on decisions regarding new program development and current program improvement. The Office of WED is also working closely with the CTE Joint Committee to develop a comprehensive brochure that will highlight all the existing Career Technical Education programs at SMC and assist with recruitment and retention of CTE students. SMC is also utilizing current CTE grants to focus career pathway exploration efforts and articulation agreements with the local K-12 system. The District has recently approved a new solar-photovoltaic program that has been forwarded to the Chancellor's Office for approval.

OBJECTIVE 15: To develop a wider menu of short-term course offerings that will include non-credit vocational courses and customized industry-driven training activities. *(Academic Affairs)*

Development of new short-term vocational programs was discussed several times in Career and Technical Education (CTE) Committee meetings, but due to the changing enrollment situation (i.e., moving from being under- to over-cap), the only program investigated as a possible candidate for development as a noncredit short-term vocational certificate was the Photovoltaic (PV) course offering. After discussing the breadth and depth of the program, the certificate evolved into and was submitted to the Curriculum Committee as a credit certificate of achievement. The fee-based PV classes, currently offered through Community Education, may still be developed as a noncredit short-term vocational certificate. Other industry driven training activities are being pursued by the College's Workforce Development area through the highly successful Small Business Development Center and through several workforce grants focused on building employment opportunities in environmentally focused industries, Logistics, Allied Health, Education and other growing Career Technical Education arenas.

OBJECTIVE 16: To develop strategies for tracking vocational students after they completed or leave a program. *(Academic Affairs; Student Affairs; Enrollment Development)*

Several Offices and committees have been involved in the development of a tracking system for career technical (vocational) education alumni. These include the Academic Senate Joint Career Technical Education (CTE) Committee, the Small Business Development Center, Career Services, and Institutional Research.

Thus far, two efforts have been made to identify and develop a technology-based solution for tracking students. The CTE Committee has been working to develop a solution utilizing technology and existing social media. The strategy is twofold, utilizing new social media while exploring a robust system of capturing and engaging students before they leave the institution and staying connected with them after they leave to ensure tracking of success rates. The Office of Institutional Research has also supported developing a software solution that will support web-based survey data collection of student and employer data. Although a possible solution has been identified, the product is expensive, and no funding source has been identified to support its acquisition and implementation.

GOAL 2: SUPPORTIVE LEARNING ENVIRONMENT

OBJECTIVE 17: To increase instructional support staff for Basic Skills and Vocational Education. *(Academic Affairs; Human Resources)*

The Board of Trustees demonstrated support for the Basic Skills Initiative and Workforce/Career Technical areas by approving the Dean, Workforce Education and the Director, Student Success Initiatives positions and staffing them on an acting basis for 2008-2009.

The BSI committee identified four focal areas in which to invest resources to develop programming and services. The four focal areas include: faculty development; counseling; instructional support; and research and assessment. The committee is working on the design of services offered to faculty and students in each of the focal areas. The overarching goal for BSI is to increase student success in all pre-college courses. A variety of services have already been provided to basic skills students. For example, additional assistance to students is being provided through the Writing Center and Supplemental Instruction program. The Writing Center assists students in pre-college English courses with the development of their writing skills. The Supplemental Instruction program provided students in pre-college English and Math classes help with course content.

OBJECTIVE 18: To implement a pilot program of providing library instructional services to students at satellite sites. *(Academic Affairs)*

The Library initiated a pilot program of offering library services at the Bundy Campus in Fall 2008. A librarian assigned to Bundy for 16 hours a week, provided library orientations for 22 classes and answered 265 information queries from students. This program proved very successful and will be continued when ongoing funding becomes available.

OBJECTIVE 19: To develop and implement the next phase of the Early Alert System to create an interface with tutoring services and the Student Affairs workshop calendar, which includes presentations on student success topics, such as selecting a major, time management, test-taking strategies, and writing the UC personal statement. *(Enrollment Development; Student Affairs; Information Technology)*

The interface with the Student Affairs workshop calendar has been completed, as has the program to track student participation in the workshops. Testing is currently underway and revisions to the student letter, as well as updating of the training module, are all part of this phase of development. Implementation for this component is set for Fall 2009.

While the interface with tutoring services has not been resolved, it remains a viable goal of the Matriculation Office. Tutoring at SMC is decentralized, with each department or lab employing a unique method of tracking student usage. Without campus-wide standardization, integration into the Early Alert system is impossible. Tutor Track and other third-party data bases are being considered for this task, and the feasibility of using a "home-grown" database program is also being examined. Although work toward integration of tutoring services tracking into the Early Alert system continues, no specific implementation date has been established.

OBJECTIVE 20: To institutionalize Early Alert training as part of new faculty orientation. *(Enrollment Development; Human Resources)*

Early Alert training will become part of the training agenda for newly hired faculty beginning in Fall 2009. In addition, there are plans for this training to be available to other faculty as a refresher course.

OBJECTIVE 21: To create a more supportive environment for prospective and new students in the admission and orientation process for international students. *(Enrollment Development)*

Marketing pieces have been reviewed and are being revised to provide standard information about SMC so that students receive accurate information regardless of when they come across college brochures and fliers. The International Education Center website is also being updated and clarified so that students can more easily navigate through the information that they need.

The application requirements and materials have been revised to provide more options to applicants, thus easing the application process. The International Admissions staff has been developing a more streamlined application review and response process so that applicants not only know whom to contact if they have questions or need assistance, but also receive regular updates about the status of their pending application.

OBJECTIVE 22: To implement an advanced financial aid software solution that will improve the College's ability to process aid applications, to download and transmit electronic federal and state data, and to communicate with aid applicants on the status of their applications and awards.
(Enrollment Development)

In Fall 2008, the SMC Financial Aid office implemented the Regent Financial Aid Software. After going through extensive setup, configuration, and end user training, the Financial Aid Office—with assistance from Management Information Systems, implemented the new software system in time to process the 2009-10 federal aid applications through the new Regent system which provides significant improvement in processing student aid and in communicating with students.

OBJECTIVE 23: To promote interaction between international and other students at the College and expand student participation in SMC Study Abroad programs. *(Enrollment Development; Student Affairs; Academic Affairs)*

SMC received a grant allowing four SMC faculty to visit Merida, Mexico and further develop the Latin America Program through the creation of a summer study abroad program for 2010.

Through collaboration with the SMC Associated Students (AS), scholarships for study abroad programs during 2008-09 were awarded. Scholarship students are required to do a follow-up project as part of their scholarship award. Examples of follow-up projects may include student presentations to AS, targeted classes to promote study abroad articles/blogging about their experience; presentations in area high schools, You-Tube videos about their experience; and assisting with international student seminars and pre-departure orientations of students participating in future programs.

Marketing materials and postings via flyers/brochures across campus were developed, and faculty conducted classroom presentations promoting their study abroad opportunities. Study Abroad information is posted outside the International Education Center (IEC), and an IEC support staff member is well versed in the details of the programs so that students who come to request information receive accurate details about the programs and application procedures.

OBJECTIVE 24: To provide professional development for faculty and staff in the infusion of global citizenship ideas throughout the curriculum and in promoting interaction between international and other students at the College. *(Academic Affairs; Student Affairs; Enrollment Development; Human Resources) **Innovative and Responsive Academic Environment*

In the Fall 2008 semester, fifty faculty were invited to submit examples of how they have integrated the ideas of global citizenship into lesson plans and/or projects and assignments for their own classes. These models are going to serve as resources to other faculty who would like to integrate global citizenship into their classes, but are looking for ideas to get started. Fourteen faculty submitted model curricula, and these will be made available to all faculty in the Library and on the Global Council's webpage. At the Spring 2009 Flex Day all faculty members who had submitted models for this project were awarded certificates. A Flex Day workshop featured four faculty from Early Childhood Education, Economics/Social Science, Life Sciences, and ESL. Each gave an overview of the lesson or project and explained how it fits in with the rest of their course content, illustrating how it complemented and enhanced the course overall.

The Global Council generated a best practices document related to promoting integration of international students in the classroom focused on the following topics: course administration, lectures, professor-student relationships, and student-student relationships. This will serve as a resource for faculty and as a foundation for future professional development opportunities.

OBJECTIVE 25: To promote and encourage a comprehensive approach to campus wellness and safety by expanding student psychological services, increasing the campus awareness of the Crisis Prevention Team, distributing a revised Emergency Preparedness Manual, and facilitating campus trainings on emergency response systems. *(Student Affairs; Business and Administration):*

With the Fall 2008 hiring of two full-time psychologists, services to students have been further expanded with the addition of two interns for Fall 2009 and the move to a larger facility in the Liberal Arts Building. The College participated in a state-wide earthquake drill, and the completed emergency preparedness policy and manual were approved by the Board of Trustees. The Crisis Prevention Team has made numerous presentations to the college community and has developed and implemented a Crisis Prevention website.

OBJECTIVE 26: To measure the effectiveness and impact of counseling services, special programs, student activities and college athletics by working with the Institutional Research Office to analyze relevant retention, persistence, and student success data. *(Student Affairs; Enrollment Development)*

The Office of Institutional Research has supported response to this objective by: 1) developing successful course completion and retention reports that are inclusive of Counseling and Athletics courses, 2) providing research design, evaluation guidance, and analytical support for the Title V Welcome Center, Back to Success, and Summer Bridge programs, 3) developing a research design and logistic regression model to assess the effect of Counseling 20 on term success and persistence at SMC, and 4) developing a holistic approach to institutional learning outcomes assessment focused on longitudinal student development issues as they relate to achievement and persistence and SMC's institutional learning outcomes related to integrity, self-discipline, and self-confidence.

OBJECTIVE 27: To convene a new Title V Institutional Grant Advisory Board that will review the progress of the current grant effort and recommend a direction for the next Title V Grant application to be submitted in Spring 2009. *(Student Affairs; Academic Affairs) **Innovative and Responsive Academic Environment*

The Title V Institutional Grant Advisory Board developed and submitted an application for a new Title V Grant. Unfortunately, the application was unsuccessful.

OBJECTIVE 28: To expand linkages between counseling services and basic skills and vocational instructional programs. *(Student Affairs; Academic Affairs) **Innovative and Responsive Academic Environment*

Through the Counseling Visitation Project, linkages have been made between Counseling and Basic Skills courses. Counselors conduct classroom lessons in English and ESL which assist students with developing their academic goals, identifying student services and special programs, and making use of strategies for student success. Regular counselor presence has been expanded to the English Writing Lab, the math lab and the ESL Department. Over 1600 students were served in 2008-09.

OBJECTIVE 29: To encourage the development of student initiated projects that promote civic engagement and demonstrate the global impact of local politics. *(Student Affairs)*

The Counseling Department has developed a student government leadership course which was approved by the Curriculum Committee and Academic Senate in May 2009. The course is designed to maximize student leadership development experiences and to enhance understanding of student government at the community college. The course content includes guidelines governing the function of the Associated Students, Title 5 regulations, and ethical decision-making strategies.

OBJECTIVE 30: To review the organization and delivery of all tutoring services offered across the College and look for ways to expand the breadth of tutoring offered and access at all college sites. *(Academic Affairs; Student Affairs)*

Preliminary discussions have begun to take place among the Dean of Learning Resources, the Director of Student Success Initiatives, the Dean of Institutional Research and Tutoring Coordinators to develop a method of collecting standardized data from the six main tutoring centers. Information collected will identify the users of tutorial services as the first step towards measuring program effectiveness and identifying potential students not currently being served. The goal is to preserve the recognized benefits associated with the decentralization of the tutoring programs while incorporating a more consistent organizational structure.

GOAL 3: STABLE FISCAL ENVIRONMENT

OBJECTIVE 31: To eliminate the College's operating deficit over the next three years through enrollment development, budget discipline, and enterprise opportunities. *(All Areas)*

The college ended both the 2007-08 and 2008-09 fiscal years with an operating surplus. The 2008-09 ending surplus was over $600,000. This careful budget discipline has resulted in the largest fund balance (over $17 million dollars) in SMC's history. However, the 2009-10 budget has experienced a $2 million drop in revenues, so the College will have to demonstrate even more budget discipline. Although the College's fund balance will help mitigate the decrease in revenue and possible "mid year" cuts, the College will also need to alter its past expenditure patterns to survive the next few years, which are anticipated to be worst budget years in California community college history. The College continues to explore enterprise opportunities through increasing numbers of non-resident students, programs with four-year institutions, grants, and facilities rentals.

OBJECTIVE 32: To establish organizational integrity and stability in the Business and Administration area by recruiting for key vacant leadership positions. *(Business and Administration; Human Resources)*

During the past three years, the college has hired a Vice President of Business and Administration, Chief Director of Facilities, Director of Fiscal Services, Accounting Manager, and Director of Maintenance. The staffing of these positions on a permanent basis has filled the top vacancies in the Business and Administration organizational chart.

OBJECTIVE 33: To develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases. *(Business and Administration; Human Resources) **Supportive Collegial Environment*

At the beginning of the year, a list of possible problem assignments is received from the Los Angeles County Office of Education. The list is reviewed and corrected by the accountants. Human Resources is then informed of the corrections. At the end of each month, the accountants review the general ledger for incorrect accounts. Reclassification journal entries are made, and the Human Resources Department is informed of the correction. Quarterly, a review is scheduled by the accountants with the program managers to ensure employees are charged to the correct fund/grant. The Payroll Department is developing a personnel processing calendar, which will integrate dates and deadlines for Payroll, Human Resources, and Accounting. This will assist in paying employees accurately and in a timely manner.

OBJECTIVE 34: To develop projected maintenance and staffing costs for new buildings and sustainability efforts and implement a process for including these in budget planning. *(Business and Administration) **Sustainable Physical Environment*

The Association of Physical Plant Administrators (APPA) has published a scale for maintenance which includes 1 for "showpiece facility", 2 for "comprehensive stewardship", 3 for "managed care", 4 for "reactive management", and 5 for "crisis response". SMC is currently between levels 3 and 4 on this scale, based on the APPA evaluation matrix. Facilities Management is striving to achieve a level 2 rating and plans to accomplish this by phasing into the budget an additional cost of $550,000 over the next three to five years.

OBJECTIVE 35: To maximize student enrollment by making the enrollment process as efficient as possible, while also focusing on student success. *(Enrollment Development; Information Technology; Student Affairs; Academic Affairs; Business and Administration) **Supportive Learning Environment*

The application and enrollment process is constantly evolving to better meet the needs of students. Priority is placed upon efficiency and clarity to ensure that students successfully reach their academic goals. Enrollment Development, Information Technology, Academic Affairs and Student Affairs staff work collaboratively, on an ongoing basis, to address any potential issues that might negatively affect the student enrollment experience.

OBJECTIVE 36: To develop a process for including ongoing technology maintenance and replacement costs in budget planning whenever new technology (such as smart classroom technology in new buildings) is added anywhere in the College. *(Business and Administration; Information Technology) **Sustainable Physical Environment*

The uncertainty of the state budget has impacted the College's current technology replacement plan, which largely relies on the state Instructional Equipment Block Grants. To remedy the immediate replacement and new technology needs, other funding sources, such as Basic Skills and local bond initiatives have been incorporated into the technology plan to support the common objectives. There is still a need to develop a stable funding mechanism to support the College's essential technology infrastructure's multi-year replacement/upgrade plan.

GOAL 4: SUSTAINABLE PHYSICAL ENVIRONMENT

OBJECTIVE 37: To update the College's Facility Master Plan and conduct an environmental analysis regarding potential future bond projects. *(Business and Administration; Institutional Communication) **Supportive Collegial Environment*

The College has contracted with Gensler Architects to update the 1998 *Comprehensive Facility Master Plan*. During the 2009 fall semester, the College is holding a series of public meetings to notify the community that the College plans the following projects for its 2009 Career and Educational Facilities Plan:

a) Information Technology and Telecom relocation
b) Central Plant building
c) Health, Fitness, Physical Education & Dance building
d) Drescher Hall modernization and Pico Promenade project
e) Math & Science extension building
f) Corsair Stadium renovation
g) ESL relocation to Drescher Hall
h) Demolition of the temporary Math Complex
i) AET expansion, KCRW relocation, Parking facility
j) Olympic Shuttle lot improvement – new building and underground parking
k) Performing Arts complex expansion – new building, seismic retrofit, and underground parking

The environmental impact report and the 2009 Career and Education Master Plan will be completed by June 2010. The build-out for the new Master Plan is scheduled for completion in 2015.

OBJECTIVE 38: To coordinate the start of construction for a pilot solar project with associated facility energy savings projects. *(Business and Administration)*

The College has contracted with Chevron Energy Solutions to install a photo-voltaic system on the roof of an existing parking structure. The plans were approved by the Division of State Architect, and construction commenced in August 2009. The project is expected to be completed in January 2010. It is estimated that the annual savings from the system will be approximately $50,000.

OBJECTIVE 39: To hire permanent classified staff to support sustainability initiatives. *(Business and Administration; Human Resources)*

In addition to the current permanent recycling coordinator, the District has hired seven additional classified staff in the maintenance, grounds and operations department to support sustainability efforts.

OBJECTIVE 40: To implement plans for a modernized Information Technology data center and virtualized server infrastructure to minimize energy and physical space utilization and maximize technology services. *(Information Technology; Business and Administration)*

The Information Technology Department has worked with Southern California Edison (SCE), Dell, Hewlett-Packard and System Technology Associates in various phases of this project to evaluate, plan, design, and implement the virtual technology infrastructure. The original scope of the project is 90% completed. The physical space, power, and cooling requirements have been decreased drastically after consolidating many physical servers into a virtual environment, using only one server rack. In addition to sustaining the current facility, the project generates $68,000 incentive funds from Southern California Edison and 284,954 kilowatts per hour ongoing power savings.

OBJECTIVE 41: To work with local and state governmental agencies and the larger community in advocacy for a Santa Monica College station for the Expo light rail and develop plans to encourage student and staff use of rail and other alternate transportation modes. *(Institutional Communication; Business and Administration)*

The College has implemented a number of transportation management initiatives in order to improve access for students, reduce vehicle trips, and reduce traffic congestion. In 2008, SMC succeeded in convincing the City of Santa Monica and the LA County Metropolitan Transportation Authority on the merits of an additional station on the Expo light rail line. The station will be located at 14th Street and Colorado Avenue. This convenient location will not only benefit the neighboring communities, but will particularly benefit the thousands of students and staff of SMC who live in areas that are served by the light rail. The current projected date for the completion of the light rail service to Santa Monica is 2014.

OBJECTIVE 42: To coordinate and communicate transportation and parking initiatives to the entire college community. (Institutional Communication; Business and Administration)

Communication of the college's transportation initiatives is evidenced by the successful launching of the "Any Line, Any Time" partnership with the Big Blue Bus Company and the Santa Monica College Associated Students. Ridership has increased by 17% on the college shuttle routes and general bus lines. In addition, the free parking at off-site parking lots and car pooling have increased due to website communication.

GOAL 5: SUPPORTIVE COLLEGIAL ENVIRONMENT

OBJECTIVE 43: To develop an enhanced master calendar system for the scheduling of performances and events in all performance venues, including those at the new SMC Performing Arts Center. *(All Areas)*

The current calendar system was developed by the Management Information Systems Department, and it is tied in with the class schedule and the facilities usage subsystem. The calendar tracks the use of all of the institutional and community related facilities including the new SMC Performing Arts Center.

The College is researching (to develop or purchase) a calendaring system that will effectively integrate the function of events permitting with the maintenance of a system-user (and potentially a public) calendar for public programs at Santa Monica College. Required (essential) and desired (non-essential) functionalities for the system are being determined, with the goal of allowing each entity with booking rights at a given venue/space to see accurate data on the bookings of the other entities. The system will also be used to determine and display the staffing and technical needs for each event. As a desired function, the system should also incorporate a series of internal, automated time lines for entry of successively detailed information regarding event requirements. Meetings with future users should generate additional requirements and objectives.

The Artifax calendaring system and the proprietary system used by UCLA LIVE are currently under review. Recommendations will be based on functionality, ease of interface with the ISIS system, and cost. Staff will also assess the virtues of an internet-based system (greater flexibility and accessibility) versus an internal system on the SMC server, which would offer greater security, assuming there is available space.

OBJECTIVE 44: To develop and implement for all Fiscal Services departments websites that will have online forms, policy and procedure manuals, and up-to-date information. *(Business and Administration)*

Websites for the Fiscal Services departments will be completed in 2010. Currently, the employees in the department are being trained on website development.

OBJECTIVE 45: To review, revise, and complete Board Policies and Administrative Regulations in Business and Facilities (Section 6000*). (Business and Administration)*

Review and revision of Board Policies and Administrative Regulations pertaining to the Business and Facilities Departments is on-going and will be completed in 2010.

OBJECTIVE 46: To implement a self-service data depot that supports program review needs for faculty and staff use. *(Enrollment Development; Information Technology)*

A dynamic report, based upon TIMS (The Instructional Management System) has been developed for staff, department chairs, and individual faculty to provide various views of their program/class performance data. The effort to define the functional requirements and ensure the relevancy and effectiveness for this self-service data query tool has been coordinated among Management Information Systems, Academic Affairs department chair representatives, and Institutional Research.

Objective 47: To reorganize the structure of the Human Resources Office to ensure that all operational functions are conducted properly and in compliance with District and legal parameters. (Human Resources)

A draft reorganization plan was presented in February 2009. Approval was received in August 2009 to implement this plan during 2009-2010.

Objective 48: To explore the use of document imaging technology as a means of improving record keeping, enabling a better tracking system for the retention and disposal of records as required by law, and making better use of the limited physical space in the Human Resources Office. (Human Resources; Information Technology)

Human Resources has reviewed several document imaging proposals and will contract with the agency that provides the most cost efficient service. Personnel files are being prepared for image documenting. Other records, such as recruitment files and audit files, that have expired are being prepared for disposal prior to December 2009.

Objective 49: To prioritize a Personnel Commission review of Human Resources staff positions to ensure proper alignment for providing effective, functional, and timely support for internal and external customers. (Human Resources)

With the approval of the Human Resources reorganization proposal, the Personnel Commission will schedule a systematic review of all classified HR positions to be completed prior to December 2009.

Objective 50: To develop and implement an online application process for academic positions to streamline search efforts and to enable more timely applicant response. (Human Resources; Information Technology)

The Human Resources Office is in the process of implementing an online application tracking system as part of its strategy to streamline the academic application intake and storage process. The system will provide HR with the ability to collect employment materials online, screen and distribute applications electronically, provide automated status updates and notices, and notify potential candidates about new positions and create position requisitions.

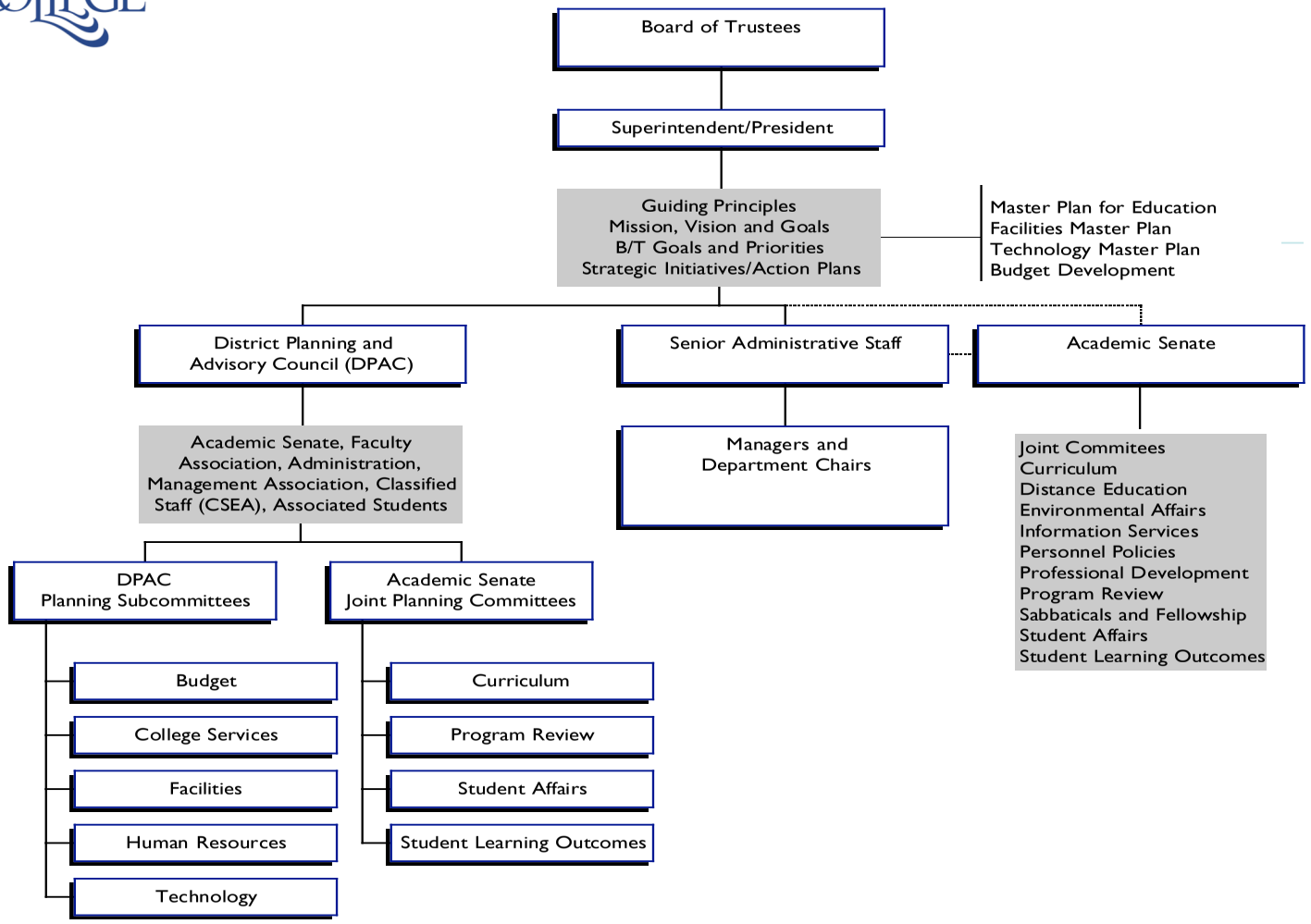
Objective 51: To further develop and enhance the SMC website content management system and make use of information gathered from focus groups including students, staff, and other end-users. *(Enrollment Development; Institutional Communication; Information Technology)*

The SMC website is under continual review and enhancement. Through collaboration of the staff responsible for maintaining the website with the DPAC Technology Planning Subcommittee, priorities have been established for future enhancements. Accessibility issues are being addressed by providing an alternate gateway site that is fully accessible. New web ads are being developed, and website navigation has been improved several times through the input of various members of the college community. The Technology Planning Subcommittee and staff have developed recommendations for future enhancements that include the creation of a full-time web content manager, as well as the completion of the migration of webpages on the old SMC platform to the current platform. Faculty and staff have been provided training and assistance in the migration of information to the new design and platform. Once that migration is completed, the entire site will be migrated to the SharePoint platform, which offers even greater functionality. The SharePoint migration is calendared for 2009-2010.

OBJECTIVE 52: To develop a grant development flow chart that clarifies the process for identifying, developing, applying for, and managing a grant. *(Planning and Development)*

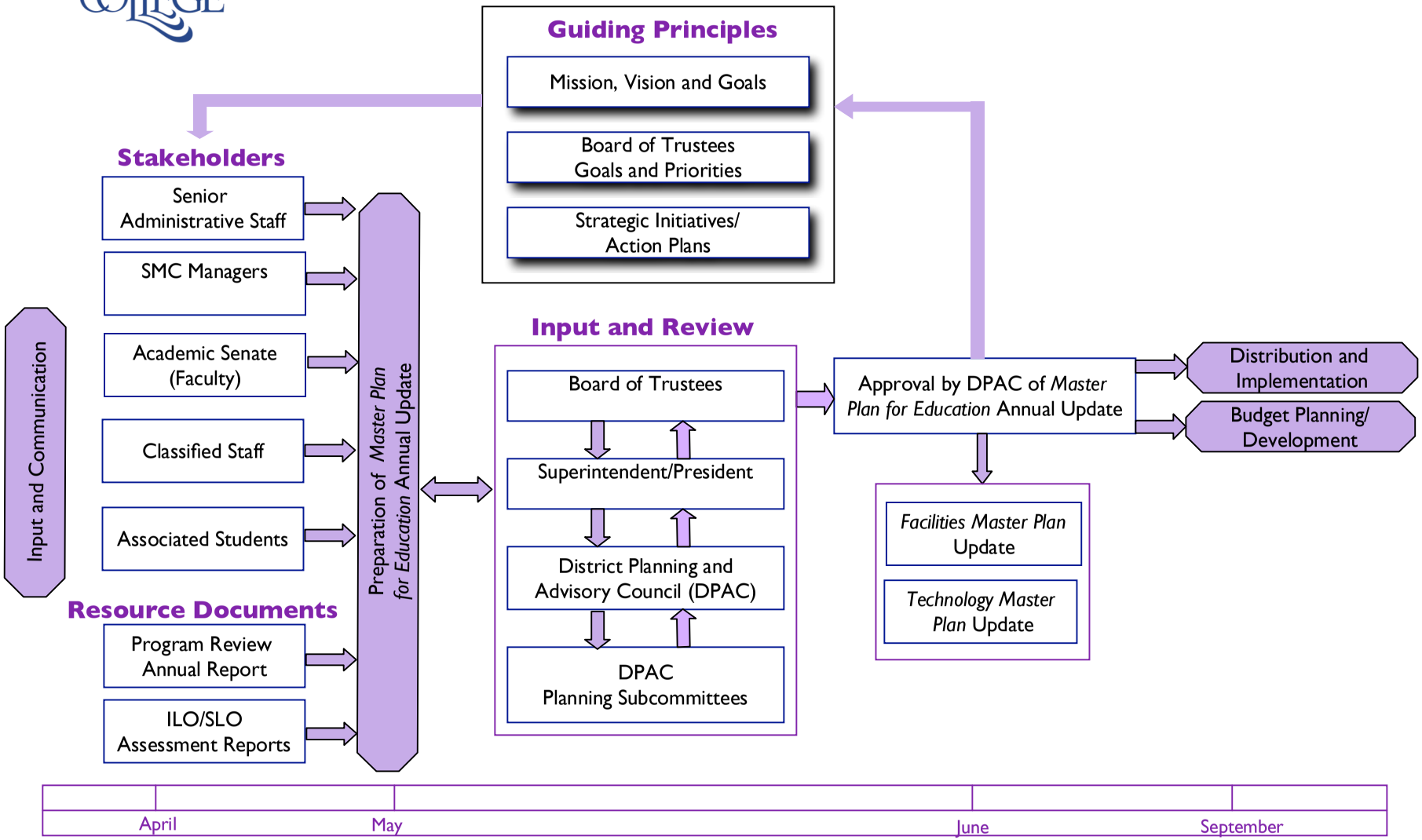
The Director, Grants is currently utilizing feedback from the Grant Advisory Workgroup to rewrite the Grant Prospectus form, which serves to communicate to the campus community all proposed grant projects and their potential impact on the College's infrastructure, specifically Fiscal Services, Facilities, Management Information Systems, and Institutional Research. The workgroup has also begun work on the development of a flow chart that illustrates the approval process, including a matrix for prioritizing grant projects. Once these initial tasks are complete, the Grant Advisory Workgroup will consider other policies and procedures related to the grants process.

Santa Monica Community College District
Planning Structure



Santa Monica Community College District

Master Plan for Education Annual Update Process



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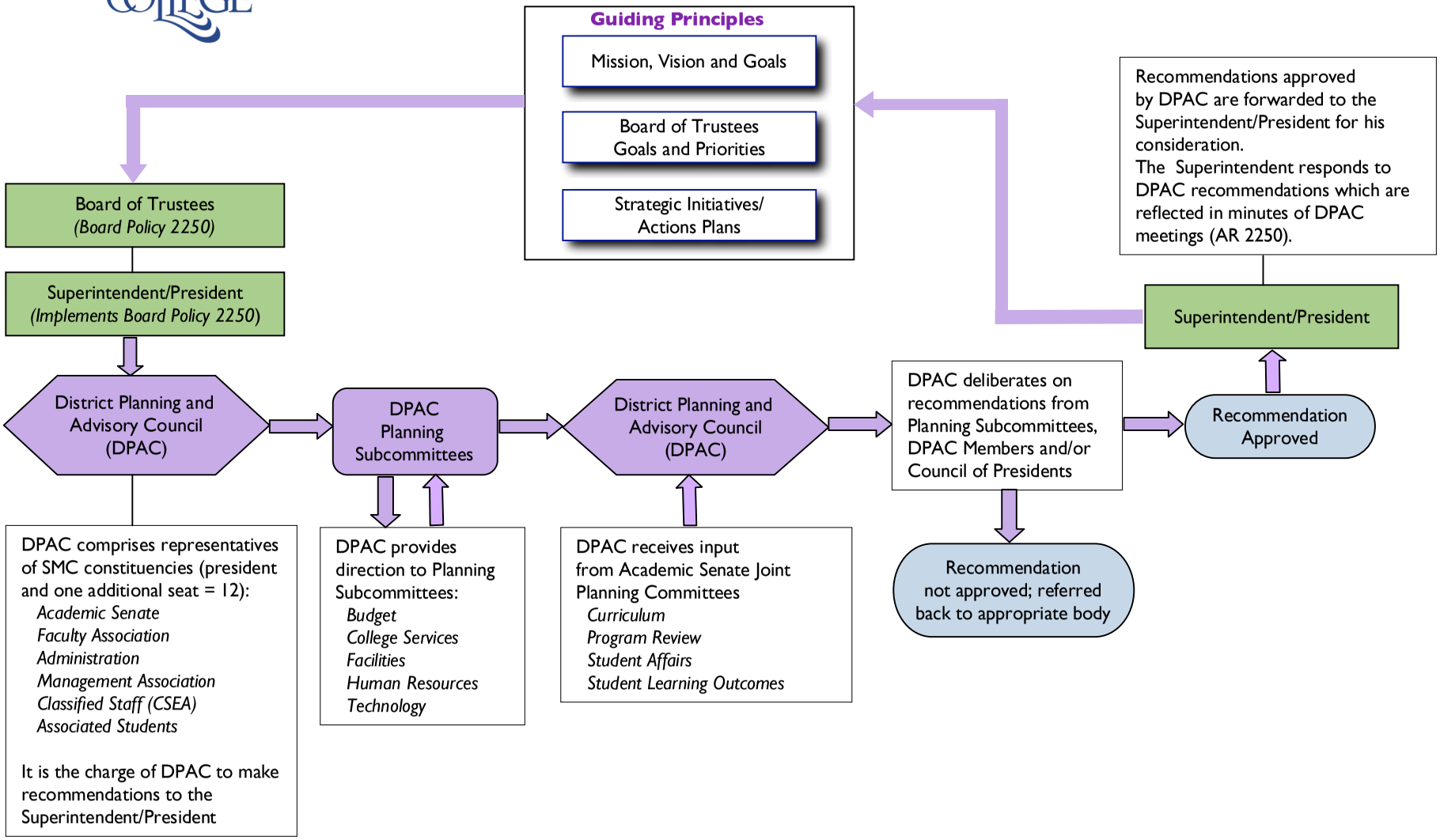
Santa Monica Community College District

District Planning and Advisory Council (DPAC)



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