

MASTER PLAN FOR EDUCATION



CHANGING LIVES IN
THE GLOBAL COMMUNITY
THROUGH EXCELLENCE
IN EDUCATION

Achieving the Santa Monica College Vision

Santa Monica College / October 2008

**SANTA MONICA COMMUNITY COLLEGE DISTRICT
MASTER PLAN FOR EDUCATION**

Achieving the Santa Monica College Vision

**Changing Lives in the Global Community
Through Excellence in Education**

October, 2008

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Santa Monica Community College District
MASTER PLAN FOR EDUCATION
2008

In 1997, Santa Monica College adopted its first formal *Master Plan for Education*, and the plan has been reviewed and updated in each subsequent year. In accordance with the intent of the College's planning process for the document to be extensively revised at least once every six years, this 2008 document incorporates the products of a major strategic planning effort that began in Fall 2006. A review of the College's Mission, Vision, 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 Vocational Education—were identified, and action plans for each were developed to guide the creation of specific institutional objectives over the next five years.

In order to formulate objectives for 2008-2009, 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 the development of additional objectives to address action plans for the four strategic initiatives.

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

STRATEGIC INITIATIVES AND PROPOSED ACTION PLANS

<p style="text-align: center;">ACTION PLANS <i>for the next five years that support the four Strategic Initiatives, to be implemented in an environment of Collegiality, Collaboration, Communication, and Interconnectivity</i></p>			
Hiring Full-Time Faculty and Permanent Staff	Training Priorities	Student Support Services	Fiscal Stability
<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>Ensure meaningful access to critical student learning support services appropriate for the varying times, locations and modes of delivery through which instruction occurs.</i></p>	<p><i>Develop a transparent budget that maintains an appropriate fund balance and supports the strategic implementation of institutional goals and objectives.</i></p>

*Presented to SMCCCD 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	<ul style="list-style-type: none"> 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 	<p>Communicate to all staff and faculty the college's commitment to Global Citizenship</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<p>Provide professional development for faculty and staff in two primary areas:</p> <ul style="list-style-type: none"> infuse the ideas of global citizenship throughout the curriculum, and promote interaction between international and other students at the college 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Provide instructional support services at the Center for Environmental and Urban Studies (CEUS) 	<ul style="list-style-type: none"> 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
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)*

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

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

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)*

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)*

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)*

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

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

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)*

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)*

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)*

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*)

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*

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*)

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*)

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

GOAL 2: SUPPORTIVE LEARNING ENVIRONMENT

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

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

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*)

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

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

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*)

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*)

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**

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*)

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*)

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**

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

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

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*)

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*)

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*)

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**

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**

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**

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**

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**

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

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

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*)

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*)

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

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*)

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*)

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

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

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*)

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*)

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*)

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*)

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*)

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*)

Santa Monica Community College District
MASTER PLAN FOR EDUCATION
Report on 2007-2008 Institutional Objectives

ALL GOALS

OBJECTIVE 1. To develop three to five strategic initiatives and action plans. *(All Areas)*

The Strategic Planning Task Force has recommended four strategic initiatives—Basic Skills, Global Citizenship, Sustainability, and Vocational Programs—and four general action plan categories—Hiring Full-Time Faculty and Permanent Staff, Training Priorities, Student Support Services, and Fiscal Stability. Through interaction with the committees and workgroups associated with each of the strategic initiatives, the task force has prioritized specific action plans that will form the basis for annual institutional objectives over the next five years. The initiatives and action plans are included in the Master Plan for Education 2008 update.

OBJECTIVE 2. To review the College’s Vision, Mission, and Goals statements and revise them as needed. *(All Areas)*

In Fall 2007, the Strategic Planning Task Force assumed the task of drafting a major revision of these statements based upon input received from the college community through the strategic planning process. The resulting document was then reviewed by the District Planning and Advisory Committee, which, in turn, sent it to all of the organizations represented on DPAC for review and ratification. Upon ratification by all of the organizations, DPAC approved the document (with minor revisions recommended through the ratification process) and submitted it to the Superintendent/President. The Superintendent/President approved the document with a few revisions, which were shared with DPAC. The final version of the document, approved by the Board of Trustees in May 2008, provides an appropriate new framework for the College’s annual planning efforts.

OBJECTIVE 3. To develop institutional learning outcomes and incorporate them into the revision of the College’s Vision, Mission, and Goals statements. *(All Areas)*

The focus of the Fall 2007 flex day activities was gathering input from the entire college community on “student take-aways” to be used in the development of Institutional Learning Outcomes. The Student Learning Outcomes Task Force organized the resulting information into five categories from which four recommended Institutional Learning Outcomes were developed. These were approved by the Academic Senate, the District Planning and Advisory Committee, and the Superintendent/President and were presented to the Board of Trustees in November 2007. The College’s revised Mission/Vision/Goals document features the four Institutional Learning Outcomes as the central institutional goal, with six supporting goals that clarify how the various major areas of the College can contribute toward their achievement. This framework ensures that annual institutional objectives will be developed to address the achievement of one or more of the Institutional Learning Outcomes.

OBJECTIVE 4. Begin planning for the 2010 accreditation self-study process. *(All Areas)*

In preparation for the Fall 2008 launching of the accreditation self-study process, the organizational structure has been agreed upon, and the Superintendent/President and the Academic Senate President have appointed leaders to facilitate the development of the self-study for each of the four accreditation standards. The process will be co-chaired by the Academic Senate President and the Executive Vice President.

OBJECTIVE 5. To develop and implement a revenue and expenditure plan that will address the loss of base revenue that will result from the “payback” of borrowed FTES in 2008-2009. *(Business and Administration)*

The District’s current planning scenario, which is highly dependent upon making significant progress toward restoration of FTES to the 2006-2007 reported level, will result in a very minor loss of base revenue in 2008-2009 (the year after stabilization) and increase base revenue in 2009-2010 by \$5,376,534. The District has also developed an expenditure plan that supports achievement of the institutional objectives set forth in the Master Plan for Education. While many other districts are reacting to state budget constraints by cutting expenditures, reducing programs, and limiting any further growth, SMC’s expenditure plan features funding for such items as full-time faculty hires (to maintain the current number of full-time faculty), Global Citizenship Initiative funding, increased funding for student support programs, and funding for increased compensation that will help the District maintain a highly motivated and experienced faculty, staff, and administration. While the plan does call for deficit spending, the District has been fortunate enough to have increased the ending fund balance from \$1.8 million in 2002-2003 to a record projected ending fund balance in 2007-2008 of \$17 million. This large fund balance is a key component of the District’s revenue and expenditure plan and will allow the District to maintain a high level of service to students and the community while moving away from deficit spending over the next several years.

OBJECTIVE 6. To develop institutional research priorities in concert with all areas of the College. *(Enrollment Development)*

Since the Dean of Institutional Research was hired in September 2007, she has engaged the college community through her participation in various committees and through the establishment and convening of the Research Advisory Committee. Priorities are being identified and slated for implementation through committee participation and the advice and consultation of the Research Advisory Committee. Current projects scheduled for implementation in 2008-2009 include revisions to the online application and a self-service data depot for faculty and staff use.

GOAL 1. STUDENT SUCCESS

OBJECTIVE 7. To further develop noncredit curriculum and implement a timeline for the implementation of the CAHSEE (California High School Exit Exam) Grant work plans. (*Academic Affairs*)

The CAHSEE and Adult High School Diploma curriculum is complete and has been approved by the Academic Senate Joint Curriculum Committee, the Academic Senate, and the Board of Trustees. The CAHSEE preparation course and twenty-two adult high school courses, which will enable the College to facilitate “credit recovery” for CAHSEE students, have been submitted to the Chancellor’s Office for approval, and a proposed certificate has been submitted to make the program eligible for enhanced noncredit funding under SB 361. Additional noncredit curriculum was developed for a parenting class to be offered through the City of Santa Monica’s program. In addition to expanding the curriculum, the noncredit program has expanded the sites at which it is offering classes to include Virginia Avenue Park, Senior Assisted Housing, and St. Anne’s Church.

OBJECTIVE 8. To complete the district plan and timelines for implementing the Basic Skills Initiative. (*Academic Affairs; Student Affairs*)

The SMC Basic Skills Initiative Workgroup—made up of faculty members (both instructional and counseling) appointed by the Academic Senate and Academic Affairs and Student Affairs administrators—assembled in Summer 2007 and participated in regional training workshops in September 2007. The BSI team met on a regular basis to engage in extensive review of the literature and research and to complete the first phase of the District’s response to the self-assessment tool. Several Basic Skills proposals have been funded in areas of faculty and staff development, instructional practices, program components, and administrative practices. The BSI Workgroup presented an update for the SMC Board of Trustees in March 2008. The District Basic Skills Initiative Plan was submitted to the Chancellor’s Office on May 1, 2008.

OBJECTIVE 9. To explore new enrollment development opportunities through expanded use of satellite facilities, new or expanded occupational programs, and increased use of multiple short-term modules. (*Academic Affairs; Enrollment Development*)

All satellite facilities have been scheduled to support enrollment development efforts. Workforce and Economic Development continued to identify business and industry trends as they relate to emerging jobs and skills needed to gain entry into the workforce. A credit-based Logistics Program has been developed and submitted to the Chancellor’s Office for final approval. The development of this program has been supported by an Employment Training Award contract (\$250,586). In addition, the College received a Chancellor’s Office Green-Tech Sector grant (\$600,000) to support curriculum development in the areas of the environment and sustainability. The Small Business Development Center contract was renewed and will focus on “green” businesses and sustainability.

OBJECTIVE 10. To develop and implement a comprehensive student communication plan designed to optimize student enrollment and retention. (*Enrollment Development*)

The Enrollment Development team met throughout the year to coordinate a comprehensive communication calendar. The calendar outlines when all of the different Enrollment Development offices send out publications and communicate with students. The discussion is ongoing with a goal of making sure that every student receives clear and consistent communication from the College. Additionally, communications with international students have been augmented through additional e-mail communication and a monthly newsletter.

OBJECTIVE 11. To develop and implement a comprehensive, online student early alert program (PASS—Preliminary Assessment of Student Success) to identify and assist students who are at risk academically and return them to successful standing by providing essential follow-up activities. (*Enrollment Development; Information Technology; Student Affairs*) ***Effective Use of Technology*

In keeping with the California Community College Education Code; Reference: Section 78212 and Matriculation Title 5 Regulation 55526 on Student Follow-up, Santa Monica College employs an Early Alert Program that provides students with feedback from their instructors. The Early Alert Program “ensures that the academic progress of [SMC] students is regularly monitored to detect early signs of difficulty and students are provided with advice and referral to specialized services or curriculum offerings where necessary.” The newly revised and updated Early Alert system allows for the identification of at-risk students at any point during the semester, regardless of whether it is the first week of class or the twelfth week. The Early Alert Program is administered during both fall and spring semesters.

Instructors have an option of printing automatically generated letters and personally delivering them to students at a class session or e-mailing the letters to the students to improve the timeliness of communication. In addition to written communication with identified students, there are follow-up phone calls from counselors. Identified students who participate in the College's special counseling programs, such as Adelante, Latino Center, Black Collegians, TRIO, and EOPS, are contacted by their respective programs for assistance in completing the counseling-specific recommendations made in the Early Alert letters.

The new Early Alert system was deployed on March 10, 2008. Prior to deployment, training sessions were given to Student Affairs program leaders, the Counseling Department, department chairs, and the Enrollment Development team, in addition to a flex day workshop presentation. To date, over 500 students have been contacted during Spring 2008. This newly redesigned Early Alert system has the potential to earn a “Best Practices” title. With sufficient buy-in from the college community, both persistence and retention rates could improve through successful implementation and faculty participation.

OBJECTIVE 12. To augment and improve assessment/placement testing modes of delivery to accommodate student testing at off-campus locations. (*Enrollment Development*) ***Effective Use of Technology*

In September 2007, the Assessment Center launched a new program to permit out-of-state and out-of-area students to take the mathematics and English/ESL assessments at a location close to their homes. In most situations, students access a special search engine through the Center's website and enter their zip codes. They then get a listing of test centers that have agreed to proctor the SMC COMPASS or ACCUPLACER exams. Students then complete an electronic form which is forwarded to the Assessment Center for processing. The staff subsequently makes the relevant proctoring arrangements. Once the student completes the test, the Center integrates students' assessment results into the College's enrollment system. The major advantage of this proctoring service is that students actually take the SMC placement exams, and their scores reside in the College's testing databases. During 2008-2009, the feasibility of expanding this service to students outside of the country will be investigated. However, significant logistical and test security issues will make this a challenging endeavor.

OBJECTIVE 13. To increase the number of full-time faculty members at the College to make progress towards the AB 1725 goal of a 75%/25% full-time/part-time ratio. (*Human Resources; Academic Affairs; Student Affairs*) ***Academic Excellence; Community of Mutual Respect*

For Fall 2008, the College continued with the "not losing ground" goal of hiring enough new faculty members to maintain the current full-time faculty number. The Academic Senate and the Administration have agreed to begin development of a long-term plan to incrementally increase the number of full-time faculty members on an annual basis.

OBJECTIVE 14. To gather further data to inform discussions of expansion or addition of vocational programs beyond those currently being planned. (*Planning and Development; Academic Affairs*) ***Community Partnerships*

As a component of the data-gathering strategy, information-sharing activities seem to be the ideal approach for expanding the College's vocational education menu. Sector-based information exchanges allow college faculty and administrative staff to forge strong relationships with business and industry representatives through face-to-face interaction and to identify the skills needed to meet current and future hiring trends. These activities include representatives from business/industry, the local employment and training system, the region's education infrastructure, and economic development agencies and focus on topics that are relevant to the Westside region. Groups such as the Cal-WEST Consortium (a logistics industry-related group) assisted the College in the development of new credit-based courses. The recently launched Green-WEST Alliance (a group focused on the environmental movement) assisted in broadening the understanding of the changes occurring throughout the environmental field. Such groups provide insight on the skills needed in today's competitive job market and enable the College to expand its focus on rising industries with local, national, and global importance. Information obtained directly from business and industry is shared across all vocational disciplines through the Academic Senate Joint Occupational Education Committee, the Academic Senate, and the Academic Affairs departmental structure.

OBJECTIVE 15. To complete the development of student learning outcomes for each student services area, assess these outcomes, and implement change based upon the assessment results. *(Student Affairs)*

As of Spring 2008, 96% of student services programs have identified student learning outcomes, and 70% of the programs have assessed their SLOs or are in the process of doing so. 15% have implemented changes based upon the assessment results or are in the process of doing so. This last percentage will increase as the programs continue to gather assessment data.

OBJECTIVE 16. To gather further data on the retention, persistence, and success of SMC students and to implement new strategies to improve these numbers. *(Student Affairs; Enrollment Development; Academic Affairs)*

While new retention strategies were put in place during 2007-2008, most notably by the Counseling Department, in response to a growing concern about our basic skills population, little progress was made on collecting additional data on the retention, persistence and success of SMC students because of limited institutional research staffing.

OBJECTIVE 17. To formulate a 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 Institutional grant. *(Student Affairs; Planning and Development; Academic Affairs)*

In Spring 2008, a new Title V/ Welcome Center Project Manager was hired. The Title V Institutional grant competition was delayed a year to coincide with the ending dates of the College's current Title V Institutional Grant. Consequently, the Title V Institutional Advisory Board will convene in Fall 2008. This advisory group, consisting of various college community stakeholders, will assist in the assessment of the current Title V Institutional Grant and guide the development of a new Title V Institutional Grant application.

OBJECTIVE 18. To increase services for distance education and online counseling. *(Student Affairs; Academic Affairs)*

Distance education enrollments (duplicated) for 2007-2008 increased from about 18,000 to more than 20,000 in comparison with 2006-2007. The SMCOnline helpdesk provided 24/7/365 (twenty-four hours a day/seven days a week/365 days a year) support to all online/hybrid students. A new helpdesk "chat-live" feature was implemented and is now available to students seven days a week between 9:00 a.m. and 9:00 p.m. Approximately 4,350 student helpdesk contacts were logged for the year, 68% of which were via email with an average response time of 21 minutes. 29% of the contacts were by phone with a response time of 41 seconds. Only 3% of the student helpdesk contacts utilized the new live chat option.

The Library added 3,000 electronic books to its collection, bringing the total number of ebooks to over 16,200. These ebooks supplement the 40+ online databases that are used by the virtual reference service to provide access to library resources twenty-four hours a day, seven days a week.

When online counseling services for on-ground students were first launched in April 2006, approximately ten inquiries were received in the first month. Once students and staff members became aware of the service, usage markedly increased. In the first year (April 2006 –March 2007), 1109 students were served. In order to increase online services and outreach to students, a direct link to the online counseling site was posted on the Counseling Department web page. Word-of-mouth among students, increased referrals from staff members, and enhanced website accessibility to the online counseling service resulted in a dramatic (68%) increase in the number of students served during the second year (April 2007-March 2008), with responses provided to 3496 online counseling inquiries.

GOAL 2. ACADEMIC EXCELLENCE

OBJECTIVE 19. To establish a plan to “reframe” the current Liberal Arts—Transfer Associate in Arts Degree as mandated by the recent change in Title 5 regulations. (*Academic Affairs; Enrollment Development; Student Affairs*)

The Transfer Studies option of the Liberal Arts Degree has been removed from the college catalog for 2008-2009. It was determined that the remaining Liberal Arts Associate in Arts Degree is in compliance with the revised regulations. However, a review of all Associate in Arts degrees will be conducted by Academic Affairs in consultation with the Articulation Officer during the summer of 2008, with a goal of reframing all degrees to highlight the major or “area of emphasis” of 18 units or more. In addition, the Interdisciplinary Studies Task Force developed three new Associate degrees (Environmental Science, Environmental Studies, and Ethnic Studies) conforming to the requirements of the revised Title 5 regulations. These have been locally approved and are being submitted to the Chancellor’s Office for approval.

OBJECTIVE 20. To support the development of a new Associate in Arts degree requirement in “Global Citizenship,” as developed by the Curriculum Subcommittee of the Global Education Task Force. (*Academic Affairs*)

The curriculum subcommittee of the Global Education Task Force (a joint College/Academic Senate presidential task force) developed a Global Citizenship Associate in Arts Degree requirement recommendation that was subsequently approved by the Academic Senate Joint Curriculum Committee, the Academic Senate, the Superintendent/President, and the Board of Trustees. The current Associate in Arts Degree American Cultures requirement has been expanded to become the Global Citizenship degree requirement, effective Fall 2008. There are three categories within which a student can take a three-unit course to satisfy this requirement: American Cultures, Ecological Literacy, and Global Citizenship. In addition, a student may elect to satisfy the requirement through a three-unit service learning or study abroad experience.

GOAL 3. COMMUNITY OF MUTUAL RESPECT

OBJECTIVE 21. To develop and implement an improved system for procurement and payment that reduces delay times in ordering and payment and relies more on technology/electronic records instead of the traditional paper records. *(Business and Administration)*

A paperless procurement and payment system that should dramatically increase the response times for ordering and payment has been developed by college staff. Currently, the Fiscal Services and Purchasing areas are moving into the implementation phase of this objective, with a goal of full implementation by the end of the 2008-2009 fiscal year.

OBJECTIVE 22. To develop and implement a system that increases the availability of budgetary records to all cost centers so that departments can make budgetary decisions based on the latest information. *(Business and Administration)*

During the 2007-2008 fiscal year, the District implemented a system that distributes all budgetary data via electronic transmission as opposed to the traditional paper method. This new system has reduced delay between reports being issued by Fiscal Services and review by cost center managers. Fiscal Services has also developed an online, real-time budget review program with the Los Angeles County Office of Education and is currently the first district in the county to have such a program. Staffing limitations and increased workload have impacted implementation of this new system, but completion is now projected for the end of the second quarter of fiscal year 2008-2009.

OBJECTIVE 23. 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)*

Staffing shortages and increased workload have prevented the Fiscal Services area from addressing this objective. This objective will carry over into the 2008-2009 fiscal year.

OBJECTIVE 24. To review Human Resources Board Policies and Administrative Regulations for currency and relevancy and establish an update schedule in consultation with the Academic Senate Joint Personnel Policies Committee and other relevant participatory governance bodies. *(Human Resources)*

The Academic Senate Joint Personnel Policies Committee completed its review of both the full-time and part-time faculty hiring administrative regulations. Revisions to these regulations were approved by the Academic Senate and the Administration. Development of a Workplace Violence administrative regulation was also initiated. The Committee is developing a revised update schedule to determine priorities for the 2008-2009 academic year.

OBJECTIVE 25. To improve the customer service of the Human Resources Office. (Human Resources)

Customer service goals were reinforced with Human Resources personnel and are incorporated in performance standards for each staff member. The Human Resources Office has acquired a full-time receptionist and, in concert with the Personnel Commission, the office strives to ensure ongoing coverage of the front desk and timely response to phone and electronic inquiries.

OBJECTIVE 26. To improve the operating systems used within the Office of Human Resources and the Personnel Commission. (*Human Resources; Information Technology*) ***Effective Use of Technology*

The Personnel Commission successfully implemented an online application system which has significantly enhanced Commission staff ability to receive and process employment applications. This has resulted in attracting an expanded and diverse pool of qualified candidates. Additionally, the Commission has reviewed past practices and revised its test development and processing procedures to ensure fair and equitable recruitment and selection processes. During 2008, internal systems were developed to improve the tracking and sorting of all documents and materials coming into the Human Resources Office.

OBJECTIVE 27. To develop and implement a more extensive orientation process for newly hired classified employees. (*Human Resources*)

Presently, each new classified employee is given an hour-and-a-half orientation to provide guidance in completing federal, state, and district mandated forms for employment processing. New employees are given copies of their collective bargaining agreement and are provided with information about advanced step placement, where applicable, the evaluation process, and the probationary period. They are also given an opportunity to meet separately regarding completion of applicable benefits options. For 2008-2009, the newly developed enhanced orientation process—a formal “Staff Orientation Day”— will be initiated and conducted on a monthly basis for all new hires.

OBJECTIVE 28. To improve recruitment processes so that the duration between approved recruitment process and hire is significantly reduced. (*Human Resources*)

It was determined that the most effective means of improving the recruitment process for academic positions would be the implementation of an online application process—a strategy that has significantly improved the Personnel Commission recruitment process for classified employees. This has become an objective for 2008-2009. The additional materials that typically accompany academic application packages will need to be included in the online process to eliminate issues of supplementary materials being separated from the actual application.

GOAL 4. EFFECTIVE USE OF TECHNOLOGY

OBJECTIVE 29. To increase end-user technology training opportunities and effective online documentation. (*Information Technology*) ***Community of Mutual Respect*

Technology support services have been focusing on the coordination and implementation of the new college website project. The first phase of content migration has been completed successfully. Critical technology resources have been deployed, and user support information has been developed and made available on the SMC Technology Resources website.

OBJECTIVE 30. To phase in the implementation of planned projects from 2006-2007, including the campus network upgrade project, the internet bandwidth upgrade project, the central data storage system, the single sign-on project, and the server consolidation project. (*Information Technology*)

A college network upgrade solution has been selected and procured, and updated equipment is currently being installed. The College's internet bandwidth is also being upgraded to effectively handle the increasing demands for internet usage. Internet upgrades will also be implemented by both internet providers (ISI and 4Cnet). These upgrades will be completed by the end of the fiscal year. Other technology services projects are also in progress and meeting established timelines.

OBJECTIVE 31. To implement the workstation replacement plan and instructional technology initiatives to ensure equitable access to technology tools and effective access to technology resources for students, faculty, and staff. (*Information Technology*) ***Student Success; Community of Mutual Respect; Supportive Physical Environment*

The Information Services Committee analyzes and plans for workstation replacement needs and attempts to fund through instructional grants refreshment of computing and classroom technology every year. The District funds 45% of the ongoing collegewide software upgrade needs, and various instructional grants provide funds for instructional technology needs. This year's funding will support the replacement of all GX110 computers and various classroom technology upgrades. Updated multimedia carts are also being purchased to meet needs for increased functionality.

OBJECTIVE 32. 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. (*Information Technology; Business and Administration; Academic Affairs*) ***Student Success*

Computer network equipment, servers, workstations, smart classroom equipment, and multi-media carts require ongoing replacement and upgrade plans. Currently, the Information Services Committee identifies and plans the replacement cycle for this equipment. In the current year, instructional equipment grant funds were able to support replacement of only 32% of the targeted workstations in the annual replacement plan. This illustrates that the current funding mechanism cannot adequately support needed equipment updates. Since this year's committee discussions did not progress beyond identifying the scope of the problem, this objective is being carried forward to 2008-2009.

GOAL 5. COMMUNITY PARTNERSHIPS

OBJECTIVE 33. To expand the College's educational collaboration with the Santa Monica-Malibu Unified School District and begin development of the High School Transfer Academy and Early College High School. (*Academic Affairs; Student Affairs*) ****Student Success**

The SMC-SMMUSD Collaboration was established by the College and the Santa Monica-Malibu Unified School District to achieve specific objectives. The Collaboration has successfully developed and will be launching in Summer 2008 the Young Collegians Program (a renaming of the High School Transfer Academy). This program serves motivated ninth-grade students who may be the first in their family to attend college. A cohort of students will enroll in two summer classes on the SMC campus and will also participate in skills workshops and other educational activities. SMC students are being recruited to serve as mentors for the high school students. Although planning for the Early College High School is currently on hold, SMC is active in the planning of the SMMUSD Global Sustainability, Environmental Sciences and Technology small high school, projected for Fall 2009. This model provides another choice for high school students in Santa Monica. The College will collaborate to streamline educational pathways through its sustainability program.

OBJECTIVE 34. To improve communication and relationships with feeder high schools. (*Enrollment Development; Student Affairs; Academic Affairs*) ****Student Success**

Outreach, Dual Enrollment, and Enrollment Services staff meet regularly to share information regarding programs targeted at the College's feeder high schools. Outreach staff attended feeder high school PTA meetings to address parent concerns and promote academic programs targeted at high school students (concurrent enrollment, Summer Institute, Summer Bridge, etc.). Enrollment Services staff members send communication directly to the Outreach staff and feeder high school counselors to facilitate the sharing of accurate information with this population.

OBJECTIVE 35. To build upon current and develop new community and government relationships at the local, state, and national levels. (*Planning and Development*)

Santa Monica College has many community and government relations of value. Several of these are addressed elsewhere in this report, including new noncredit curriculum programming offered through the City of Santa Monica and at sites in the community (Objective 7), the support provided to small business and targeted business segments through SMC's Workforce and Economic Development program (Objective 9), the educational collaborative with the Santa Monica-Malibu Unified School District to provide planning and educational pathways for high school students (Objective 33), joint use partnerships with the Santa Monica-Malibu Unified School District, the City of Santa Monica, and the City of Malibu (Objective 39), and a transportation initiative partnership with the City of Santa Monica's Big Blue Bus (Objective 36). Also of note are a new services agreement between the College and the Madison Project, a California nonprofit public benefit corporation, to operate and provide programming for the Broad Stage at the Santa Monica College Performing Arts Center; new planning with the Santa Monica-Malibu Unified School District for joint use facilities at Malibu High School; California legislative advocacy regarding the serving of alcohol at private events at college venues; regional governmental and industry council activities related to providing a means of financing regional transportation solutions; and local engagements through the activities of the Office of Community Relations.

OBJECTIVE 36. To work with Big Blue Bus, the City of Santa Monica, and other entities to implement additional bus routes and other plans for the next phase of the transportation initiative. *(Planning and Development) **Student Success*

This past year, Santa Monica College, in partnership with the SMC Associated Students, approved and created the financing for an extraordinary improvement for use of public transit. This new program will begin in Fall 2008 and will provide all current SMC students and employees the ability to ride “any line, any time” of the Big Blue Bus for free. The program also sustains the three new or expanded lines that were introduced in Spring 2007 and adds a new Rapid 7 service to the Main Campus. The Big Blue Bus component of the transportation initiative now includes the “any line, any time” program; a Rapid 7 service on Pico Boulevard with the possibility of future extension to the Metro Red Line light rail; the Crosstown Ride connecting the Main Campus to Metro on Santa Monica and Wilshire Boulevards; the Sunset Ride, a mini-Blue public transit service connecting SMC’s Academy, Bundy, and Main Campus with bus stops along the route; and the SMC Commuter (Line 6) providing daytime public transit service from Culver City, Mar Vista, and West Los Angeles to SMC’s Bundy and Main Campus. According to a Big Blue Bus line-by-line analysis conducted in October and November 2007, Line 6 achieved 28 boardings per hour (208 boardings per weekday), the Crosstown Ride achieved 32 boardings per hour (698 boardings per weekday), and the Sunset Ride achieved 52 boardings per hour (1,408 boardings per weekday). The Sunset Ride now ranks #8 among the 20 BBB lines in terms of service productivity, and the Crosstown Ride has experienced a 133% increase in ridership compared to the year prior.

Also in 2007-08, Santa Monica College, with the active assistance of members of the Board of Trustees and the City of Santa Monica, continued advocacy for the extension of the Exposition Light Rail line from Culver City to Santa Monica, and importantly, the advocacy for an additional station near the College at Memorial Park (between 14th Street and 17th Street and on either Colorado Avenue or Olympic Boulevard), as over 6,700 SMC students and staff live within communities to be served by the line. The advocacy occurred during the scoping component of the environmental study. This effort has succeeded at having the additional station added to the environmental study. It should be noted that the new station is the only station alternative to be added to the environmental study and alternative analysis.

GOAL 6. SUPPORTIVE PHYSICAL ENVIRONMENT

OBJECTIVE 37. To complete the feasibility study for converting college electrical systems to solar power and take the results into consideration for future planning. *(Business and Administration)*

The feasibility study was completed, and proposals from vendors for implementation of a pilot solar project are being reviewed.

OBJECTIVE 38. To develop projected maintenance and staffing costs for new buildings and implement a process for including these in budget planning. *(Business and Administration) **Community of Mutual Respect*

Although some progress was made in planning for the Fall 2008 opening of the new SMC Performing Arts Center, shifts in leadership prevented addressing this Objective in a comprehensive manner. It is therefore being carried over for the 2008-2009 fiscal year.

OBJECTIVE 39. To develop a priority list for facility planning beyond that for the Student Services Building. *(Business and Administration)*

The College submitted to the State Chancellor's Office its Five Year Construction Plan 2010-2011 that identifies all potential future projects that have been developed as a result of college planning activities. The projects in the Five-Year Plan are prioritized for state funding purposes. The College has authorized the update of its Facilities Master Plan, a process that is expected to be completed in the coming year. This plan will establish the sequence of project timelines, based on funding and site considerations. The College has also developed a financing plan to support the realization of the facility planning. Included in this plan are submissions to the State Chancellor's Office of Final Project Plan (FPP) and Initial Project Plan (IPP) proposals, preparation for submission for assistance from the City of Santa Monica Earthquake Recovery Redevelopment Project plan, and preparation in anticipation of a November 2008 bond election.

OBJECTIVE 40. To develop a plan to address staffing needs created by bringing new facilities on line. *(Human Resources; Business and Administration) **Community of Mutual Respect*

Human Resources and the Personnel Commission worked collaboratively with appropriate staff in various departments to assist in projecting needed positions for the SMC Performing Arts Center, which is scheduled to open in Fall 2008.

OBJECTIVE 41. To work collaboratively with professional architects to complete the planning of a new Student Services building that will reflect innovative ways to deliver services to students in a more efficient and user-friendly manner. *(Student Affairs; Business and Administration) **Student Success*

During 2007-2008, staff members who will occupy the new Student Services and Administration Building (slated for a 2012 completion date) were invited to attend various planning meetings. These meetings took place on a regular basis throughout the year, and staff members were interviewed regarding topics such as office needs, storage needs, flow of students and staff, meeting rooms, light and air circulation, and most important, how to combine precious resources to provide the best services to students most efficiently.

The Steinberg architectural team met with each user group individually and in larger adjacency groups. Each program leader's concerns were heard, and adjustments were made. Steinberg also met with senior staff members and deans from Student Affairs and Academic Affairs. Floor One of the building will be devoted to first year students; Floor Two will be devoted to Counseling and Special Programs; and Floor Three will house the Superintendent/President, the Executive Vice President, and the vice presidents of Student Affairs, Academic Affairs, and Enrollment Development.

The December 2008 groundbreaking will begin with the demolition of the Amphitheatre, International Students and Events Building, Concert Hall, and Music Building to make way for the underground parking structure.