

MASTER PLAN FOR EDUCATION



CHANGING LIVES IN
THE GLOBAL COMMUNITY
THROUGH EXCELLENCE
IN EDUCATION

Achieving the Santa Monica College Vision

SANTA MONICA COLLEGE

2010-2011 Update



**SANTA MONICA COMMUNITY COLLEGE DISTRICT
MASTER PLAN FOR EDUCATION
2010-2011 UPDATE**

2010-2011 INSTITUTIONAL OBJECTIVES

RESPONSES TO 2009-2010 INSTITUTIONAL OBJECTIVES

Santa Monica Community College District
MASTER PLAN FOR EDUCATION
2010-2011 UPDATE

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INTRODUCTION

In 1997, the College adopted its first formal *Master Plan for Education*, and the plan has been reviewed and updated in each subsequent year. In accordance with the College's planning process, the document is extensively revised every five years as part of the long-term strategic planning process. This includes a review of the College's Vision, Mission, and Goals statements as well as the identification of long-term strategic initiatives to inform the annual identification of institutional objectives.

A review of the College's Vision, Mission, and Goals statements during the last strategic planning effort (which began in 2006) 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.

This 2010-2011 update incorporates the efforts initiated last year to more clearly document linkages within the overall institutional planning process—mapping each institutional objective to one or more of the Institutional Learning Outcomes Supporting Goals in an effort to make planning and decision-making more transparent and to communicate the connection between the mission statement and specific actions; including, as appropriate for each objective, references to strategic initiatives and action plans, program review recommendations, Board of Trustees Priorities, Academic Senate Objectives, accreditation recommendations and self-identified plans, and other planning documents; identifying an estimated cost and funding source (with a descriptive budget narrative) for each institutional objective; and describing methods to accomplish each specific objective and anticipated outcomes.

Additionally, this update includes documentation of DPAC's evaluation of the responses to the 2009-2010 institutional objectives, categorizing each as Completed, Substantially Completed, Addressed, or Not Addressed. (78.6% of the fourteen 2009-2010 institutional objectives were judged to be either Completed [28.6%] or Substantially Completed [50%], and the remaining 21.4% were categorized as Addressed.) Finally, in an effort to make this planning document more complete and a more useful reference, a number of related planning documents are being included as references:

- Strategic Initiatives and Action Plans
- Program Review Annual Report, 2009-2010
- Board of Trustees Goals and Priorities, 2010-2011
- Academic Senate Objectives, 2010-2011
- District Planning and Advisory Council (DPAC) Summary of Actions, 2009-2010
- *SMC Career and Educational Facilities Master Plan 2010 Update* Executive Summary
- Master Plan for Technology - Objectives 2009-2010 and 2010-2011
- Technology Objectives 2009-2010 and 2010-2011
- Planning Charts

In preparation for formulating institutional objectives for 2010-2011, the District Planning and Advisory Council reviewed the major planning documents referenced above and developed numerous draft institutional objectives from the recommendations in these documents. The college vice presidents consulted with appropriate faculty and staff within their divisions prior to preparing a draft of 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 and, based upon the evaluation of the responses to the 2009-2010 objectives, more measurable and focused upon specific outcomes.

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

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>			
Hiring Full-Time Faculty and Permanent Staff <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>	Training Priorities <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 ladder opportunities.</i>	Student Support Services <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>	Fiscal Stability <i>Develop a transparent budget that maintains an appropriate fund balance and supports the strategic implementation of institutional goals and objectives.</i>

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

STRATEGIC INITIATIVES

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

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
INSTITUTIONAL OBJECTIVES, 2010-2011

Number	Institutional Objective - Topic
#1	Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011.
#2	Complete the Institutional Effectiveness Matrix for incorporation into the <i>Master Plan for Education</i> , beginning with the 2011-2012 update.
#3	Analyze results from the recently completed regional economic scan to examine the viability of both current and potential SMC Career Technical Education programs.
#4	Develop and implement with a plan for evaluation revenue-generating educational initiatives and partnerships that enhance and support the college's commitment to its mission in order to maintain or expand the instructional offering and services for all students.
#5	Implement the online curriculum management system.
#6	Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology.
#7	Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services.
#8	Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012.
#9	Develop a District-wide professional code of ethics that is aligned with the College's mission, vision, values and goals and reflective of activity to support continuous improvement in all instructional, operational, and service areas.
#10	Implement the comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).

Completion of 2009-2010 Institutional Objectives	
#11	<p>Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates.</p> <p><i>Reference: 2009-2010 Institutional Objective #1: Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services</i></p>
#12	<p>Use the ongoing Management Information Systems analysis of computer system (ISIS, HRS, and County Peoplesoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases.</p> <p><i>Reference: 2009-2010 Institutional 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.</i></p>
#13	<p>Implement the planned upgrade of the SMC website.</p> <p><i>Reference: 2009-2010 Institutional Objective #12: Improve currency, accuracy and accessibility of the SMC website.</i></p>
#14	<p>Implement the pilot ISIS portal program for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010 and make modifications determined necessary in Spring 2011.</p> <p><i>Reference: 2009-2010 Institutional Objective #13: Develop college-wide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.</i></p>



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 1 Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011.		<i>Responsible Area(s)</i> • DPAC • Institutional Research • BRIC/TAP Team		
<i>Map to Institutional Learning Outcomes Supporting Goals</i>				
<input checked="" type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input checked="" type="checkbox"/> Goal 2: Supportive Learning Environment	<input checked="" type="checkbox"/> Goal 3: Stable Fiscal Environment	<input checked="" type="checkbox"/> Goal 4: Stable Physical Environment	<input checked="" type="checkbox"/> Goal 5: Supportive Collegial Environment
<i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i> <ul style="list-style-type: none"> • ACCJC Recommendation: That the college complete the development of a sustainable comprehensive master planning process with the Master Plan for Education at its core. • Board Priority: Implement appropriate strategies and initiatives to address the recommendations of the ACCJC following the evaluation team's visit in March 2010. 				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> <ul style="list-style-type: none"> • Include in-depth analysis of institutional effectiveness measures (including SLO/ILO assessments) and institutional metrics (enrollment, student achievement, etc.) • Ongoing assessment of overall planning process and its many components • Documentation mechanism accessible to all audiences • Clarification of relationship of institutional planning to planning of individual college units • Begin to address timeline issues (consideration that Program Review Annual Report be based on calendar year rather than fiscal year to allow for DPAC review in spring semesters, etc.) 				
<i>Estimated Cost:</i> Staff time		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> No significant additional cost beyond staff time				



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2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 2		Responsible Area(s)		
Complete the Institutional Effectiveness Matrix for incorporation into the <i>Master Plan for Education</i> , beginning with the 2011-2012 update		<ul style="list-style-type: none"> • Institutional Research • Academic Senate Joint S/ILO Committee • BRIC/TAP Team • DPAC 		
Map to Institutional Learning Outcomes Supporting Goals				
<input checked="" type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input checked="" type="checkbox"/> Goal 2: Supportive Learning Environment	<input checked="" type="checkbox"/> Goal 3: Stable Fiscal Environment	<input checked="" type="checkbox"/> Goal 4: Stable Physical Environment	<input checked="" type="checkbox"/> Goal 5: Supportive Collegial Environment
<p><i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i></p> <ul style="list-style-type: none"> • Board Priority: Strengthen institutional research to measure and improve institutional effectiveness. Create an enhanced “culture of evidence” based on data. • Academic Senate Goals and Objectives 2010-2011, #1: Participate in the Bridging Research, Information, and Cultures Technical Assistance Program (BRIC/TAP). • ACCJC Recommendation: To meet the standards, the team recommends that the college evaluate the efficacy of the current staffing model for the institutional research function with a goal of providing timely, in-depth analysis of effectiveness measures and other key institutional metrics to move the college toward the goal of becoming a culture of evidence 				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Make use of the resources provided through BRIC/TAP to build upon and refine the Institutional Effectiveness Matrix template developed by Institutional Research. • Include in-depth analysis of institutional effectiveness measures (including SLO/ILO assessments) and institutional metrics (enrollment student achievement, etc.) 				
<p><i>Estimated Cost:</i> Staff time, including filling vacant Research Analyst position (approximately \$70,000 - \$80,000 per year)</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i> Research Analyst position is included in 2010-2011 Adopted Budget and will be partially funded through various grants.</p>				



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OBJECTIVE 3 Analyze results from the recently completed regional economic scan to examine the viability of both current and potential SMC Career Technical Education programs.		Responsible Area(s) <ul style="list-style-type: none"> • Academic Affairs (Workforce and Economic Development) • Academic Senate Joint CTE Committee 		
Map to Institutional Learning Outcomes Supporting Goals				
<input checked="" type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input type="checkbox"/> Goal 2: Supportive Learning Environment	<input type="checkbox"/> Goal 3: Stable Fiscal Environment	<input type="checkbox"/> Goal 4: Stable Physical Environment	<input type="checkbox"/> Goal 5: Supportive Collegial Environment
<i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i> <ul style="list-style-type: none"> • Board Priority: Strengthen, expand, and promote workforce/career technical programs. • Strategic Initiative (Vocational Education) 				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> <ul style="list-style-type: none"> • Analysis of scan results and discussion through Academic Senate Joint CTE Committee • Develop a prioritized list of potential new career technical education programs. • Develop a list of recommendations for enhancing existing career technical education programs. 				
<i>Estimated Cost:</i> Staff time		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> No significant additional cost beyond staff time				



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OBJECTIVE 4 Develop and implement, with a plan for evaluation, revenue-generating educational initiatives and partnerships that enhance and support the college's commitment to its mission in order to maintain or expand the instructional offering and services for all students.		Responsible Area(s) <ul style="list-style-type: none"> • Academic Affairs • Institutional Development • Grants • College of the Future Committee • Academic Senate 		
<i>Map to Institutional Learning Outcomes Supporting Goals</i>				
<input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i>	<input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
<i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i> <ul style="list-style-type: none"> • Board Priority: Continue planning the development and implementation of a vision for the future of the college. • Strategic Initiative/Action Plan (Fiscal Stability) 				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> <ul style="list-style-type: none"> • Review and prioritize recommendations of the College of the Future Committee • Analyze what external changes (legislation, regulation, etc.) might be required to proceed with particular initiatives and develop a plan for addressing these needs • Proceed with implementation of selected initiatives and include evaluation mechanisms and timelines. • Apply for grant funding to support initiatives • Pursue federal funding opportunities beyond grants 				
<i>Estimated Cost:</i> Staff time		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> No significant additional cost beyond staff time				



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2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 5 Implement an online curriculum management system.		Responsible Area(s) <ul style="list-style-type: none"> • Academic Affairs • Academic Senate Joint Curriculum Committee 		
<i>Map to Institutional Learning Outcomes Supporting Goals</i>				
<input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input checked="" type="checkbox"/> <i>Goal 4: Stable Physical Environment</i>	<input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
<i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i> <ul style="list-style-type: none"> • Program Review Recommendation: The updating of all courses is a major part of the program review process for instructional programs. • ACCJC Team Recommendation: To increase effectiveness, the team recommends that the college act in accordance with its recently adopted Institutional Learning Outcome supporting sustainability by adopting a curriculum management system that allows the curriculum approval and management functions to move from a paper-based to a web-based process. 				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> The Dean of Instructional Services will work with a steering committee to implement the system by Spring 2011.				
<i>Estimated Cost:</i> \$46,500 approved by Board of Trustees		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> In year one the product and services cost \$46,500. These monies were found in the savings accomplished through the renewal of the eCollege contract. Years 2 and 3 will cost \$12,000 for upgrade and support.				



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<p>OBJECTIVE 6</p> <p>Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology.</p>	<p><i>Responsible Area(s)</i></p> <ul style="list-style-type: none"> • Business/ Administration • Human Resources • Information Technology • Budget, Facilities, Human Resources, and Technology Planning Subcommittees 			
<i>Map to Institutional Learning Outcomes Supporting Goals</i>				
<input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input type="checkbox"/> Goal 2: Supportive Learning Environment	<input checked="" type="checkbox"/> Goal 3: Stable Fiscal Environment	<input checked="" type="checkbox"/> Goal 4: Stable Physical Environment	<input type="checkbox"/> Goal 5: Supportive Collegial Environment
<p><i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i></p> <ul style="list-style-type: none"> • Board Priority: Maintain progress on all SMC construction projects. • Academic Senate Goals and Objectives 2010-2011, #8: Develop a plan for technology assessment that will address enhancement and replacement of equipment 				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Identify appropriate assessment standards and reliable sources of cost information for maintaining the College's infrastructure—cleaning and maintenance of facilities, upkeep of grounds, maintenance and updating of capital equipment, maintenance and updating of technology hardware and software, etc. 				
<i>Estimated Cost:</i> Staff time		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> No significant additional cost beyond staff time				



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<p>OBJECTIVE 7</p> <p>Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services.</p>	<p><i>Responsible Area(s)</i></p> <ul style="list-style-type: none"> • Academic Affairs-Learning Resources • Academic Senate Tutoring and Instructional Support Services Task Force • Management Information Systems 			
Map to Institutional Learning Outcomes Supporting Goals				
<input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input checked="" type="checkbox"/> Goal 2: Supportive Learning Environment	<input type="checkbox"/> Goal 3: Stable Fiscal Environment	<input type="checkbox"/> Goal 4: Stable Physical Environment	<input type="checkbox"/> Goal 5: Supportive Collegial Environment
<p><i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i></p> <ul style="list-style-type: none"> • Program Review: Develop a means for tracking student use of tutoring and other support services. • ACCJC Team Recommendation: To increase effectiveness, the team recommends that the college conduct a comprehensive evaluation and analysis of the decentralized tutorial programs and computing services on campus to assure the quality and scope of services delivered and to ensure student satisfaction and student learning. • Academic Senate Goals and Objectives 2010-2011, #9: Recommend to District ways to enhance tutoring and generate actionable data. 				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Evaluate and analyze the various existing student tracking systems being used for tutoring, supplemental instruction, and other instructional support services. • Determine a common dataset that will meet the needs of all instructional support services. • Evaluate available electronic tracking systems for collecting the desired data • Develop a common tracking system to be used by all instructional support services 				
<i>Estimated Cost:</i> Staff time		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> No significant additional cost beyond staff time				



Santa Monica Community College District
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<p>OBJECTIVE 8</p> <p>Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012.</p>	<p><i>Responsible Area(s)</i></p> <ul style="list-style-type: none"> • Human Resources • Academic Senate Joint Professional Development Committee • DPAC Human Resources Planning Subcommittee 			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<input type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i>	<input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
<p><i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i></p> <ul style="list-style-type: none"> • AACJC Team Recommendation: To improve effectiveness, the team recommends that the college produce a professional development plan consistent with the institutional mission, including a teaching and learning needs assessment and an evaluation process that recognizes and serves all members of the college community and that leads to the improvement of teaching and learning. • Academic Senate Goals and Objectives 2010-2011, #5: Coordinate professional development opportunities information in support of the College’s effort to develop a professional development plan. 				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Analyze the results of the recent staff development survey to determine the college community’s perception of need • Develop a single master calendar of all scheduled professional development activities • Categorize the various staff development activities and events and analyze to determine areas of strength and weakness • Use the results of the survey and calendar analysis to form the basis of a professional development plan • Develop a uniform professional development assessment tool to evaluate the impact of each event or training on teaching and learning. 				
<p><i>Estimated Cost:</i> Staff time</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i></p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 9 Develop a District-wide professional code of ethics that is aligned with the College's mission, vision, values and goals and reflective of activity to support continuous improvement in all instructional, operational, and service areas.		<i>Responsible Area(s)</i> • Administration, in consultation with college constituencies, and DPAC
<i>Map to Institutional Learning Outcomes Supporting Goals</i>		
<input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input type="checkbox"/> Goal 2: Supportive Learning Environment	<input type="checkbox"/> Goal 3: Stable Fiscal Environment <input type="checkbox"/> Goal 4: Stable Physical Environment <input checked="" type="checkbox"/> Goal 5: Supportive Collegial Environment
<i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i> <ul style="list-style-type: none"> ACCJC Team Recommendation: To improve effectiveness, the team recommends that the college develop a district-wide professional code of ethics that is aligned with the stated mission and values, and reflective of activity to support continued improvement in all instructional, operational, and service areas. 		
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> <ul style="list-style-type: none"> Review existing codes of ethics (Board of Trustees, Faculty, and Management) and the Board Policy and Administrative Regulation on fraud prevention to find common themes that might be included in the District Code of Ethics. Review appropriate CCLC policy templates and codes of ethics from other districts to find appropriate models. Develop a District code of ethics and an administrative regulation to implement it 		
<i>Estimated Cost:</i> Staff time	<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential	
<i>Budget Planning Narrative:</i> No significant additional cost beyond staff time		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 10		<i>Responsible Area(s)</i>		
Implement the comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).		<ul style="list-style-type: none"> • Student Affairs • College Police 		
<i>Map to Institutional Learning Outcomes Supporting Goals</i>				
<input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input type="checkbox"/> Goal 2: Supportive Learning Environment	<input checked="" type="checkbox"/> Goal 3: Stable Fiscal Environment	<input checked="" type="checkbox"/> Goal 4: Stable Physical Environment	<input checked="" type="checkbox"/> Goal 5: Supportive Collegial Environment
Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):				
<ul style="list-style-type: none"> • References: Board Policy 2416 – Emergency Response Plan Education Code Sections 35294.2, 32282, 35296, and 42140; Homeland Security Act of 2002; Government Code Sections 3100 and 8607(a); National Fire Protection Association 1600; Homeland Security Presidential Directive-5; Executive Order S-2-05; 19 California Code of Regulations (CCR) Sections 2400-2450 • Implementation of plan developed through 2009-2010 Institutional Objective #11: <i>Develop a comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).</i> 				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i>				
<ul style="list-style-type: none"> • The Police Department will continue to offer iterations of the NIMS 100 and 700 training modules for all staff, faculty and administration in compliance with state and federal law. • “Emergency Maps” with procedures will be updated throughout all of the campuses to show present routes of evacuation and assembly points. • The emergency equipment purchased last year will be placed throughout the District to prepare for “Warden”, building, and floor training exercises. • A cadre of 40-50 Wardens will be trained in Community College-Civilian Emergency Response Team (C-CERT) procedures and be issued individual equipment backpacks. • Emergency radios and satellite phones will be issued in accordance with the updated Emergency Operations Plan (EOP) for SMC members with high level responsibilities on the SMC EOP organizational chart. • All of the campuses will practice an emergency drill and participate in the California “Shake-Out” in mid-October, 2010. • The All Hazard Mitigation Plan will be finalized between SMC and SMMUSD to comply with federal law, including the ability to secure grant funding. • A safety campaign will be communicated throughout the District to heighten awareness of “what to do in case of an emergency” and will be targeted at all stakeholder groups at SMC. <p>The expected outcome is to have SMC as the community college leader in the area of emergency preparedness, safety, and security.</p>				
<i>Estimated Cost:</i> Staff time The cost is approximately \$10,000 and will not affect the present District’s General Fund obligations.		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i>				



Santa Monica Community College District
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2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 11 – Completion of 2009-2010 Objective Determine the impact Basic Skills Initiative (BSI) programs have had on pre-college students’ basic skills course completion rates, and analyze the success of students in subsequent basic skills courses by discipline within a three-year period. <i>Reference: 2009-2010 Institutional Objective #1: Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services</i>		<i>Responsible Area(s)</i> <ul style="list-style-type: none"> • Academic Affairs • Student Affairs • Institutional Research
Map to Institutional Learning Outcomes Supporting Goals		
<input checked="" type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input checked="" type="checkbox"/> Goal 2: Supportive Learning Environment	<input type="checkbox"/> Goal 3: Stable Fiscal Environment
		<input type="checkbox"/> Goal 4: Stable Physical Environment
<input type="checkbox"/> Goal 5: Supportive Collegial Environment		
<i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i> <ul style="list-style-type: none"> • Board Priority: Improve student achievement with particular emphasis on addressing basic skills education; document improvements in course completion, retention, persistence, and other measures for all student populations. 		
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> <ul style="list-style-type: none"> • Use data from institutional research to assess the effectiveness of SMC’s current BSI intervention efforts to inform the future BSI planning needs. 		
<i>Estimated Cost:</i> Staff time	<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential	
<i>Budget Planning Narrative:</i> No significant additional cost beyond staff time		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 12– Completion of 2009-2010 Objective		<i>Responsible Area(s)</i> <ul style="list-style-type: none"> • Human Resources • Business/ • Administration • Information Technology
<p>Use the ongoing Management Information Systems analysis of computer system (ISIS, HRS, and County Peoplesoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases.</p> <p><i>Reference: 2009-2010 Institutional 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.</i></p>		
Map to Institutional Learning Outcomes Supporting Goals		
<input type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>
		<input checked="" type="checkbox"/> <i>Goal 4: Stable Physical Environment</i>
<input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>		
<p><i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i></p> <ul style="list-style-type: none"> • ACCJC Team Recommendation: To increase effectiveness, the team recommends that Human Resources institute a training program for college personnel engaged in data entry involving either of the two human resources personnel systems (ISIS and HRS) to reduce the error rate and to insure that data integrity is maintained. 		
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Analyze computer system communication issues • Develop and implement solutions to address computer system communication issues • Provide training and support to employees to maximize the effectiveness of solutions 		
<i>Estimated Cost:</i> Staff time	<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential	
<i>Budget Planning Narrative:</i> No significant additional cost beyond staff time		



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 13 - Continuing 2009-2010 Objective Implement the planned upgrade of the SMC website. <i>Reference: 2009-2010 Institutional Objective #12: Improve currency, accuracy and accessibility of the SMC website.</i>		<i>Responsible Area(s)</i> <ul style="list-style-type: none"> • Enrollment Development • Academic Affairs • Information Technology 		
<i>Map to Institutional Learning Outcomes Supporting Goals</i>				
<input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input checked="" type="checkbox"/> <i>Goal 4: Stable Physical Environment</i>	<input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
<i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i> Program Review: Make additional modifications to the college website and its capabilities: <ul style="list-style-type: none"> • The search engine is not user friendly or broad enough. • Keywords need to be carefully identified and broadly embedded. • Templates need to be developed and adhered to so as to ensure some level of uniformity (look and message) that clearly identifies all links and homepages as being part of SMC. • Standards and support for updating department and faculty websites need to be implemented to make it easy for the user to navigate and update (the current environment has made it harder for faculty to update). A question that needs to be addressed is how the college/department ensures that information, including that on syllabi, is current. • A comprehensive, organized approach to presentation, navigation, and message to broaden information and functionality is needed. The site is currently heavily oriented to admissions; now other areas need to be brought into focus. • Navigation for updating needs to be quick and easy to do. • There are multiple Facebook pages associated with SMC. A means for distinguishing official pages and ensuring links are logical should be established. • Review the placement and size of news and events information. It is currently difficult to locate and get information about college-sponsored activities. • Profile college programs on the website in a rotation similar to the student stories as a marketing tool. 				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> <ul style="list-style-type: none"> • Implement the plan developed during 2009-2010 through Institutional Objective #12 				
<i>Estimated Cost:</i> Staff time		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> No significant cost beyond staff time				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 14 - Continuing 2009-2010 Objective Implement the pilot ISIS portal program for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010 and make modifications determined necessary in Spring 2011. <i>Reference: 2009-2010 Institutional Objective #13: Develop college-wide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.</i>		<i>Responsible Area(s)</i> <ul style="list-style-type: none"> • Enrollment Development • Office of Institutional Research • Academic Senate Joint S/ILO Committee • Academic Affairs 		
Map to Institutional Learning Outcomes Supporting Goals				
<input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input type="checkbox"/> <i>Goal 4: Stable Physical Environment</i>	<input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
<i>Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):</i> <ul style="list-style-type: none"> • ACCJC Team Recommendation: To improve effectiveness, the team recommends that the college formalize the annual process of reporting student learning outcomes assessment and evaluation and develop a plan for codifying this process to ensure continuous improvement, to achieve assessment data, and to make the results of assessment available to the public. • ACCJC Recommendation: That the college evaluate the efficacy of the current staffing model for the institutional research function with a goal of providing timely, in-depth analysis of effectiveness measures and other key institutional metrics to move the college toward the goal of becoming a culture of evidence. • Board Priority: Strengthen institutional research to measure and improve institutional effectiveness. Create an enhanced "culture of evidence" based on data. • Academic Senate Goals and Objectives #2: Implement and assess SLO Portal Pilot 				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> <ul style="list-style-type: none"> • All student learning outcomes will be stored electronically in a central, easily accessible location. • A mechanism will be created for documenting and analyzing assessment data for student, program, and institutional learning outcomes. 				
<i>Estimated Cost:</i> Staff time		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> <ul style="list-style-type: none"> • No significant additional cost beyond staff time 				

<p>PLANNING DOCUMENTS</p> <p>Objectives/ Responsible Area(s)</p>	Program Review Recommendations	ACCJC Accreditation Recommendations	Strategic Initiative	Board of Trustees' Priorities	Academic Senate Objectives	Other Planning Documents
<p>Objective #1: Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011.</p> <ul style="list-style-type: none"> Responsible Areas: DPAC, Institutional Research, BRIC/TAP Team 		✓	✓	✓		
<p>Objective #2: Complete the Institutional Assessment Matrix for incorporation into the Master Plan for Education, beginning with the 2011-2012 update.</p> <p>Responsible Areas: Institutional Research, Academic Senate Joint S/ILO Committee, BRIC/TAP Team, DPAC</p>		✓		✓	✓	
<p>Objective #3: Analyze results from the recently completed regional economic scan to examine the viability of both current and potential SMC Career Technical Education programs.</p> <p>Responsible Areas: Academic Affairs (Workforce and Economic Development), Academic Senate Joint CTE Committee</p>			✓	✓		
<p>Objective #4: Develop and implement with a plan for evaluation revenue-generating educational initiatives and partnerships that enhance and support the college's commitment to its mission in order to maintain or expand the instructional offering and services for all students.</p> <p>Responsible Areas: Academic Affairs, Institutional Development, Grants, College of the Future Committee, Academic Senate</p>			✓	✓		
<p>Objective #5: Implement the online curriculum management system.</p> <p>Responsible Areas: Academic Affairs, Academic Senate Joint Curriculum Committee</p>	✓	✓				
<p>Objective #6: Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology.</p> <p>Responsible Areas: Business/Administration; Human Resources; Information Technology; Budget, Facilities, Human Resources, and Technology Planning Subcommittees</p>				✓	✓	
<p>Objective #7: Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services.</p> <p>Responsible Areas: Academic Affairs-Learning Resources, Academic Senate Tutoring and Instructional Support Services Task Force, Management Information Systems</p>	✓	✓			✓	
<p>Objective #8: Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012.</p> <p>Responsible Areas: Human Resources, Academic Senate Joint Professional Development Committee, DPAC Human Resources Planning Subcommittee</p>		✓			✓	

<p>PLANNING DOCUMENTS</p> <p>Objectives/ Responsible Area(s)</p>	Program Review Recommendations	ACCJC Accreditation Recommendations	Strategic Initiative	Board of Trustees' Priorities	Academic Senate Objectives	Other Planning Documents
<p>Objective #9: Develop a District-wide professional code of ethics that is aligned with the College's Mission, Vision, Values and Goals and reflective of activity to support continuous improvement in all instructional, operational, and service areas.</p> <p>Responsible Areas: Administration, in consultation with college constituencies and DPAC</p>		✓				
<p>Objective #10: Implement the comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).</p> <p>Reference 2009-10 Institutional Objective #11: <i>Develop a comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).</i></p> <p>Responsible Areas: Student Affairs and College Police</p>						✓
<p>Objective #11: Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates.</p> <p>Reference: 2009-10 Institutional Objective #1: <i>Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services.</i></p> <p>Responsible Areas: Academic Affairs, Student Affairs, Institutional Research</p>				✓		✓
<p>Objective #12: Use the ongoing Management Information Systems analysis of computer system (ISIS, HRS, and County PeopleSoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases.</p> <p>Reference 2009-10 Institutional Objective #9: <i>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.</i></p> <p>Responsible Areas: Human Resources, Business/Administration, Information Technology</p>		✓				
<p>Objective #13: Implement the planned upgrade of the SMC website.</p> <p>Reference 2009-10 Institutional Objective #12: <i>Improve currency, accuracy and accessibility of the SMC website.</i></p> <p>Responsible Areas: Enrollment Development, Academic Affairs, Information Technology</p>	✓					
<p>Objective #14: Implement the pilot ISIS Learning Outcomes Portal Program for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010 and make modifications determined necessary in Spring 2011.</p> <p>Reference 2009-10 Institutional Objective #13: <i>Develop collegewide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.</i></p> <p>Responsible Areas: Enrollment Development, Office of Institutional Research, Academic Senate Joint S/ILO Committee, Academic Affairs</p>		✓		✓	✓	



Santa Monica Community College District

**MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
RESPONSES TO 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 2010-2011 UPDATE
RESPONSES TO 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
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input checked="" type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
<p>Comment As worded, this institutional objective was difficult to measure.</p> <p style="text-align: center;">The initiative will be completed in 2010-2011 through a new institutional objective, as follows: <i>#11: Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates.</i></p>			
RESPONSE			
<p>During the 2009-2010 academic year, the Basic Skills Initiative funded and created several projects designed to increase the academic success of pre-college level students. The two most significant projects created were the Math and English Student Achievement Zone and a prototype of a standardized system for tracking tutoring services.</p> <p>The Zone opened in Spring 2010 and was funded by Title V and BSI. The Zone was created to serve students who placed at the lowest levels of pre-college math and English on the assessment placement test. The staff and faculty in the Zone engage students in the learning process through the use of active learning strategies.</p> <ul style="list-style-type: none"> • Assistance in math is available for students in basic arithmetic (Math 81) and pre-algebra (Math 84). Assistance is also provided to students in the areas of elementary algebra (Math 31), intermediate algebra for statistics and finite math (Math 18), and intermediate algebra (Math 20). There were fourteen Supplemental Instruction sessions held per week for students in these math courses, resulting in about 1200 student contacts for Supplemental Instruction during Spring 2010. • In English, students from 81B (basic essay) and 84W (basic college essay) received assistance on a weekly basis. Students in English completed directed learning activities which reinforced concepts learned in class. The directed learning activities kept students engaged by helping them spend more time on course-related tasks, and these activities encouraged peer-to-peer interactions. There were over 5,000 student contacts for Supplemental Instruction in English during Spring 2010. <p>A prototype of a standardized system for tracking tutoring services was developed with the assistance of the Office of Institutional Research, Academic Senate Tutoring Taskforce, Basic Skills Initiative Committee, Learning Resources, and Management Information Services. The common data elements will be student usage of instructional support services, length of time spent at all learning resource centers on campus, and the courses to which instructional support services were tied. Students using tutorial services across campus will sign in using a computerized tracking system. After the tracking system is deployed, the College will be able to track student usage patterns and measure the relationship between instructional support services and student academic achievement.</p>			

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
RESPONSES TO 2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 2			Responsible Area(s) Academic Affairs Enrollment Development Student Affairs
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.			
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input checked="" type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>Increasing the number of full-time faculty members is a goal of the Board of Trustees, Administration and Academic Senate. While the College is compelled to follow the principle of the system goal of 75%:25% (full-time faculty to part-time faculty), it is recognized that 60 percent is an achievable intermediate target for Santa Monica College. In addition to the obvious direct instructional benefit, the commitment to increase the number of full-time faculty members will improve departmental/program viability with regard to leadership, curriculum development, and participatory governance involvement. Toward that end, the Academic Senate Joint Committee on New Contract Faculty Position Ranking engaged in a process during Fall 2009 to rank faculty positions, giving special consideration to those academic disciplines for which the full-time/part-time faculty ratio was particularly low. Near the beginning of Spring 2010, the Superintendent/President announced that there would be recruitment for 15 new faculty positions for 2010-2011. Of these, ten positions were filled, and recruitment for the other five positions was deferred to 2010-2011. The hiring for Fall 2010 resulted in a slight improvement in the AB 1725 full-time faculty percentage from 48.08% in Fall 2009 to 48.57% in Fall 2010.</p> <p>Budget permitting, the College will consider engaging in this process again and hiring an additional 15 faculty positions for 2011-2012. This infusion of new full-time faculty is certain to provide students and academic programs with new innovation, energy and long-term stability.</p>			

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
RESPONSES TO 2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 3			<i>Responsible Area(s)</i> Academic Affairs
Present a collegewide plan for the funding, implementation and maintenance of Career Technical programs.			
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The College is in final stages of developing a comprehensive report that analyzes SMC's current CTE programs within an economic context. The report includes demographic, student success, and achievement data. This information is being analyzed to develop industry sector (workforce) initiatives and cluster strategies (economic development). From these findings college leaders will have substantial institutional and economic data to identify gaps in programming, set funding priorities, and plan for the implementation and sustainability of current and future programming.</p> <p>The College receives state and federal funding to address changes in workforce education. Funds are used to identify and address regional industry job trends and to enhance and maintain SMC's current Career Technical Education programs. Identifying emerging careers and applying for state and federal funds to address those careers that compliment SMC's current CTE offerings is the priority of the Office of Workforce and Economic Development. SMC administers multiple grants and workforce participation projects from a variety of government funding sources to enhance SMC's programs and services.</p> <p>The collegewide plan requires a comprehensive approach in order to successfully fund, implement, and maintain Career Technical Education programs. Multiple areas of the college community collaborate to develop new CTE programs from inception to implementation to program review. Resources involved include the Office of Workforce and Economic Development, the Grants Office, Academic Affairs, Distance Education, the College's credit and continuing education departments, state and national organizations, and the business community.</p> <p>Through the Office of Workforce and Economic Development, the College regularly collects and analyzes labor information on emerging careers in the region. Also, Academic Affairs and Workforce Development administrators meet regularly with large employers in the region to identify long-term employment workforce needs.</p> <p>Identifying industry trends and increasing FTES through new and emerging CTE programs remains a priority tempered within the current fiscal crisis. Understanding that a strong partnership must exist between education and industry, SMC collaborates with local businesses through industry advisory councils composed of business executives and representatives, college administrators and faculty experts.</p> <p>Contract education is expanding in its support of new program development. CTE department leaders are developing customized programming and using contract education to enhance and support their programs. The College regularly partners for funds to address emerging careers. Those that require new curriculum are piloted in a not-for-credit offering to establish a demand for the programming while credit curriculum is developed and prepared for the local and state approval processes.</p> <p>New programs that the College has capacity to support and that can be seamlessly implemented complement SMC's current program offerings. Growth and sustainability of programs require leveraging multiple grants and other categorical funding to address new and emerging industry trends that will improve and expand career technical programs. The College recognizes the importance of data-driven decisions and is currently analyzing course enrollment, student achievement, and student demographic data for all CTE programs to ensure funds used for CTE are aligned with college priorities. Outcomes include measurements for academic achievement, graduation rates, CTE transfer, adult basic education and developmental education transitions. Data will help guide future funding priorities and the direction of programs. SMC will continue to seek grant funds to support its existing CTE programs.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
RESPONSES TO 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 2010-2011 UPDATE
RESPONSES TO 2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 4			<i>Responsible Area(s)</i> Enrollment Development
Create a mandatory online FERPA training for all staff who have access to student educational records.			
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>As part of an ongoing educational campaign for the College, all faculty, staff and students who have access to student educational records will now be required to take an online FERPA training. FERPA training was created through the Admissions and Records office with the assistance of Campus Counsel. This had been suggested (but not as a formal recommendation) as part of the Admissions and Records 2009 program review as a way to increase the campus awareness about FERPA and is a “Training Priority” in the campus strategic plan. An online training module has been produced and will be launched during Fall 2010 for all faculty, staff and students who have access to student educational records.</p>			

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
RESPONSES TO 2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 5			<i>Responsible Area(s)</i>
Implement the new Asian American Pacific Islander Achievement (AAPIA) Project.			Student Affairs Academic Affairs
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The implementation of the AANAPISI funding, which is referred to as the AAPIA Project, began once a project director was assigned and office space was located. Additional staff includes an administrative secretary, a student services clerk, more than 20 peer mentors, two student workers, and the part-time equivalent of one full-time counselor. All aspects of the program as defined initially in the program proposal—the six major components and the eight project objectives—are currently in progress. The six areas of emphasis are:</p> <ul style="list-style-type: none"> • Assessment and Placement • General Education and Academic Skills Development • Student Support Services • Asian Library Resources Development • Empowering Learning through Smart Classroom Technology • Faculty Development <p>To date, all activities of AAPIA are directly related to these six areas as well as directly addressing the program objectives, which suffuse the above areas of emphasis, but also include the identification and recruitment of 300 students for program participation and the development of an alumni association.</p> <p>A total of 156 students have been recruited since January and have received counseling, supplemental instruction, peer mentorship, and some tutoring. In addition to these direct services, there are several course sections that are recommended specifically for AAPIA students. These courses include Counseling 20, Counseling 12, Math 81, English 21A and 21B, Communication 10, Film Studies 7, and Speech 1 and 7. These sections are developed with content and sensitivity toward the cultural and academic needs of AAPIA students.</p> <p>Most of these courses are also going to be offered in the Digital Learning Studio (DLS) which is a dynamic SMART classroom that is being developed and funded through AAPIA as part of the capacity building purpose of the Department of Education funding. The DLS and several other classrooms in the Letters & Sciences Building will have SMART Boards as the focus for lecture and content presentation. Each faculty member teaching an AAPIA section or other courses in the new classrooms will be required to have extensive training in using the technologies. These training activities are directly related to the faculty development component of the project. A collection of library materials is also in the process of being identified and acquired for the purposes of student research and expanding the campus library offerings that are germane to Asian/Pacific Islander culture and interest.</p> <p>Lastly, a partnership with the UCLA Center for Community College Partnerships also addresses the overall goals of the project—to increase the persistence, retention, graduation, and transfer of underrepresented Asian American and Pacific Islander and low income students. This partnership will support a six-day summer residential experience for program participants as well as year-long follow-up activities related to transfer options, financial aid, academic preparation, and skills development.</p>			

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
RESPONSES TO 2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 6			<i>Responsible Area(s)</i> Student Affairs Enrollment Development
Improve the services offered to first-year students by updating and enhancing the content and delivery of the online orientation program.			
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
Comment: Planning is complete, but implementation has not yet occurred.			
RESPONSE			
<p>Student feedback revealed that the current design for online orientation was outdated and unengaging. These findings brought an impetus to secure funding necessary to develop a new interactive orientation modality to present SMC information in a more appealing and user-friendly way. An outside vendor, Cynosure, was contracted to perform the work. A collection of eight counselors and two administrators form the orientation committee, and this group has worked assiduously since November 2009 to perfect the new online orientation. The conversion will occur in time for the Winter 2011/Spring 2011 enrollment cycle.</p> <p>The new orientation model links the electronic education plan to the online orientation and also interfaces with ISIS so that a student's educational goal and placement test scores are built into the first semester planning process. The new orientation combines video, animation, audio, graphics, and text to present and engage students in orientation content. SMC students serve as student guides through each of five orientation content segments. These segments include:</p> <ol style="list-style-type: none"> 1. First Steps (Apply, Assess, Orientation, Counseling, Enroll/Pay) 2. Student Services 3. College Success (Schedule of Classes/Academic Performance Issues) 4. Getting Connected (Student Life/Activities) 5. Values and Expectations (Honor Code/Board) <p>Variation of the orientation delivery is available to students in four paths:</p> <ol style="list-style-type: none"> 1. Standard 2. Accessible (508 compliant) 3. Spanish 4. International Student 			

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
RESPONSES TO 2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 7			<i>Responsible Area(s)</i> Student Affairs Enrollment Development Business/Administration
Develop a comprehensive two-year plan for all categorical programs (DSPS, EOPS, CalWORKs, and Matriculation) that addresses: <ol style="list-style-type: none"> 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. 			
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The budgets for categorical programs, which include CalWORKs, EOP&S/CARE, Disabled Students Programs and Services, and Matriculation, have all been closely monitored.</p> <p>Last year, those responsible for categorical programs met to discuss state budget reductions. Each of the areas was required to submit a revised budget that included the reductions set by the Chancellor's Office in Fall 2009. After the District agreed to backfill categorical programs, each of the programs submitted a newly revised budget that now reflected a lesser reduction.</p> <p>The budget reductions prompted discussions related to core services, staffing levels, and areas of potential collaboration to reduce expenditures. A process by which reductions and programming was to be planned was established, and a set of guiding principles was created. The two-year plan that all categorical programs are following includes the following guidelines:</p> <ul style="list-style-type: none"> • Preserving direct services to students. The goal is to reduce in areas that do not have a direct impact on students, such as professional development travel or equipment purchases. • Maintaining employment for all full-time employees. For example, the Enrollment Development Team discussed staffing needs and potential ways to collaborate or collapse roles. • Closely monitoring the expenditures of all budgets. • Finding additional funding sources to meet student demand. For instance, the area of EOPS worked with the Associated Students to increase their textbook loan library. • Reducing conference reimbursements and equipment purchases. • Scaling back on summer and winter counseling assignments. • Reviewing staffing plans. DSPS was able to save a considerable amount of money by hiring more staff interpreters, reducing their dependence on more expensive agency personnel. <p>The ongoing plans are to continue to maximize efficiencies utilizing the core values and guiding principles set forth in 2009-10. Programs are working closely together to share resources and find ways to maximize services for students during these difficult economic times.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
RESPONSES TO 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 2010-2011 UPDATE
RESPONSES TO 2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 8			<i>Responsible Area(s)</i> All Areas
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.			
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>During the 2009-2010 academic year, SMC, under the leadership of the Grants Office, accomplished this goal through a multi-pronged approach designed to impact grant development collegewide.</p> <p>First, during Fall Semester 2009, the Grant Advisory Committee met to review the grant planning document—a prospectus that outlines the goals of the grant, how it relates to the college’s mission, vision, and strategic initiatives, and potential impact on the college’s administrative functions, such as research, as well as the physical infrastructure. While this document has been in effect for some time, it had not been reviewed recently by a committee of impacted constituency groups. The Grant Advisory Committee includes representatives from Fiscal Services, Institutional Research, Information Technology, and Facilities Planning, as well as Academic Affairs and Student Affairs. Review of the existing document resulted in the development of a much stronger document that requires grant developers to be more specific in their responses. A copy of the revised prospectus is available in the Grants Office and on the Grants Office website.</p> <p>The intent of the Grant Prospectus is to facilitate communication throughout the institution about all proposed grant projects and generate feedback from all impacted constituency groups regarding the relevance of the grant to the College’s institutional goals and strategic initiatives and its impact on existing resources. For the most part, the Director of Grants generates this document on behalf of the faculty and staff interested in grant funding, although ideally faculty and staff would also utilize this form to initiate discussion within the college community. With few exceptions, this form was produced for each of the grants pursued during the 2009-2010 academic year.</p> <p>A second discussion that the college community had regarding this objective was the use of grant funds to support institutional research. Although consensus has not yet been reached on this issue, the College is considering an administrative policy that would require that a portion of all new grant proposals be used to support research. Various concerns have been raised including: 1) the impact to small grants would be too great; and 2) not all grants require significant research. However, uniformity is required to effectively implement this policy and ensure parity across grant programs and funding sources.</p> <p>An alternative to an administrative policy that would require each grant-funded project to set aside a portion of funds for research is the pursuit of a federally negotiated indirect cost rate, which would allow the College indirect costs on many of the federal grants. A portion of these indirect funds could then be designated to support research for grant-funded projects—actually a more efficient strategy for using grant funds to support institutional research.</p> <p>Lastly, SMC accomplished this objective by carefully assessing and prioritizing the grant applications that were submitted during the 2009-2010 academic year. The Grants Office takes the lead on prioritizing applications, working in conjunction with the vice presidents and deans in Academic Affairs, Student Affairs, and Enrollment Development. During the 2009-2010 academic year, the College submitted 27 proposals, all of which were in direct support of the College’s institutional goals and strategic initiatives.</p> <p>Specifically:</p> <ul style="list-style-type: none"> • Three grants supported ILO #1—Personal Attributes. These grants also supported student populations traditionally underrepresented in higher education. 			

- Four grants supported ILO #2—Analytic and Communication Skills, focusing primarily on the STEM disciplines.
- Three grants supported ILO #3—Applied Social Knowledge and Values, specifically with regard to Global Citizenship.
- Six grants supported ILO #4—Applied Knowledge and Valuation of the Physical World, targeting the development of programs in Sustainability. (In addition, four of the six supported the college strategic initiative to develop career technical programming.)
- Thirteen grants supported the college’s Strategic Initiative to develop career technical programming, including the previously mentioned grants to support the development of the Photovoltaic Systems Program/Sustainable Technologies Program; and
- One grant supported the College’s strategic initiative action plan to strengthen professional development initiatives for faculty and staff.

In addition, eight of these grants were written to increase access among traditionally underrepresented students, including low-income, first-generation college, and underrepresented minority students, providing targeted support, including scholarship support, to facilitate student access and success.

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
RESPONSES TO 2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 9			Responsible Area(s)
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.			Human Resources Fiscal Services Academic Affairs Student Affairs
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input checked="" type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
<p><i>Comment:</i> Will be completed during 2010-2011 through a new objective, as follows: #12: Use the ongoing Management Information Systems analysis of computer system (ISIS, HRS, and County Peoplesoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases</p>			
RESPONSE			
<p>Efforts have been made by the Human Resources and Benefits staff to seek and receive additional HRS training offered by the Los Angeles County Office of Education (LACOE). Staff have attended training sessions for the following in 2009-2010:</p> <ul style="list-style-type: none"> • STRS Coding • PERS Coding • HRS Migration Training • SEW/REAP – retirement overview system • Employee Identification Number (EID) implementation • HRS Employee Data Base review • Salary Schedule Table Maintenance (technicians only) • Voluntary Benefits (Leaves and Benefits Analyst only) <p>The Information Technology department has also collaborated with Human Resources to assist in updating ISIS reports, creating other IT-related programs and reports, and retrieving HR-related reports currently in ISIS. Further discussion with IT is needed to examine how best to notify Human Resources of changes made (deletions, account number changes, etc.) that affect the ISIS-generated faculty account listing after HRS input is already in progress.</p> <p>To address the issue of data entry, the number of staff members entering data in HRS for faculty has decreased from six to three. In addition, technicians are now responsible for reviewing the ISIS account listing for inconsistencies prior to HRS entry (for example, salary rates that do not match the rates on the salary schedules). These changes in practice resulted in fewer errors in HRS entry during the Spring 2010 semester.</p> <p>Accuracy checks have also been put in place to ensure that salary schedule modifications are created in HRS. A flow chart of the schedules will now assist with ensuring that the “connecting” salary schedules that exist in HRS, but do not exist in ISIS, are not overlooked.</p> <p>Further meetings are still necessary with Academic Affairs and Student Affairs staff responsible for assignment input in ISIS and the Payroll, Accounting, and Human Resources departments to create reasonable timelines in conjunction with the HRS entry deadlines for data entry in ISIS, reconciliation of problems with the ISIS-generated reports (account listing), and account number corrections. These joint meetings will take place quarterly.</p>			

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
RESPONSES TO 2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 10			<i>Responsible Area(s)</i> Business/Administration
To develop and implement a new system to centralize the coordination and processing of contracts.			
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
<i>Comment:</i> Implementation is in process, but is not yet complete.			
RESPONSE			
<p>The new Director of Purchasing was hired in March, 2010. The policy and procedures manual is on schedule for rollout and training for Fall 2010. The PLANETBIDS eProcurement ASP software provides a modular suite of solutions to allow Purchasing to automate and manage the complete procurement process. Three Modules will be implemented, Vendor Management/Bids on Line, Contract Management/Compliance and Insurance Certificate Management.</p> <ul style="list-style-type: none"> · Bids on Line/Vendor Management includes Vendor Registration, Bid Notification and Electronic Bidding and Awards · Contract Management Database includes maintenance and retrieval contract documents and up to date information regarding contracts. The compliance module allows Contractor reporting of progress payment(s) to listed sub-contracts, customizable reporting capability. · Insurance Certificate Management will maintain and retrieve up-to-date information regarding vendors or contractors insurance certificates. <p>All three modules are also scheduled to be ready for implementation in the fall semester. Follow-up on the efficacy of the policies and procedures will be conducted during Spring 2011.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
RESPONSES TO 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 2010-2011 UPDATE
RESPONSES TO 2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 11			<i>Responsible Area(s)</i> Student Affairs
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).			
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
<p><i>Comment:</i> Will be implemented during 2010-2011 through a new objective, as follows: #10: <i>Implement the 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).</i></p>			
RESPONSE			
<p>The training for staff, faculty, and administration required by law was developed in order to deal with a disaster situation, natural or man-made, in most governmental agencies, which includes educational institutions. The NIMS 100 and 700 courses are required for all staff, faculty, and administrators. The courses will take approximately three (3) hours for presentation, followed by a test which must be passed for certification.</p> <p>A Flex Day activity was held in cooperation with the Academic Senate Joint Professional Development Committee. It is anticipated that the presentation can be completed and all participants can be tested and certified through participation in this activity. Those unable to participate in the Flex Day activity will be given time to “self-complete” a computer-generated program and take the test directly from the Federal Emergency Management Agency (FEMA) website.</p> <p>Components of the District’s overall emergency response include purchases of large emergency kits for all buildings on District property, evacuation chairs for multi-level buildings, College-Civilian Emergency Response Team (C-CERT) emergency back-packs and training for approximately 100 staff members, and issuing personal equipment.</p> <p>Finally, with a complete upgrade of the District’s emergency radio communication system, the District will be in compliance with FCC rules and regulations. The upgrade includes new repeaters, antennas, handheld and mobile radios, and satellite phones for selected administrative staff. The total cost of approximately \$225,000 was funded through a “safety credit” account at no cost to the District’s General Fund.</p>			



Santa Monica Community College District

**MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
RESPONSES TO 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 2010-2011 UPDATE
RESPONSES TO 2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 12			<i>Responsible Area(s)</i>
Improve currency, accuracy and accessibility of the SMC website.			Enrollment Development Information Technology
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
<i>Comment:</i> Will be completed during 2010-2011 through a new objective, as follows: #13: <i>Implement planned upgrade of the SMC website.</i>			
RESPONSE			
<p>Several improvements to the SMC website have been under production throughout the year and will be launched in early 2010-11. Those improvements include a new, updated look and feel for the website, which includes addressing 508 compliance issues that were discovered with the current format. A structure for academic department webpages was created and department chairs provided content for those pages. The design includes a template for departmental websites. The sites remaining from the former SMC website are being migrated to the current format, and then the entire site will be moved to the Sharepoint platform, which provides better functionality for all users. Finally, planned for 2010-11 will be a campus-wide effort to improve the search engine to provide for greater accessibility.</p>			

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
RESPONSES TO 2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 13			Responsible Area(s)
Develop collegewide understanding and implementation of SLO assessment processes in order to make progress towards “proficiency” in this area by 2012.			Enrollment Development (Institutional Research) Academic Senate Joint S/ILO and Program Review Committees
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
<p><i>Status:</i> Continue efforts in 2010-2011 with a new objective, as follows: #12: <i>Implement the ISIS pilot portal program for collecting student learning outcomes data by Fall 2010, assess the pilot program and make modifications determined necessary in Spring 2011.</i></p>			
RESPONSE			
<p>The College is on track to meet the Accrediting Commission requirement for proficiency by 2012, meaning that SLOs and ILOs are being assessed and the results of these assessments are fueling collegewide program review, planning, and budgeting. The four Institutional Learning Outcomes have been broken into more specific core competencies, and all courses have been mapped to these outcomes. Because course SLOs are mapped to Institutional Outcomes and because the course SLOs, including those from certificate, degree and program capstone course, are being assessed, all Program and Institutional Outcomes are thereby also assessed at the course level.</p> <p>The Student and Institutional Learning Outcomes Committee developed two goals to address the College’s needs to collect collegewide and centrally house SLO assessment data and to aggregate assessment results across courses in order to draw conclusions at the Program and Institutional levels:</p> <ul style="list-style-type: none"> • Departments and Programs should have access to data on student success, including not only how many students succeed, but also on what dimensions and under what conditions they succeed. If the assessments are tied to student IDs, faculty will be able to look at all the variables that affect student success—counseling, Early Alert, tutoring, English and Math preparation, etc. • The College needs to be able to budget and plan on the basis of student success data. Good, sound, robust planning is most likely to occur when the institution can track student development on a variety of core competencies and tie student development to the actual experiences students have at the institution. <p>To meet these goals, the 2010-2011 Portal Plan for collecting assessment data was developed. Features of this plan include:</p> <ul style="list-style-type: none"> • Department chairs will oversee the input into ISIS of the SLOs for each of their departments’ courses. • Each course SLO will also be mapped to the appropriate ILO competencies. • By the census date of a semester, each faculty member’s ISIS portal page will have an SLO roster in addition to the existing drop and grade rosters. The instructor will input whether the student met or did not meet the expectation of each SLO. Because the SLO roster will be available immediately after the census date, instructors will be able input their assessment results at any point during the semester. The completed SLO rosters will be due at the end of the grading period after each semester. • While there is no expectation that every student, every SLO, every section, or every course will be assessed every semester, the Student and Institutional Outcomes Committee will assist departments in developing plans for assessment. There is the hope that a culture will be fostered whereby faculty will want to assess as much as possible • The Office of Institutional Research will prepare end-of-semester reports similar to the TIMS reports on grading and retention, but with the SLO assessment results appearing in place of grading and retention data. 			

- The Office of Institutional Research will generate reports for each department to show the relationship between demographics, length of time at SMC, English/Math preparation, and success on each course SLO. As Early Alert, Counseling, and Tutoring data become available, they too will be included in these reports. These reports will provide foundation data for Program Review.
- The Office of Institutional Research will prepare institutional reports by aggregating data across the core competencies of the ILOs. For example, the College could look at which students, under what conditions, meet the Technology Literacy core competency of ILO # 2.

The programming for the portal has been completed to enable the planned Fall 2010 pilot for which numerous departments have volunteered to be participants. The pilot will be assessed after Fall 2010 and continued, with any modifications deemed necessary through the evaluation process, in Spring 2011.

Nearly all of the College's student affairs and enrollment development programs have developed student learning outcomes and are in the process of assessing them or designing assessment instruments for them. A student learning outcomes progress grid was created to assist in the monitoring and tracking of all outcomes. 90 percent of student affairs and enrollment development programs have identified student learning outcomes and 68 percent have assessed them. An SMC counselor received a 2010 Chancellor's Office POWER (Promising Outcomes Work and Exemplary Research) award for his work in "Exemplary SLO Assessment in Student Services," based upon the Counseling Department's assessment of its student learning outcomes.

The Library has developed student learning outcomes and assessments for its courses and one-hour bibliographic instruction sessions as well as program-level outcomes and assessments. Tutoring and Learning Resource Center staff work closely with the subject area faculty or, in the case of tutoring for special programs, with the respective special program leader, to evaluate the adequacy of their programs and to make changes to improve their programs. For example, the English as a Second Language Department has developed program-level student learning outcomes and assessment tools for its tutoring program, which are regularly reviewed, resulting in changes being implemented. Student learning outcomes for other tutoring and learning resource centers are developed as part of the curriculum of the subject area.

The ISIS portal project being piloted for instructional programs during 2010-2011 promises to be a useful tool for assessing student and instructional services in the future. Since data for such services as counseling and tutoring are being collected in ISIS, the project will make it possible to measure the effectiveness of services in supporting student achievement of student, program, and institutional learning outcomes.

Non-instructional, administrative units pose a particular challenge in the development, assessment, and reporting of outcomes. The outcomes data for these units cannot be tied to student ID as the outcomes have more to do with administrative outputs (parking, technology, human resources, etc.) than with student skill development. The Student and Institutional Learning Outcomes Committee has developed a form to help the administrative units report their progress in this area.

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
RESPONSES TO 2009-2010 INSTITUTIONAL OBJECTIVES

OBJECTIVE 14			<i>Responsible Area(s)</i> All Areas
Increase understanding, interpretation, and utilization of data by program staff for the purpose of program improvement.			
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
Comment: As worded, this institutional objective was difficult to measure.			
RESPONSE			
<p>Several departments going through program review were provided one-on-one training on accessing data on their programs. In addition, training on interpretation of the data was provided for some department chairs.</p> <p>The Director of Matriculation Research met with the Program Review committee to establish a standard set of data reports to be provided to each instructional program each academic year. This data set includes information on students enrolled in the program and course achievement and has been delivered to programs in preparation for 2010-2011 program review self-studies.</p> <p>Additionally, a new Institutional Research website has been designed providing additional data and easily accessible reports to assist users in analyzing and improving programs.</p> <p>Training on the use of the Cal-PASS smart tool has been provided throughout the year. Training was also provided for the management teams of Student Affairs and Enrollment Development on the inquiry process and conducting effective research.</p>			

Santa Monica College
Program Review Committee Report
2009-10

Program Review is an ongoing process that every program and area of the college undergoes in a six-year cycle. Career Technical Education programs must also submit mini-reviews in years 2 and 4 of the cycle. The goal of program improvement lies at the core of the process. To help programs prepare for program review, the committee annually reviews and revises the appendices which provide guidelines for the different types of programs. Additionally, the committee offers multiple orientation sessions for programs scheduled for program review the following year.

Generally, programs take the review process very seriously and often comment on the positive aspects and value of the opportunity for self study and reflection. The committee respects the efforts of the programs and strives to provide meaningful feedback. Observations of issues or concerns shared by multiple programs are incorporated into the annual committee report. The connections between the program review, S/ILO, and curriculum committees and processes have strengthened and the findings of the Program Review Committee are incorporated into the institutional planning processes.

Areas of common weaknesses the committee has noted across almost all programs are the inability to use data effectively to inform discussion and decision making, incomplete or inadequate assessment (especially, but not limited to, SLOs and program learning outcomes), and insufficient documentation of evaluation processes. Development of SLOs has proven challenging for non-instructional programs. These areas need support and training toward understanding and developing more relevant program and operational outcomes in support of the College's Institutional Learning Outcomes. There is also a need for institutional standards and training in the use and evaluation of data, and evaluating the effectiveness of assessment tools and processes.

The specific information and data available to individual programs varies and does have an impact on the results of the conclusions drawn by both the programs and the committee in the review process. The commitment to program improvement to positively affect student success is evident. However, more tools, data, and information are needed to more effectively measure results and draw conclusions. Additional support in the collection of data, and training in its analysis and use, is needed. The committee has been working with the Office of Institutional Research to address this and is currently in the process of finalizing a common dataset to be provided to instructional programs on an annual basis. Datasets more common to other types of programs still need to be developed.

The Program Review Committee has been fortunate to have members who have served for multiple years, thus providing historical knowledge. Committee member dedication to a very time intensive process is appreciated and acknowledged.

Committee Membership

Mary Colavito, Faculty, Life Sciences, Chair
Katharine Muller, Administrator, Vice Chair
Janet Harclerode, Faculty, ESL
Sara Brewer, Faculty, Communications
Guido Davis DelPiccolo, Faculty, Social Sciences
Ida Danzey, Administrator, Nursing
Bill Lancaster, Faculty, Design Technology
Fran Manion, Faculty, Math
Trish Burson, Faculty, Library
Melody Nightingale, Faculty, ESL
Mary Jane Weil, Faculty, Disabled Student Services
Randal Lawson, Administrator
Steve Myrow, Administrator, Financial Aid
Caroline Sheldon, Institutional Research, Ex Officio

Programs Reviewed

The following programs were scheduled for full program review in 2009-10:

<u>Program</u>	<u>PR Report</u>	<u>Curriculum</u>
Athletics	completed	NA
Auxiliary Services	completed	NA
Bookstore	completed	NA
Community Relations	completed	NA
Dance	completed	completed
Education/ECE	completed	completed
Emeritus	completed	in progress
KCRW	completed	NA
Library	completed	completed
Math	completed	in progress
Modern Languages	completed	completed
Personnel Commission	completed	NA
Psychology	completed	in progress
Public Information	completed	NA
Risk Management	not accepted (rescheduled for 2010-11)	

The following vocational programs were scheduled for a mini 2 year review:

<u>Program</u>	
Business/Accounting	completed

2009-10 Recommendations for Institutional Support for Specific Programs

Executive summaries for all programs reviewed this year are included in this report. In addition to a narrative, the summaries include commendations, recommendations for program strengthening, and, recommendations for institutional support. Recommendations for institutional support made for programs reviewed in 2009-10 executive summaries are listed for consideration in institutional planning processes:

1. Investigate ways to separate coaching assignments from academic assignments. (Athletics)
2. Ensure appropriate staffing functions related to monitoring athlete eligibility are assigned and maintained separate from the Athletics Department to avoid the opportunity for and even the appearance of impropriety. (Athletics)
3. Ensure student athletes are included in institutional efforts to provide basic skills and tutoring support. (Athletics)
4. Explore strategies for more transparently communicating the relationship of Auxiliary Services functions to other college areas and functions. (Auxiliary)
5. Replace and/or secure unsafe shelving in the main campus bookstore and ensure there is adequate access within all stores. (Bookstore)
6. Review the relationship between Auxiliary Services and the Bookstore in decisions regarding distribution of profits. (Bookstore)
7. Determine the appropriate balance between service and profit for bookstore operations, communicate that to the college community and stand behind the direction set. (Bookstore)
8. Ensure the bookstore is fiscally positioned to support the planned new location in Drescher Hall. (Bookstore)
9. When the new PE/Kinesiology/Dance facility is planned, ensure maintenance and health issues are considered. (Dance)
10. Evaluate the level of support services offered at the Bundy site, especially in the evenings, and determine appropriate levels feasible now and in the future. (Education/ECE)
11. Review the organizational structure of Emeritus College staffing in light of institutional expectations, including faculty evaluations and achievement of SLO proficiency, and develop a realistic plan for achieving results. (Emeritus)

12. Ensure KCRW is equipped to maintain the quality of its operations and broadcasts in the new facility. (KCRW)
13. Review current Library staff classifications and descriptions and ensure they are congruent with the changing roles and skills required given the new technologies and student demands for support. (Library)
14. Review options for supporting the need for an increased security presence in the Library, including the possibility of employing student ambassadors as part of the presence. (Library)
15. Upgrade the wireless network in the Library to address increased demand and support new protocols. (Library)
16. Review and evaluate the initial enrollment and assessment process and timetable and consider deferring administration of the math placement test to allow students to avail themselves of review opportunities. The committee recognizes that there is often a significant time lag from the most recent study of math and the taking of the assessment test. (Math)
17. Support the acquisition of web based tutoring and evaluation tools to provide any time access and reduce the demand for tutors. (Math)
18. Look at ways to ensure students understand the impact of building a schedule that includes both full and short term classes i.e. recognizing the impact of the short term load and sequence on study, assignment and exam patterns. (Math)
19. Support efforts of the Personnel Commission and Human Resources to provide training and promotional opportunities for classified staff. (Personnel Commission)
20. Consider the value of engaging in a community audit to help assess the effectiveness of the various modes of communicating with the public. (Public Information)

Recommendations of the Committee Based on Overarching Trends Observed

Every year certain issues emerge as concerns for more than one program. These are placed on a list of overarching issues the Program Review Committee includes in this report to DPAC and the Superintendent/President for referral to the appropriate body or planning process. Items with an asterisk ** have previously been identified by the Program Review Committee as overarching issues and continue to surface as significant concerns.

Research and Data

Most programs are hungry for both snapshot and longitudinal data that can help inform program discussion and dialogue aimed at program improvement. Access to CalPass data has been helpful to the academic programs, but does not address the demand for more specific information, meet the needs of student services or administrative programs, or provide data that links more specifically to S/ILO assessment or other measures of accountability. It is anticipated that both the BRIC TAP project and the S/ILO on-line assessment tool currently in planning will help to address the desire for better data. The need to improve the tools and resources available to programs was included in the 2010 accreditation self study.

1. Provide training in the use of research tools including developing and evaluating surveys, interpreting data and applying the findings to decision making, and communicating results clearly.
2. Investigate the purchase or licensing of on-line survey tools to allow programs to develop and administer their own surveys. Provide training and support in the use of the tools.

Technology

Web Support

It is recognized that improvements have been made to the SMC website and that the next round of improvements/upgrades will be completed in a number of months. However, as the web has become the primary vehicle for providing information about all areas of the college the committee will continue to note shared concerns until they have been addressed. Almost all programs express a desire for improved presence, functionality, and/or support for the college and departmental websites.

3. ****Make additional modifications to the college website and its capabilities:**
 - The search engine is not user friendly or broad enough.
 - Keywords need to be carefully identified and broadly embedded.
 - Templates need to be developed and adhered to so as to ensure some level of uniformity (look and message) that clearly identifies all links and homepages as being part of SMC.
 - Standards and support for updating department and faculty websites need to be implemented to make it easy for the user to navigate and update (the current environment has made it harder for faculty to update). A question that needs to be addressed is how the college/department ensures that information, including that on syllabi, is current.
 - A comprehensive, organized approach to presentation, navigation, and message to broaden information and functionality is needed. The site is currently heavily oriented to admissions; now other areas need to be brought into focus.
 - Navigation for updating needs to be quick and easy to do.
 - There are multiple Facebook pages associated with SMC. A means for distinguishing official pages and ensuring links are logical should be established.
 - Review the placement and size of news and events information. It is currently difficult to locate and get information about college-sponsored activities.
 - Profile college programs on the website in a rotation similar to the student stories as a marketing tool.

Technology Support & Maintenance

Technology has both changed and enhanced many operations of the college. From technology support in the classroom, to infrastructure support, to systems that enable data collection, tracking, and communication, the college community has come to expect and depend on ever increasing levels of support. Establishing priorities and funding bases for maintaining technology support is a concern identified by most programs.

New technology and systems require specific skill sets and knowledge. Training for support staff who need to use new technology, but whose jobs are not primarily technology positions, and redefining job descriptions to address the ability to use and/or impart technology use information are issues that continue to surface.

4. Build maintenance of technology and facilities into the district budget. This includes appropriate staffing for maintenance, equipment replacement, and software upgrades.
5. Address the increasing use of the MAC platform in general and to meet industry standards; ensure there is sufficient college technical support for this platform and the ability to manage usage. In addition to classes taught on MACs, a significant number of online students using MACs have difficulty accessing materials.
6. Develop global approaches or templates as a more efficient way to address common program needs for technical support or tools such as external web hosting for program-based needs, program-based scheduling for services or general e-mail access to programs.
7. Address the need for training staff and revising or developing new job descriptions.

Budgeting, Funding & Fundraising

The following recommendations are made to aid the planning and support of budgeting, funding and fundraising and, in and of themselves, do not have a cost attached to them.

8. 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.
9. 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.
10. Develop a plan for supporting and integrating fundraising activities for all programs and areas engaged in fundraising efforts.

Curriculum

The committee acknowledges that the curriculum process is strong and comprehensive. The following recommendations are submitted for consideration to further strengthen the existing structure and process.

11. Develop a consistent approach to the titling of software based courses. Many programs use the same software for specific discipline applications. Some programs list the software in the course title, others do not. This is often confusing for students who don't know which course will best meet their needs.
12. Plan for a revision of the course numbering system to include more digits and develop appropriate interim strategies to address the issue.

SLOs

Almost all programs have developed SLOs, with most engaging in the first round of assessment. Academic and student services programs seem to have the best understanding of the process. The initial structure for writing and assessing SLOs was less compatible with administrative programs.

13. Administrative Services areas need different terminology and a different structure for developing program outcomes, as well as tools for assessment.

Support Services

The college has an outstanding record of providing support services. There is a clear desire for data that integrates use of support services and specific student information to enable programs and the institution to reach more informed conclusions about which services have the most impact on student success.

14. Develop a means for tracking student use of tutoring and other support services (perhaps built upon the Counseling or Basic Skills Initiative models).
15. Develop a uniform system to track lab hours. This would enable the college to track time spent meeting required lab hours, as well as to correlate the access of on-line materials and general lab use to student success. A single system to track use of all support services such as tutoring and labs that would then be linked to other student data would be helpful in determining which ser**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

Marketing & Tracking Students

These recommendations surface every year from the CTE programs. While not unique to these programs the need for this information is of particular importance for recruiting, supporting VTEA documentation, and addressing program effectiveness with regard to employment.

16. Develop a cluster approach to marketing vocational programs aggregating like programs to maximize resources and expand the reach of the materials.
17. Develop methods and provide support for tracking CTE program completers and non-completers to improve documentation of student success. Collaborating with the alumni task force and employing social networking tools may be an effective initial strategy.

Institutional Support

Recommendations in this category relate either to topics for professional development that don't fit neatly into the Opening and Flex Days thematic approach, or to addressing workplace conflict. In the area of professional development it may just be a matter of identifying appropriate venues and methods for providing information and training. Addressing workplace conflict is a much more difficult issue, but program dysfunction has a negative impact on student success that should not be ignored. The college as a community has made great strides in improving communication and fostering a climate of mutual respect. However, there remain pockets within programs where it appears that progress in these areas will not be made without some facilitation supported by the institution.

19. Explore support and/or facilitation that can be provided for programs experiencing issues of communication, collaboration, and collegiality.
20. Examples of topics for which there is an expressed desire for workshops include:
 - Interpersonal communication
 - Ergonomics
 - Presentation by the Bookstore on tips for ordering text books that save students money

Other

21. Provide resources for section 508 compliance and identify an officer to ensure the college meets federal compliance regulations.
22. Investigate options for ensuring faculty report final grades within deadlines so students are not negatively impacted. (Although a Report Delayed symbol is now attached to missing grades and the student is no longer prevented from receiving reported grades, missing grades still hinder many processes and options for students).
23. Develop strategies and technology support for ensuring records across campus are updated so that, for example, when individuals leave the college, all areas of the college are notified and can take appropriate action to terminate access such as signature authority (including auxiliary accounts), ISIS access etc.
24. Explore the efficacy of and the efficiencies to be achieved by creating a student account system.

Activities

In addition to reviewing the self studies for the listed programs, the committee also :

- Revised the multiple appendices that provide guidance to programs undergoing review
- Provided orientation for programs scheduled to undergo review in 2010-11
- Met with the S/ILO Committee and is scheduled to meet with the DPAC Budget Subcommittee, as well as provided reports to DPAC
- Returned several reports back to the programs for revision, essentially necessitating duplicated review

Santa Monica Community College District
BOARD OF TRUSTEES GOALS AND PRIORITIES
2010-2011

Goal 1—Educational Advancement and Quality

- Strengthen institutional research to measure and improve institutional effectiveness. Create an enhanced “culture of evidence” based on data.
- Improve student achievement with particular emphasis on addressing basic skills education; document improvements in course completion, retention, persistence, and other measures for all student populations.
- Strengthen, expand, and promote workforce/career technical programs.
- Infuse global citizenship into student learning.

**Goal 2—Community and Government Relationships and Funding Opportunities
(Local/State/National)**

- Foster community and government relationships and partnerships in fulfillment of SMC mission and goals.
- Pursue and obtain federal funds as well as other grant opportunities.

Goal 3—Facilities and Sustainability

- Continue advocacy on the local, state and national level for mass transit solutions including a Santa Monica College station for Expo and continuation of the “Any Line, Any Time” program.
- Maintain progress on all SMC construction projects.
- Continue to adopt sustainability designs and practices for construction, maintenance, and operations of facilities.
- Expand public use of college facilities and maximize revenue-generation.

Goal 4—Internal Operations and Relations

- Ensure the financial health of the College through enrollment development, budget discipline, grants, enterprise opportunities and other revenue-generating and cost-saving initiatives.
- Ensure inclusiveness in the budget development process and transparency in budget communication efforts.

Goal 5—Campus Relations

- Promote professional relationships among all members of the campus community, including classified and academic staffs and their associations, representatives, organizations, and unions.
- Implement intermediate and long-term plans to increase the number of full-time faculty members and continue to move toward parity for adjunct faculty.

Goal 6—Leadership and Articulating a Vision

- Continue planning the development and implementation of a vision for the future of the college.
- Implement appropriate strategies and initiatives to address the recommendations of the ACCJC following the evaluation team’s visit in March 2010.

Goal 7—Effectiveness and Efficiency of Board Operations

- Provide periodic reports from the Superintendent/President to the Board on key initiatives, issues, and items of concern to Board members.

Discussed by the Board of Trustees: 7/20/2010, 8/3/2010, 9/7/2010
Approved 9/7/2010

Santa Monica College
2010-2011 ACADEMIC SENATE OBJECTIVES

1. Participate in the Bridging Research, Information and Cultures Technical Assistance Program (BRIC/TAP)
2. Implement and Assess SLO Portal Pilot
3. Pilot a series of faculty orientation workshops
4. Explore approaches to address cheating
5. Coordinate professional development opportunities information in support of the Colleges effort to develop a professional development plan
6. Enhance understanding of the SMC student population
7. Consider Senate's endorsement/use of Earth Charter
8. Develop a plan for technology needs assessment that will address enhancement and replacement of equipment
9. Recommend to District ways to enhance tutoring and generate actionable data

Approved by the Academic Senate: 9/14/2010

Santa Monica Community College District
DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)
SUMMARY OF ACTIONS
2009-2010

During 2009-2010, DPAC and its planning subcommittees reviewed, discussed and considered many topics related to the Mission, Vision and Goals/Supporting Goals, the Board of Trustees Goals and Priorities, Strategic Initiatives, and Student/Institutional Learning Outcomes.

Following is a summary of 26 recommendations approved by DPAC during 2009-2010 grouped by its relationship to the Mission, Vision and Goals – Supporting Goals.

Goal 1 Innovative and Responsive Academic Environment

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

- #87-A Approval of Online Course Management System March 10, 2010
- #94-A Review of Program Review Annual Report and Recommendations June 23, 2010

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.

- #76-A Approved motion of Budget Planning Subcommittee to backfill certain categorical programs October 14, 2009
- #77-A Approved two-year plan for District to support categorical programs October 14, 2009

Goal 3 Stable Fiscal Environment

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

- #69-A Forwarded four cost-saving measures to the Superintendent/President for consideration July 8, 2009
- #73-A Approved motion of the Budget Planning Subcommittee to receive the 2009-10 Budget September 9, 2009
- #74-A Affirmed motion of the Budget Planning Subcommittee to affirm and support the 2009-2010 Adopted Budget September 9, 2009

Goal 3 Stable Fiscal Environment *(continued)*

- | | | |
|-------|--|--------------------------------------|
| #75-C | Supported motion of Budget Planning Subcommittee to continue regular communication with the college community about the budget | September 23, 2009 |
| #76-A | Approved motion of Budget Planning Subcommittee to backfill certain categorical programs | October 14, 2009
October 14, 2009 |
| #77-A | Approved two-year plan for District to support categorical programs | November 25, 2009 |
| #82-A | Recommended that District develop a plan to transition the college from relying heavily and primarily on the printed schedule of classes | February 24, 2010 |
| #86-C | Agreed that the link between planning and budgeting need strengthening | |
| #88-A | Approved motion of Budget Planning Subcommittee that the District apply for reimbursement of pre-Medicare retiree healthcare premiums | April 28, 2010 |

Goal 4 Sustainable Physical Environment

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

- | | | |
|-------|--|-------------------|
| #78-A | Approved Zero Waste policy and administrative regulation | October 28, 2009 |
| #79-C | Agreed that concerns about Zero Waste policy be reviewed with Academic Senate Joint Environmental Affairs Committee | November 11, 2009 |
| #81-C | Accepted revisions to Zero Waste policy and submitted to Supt./Pres for first reading by Board of Trustees | November 25, 2009 |
| #82-A | Recommended that District develop a plan to transition the college from relying heavily and primarily on the printed schedule of classes | November 25, 2009 |
| #89-A | Approved 2007-2008 Greenhouse Gas Inventory | April 28, 2010 |
| #91-A | Request District to look into feasibility of a rideshare program | May 12, 2010 |

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.

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|-------|--|--------------------|
| #70-A | Approved motion by Technology Planning Subcommittee in response to phishing attack on SMC email system | August 12, 2009 |
| #71-A | Approved revisions to AR 2250 – DPAC | August 12, 2009 |
| #75-C | Supported motion of Budget Planning Subcommittee to continue regular communication with the college community about the budget | September 23, 2009 |
| #86-C | Agreed that the link between planning and budgeting need strengthening | February 24, 2010 |
| #90-A | Approved Administrative Regulation 2430 – Medical Marijuana | April 28, 2010 |
| #93-A | Approved draft of Board Policy on Diversity | June 9, 2010 |

Organizational Functions

#71-A	Approved revisions to AR 2250 – DPAC	August 12, 2009
#72-A	Approved DPAC Annual Report, 2008-2009	August 12, 2009
#80-A	Approved revisions to DPAC Charter	November 11, 2009
#83-A	Revised charges to DPAC subcommittees, created task force	January 13, 2010
#84-C	Agreed on evaluation form to be used to be completed by subcommittees	January 27, 2010
#86-C	Agreed that a charge be added to strengthen link between planning and budgeting	February 24, 2010
#92-A	Elected Vice-Chair for 2010-2011	May 26, 2010

Santa Monica Community College District
Career and Educational Facilities Master Plan 2010 Update
EXECUTIVE SUMMARY

INTRODUCTION

At Santa Monica College, clearly defined planning and development principles adopted by the Board of Trustees in the 1998 Facility Master Plan have kept key college, academic, and sustainability objectives on track and have served to successfully guide campus construction. All of the earthquake recovery replacement projects are now completed or in construction (science, parking structures, theatre arts, humanities, library, pool, main quad, and student services), and a number of programs have moved from the main campus to satellite locations at the Academy, Bundy, Performing Arts, and Emeritus campuses.

Planning has been ongoing at SMC, including Board-approved 5-year capital outlay plans; facility assessment surveys conducted in 2001, 2002, and 2003; projects submitted for State funding; projects approved by the voters of Santa Monica and Malibu in the bond measure elections of 2002, 2004, and 2008 (Measures U, S, and AA); and the ongoing activities of the District Planning and Advisory Council (DPAC) Facilities Sub-Committee.

The 1998 Master Plan was amended in 2002 to provide for facilities on the Bundy campus and for Parking Lot 6 on the Main Campus, in 2004 to adjust building placements on the Main Campus, and in 2007 to incorporate comprehensive planning for the Bundy Campus.

The Master Plan is a living document that provides the long range planning framework for Santa Monica College and flexibility to accommodate changes in future conditions. The Master Plan 2010 Update incorporates an understanding of SMC, incorporates current planning, projects future needs, and provides for an approach to implementation. It is an update of the 1998 Master Plan which identified the guiding principles and parameters for future development. This iteration of the Master Plan promotes sustainability and makes provisions for a superior educational environment.

In order to prepare the future leaders of this world, Santa Monica College is tasked with providing exceptional educational programs for training and education in premier facilities that support this mission. With over 160,000 assignable square feet of new educational facilities and acres of new open space planned on the various Santa Monica College campuses, it is the intent of the Career and Educational Facilities Master Plan 2010 Update to guide development so that the vision for Santa Monica College becomes a reality.

Proposed facilities providing superior learning environments for the Arts, Sciences, Humanities, Technology, and Physical Education programs are at the very heart of this vision. As educational needs change over time, flexible facilities will aid the College in adapting, allowing it to continue providing exceptional learning environments. These facilities will be havens for learning and creativity and serve as a model of sustainability. Attaining, at a minimum, a LEED Silver rating, these buildings will exemplify Santa Monica College's commitment to the environment through innovation and practice.

Equally as important, open spaces are planned to be renewed, revived and reinvented and newly created throughout the Santa Monica College campuses. These spaces will create venues where students, faculty, staff, and the neighboring community can come together to meet, learn, and play. Extending outwards and blurring the line between building and open space will create an expansive and varied educational atmosphere.

The adopted Master Plan document describes existing, present, and proposed conditions. The existing conditions section references the 1998 Master Plan and what it accomplished. Present conditions describe the current physical infrastructure, facilities, and open spaces. Finally, the proposed conditions delineate what can be achieved through the implementation of the Master Plan 2010 Update.

Flexibility is the ultimate goal in the development of the project criteria so that each project responds to current educational needs, as determined through the annual *Master Plan for Education* updates and the long-term strategic planning process that occurs every five years, technology, and trends that are paramount in creating a campus system that can continue to thrive. Just as the 1998 Master Plan outlined the development of the physical campus for the previous 10 years, the Career and Educational Facilities Master Plan 2010 Update will aid the planning and design of both future facilities and open spaces so that they best respond to Santa Monica College's mission and guiding principles.

KEY OBJECTIVES AND PURPOSES

Primary Objective. The primary objective of the Master Plan 2010 Update is to update the 1998 Master Plan goals and policies with respect to planning, acquiring, modernizing, improving, developing, and maintaining property, facilities, and equipment to provide the best possible educational environment and promote the incorporation of sustainable resources.

Purposes. The purposes of the Master Plan 2010 Update are to identify long-term planning goals for SMC facilities that will assist the District in preparing students for the jobs of the 21st century and competing in a global economy, including the teaching of math, science, technology, and arts; to identify program improvements for specific projects; and to obtain necessary project-specific approvals.

The Master Plan 2010 Update proposes the renovation, new construction, and demolition on the 41.4-acre Main Campus, the 3.5-acre Academy of Entertainment and Technology Campus, the 2.4-acre Olympic shuttle lot, and the 4.5-acre Performing Arts Campus. In addition, the Master Plan 2010 Update incorporates current facilities and planned improvements already approved by the Board of Trustees at these campuses and at the Bundy Campus, Airport Arts Campus, and Emeritus College.

The Master Plan 2010 Update provides for the orderly implementation of capital improvement projects as identified in Measure AA, a local bond measure approved by the voters of the District in November 2008; the final phase of a modernization program of new and renovated facilities on the Main Campus; the consolidation of related digital media programs in new and renovated facilities on the Academy of Entertainment and Technology Campus; the seismic repair and expansion of facilities at the Performing Arts Campus; related parking improvements; related circulation improvements; related landscaping and open space elements; general site improvements; and the long-range development planning for the Olympic Shuttle site.

SPECIFIC OBJECTIVES AND PROJECTS

SMC's specific land use and planning objectives identified for the Master Plan 2010 Update are as follows:

- To identify development opportunities to upgrade and improve SMC Campus sites with regard to improving program accessibility, land use compatibility, transportation and sustainability.
- To provide for a replacement Math and new Science wing building. The math department operates in a temporary facility that is nearing the end of its life cycle. The current facility lacks the infrastructure to support modern classroom technology. The Earth, Life, and Physical Sciences programs are operating in spaces that are too small and scattered around the campus. This inhibits the sharing of resources and incurs expensive replacement costs for laboratory teaching materials. There are insufficient science lab classrooms to offer needed course sections for the Allied Health and Nursing Program. The new building would restore to the Main Campus an instructional observatory and would provide a replacement planetarium to meet the increasing demands for course offerings and community educational programs.

- To provide for a replacement Physical Education building. The physical education department is currently operating in a 1958 building in which many of the systems are in poor condition, including the roof, the concrete floors, the restrooms, showers, exhaust systems, and electrical systems. The fire systems are not centrally monitored and the building lacks a fire sprinkler system. A replacement building would provide additional indoor physical education and fitness training, would provide equal support facilities for men and women, would provide needed facilities for the dance program, and would be available to the community during non-instructional times.
- To provide for a replacement Corsair Field stadium and ESL relocation. The 1948 Corsair Field concrete stadium structure is experiencing deterioration of the concrete and does not meet current seismic standards or current accessibility requirements. The ESL program operates in temporary buildings that are nearing the end of their life cycle.
- To provide for a central plant. A central heating and cooling system for the Main Campus would provide cost savings and energy savings.
- To upgrade and modernize the existing Drescher Hall building, to provide for further improvements along the Pico Boulevard frontage, and to provide new space for a bookstore and small-scale student-serving retail spaces. The open space associated with this improvement provides the main arrival area to campus and a transitional area from a public zone to a campus zone.
- To provide for expansion at the Academy of Entertainment & Technology Campus to bring together programs in digital arts, media, communication, journalism and broadcasting, the relocation of the College's radio station, and incorporated parking;
- To provide for program expansion at the Performing Arts Campus in music, art, public programs, and related parking, and to complete seismic repair. The East Wing of the 1933 classroom building is seismically deficient; a replacement upgrade would provide necessary additional rehearsal space for the Music Department, necessary office space for the performing arts staff and technicians, and a location for community events. An underground parking garage would support increased educational and public use of the stages and auditoriums and would increase open space. A future educational facility would meet future program needs of the music department, art department, and performing arts groups at the site.
- To provide for long-range development planning at the Olympic Shuttle site.
- To reinforce the pedestrian character of the Campuses by: supporting vibrant and walkable campuses, providing for enhanced student and faculty interaction, increasing the ease of navigation throughout each campus, and enhancing links between the open spaces and landscape on the campuses.
- To reorganize and better define bicycle routes and bicycle-related facilities on the Campuses. Specifically, to help promote the use of alternative transportation, increase the ease of use of bicycle facilities and storage, and reduce the impact on traffic on adjacent streets and neighborhoods.
- To continue to expand upon the successful sustainable practices of Santa Monica College. Specifically, to optimize functional relationships of SMC facilities and landscape, increase efficiencies in water and energy use, and to achieve LEED certification on all new facilities.

THE MASTER PLANNING PROCESS

At its March 15, 2008 retreat, the Board of Trustees provided direction to staff to plan for the construction and financing of a modernization and new construction program. In May 2008, the Board of Trustees discussed a proposed Facilities Master Plan update and means of financing, and approved a contract with Gensler, a world renowned architectural firm headquartered in Santa Monica, for the first phase of the master planning effort.

In July 2008, the Board of Trustees approved placing Measure AA, a facilities bond measure, on the November ballot.

With the passage of Measure AA, in November 2008, the Board of Trustees approved a second phase of the master planning effort, to meet with the campus community to examine programs for new buildings, moves and relocations, land use, density, open space, transportation, sustainability, and phasing. Major presentations were made to the District Planning and Advisory Council (DPAC) in December 2008, to the Board of Trustees in January 2009, to faculty and staff in March 2009, to a campus sustainability group in June 2009, and to Senior Staff in September 2009. As the College's central planning body, the District Planning and Advisory Council and its Facilities Planning Subcommittee received regular updates, provided input when requested, and made recommendations throughout the process.

In May 2009 the Board of Trustees approved a third phase of the master planning effort, to analyze access, circulation, service, delivery, bicycle routes, and storage needs, and to provide for public outreach. Two public meetings open to the community were held in late September and early October 2009, which were widely advertised through newspaper advertising and through a community-wide mailing. A third community meeting was held October 7, 2009. This meeting also served as the scoping meeting for the EIR process.

The Notice of Preparation of an EIR for the proposed Master Plan 2010 Update was circulated for a 30-day review period starting on September 24, 2009 and ending on October 26, 2009. A report on the community meetings and issues raised was provided to the Board at the November 2009 meeting. Based on a preliminary assessment of the Master Plan and the agency and public comments received, the District determined the scope of the EIR. Consistent with CEQA, the Draft EIR was circulated for a 45-day period starting on April 21, 2010 and ending on June 4, 2010. The Draft EIR was available to the public via the College's official website, copies of the Draft EIR were available for public review at SMC's administrative offices during normal business hours, and notices were published multiple times in the Santa Monica Daily Press. The District received 17 comment letters, including one form letter signed by nine individuals.

Prior to the issuance of the Final EIR, a report on the draft Master Plan was made to the Board of Trustees at the June 2010 meeting. Notices of availability of the Final EIR and responses to comments were mailed to each agency and individual that commented on the Draft EIR on July 16, 2010.

OTHER APPROVED PROJECTS AND EDUCATIONAL INITIATIVES

The environmental analysis provides for future planned improvements at four of the District's campuses. It should be noted that the proposed Master Plan also incorporates existing improvements at all the District campuses, including all previous approvals authorized by the Board of Trustees. The Board has previously approved the Student Services building now under construction on the Main Campus, and has previously approved a planned facility at the Bundy Campus to support SMC's workforce development program and Career Technical Education programs, and to provide for the advanced instruction tailored to the needs of the Westside workforce, in partnership with other agencies.

Additionally, the District has committed to two educational initiatives. One is an Early Childhood Development Lab School in partnership with the City of Santa Monica to be located at the Santa Monica Civic Center. The City of Santa Monica is the Lead Agency for this project.

The other is a possible Malibu Campus, to be located in the Malibu Civic Center. The District will conduct a future environmental analysis of this potential program and facility when the project is further defined.

Santa Monica Community College District
Technology Objectives 2009-2010

Objective 1 Student Workstation Replacement & Cascading

Plan, evaluate, and recommend student workstation replacement to keep student computer equipment up-to-date. Computer cascade plan is identified and funded to replace remaining computers below GX270 on campus.

Contact: Steve Peterson

Budget: \$109,000, IBG 08-09.

\$90,000, matriculation

Status: Complete.

Replaced equipment and updated software in Early Science, Modern Language, Assessment center, administrative workstations, and faculty/staff lab.

Objective 2 Campus Wide Software Needs

Track and renew maintenance agreements and annual licenses for software shared campus-wide during 09-10, including Microsoft campus agreement, antiviral, and more.

Contact: Steve Peterson

Budget: \$ 95,500, 08-09 IBG

\$ 78,200 District funds (IBG backfill)

Status: Completed.

Objective 3 Faculty Curriculum Development Workstation Replacement/new

Replace full-time faculty outdated workstations and shared-use computers in various adjunct faculty work areas that require upgrades and install new curriculum development workstations to support curriculum plans.

Contact: Steve Peterson

Budget: \$17,000, 08-09 IBG

Status: Completed.

Objective 4 Replacements for Smart Classroom & Smart Cart Equipment

Replace aging projectors, computers, and associated devices for classroom Audio/Visual equipment based on A/V technology replacement plan for 07-08. Also, included are new Media cart for English Department and new smart classroom for Modern Language.

Contact: Al DeSalles

Budget: \$33,500, 08-09 IBG

Status: Completed.

Objective 5 Campus Wide Assistive Technology

There is miscellaneous software/equipment to be purchased throughout the year to ensure the compliance of technology accessibility requirements for disabilities.

Contact: Ellen Cutler

Budget: \$6,000, 08-09 IBG

Status: Completed.

Objective 6 Department Instructional Technology Needs Departmental specific software/equipment, include miscellaneous software/equipment, and other technology accessories, e.g. Laptop computer lab for Life Science, printer and software for Art and Business Department.

Contact: Steve Peterson

Budget: \$4,600, 08-09 IBG

Status: Completed.

Objective 7 Occupational Program Technology Projects funded via CTE

Technology projects funded as part of the occupational program CTE grant, include departmental required software and workstations. Major technology initiatives this year include instructional Adobe tool suite upgrade, upgrade of CSIS computerized classroom equipment, and upgrade of Career Center equipment. For detailed information, contact the CTE program coordinator.

Contact: Sandra Sanchez

Budget: \$??? CTE funds

Status: In Progress

Objective 8 Campus-wide infrastructure equipment renewal – Voice Communication Equipment Replacement

Replace College outdated phone system with complete networked voice over IP communication solution. Project includes core phone circuits conversion and migration, configuration on network switches, and replacement of 1000+ office/classroom telephones.

Contact: Bob Dammer

Budget: Construction infrastructure fund

Status: Completed.

Successfully Phased out out-dated PBX and telephone response systems.

Objective 9 Campus-wide server virtualization implementation

Implement a cost-effective solution to increase the productivity of IT support staff by utilizing centralized and virtualization server technology. The plan will include a multi-year process to migrate the current individual special function server farm to consolidated infrastructure and take advantage of virtual server/storage technology.

Contact: Dan Rojas

Budget: Construction infrastructure fund

Status: Initial project scope completed. On-going implementation in progress.

Objective 10 Expand the functionality of WebISIS and Internet based self-services, continued from 08-09

Analyze, design, and develop further functions for student and faculty portal to expand the functionality and technological capabilities, include single sign-on, integrated WebISIS and self-serve system, and performance enhancement during peak time.

Contact: Jocelyn Chong

Budget: MIS development

Status: Staff/faculty and student Portal project completed and on production.

Adopted industry best practices and developed a modernized student identity management system.

Started the effort to consolidate technology services with SSO (Single Sign-on) integration from Student Portal.

On-going development and expansion of functionality are also in progress.

Objective 11 Plan and evaluate technology feasibility to upgrade current SMC website to Sharepoint technology.

Contact: Bob Dammer

Budget: TBD

Content migration to SharePoint will be largely covered by existing contract with Sector Point.

Status: In Progress.

Objective 12 Work with the Facility team to implement Information Technology Data Center modernization, continued from 08-09

The capacity of Drescher Hall 306 data center has reached its physical limits. New plan will build new facility with modernized, energy efficient site infrastructure and server infrastructure to maximize the space utilization.

Contact: Jocelyn Chong

Budget: Construction infrastructure funds.

Status: In progress.

Server virtualization project successfully minimized current demand for power and cooling usage in the interim when new facility is planned.

New facility is located on the South side of main campus, adjacent to the Library. The new facility will create more integrated technology services, updated data center, and network/server infrastructure. The building plan is currently being developed.

Objective 13 Streamline IT support procedures and develop technology resource website and orientation information to facilitate the dissemination of IT policy, procedure, and updated information to users.

Enhance IT efficiency by developing effective web content to disseminate information.

Contact: Jocelyn Chong

Budget: Technology User Support development

Status: In progress.

Staff/faculty technology handbook online.

Student online support/help system (Ask-Pico) on production.

Objective 14 Campus-wide technology equipment energy saving implementation plan

Work with Southern California Edison Company to implement campus-wide technology equipment power saving plan and receive maximized ongoing energy saving and onetime Power provider's project initiation incentives.

Contact: Jocelyn Chong

Budget: SCE incentive program (income) - \$26,500

Status: Server virtualization project completed.

Prototype desktop virtualization project is completed.

Expansion plan for desktop virtualization is current being evaluated.

Objective 15 Wireless Implementation – continued from 8-09

Analyze and evaluate a road map to deploy wireless technology in logical locations campus-wide. SMC wireless deployment plan will be evaluated in parallel with campus facility plan.

Contact: Bob Dammer

Budget: Construction Infrastructure fund

Status: In progress on main campus quad project.

Objective 16 Evaluate the feasibility to replace student email system by hosted solutions offered by large email providers, such as Google, MSN.

Research and evaluate the possibility of migrating student email function to email provider such as Google or MSN. These companies provide enhanced email and application functions, large mail boxes to enrolled students free of charge.

Contact: Jocelyn Chong

Budget: N/A

Status: Completed. Google for student.smc.edu went live on 4/13/2010.

Starting 6/16/2010, username@student.smc.edu becomes the official mean of email communication to all SMC students.

Santa Monica Community College District
Technology Objectives 2010-2011

Objective 1 Student Workstation Replacement & Cascading

Plan, evaluate, and recommend student workstation replacement to keep student computer equipment up-to-date. Due to funding, the standard base-line PC remains at GX270 (on an average of 7-year-old). Photo, CSIS, GIS will upgrade one classroom computers in each of the department.

Contact: Steve Peterson

Budget: TBD – CTE

Status: Pending on funds (available in September).

Objective 2 Campus Wide Software Needs

Track and renew maintenance agreements and annual licenses for software shared campus-wide during 10-11, including Microsoft campus agreement, antiviral, and more.

Contact: Steve Peterson

Budget: \$209,180 – General fund

\$10,000 - IBG backfill

Status: In Progress

Objective 3 Faculty Curriculum Development Workstation Replacement/new

Replace full-time faculty outdated workstations and shared-use computers in various adjunct faculty work areas that require upgrades and install new curriculum development workstations to support curriculum plans.

Contact: Steve Peterson

Budget: \$20,500 – IBG backfill

Status: Pending on funds

Objective 4 Instructional Technology for the Smart Classroom & Smart Cart Equipment

The normal replacement of aging projectors, computers, and associated devices for classroom Audio/Visual equipment based on A/V technology replacement plan were addresses in the previous year. Main expenditure for 10-11 are consumables, e.g. projector bulbs . Also, included are AAPIA project for the new multi-media equipment for the classroom.

Contact: Al DeSalles

Budget: \$17,500 IBG backfill

TBD AAPIA

Status: Evaluation

Objective 5 Campus Wide Assistive Technology

There is miscellaneous software/equipment to be purchased throughout the year to ensure the compliance of technology accessibility requirements for disabilities.

Contact: Ellen Cutler

Budget: \$6,000, 08-09 IBG

Status: In Progress

Objective 6 Department Instructional Technology Needs

Departmental specific software/equipment, include miscellaneous software/equipment, and other technology accessories, e.g. Software for Arts and GIS

Contact: Steve Peterson

Budget: \$6,600, 08-09 IBG

Status: In Progress

Objective 7 Occupational Program Technology Projects funded via CTE

Technology projects funded as part of the occupational program CTE grant, include departmental required software and workstations. For detailed information, contact the CTE program coordinator.

Contact: Sandra Sanchez

Budget: TBD

Status: Pending

Objective 8 Campus-wide infrastructure equipment renewal – Windows Server 2008, Exchange 2010 server upgrade

Update College Windows server environment and phase out de-supported services.

Contact: Dan Rojas

Budget: \$10,000 – IBG backfill

Status: In progress

Objective 9 Campus-wide virtualization desktops implementation

Implement a cost-effective solution to increase the productivity of IT support staff by utilizing centralized and virtualization desktop technology. The plan will include a multi-year process to migrate the current individual workstations to a consolidated infrastructure and thin client technology. Evaluate CSIS workstations replacement vs. VDI deployment

Contact: Dan Rojas/Joshi John

Budget: \$78,000

Status: Evaluation

Objective 10 Expand the functionality of WebISIS and Internet based self-services functionalities

Analyze, design, and develop further functions for student and faculty portal to expand the functionality and technological capabilities, include single sign-on, integrated WebISIS and self-serve system, and performance enhancement during peak time.

Contact: Lee Johnston

Budget: MIS development

Status: Pre-requisites enforcement for Life Science courses – in progress.

SLO data collection project – in progress

Started the effort to consolidate technology services with SSO (Single-Sign-on) integration from Student Portal. – in progress

Regent Financial Aid System implementation phase II.- in progress

On-line attendance rosters – in progress

International Education System implementation – FasAltas evaluation

Event Scheduling/Facility Reservation system integration

Objective 11 Plan and evaluate technology feasibility to upgrade current SMC website to Sharepoint

Contact: Bob Dammer

Budget: TBD

Content migration to SharePoint will be largely covered by existing contract with Sector Point.

Status: In Progress.

Objective 12 Work with the Facility team to implement Information Technology Data Center modernization, continued from 08-09

The capacity of Drescher Hall 306 data center has reached its physical limits. New plan will build new facility with modernized, energy efficient site infrastructure and server infrastructure to maximize the space utilization.

Contact: Jocelyn Chong

Budget: Construction infrastructure funds.

Status: In progress.

Server virtualization project successfully minimized current demand for power and cooling usage in the interim when new facility is planned.

New facility is located on the South side of main campus, adjacent to the Library. The new facility will create more integrated technology services, updated data center, and network/server infrastructure. The building plan is currently being developed.

Objective 13 Streamline IT support procedures and develop technology resource website and orientation information to facilitate the dissemination of IT policy, procedure, and updated information to users.

Enhance IT efficiency by developing effective web content to disseminate information.

Contact: Jocelyn Chong

Budget: Technology User Support development

Status: In progress.

Staff/faculty technology handbook online.

Student online support/help system (Ask-Pico) on production.

Objective 14 MIS Server Upgrade/Replacement

Plan, evaluate, and implement the upgrade of WebISIS and self-service portals server/storage infrastructure to ensure best cost/performance, as well as replacing outdated servers that are costly to maintain.

Contact: Jocelyn Chong

Budget: TBD

Status: Pending

Objective 15 Wireless implementation

Analyze and evaluate a road map to deploy wireless technology in logical locations campus-wide. SMC wireless deployment plan will be evaluated in parallel with campus facility plan.

Contact Bob Dammer

Budget: Construction Infrastructure fund

Status: In progress on main campus quad project.

Objective 16 Evaluate the feasibility of implement faculty IM and integration of Google hosted student email/apps system to enhance Cloud technology enabled learning environment.

Research and evaluate the possibility of migrating integrate faculty with students' Google Apps environment to fully take advantage of the These companies provide enhanced email and application functions, large mail boxes to enrolled students free of charge.

Contact: Jocelyn Chong

Budget: N/A

Status: Evaluation

Objective 17 Upgrade AS Computer Lab Printing Management Software

Test and implement a separate print management Papercut software service for the AS Cayton computer lab. The printing requirements in this lab differ from the campus print-for-pay system.

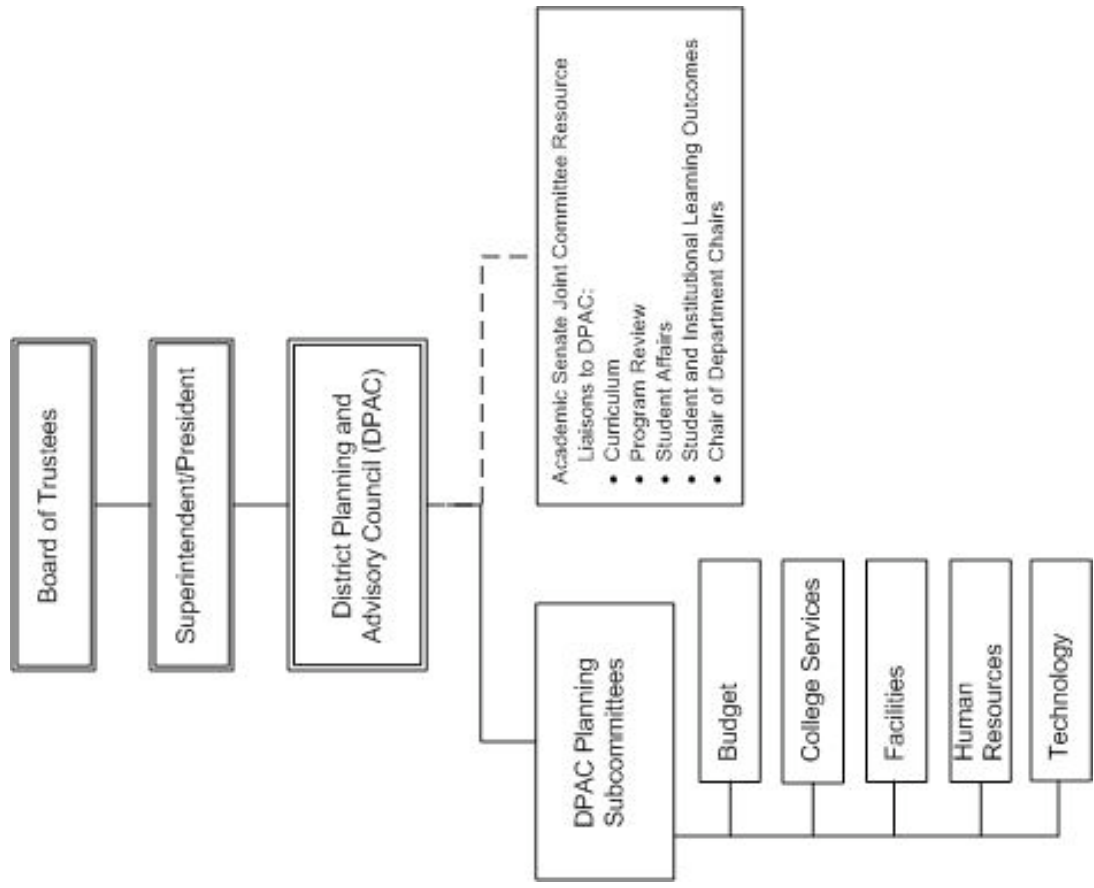
Contact: Joshi John

Budget: N/A – Existing hardware with virtualization implementation

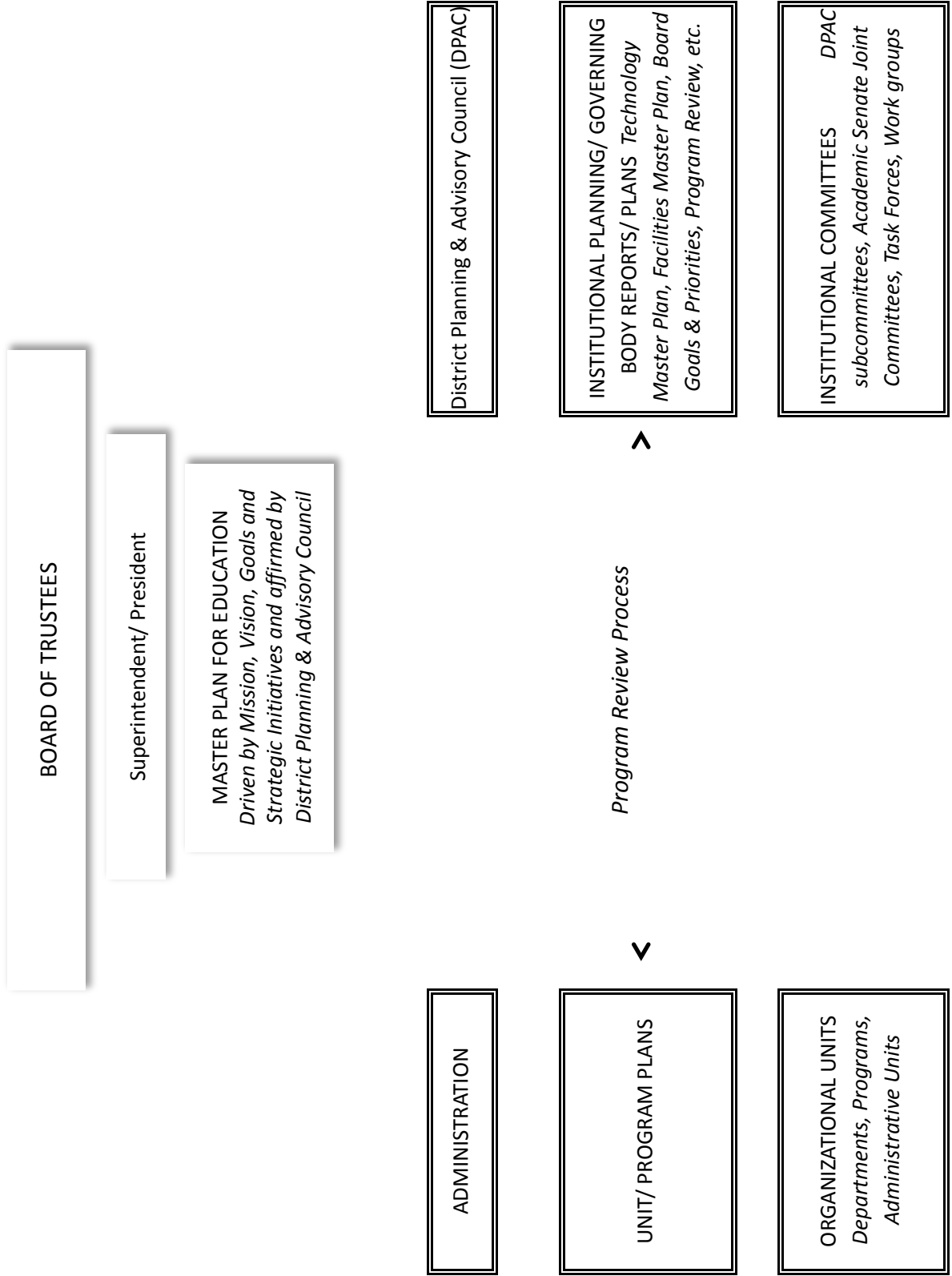
Existing Papercut campus license

Status: In progress

**SANTA MONICA COLLEGE
DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)**



**SANTA MONICA COLLEGE
MASTER PLAN FOR EDUCATION FLOW CHART**



SANTA MONICA COLLEGE RESOURCE ALLOCATION

Examples of Relationship to Planning

PLANNING DOCUMENT

ALLOCATION PROCESS	PLANNING DOCUMENT						
	Master Plan for Education	FACILITIES MASTER PLAN	TECHNOLOGY MASTER PLAN	PROGRAM REVIEW	ANNUAL BUDGET	Board Goals and Priorities	Academic Senate Objectives
WTH Allocation	•			•	•	•	
New Faculty Hiring	•			•	•	•	•
Staffing (replacement & new)	•			•	•	•	
Instructional Technology	•		•	•			•
Non-Technology Instructional Equipment				•			•
Non-Instructional Equipment & Technology				•			
Global Council	•			•	•	•	
Sabbaticals & Fellowships				•			•
Grants	•		•	•	•	•	•
New Facilities	•	•		•	•	•	
VTEA (Perkins) CTE	•			•	•	•	•
Basic Skills Initiative	•			•	•	•	•