

M I N U T E S



SANTA MONICA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

TUESDAY,
OCTOBER 5, 2010

Santa Monica College
Board Room (Business Building Room 117)
1900 Pico Boulevard
Santa Monica, California

*The complete minutes may be accessed on the
Santa Monica College website:*

<http://www.smc.edu/admin/trustees/meetings/>

Written requests for disability-related modifications or accommodations, including for auxiliary aids or services that are needed in order to participate in the Board meeting are to be directed to the Office of the Superintendent/President as soon in advance of the meeting as possible.

MINUTES

A meeting of the Board of Trustees of the Santa Monica Community College District was held in the Santa Monica College Board Room (Business Building Room 117), 1900 Pico Boulevard, Santa Monica, California, on Tuesday, October 5, 2010.

The agenda includes the following items: (Items for action - recommendations - are listed numerically; items for information are listed alphabetically).

I. **ORGANIZATIONAL FUNCTIONS**

- A Call to Order – 5:49 p.m.
- B Roll Call
- C Public Comments on Closed Session Items

II. **CLOSED SESSION**

III. **PUBLIC SESSION - ORGANIZATIONAL FUNCTIONS**

- D Pledge of Allegiance
- E Closed Session Report
- F Public Comments

IV. **SUPERINTENDENT'S REPORT**

Updates:

- Introduction of Associated Students Board of Directors
- Expo Rail Station Planning
- AB 2297
- SB 1440
- Emeritus College

Management Association Report

V. **ACADEMIC SENATE REPORT**

VI. **MAJOR ITEMS OF BUSINESS**

- G Report: Career Technical Education at SMC
- #1 Acceptance of Accreditation Follow-Up Report
- #2 Agreement for Architectural Services – Information Technology Relocation
- #3 Schedule of Board of Trustees Meetings, 2011

VII. **CONSENT AGENDA**

Approval of Minutes

- #4 Approval of Minutes: September 7, 2010 (Regular Meeting)

VII. **CONSENT AGENDA** (continued)

Academic and Student Affairs

- #5 Approval of Courses, September 2010
- #6 Increase of International Education Application Processing Fee

Contracts and Consultants

- #7 Ratification of Contracts and Consultants

Human Resources

- #8 Academic Personnel
- #9 Classified Personnel – Regular
- #10 Classified Personnel – Limited Duration
- #11 Classified Personnel – Non Merit

Facilities and Fiscal

- #12 Facilities
 - A Change Order No. 3 – Digital Learning Studio
 - B Release of Retention – Digital Learning Studio
 - C Project Close Out – Digital Learning Studio
- #13 Budget Decrease/Augmentation
- #14 Commercial Warrant Register
- #15 Payroll Warrant Register
- #16 Auxiliary Payments and Purchase Orders
- #17 Direct, Benefit and Student Grant Payments
- #18 Purchasing
 - A Award of Purchase Orders
 - B Declaration of Surplus Equipment
 - C Declaration of Surplus Vehicles

VIII. **CONSENT AGENDA – Pulled Recommendations**

IX. **ADJOURNMENT**

The next regular meeting of the Santa Monica Community College District Board of Trustees will be **Tuesday, November 2, 2010** at 7 p.m. (5:30 p.m. if there is a closed session) Santa Monica College Board Room and Conference Center, Business Building Room 117, 1900 Pico Boulevard, Santa Monica, California.

APPENDIX A: Accreditation Follow-Up Report

APPENDIX B: Report: Career Technical Education at SMC

BOARD OF TRUSTEES**REGULAR MEETING**

SANTA MONICA COMMUNITY COLLEGE DISTRICT

October 5, 2010

I. ORGANIZATIONAL FUNCTIONS

- A CALL TO ORDER – 5:49 p.m.
- B ROLL CALL
Judge David Finkel (Ret.), Chair – Absent (Excused)
Dr. Andrew Walzer, Vice-Chair - Present
Dr. Susan Aminoff - Present
Dr. Nancy Greenstein - Present
Louise Jaffe - Present
Dr. Margaret Quiñones-Perez - Present
Rob Rader - Present
Michael Song, Student Trustee – Present (for public session)
- C PUBLIC COMMENTS ON CLOSED SESSION ITEMS - None

II. CLOSED SESSION

CONFERENCE WITH LABOR NEGOTIATORS (Government Code Section 54957.6)

Agency designated representatives: Marcia Wade, Vice-President, Human Resources
Robert Myers, Campus Counsel

Employee Organization: CSEA, Chapter 36

CONFERENCE WITH LABOR NEGOTIATOR (Government Code Section 54957.6)

Agency designated representatives: Marcia Wade, Vice-President, Human Resources
Robert Myers, Campus Counsel

Employee Organization: Santa Monica College Faculty Association

CONFERENCE WITH LABOR NEGOTIATOR (Government Code Section 54957.6)

Agency designated representatives: Marcia Wade, Vice-President, Human Resources
Robert Myers, Campus Counsel

Employee Organization: Santa Monica College Police Officers Association

REAL PROPERTY (Government Code Section 54956.8)

Property Address: Santa Monica College Olympic Shuttle Lot/3400-3500 Airport Avenue

Under Negotiation: Terms and Conditions of Land Swap with City of Santa Monica

College Negotiators: Dr. Chui L. Tsang

Property Representative: Rod Gould, City Manager

III. PUBLIC SESSION - ORGANIZATIONAL FUNCTIONS – 7:01 p.m.

- D PLEDGE OF ALLEGIANCE – Barbara Baird
- E CLOSED SESSION REPORT- None
- F PUBLIC COMMENTS
Wanda Solomon

IV. SUPERINTENDENT'S REPORT

- Updates
 - Student Trustee Michael Song introduced several members of the Associated Students Board of Directors.
 - Expo Rail Station Planning: The Board heard a report from City of Santa Monica officials outlining plans for the extension of the Expo Rail from Culver City to Santa Monica, a project that is expected to be completed in 2015 and which will include a stop on Colorado Boulevard at 17th Street, just a few blocks from SMC. Once completed, the light rail project will provide service from downtown Los Angeles to downtown Santa Monica, an estimated 46-minute ride one way.
 - Assembly Bill 2297, which changes the state formula for the amount of community college tuition charged to nonresident students, has been signed into law by Governor Arnold Schwarzenegger. The net effect of Assembly Bill 2297, by Assemblymember Julia Brownley of Santa Monica, is that it allows colleges to charge higher tuition for nonresident students than permitted under the current formula.
 - Senate Bill 1440: Governor Arnold Schwarzenegger has signed into law SB 1440, an historic bill that will simplify the transfer process from California community colleges to California State University campuses.
 - Emeritus College: In response to the Emeritus College student/faculty concerns about planned reductions to noncredit physical education classes as mandated by the California Community Colleges Chancellor's Office, the college is working on several fronts to preserve the health and fitness courses. Some of the courses are being revised through the college Curriculum Committee process to fit into a category other than physical education. In addition, beginning winter 2011, the college will reinstate the scheduled Emeritus Health and Physical Education courses subsidized by the District and fundraising efforts from Emeritus College.
 - Malibu Legacy Park: Trustee Rob Rader reported that Malibu city officials presented him a plaque to thank SMC for its financial contribution (from SMC bond funds) to the newly opened Malibu Legacy Park. The plaque was presented at the official opening ceremony last weekend.
- Management Association Report: Management Association President Al Vasquez thanked Erica LeBlanc for her service as president in 2009-10.

V. ACADEMIC SENATE REPORT – Eric Oifer, President

BOARD OF TRUSTEES	INFORMATION
Santa Monica Community College District	October 5, 2010

MAJOR ITEMS OF BUSINESS

INFORMATION ITEM G

SUBJECT: **CAREER TECHNICAL EDUCATION AT SMC**

SUBMITTED BY: Superintendent/President

SUMMARY: The mission of career technical education is to provide industry-linked programs and services that enable all students to reach their career goals in order to achieve economic self-sufficiency, compete in the global market place, and contribute to California's economic prosperity. To that end, the Office of Workforce and Economic Development and the Academic Senate Career Technical Education (CTE) Committee conducted a study in 2009-2010 aimed to assess the state of career technical education at Santa Monica College. With additional support from SMC's Office of Institutional Research and Economic Modeling Systems Inc., the document includes a quantitative study of the CTE infrastructure, student enrollment, student achievement, demographic data and new program development in emerging industries. Additionally, this institutional data is analyzed in a regional economic context.

While it is acknowledged that CTE programs are designed to achieve a wide range of outcomes, key findings from these reports could inform future approaches, strategies, and policies that lead to increased success in CTE disciplines.

The detailed written report (Appendix B) indicates that the college offers 37 associate degrees, 33 certificates of achievement and 22 department certificates in several career technical areas, including business and management, media and communications, information technology, fine and applied arts and more. There are several new programs just launched or to be started in 2010-2011 that include film and TV promotions, homeland security, and medical laboratory technician. The report also addresses how the SMC Office of Workforce and Economic Development has assisted small businesses in the region through counseling and training.

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	October 5, 2010

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 1

SUBJECT: **ACCEPTANCE OF ACCREDITATION FOLLOW-UP REPORT**

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees accept the follow-up report requested by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges on two recommendations of the visiting team.

SUMMARY: Santa Monica College was granted reaffirmation of accreditation as a result of the evaluation of the visiting team in March, 2010. This document was prepared in response to the request of the Accrediting Commission for a follow-up report on two recommendations of the 2010 visiting team. The report must be submitted to the Accrediting Commission by October 15, 2010.

The *Accreditation Follow-Up Report* is included as Appendix A.
The *Master Plan for Education 2010-2011 Update* is provided as documentation for the Follow-Up Report.

MOTION MADE BY: Rob Rader
 SECONDED BY: Louise Jaffe
 STUDENT ADVISORY: Aye
 AYES: 5
 NOES: 0
 ABSENT: 2 (Finkel, Jaffe)

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	October 5, 2010

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 2

SUBJECT: **AGREEMENT FOR ARCHITECTURAL SERVICES – INFORMATION TECHNOLOGY RELOCATION**

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees approve the contract with MORRIS ARCHITECTS for planning, design and construction administration for the Information Technology Relocation project for \$1,114,124 plus reimbursable expenses.

Funding from Measure AA

COMMENT: This project will relocate Information Technology including Network Services and Telecommunications to the south end of the Library in the space currently occupied by the Library Village temporary building.

Before the 1994 Northridge earthquake, Information Technology was located in the original Science Building. That building was severely damaged and Information Technology was quickly relocated to a new third floor area of Drescher Hall. The new location did not have the proper infrastructure for computer servers including fire protection and air-cooling. The college’s use of computer technology has grown greatly since 1994, and the facilities in Drescher Hall have been unable to support the growth.

In the new *SMC Career and Educational Facilities Master Plan 2010 Update*, Drescher Hall is scheduled for a major renovation with a new bookstore, retail and food services planned for the first floor, and modernization and expansion of the academic facilities on the upper floors. The Information Technology functions are secure, back-of-house operations that are not compatible with the planned future of the building. In addition, the construction process could affect electrical and data network feeds that come into the building which could potentially disrupt the critical computers in the data center.

Information Technology will join the current Media Center and campus telecommunications network center to create a single technology infrastructure at the south end of the Library complex.

The initial programming of the facility has been completed. This contract is for the remainder of the project including the planning, design and construction administration.

One of the reasons Morris was selected by the committee was their distinctive design in which the roof funnels wind energy through one or more turbines. Morris is partnering with a major wind energy company to design this unique energy generating feature for this building which could be a prototype for the use of wind energy in other areas of the campus.

Morris Architects is a nationally recognized firm that uses advanced design technology and specializes in education, civic, entertainment and hospitality industries. Two of the key people now with Morris have previously worked with the District's Information Technology staff on past projects.

The process to solicit architects began with mailings to 115 local firms, newspaper advertisements and web announcements. The District received 72 architect proposals, which is a record number. The initial submittals were screened and 24 firms were deemed qualified. The screening committee of faculty, classified staff and administrators selected three architects as finalists to be interviewed. The interview panel consisted of staff from Information Technology, Network Services, Media Center and Facilities.

Another architectural firm was selected and contracted only for the initial programming phase, so all the finalists were re-interviewed for the remainder of the project.

MOTION MADE BY:	Susan Aminoff
SECONDED BY:	Margaret Quiñones-Perez
STUDENT ADVISORY:	Aye
AYES:	6
NOES:	0
ABSENT:	1 (Finkel)

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	October 5, 2010

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 3

SUBJECT: SCHEDULE OF BOARD OF TRUSTEES MEETINGS, 2011

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees approve the schedule of meetings for 2011.

SUMMARY: Regular meetings **(in bold)** are scheduled on the first Tuesday of the month, except when indicated otherwise. Generally the third Tuesday of the month is held for special meetings or workshops.

Winter and summer Board Study Sessions are held on the third Tuesday in February and July (hold dates).

- | | |
|--|--|
| January 11, 2011 <i>(second Tuesday)</i>
January 25 <i>(fourth Tuesday - hold)</i> | July 5 |
| February 1 | July 19 <i>(third Tuesday)</i>
Summer Study Session |
| February 15 <i>(third Tuesday)</i>
Winter Study Session | August 2
August 16 <i>(hold)</i> |
| March 1
March 15 <i>(hold)</i> | September 6
September 20 <i>(hold)</i> |
| April 5
April 19 <i>(hold)</i> | October 4
October 18 <i>(hold)</i> |
| May 3
May 17 <i>(hold)</i> | November 1
November 15 <i>(hold)</i> |
| June 7
June 21 <i>(hold)</i> | December 6
December 20 <i>(hold)</i> |

MOTION MADE BY: Nancy Greenstein
 SECONDED BY: Rob Rader
 STUDENT ADVISORY: Aye
 AYES: 6
 NOES: 0
 ABSENT: 1 (Finkel)

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	October 5, 2010

VII. CONSENT AGENDA

Any recommendation pulled from the Consent Agenda will be held and discussed in Section VIII, Consent Agenda – Pulled Recommendations

RECOMMENDATION:

The Board of Trustees take the action requested on Consent Agenda Recommendations #4-#18.

Recommendations pulled for separate action and discussed in Section VIII, Consent Agenda – Pulled Recommendations: #6, #7

Vote on Consent Agenda, excluding Recommendations #6 and #7

MOTION MADE BY: Rob Rader
 SECONDED BY: Louise Jaffe
 STUDENT ADVISORY: Aye
 AYES: 6
 NOES: 0
 ABSENT: 1 (Finkel)

VIII. CONSENT AGENDA – Pulled Recommendations

#6 Increase of International Education Application Processing Fee

MOTION MADE BY: Margaret Quiñones-Perez
 SECONDED BY: Nancy Greenstein
 STUDENT ADVISORY: Aye
 AYES: 5
 NOES: 1 (Rader)
 ABSENT: 1 (Finkel)

#7 Ratification of Contracts and Consultants

MOTION MADE BY: Louise Jaffe
 SECONDED BY: Margaret Quiñones-Perez
 STUDENT ADVISORY: Aye
 AYES: 6
 NOES: 0
 ABSENT: 1 (Finkel)

RECOMMENDATION NO. 4 APPROVAL OF MINUTES

Approval of the minutes of the following meeting of the Santa Monica Community College District Board of Trustees:

September 7, 2010 (Regular Meeting)

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	October 5, 2010

CONSENT AGENDA: ACADEMIC AND STUDENT AFFAIRS

RECOMMENDATION NO. 5 APPROVAL OF COURSES, SEPTEMBER, 2010

The following new non-credit courses were approved by the Curriculum Committee on September 15, 2010 and the Academic Senate on September 28, 2010:

1. Health E30: Fall Prevention for Older Adults
2. Health E34: Stress Reduction for Older Adults
3. Health E38: Joint Health and Mobility for Older Adults
4. Health E63: Stroke Recovery for Older Adults

Comment: The development of these courses is in response to the College's concerns regarding the state's decision to no longer fund the health and conditioning classes at Emeritus. These are the first four Emeritus College physical education courses from the current curriculum for conversion to other noncredit categories.

RECOMMENDATION NO. 6 INCREASE OF INTERNATIONAL EDUCATION APPLICATION PROCESSING FEE

Approval of an increase to the International Education Application Processing Fee: \$25 per application effective Winter 2011. The application processing fee will increase from \$50 to \$75.

Comment: Education Code Section 76142 permits districts to "charge nonresident applicants who are both citizens and residents of a foreign country a processing fee not to exceed the lesser of: (1) the actual cost of processing an application and other documentation required by the federal government, or (2) one hundred dollars (\$100)."

The current rate of \$50 has been in effect for over a decade, without an increase. The costs associated with the increased international student demand and the increased federal mandates, as well as general increases in the costs associated with the processing of applications warrant a fee increase. A very conservative estimate of the related costs justify the \$75 fee.

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	October 5, 2010

CONSENT AGENDA: GRANTS AND CONTRACTS

RECOMMENDATION NO. 7 RATIFICATION OF CONTRACTS AND CONSULTANTS

Requested Action: Ratification

Approved by: Chui L. Tsang, Superintendent/President

The following contracts for goods, services, equipment and rental of facilities, and acceptance of grants in the amount of \$50,000 or less have been entered into by the Superintendent/President and are presented to the Board of Trustees for ratification.

Authorization: Board Policy Section 6255, Delegation to Enter Into and Amend Contracts

Approved by Board of Trustees: 9/8/08

Reference: Education Code Sections 81655, 81656

	Provider/Contract	Term/Amount	Service	Funding Source
A	Lisa Anderson	2010-2011 \$5,000	The consultant will sell local, national, and online advertising in the Corsair newspaper and website. Lisa Anderson replaces a consultant previously approved to provide these services who subsequently resigned.	Auxiliary Budget
<i>Requested by Corsair Newspaper</i>				
<i>Approved by: Jeff Shimizu, Vice-President, Academic Affairs</i>				
B	Peggy Oki	November 2010 Not to exceed \$500	Ms. Oki will speak to students, faculty, and staff about the Origami Whale Project. Ms. Oki is a local Santa Monica activist who is drawing attention to the overhunting of whales with her Origami Whales Project. She will talk about her activism using art to draw awareness to the global environmental crisis facing cetaceans (whales and dolphins).	Asian American Pacific Islander Achievement (AAPIA) grant
<i>Requested by: Georgia Lorenz, Dean, Instructional Services</i>				
<i>Approved by: Jeff Shimizu, Vice-President, Academic Affairs</i>				

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	October 5, 2010

CONSENT AGENDA: GRANTS AND CONTRACTS

RECOMMENDATION NO. 7 RATIFICATION OF CONTRACTS AND CONSULTANTS

(continued)

	Provider/Contract	Term/Amount	Service	Funding Source
C	Najwa Gadahledam	November 15-19, 2010 \$6,000 for travel from the United Nations Industrial Development Organization in Vienna, and Salzburg, Austria and honorarium for speaking engagements	Najwa Gadahledam, a faculty member of the Salzburg Global Seminar to International Educational has been a Sudan Industrial Development Officer, at the United Nations Industrial Development Organization in Vienna. She has developed and implemented projects and programs on rural energy and climate change with a specific goal of furthering sustainable development.	Title VIA grant funding; Global Citizenship mini-grant funding; Black Collegians and Pan African Support
Requested by: Georgia Lorenz, Dean, Instructional Services Approved by: Jeff Shimizu, Vice-President, Academic Affairs				
D	Santa Monica Malibu Unified School District	July 1, 2010 – June 30, 2011 Not to exceed \$6,000	Reimbursement to SMMUSD for personnel services needed for SMC classes at Webster Elementary School.	District Budget/ Malibu Center
Requested by: Katharine Muller, Dean, External Programs Approved by: Jeff Shimizu, Vice-President, Academic Affairs				
E	Reiss Wozniak Medical Clinic	July 1, 2010 – June 30, 2011 \$300 for half days; \$500 for full days; \$6.58 per page; \$3.15 per page certified copies; \$47.50 per chest x-ray; not to exceed \$20,000	Perform pre-employment physical examinations, including chest x-rays, drug testing, etc., for new and existing District employees as requested by the Office of Human Resources	2010-2011 District Budget/ Human Resources
Requested by: Sherri Lee-Lewis, Dean, Human Resources Approved by: Marcia Wade, Vice-President, Human Resources				
F	U.S. Healthworks Medical Groups Greater Long Beach Orthopedic Medical and Surgical Group	July 1, 2010 – June 30, 2011 Not to exceed \$2,500 each	Perform fitness for duty examinations and assessment reports on an as-needed basis for new and existing district employees as requested by the Office of Human Resources.	2010-2011 District Budget/ Human Resources
Requested by: Sherri Lee-Lewis, Dean, Human Resources Approved by: Marcia Wade, Vice-President, Human Resources				

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	October 5, 2010

CONSENT AGENDA: HUMAN RESOURCES

RECOMMENDATION NO. 9 CLASSIFIED PERSONNEL - REGULAR

Requested Action: *Approval/Ratification*
Reviewed by: *Sherri Lee-Lewis, Dean, Human Resources*
Approved by: *Marcia Wade, Vice-President, Human Resources*

<u>ABOLISH</u>	<u>EFFECTIVE DATE</u>
Laboratory Technician – Chemistry (1 position) Physical Science, 12 mos, 40 hrs	10/06/10

<u>ESTABLISH NEW CLASSIFICATION/POSITION</u>	<u>EFFECTIVE DATE</u>
Lead Laboratory Technician – Chemistry (1 position) Physical Science, 12 mos, 40 hrs Salary Allocation: Range 32 (Classified Bargaining Unit Salary)	10/06/10

<u>STIPEND</u>	<u>PERCENTAGE</u>	<u>EFFECTIVE DATE</u>
Cadena, Ruben, CC Police Officer, College Police Comment: Safety and Security Systems Officer Duties	+5.0%	07/01/10 - 12/31/10
Echeverria, Alberto, CC Police Officer, College Police Comment: Motor Officer	+5.0%	07/01/10 - 12/31/10
Kessler, Mark, CC Police Officer, College Police Comment: Training Officer Duties	+5.0%	07/01/10 - 12/31/10

<u>PERMANENT EMPLOYEE WITH PROVISIONAL ASSIGNMENT</u>	<u>EFFECTIVE DATE</u>
<u>Working Out of Class Assignment (Career Laddering)</u> Smith, Grace, Assignment: Personnel Specialist, 100%	09/01/10-01/04/11

<u>PERMANENT EMPLOYEE WITH ADDL PROVISIONAL ASSIGNMENT</u>	<u>EFFECTIVE DATE</u>
Rutledge, Greg, Stage Construction Technician, Theatre Arts, 32.50%	09/06/10-10/15/10

<u>INCREASE IN HOURS – temporary</u>	<u>EFFECTIVE DATE</u>
Marjanen, Michael To: Cash Receipts Clerk, Bursar’s Office, 11 mos, 40 hrs From: Cash Receipts Clerk, Bursar’s Office, 11 mos, 20 hrs	09/27/10 – 10/15/10

<u>VOLUNTARY REDUCTION IN HOURS/TEMPORARY</u>	<u>EFFECTIVE DATE</u>
Jackson, Wendy From: Library Assistant, Library, 11 mos, 40 hrs To: Library Assistant, Library, 11 mos, 38 hrs	08/30/10 – 12/17/10

SEPARATIONS

RESIGNATION

Abou El Seoud, Mohammed, Lead Library Assistant, Library	09/24/10
Adams, Robert, Course Material Buyer, Bookstore	10/15/10
Harris, LaTrice, Payroll Specialist, Fiscal Services	09/16/10

RETIREMENT

Bowman, Sheryl L., Administrative Assistant III, Academic Affairs 22 years	12/31/10
McNeely Sr., Herbert M., C. C. Parking Enforcement Officer, Campus Pol., 20 years	12/22/10
Whorton, Margaret, Administrative Assistant I, Fiscal Services, 24 years	12/01/10

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	October 5, 2010

CONSENT AGENDA: HUMAN RESOURCES

RECOMMENDATION NO. 10 CLASSIFIED PERSONNEL – LIMITED DURATION

Requested Action: Approval/Ratification
Reviewed by: Sherri Lee-Lewis, Dean, Human Resources
Approved by: Marcia Wade, Vice-President, Human Resources

PROVISIONAL: Temporary personnel who meet minimum qualifications and are assigned to work 90 working days; who have not come from an eligibility list.

Alexander, Rita B, Sign Language Interpreter II, DSC	09/07/10-01/24/11
Bugarin, Leonore, Sign Language Interpreter III, DSC	09/10/10-01/26/11
De Silva, Michelle, Sign Language Interpreter I, DSC	09/07/10-01/24/11
Dupont, Jessica, Sign Language Interpreter III, DSC	09/07/10-01/24/11
Reins, Tyrone C, Sign Language Interpreter III, DSC	08/30/10-12/31/10
Schaffner, Polly, Accompanist-Voice, Music	08/30/10-01/18/11

LIMITED TERM: Positions established to perform duties not expected to exceed 6 months in one Fiscal Year or positions established to replace temporarily absent employees; all appointments are made from eligibility lists or former employees in good standing.

Gaskill, Loretha, Student Services Clerk, Financial Aid	09/20/10-03/11/11
Kim, Eunhye, Instructional Assistant-ESL, ESL	09/07/10-03/07/11
Tanaka, Kaori, Instructional Assistant-ESL, ESL	09/07/10-03/07/11
Yu, Michelle, Administrative Clerk, Community Relations	09/10/10-01/04/11
Yu, Michelle, Administrative Clerk, Superintendent/President’s Office	09/10/10-01/04/11

SUBSTITUTE - LIMITED TERM: Positions established to replace temporarily absent employees. Substitute limited-term appointment may be made for the duration of the absence of a regular employee but need not be for the full duration of the absence.

Dawson, Rebecca, Cash Receipts Clerk, Bursar’s Office	09/27/10-01/28/11
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RECOMMENDATION NO. 11 CLASSIFIED PERSONNEL - NON MERIT

Requested Action: Approval/Ratification
Reviewed by: Sherri Lee-Lewis, Dean, Human Resources
Approved by: Marcia Wade, Vice-President, Human Resources

All personnel assigned will be elected on a temporary basis to be used as needed in accordance with District policies and salary schedules.

STUDENT EMPLOYEES

College Student Assistant, \$8.00/hr (STHP)	9
College Work-Study Student Assistant, \$8.00/hr (FWS)	14

SPECIAL SERVICE

Art Models, \$18.00/hr	2
Community Services Specialist 1, \$35.00/hr	2
Community Services Specialist 2, \$50.00/hr	5

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	October 5, 2010

CONSENT AGENDA: FACILITIES AND FISCAL

RECOMMENDATION NO. 12 FACILITIES

Requested Action: Approval/Ratification
Requested by: Greg Brown, Director, Facilities Planning
JC Keurjian, Chief Director, Facilities Management
Approved by: Robert G. Isomoto, Vice-President, Business/Administration

12-A CHANGE ORDER NO. 3– DIGITAL LEARNING STUDIO

Change Order No. 3 – GRAPH CO. on the Digital Learning Studio project in the amount of \$3,358:

Original Contract Amount	\$64,500
Previously Approved Change Orders	5508
Change Order No. 3	<u>3,358</u>
Revised Contract Amount	\$73,366
Original Contract Time	30 days
Previous Time Extensions	<u>0 days</u>
Revised Contract Time	30 day
Time Extension this Change Order	<u>0 days</u>
Current Revised Contract Time	30 days

Funding Source: US Department of Education Grant (AAIPA Grant)

Comment: Change order #3 includes additional lighting fixtures requested by the college.

12-B RELEASE OF RETENTION – DIGITAL LEARNING STUDIO

Release the retention amount held from GRAPH, CO. for the Digital Learning Studio.

Funding Source: US Department of Education Grant

Comments: The Public Contract Code allows for the release of the retention when the project is substantially complete.

12-C PROJECT CLOSE OUT – DIGITAL LEARNING STUDIO

Subject to completion of punch list items by GRAPH, CO. authorize the Vice President of Business and Administration, without further action of the Board of Trustees, to accept the project described as DIGITAL LEARNING STUDIO as being complete upon completion of punch list items by GRAPH, CO. The Vice President of Business and Administration shall determine the date of Final Completion and Final Acceptance. Subject to the foregoing and in strict accordance with all applicable provisions and requirements of the contract documents relating thereto, upon determination of Final Completion and Final Acceptance disbursement of the final payment is authorized.

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	October 5, 2010

CONSENT AGENDA: FACILITIES AND FISCAL

RECOMMENDATION NO. 14 COMMERCIAL WARRANT REGISTER

Requested by: *Robin Quaile, Accounts Payable Supervisor*
 Approved by: *Robert G. Isomoto, Vice-President, Business/Administration*
 Requested Action: *Approval/Ratification*

August 1 – August 31, 2010	4166 – 4208	\$7,760,355.01
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Comment: The detailed Commercial Warrant documents are on file in the Accounting Department.

RECOMMENDATION NO. 15 PAYROLL WARRANT REGISTER

Requested by: *Ian Fraser, Payroll Manager*
 Approved by: *Robert G. Isomoto, Vice-President, Business/Administration*
 Requested Action: *Approval/Ratification*

August 1 – August 31, 2010	C1A-E4C	\$8,294,727.39
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Comment: The detailed payroll register documents are on file in the Accounting Department.

RECOMMENDATION NO. 16 AUXILIARY PAYMENTS AND PURCHASE ORDERS

Requested by: *George Prather, Director of Auxiliary Services*
 Approved by: *Robert G. Isomoto, Vice-President, Business/Administration*
 Requested Action: *Approval/Ratification*

August 1 – August 31, 2010	Payments	Purchase Orders
	\$1,235,165.16	\$40,933.79

Comment: All purchases and payments were made in accordance with Education Code requirements and allocated to approved budgets in the Bookstore, Trust and Other Auxiliary Funds. The detailed Auxiliary payment documents are on file in the Auxiliary Operations Office.

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	October 5, 2010

CONSENT AGENDA: FACILITIES AND FISCAL

RECOMMENDATION NO. 17 DIRECT, BENEFIT AND STUDENT GRANT PAYMENTS

Requested by: Robin Quaile, Accounts Payable Supervisor
 Approved by: Robert G. Isomoto, Vice-President, Business/Administration
 Requested Action: Approval/Ratification

Payments were authorized upon delivery and acceptance of the items ordered, or performance of the service. All payments were made in accordance with Education Code requirements and allocated to approve budgets. List on file in Business Office.

August 1 – August 31, 2010	
D000186 –D000354	\$ 491,546.16
B000041 – B000089	\$2,308,009.06
ST00001 – ST00016	\$ 16,000.00

D – Direct Payments
 B – Benefit Payments (Health Insurance, Retirement, etc.)
 S – Student Payments

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	October 5, 2010

CONSENT AGENDA: FACILITIES AND FISCAL

RECOMMENDATION NO. 18 PURCHASING

Requested by: Cynthia Moore, Director, Purchasing
 Approved by: Robert G. Isomoto, Vice-President, Business/Administration
 Requested Action: Approval/Ratification

18-A AWARD OF PURCHASE ORDERS

Establish purchase orders and authorize payments to all vendors upon delivery and acceptance of services or goods ordered. All purchases and payments are made in accordance with Education Code requirements and allocated to approve budgets. Lists of vendors on file in the Purchasing Department

August 1 – August 31, 2010 \$1,751,813.34

18-B DECLARATION AND DONATION OF SURPLUS EQUIPMENT

Declare as surplus one kiln from the Art Department, and authorize the District to donate the kiln to Grant Elementary School, 2368 Pearl Street, Santa Monica, CA 90405, because it has been determined to be of insufficient value to defray the cost to sell.

Comment: This action is in accordance with SMC Board Policy 6531 and Education Code Section 81452.

18-C DECLARATION OF SURPLUS VEHICLES

Declare as surplus the following SMC police vehicles and authorize the District to dispose/recycle the vehicles because they are no longer of any use to the District.

Non-operational vehicles

1989 Toyota (commercial), Vehicle ID #JT4RN93P4K0007266
 1988 Chevrolet (automobile) Vehicle ID #1G1BL5169JR195182

Comment: This action is in accordance with SMC Board Policy 6531 and Education Code Section 81452.

BOARD OF TRUSTEES	REGULAR MEETING
SANTA MONICA COMMUNITY COLLEGE DISTRICT	October 5, 2010

X. **BOARD COMMENTS AND REQUESTS**

XI. **ADJOURNMENT** – 10:25 p.m.

The meeting was adjourned in memory of **Elizabeth Spitz**, mother of Sarah Spitz, KCRW Producer/Publicity Director.

The next regular meeting of the Santa Monica Community College District Board of Trustees will be held on **Tuesday, November 2, 2010** at 7 p.m. (5:30 p.m. if there is a closed session) in the Santa Monica College Board Room and Conference Center, Business Building Room 117, 1900 Pico Boulevard, Santa Monica, California.

The agenda for the next meeting will include the following:

1. Report: Institutional Effectiveness
2. Appointment of Personnel Commissioner
3. Quarterly Budget Report and 311Q
4. Information: Citizens' Bond Oversight Committee Report

ACCREDITATION FOLLOW-UP REPORT

OCTOBER 2010

**SUBMITTED TO
ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

BY

**SANTA MONICA COLLEGE
1900 PICO BOULEVARD
SANTA MONICA, CALIFORNIA 90405-1628**

BOARD OF TRUSTEES

DAVID B. FINKEL, JUDGE OF THE SUPERIOR COURT (RETIRED), CHAIR

DR. ANDREW WALZER, VICE CHAIR

DR. SUSAN AMINOFF

DR. NANCY GREENSTEIN

LOUISE JAFFE

DR. MARGARET QUIÑONES-PEREZ

ROB RADER

MICHAEL SONG, STUDENT TRUSTEE

SUPERINTENDENT/PRESIDENT

DR. CHUI L. TSANG

ACCREDITATION LIAISON OFFICER

RANDAL LAWSON

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Mission, Vision, Values and Goals

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 dialogue 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 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 and acknowledge the significance of their daily actions relative to broader issues and events.
- Assume responsibility for their 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

Statement on Report Preparation

Santa Monica College is pleased to submit this follow-up report to its 2010 application for reaffirmation of accreditation in response to the Commission's Action Letter dated June 30, 2010. The Commission requested Santa Monica College to complete a Follow-Up Report on two recommendations:

Recommendation 1: To meet the standards, the team recommends that the college complete the development of a sustainable comprehensive master planning process with the Master Plan for Education at its core. The resultant multi-year plan should contain explicit links to instructional and student services programs, human resources, facilities, technology, and other planning needs that are revealed by the program review process or other assessments of institutional effectiveness. The team further recommends that the college work to achieve among its constituents a uniform understanding of the planning cycle and documentation processes through a mechanism accessible to all audiences regardless of their previous experience with the institution (Standard I.A, I.A.1, I.A.4, I.B.1, I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.a, II.A.1.c, II.A.2.f, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.5, and IV.B.2.b)

Recommendation 3: 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 (Standards I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.g, and II.B.3)

Upon the departure of the Accreditation Visiting Team on March 11, 2010, the College's Superintendent/President Dr. Chui L. Tsang and Accreditation Liaison Officer Randal Lawson ensured that the District Planning and Advisory Council and other appropriate bodies began the process of responding to the recommendations made by the Accreditation Visiting Team during their exit interview and the plans identified by the College in its Institutional Self-Study.

The exit interview and the Visiting Team's subsequent report made it clear that the College's planning process, which had been revised in 2005 and had not yet completed its first full planning cycle, had not been adequately documented to promote understanding for an audience beyond its principal participants and that the relationship between various planning components needed to be clarified, strengthened and enhanced. The District Planning and Advisory Council has concentrated its efforts since the Accreditation visit on clarifying the relationship between the various planning components.

The College's Accreditation Steering Committee was reconvened to address the request by the Commission in its June 30, 2010 Action Letter. By using the College's central planning body, the District Planning and Advisory Council (DPAC) in conjunction with the Accreditation Steering Committee as the sources for developing the responses to the Action letter, this follow-up report reflects input from and collaboration with members of the entire college community.

This Follow-Up Report was presented to the Board of Trustees of the Santa Monica Community College District at its October 5, 2010 meeting.

Dr. Chui L. Tsang
Superintendent/President

October 10, 2010

Board of Trustees Approval

FOLLOW-UP REPORT PREPARATION PARTICIPANTS

(A: Administrator; C: Classified Staff; CC: Classified Confidential; F: Faculty; S: Student)

- Randal Lawson..... Accreditation Liaison Officer (A)
- Eric Oifer Academic Senate President (F)
- Erica LeBlanc..... Follow-Up Report Editor (A)
- Katherine Muller.....Documentation Co-Coordinator (A)
- Lisa Rose..... Documentation Co-Coordinator (CC)
- Brenda Benson..... Accreditation Steering Committee Member (A)
- Janet Harclerode..... Accreditation Steering Committee Member (F)
- Lesley Kawaguchi..... Accreditation Steering Committee Member (F)
- Toni Randall..... Accreditation Steering Committee Member (F)
- Teresita Rodriguez Accreditation Steering Committee Member (A)
- Jeff Shimizu Accreditation Steering Committee Member (A)
- James Stramel Accreditation Steering Committee Member (F)
- Richard Tahvildaran-Jesswein Accreditation Steering Committee Member (F)

DISTRICT PLANNING AND ADVISORY COMMITTEE (DPAC)

Members

Randal Lawson.....	DPAC Chair (A)
Eric Oifer	DPAC Vice Chair (F)
Sandra Burnett	Faculty Association Representative (F)
Janet Harclerode.....	Academic Senate Representative (F)
Tiffany Inabu	Associated Students Representative (S)
Leroy Lauer.....	CSEA Representative (C)
Erica LeBlanc.....	Management Association Representative (A)
Mitra Moassessi	Faculty Association Representative (F)
Bernie Rosenloecher	CSEA Representative (C)
Jeff Shimizu	Administrative Representative (A)
Al Vasquez.....	Management Association Representative (A)
Chantelle Eastman	Associated Students Representative (S)

Resource Liaisons

Simon Balm	Co-Chair, DPAC Technology Planning Subcommittee (F)
Greg Brookins.....	Chair, Academic Senate Joint Student Affairs Committee (F)
Patricia Burson.....	Co-Chair, DPAC Human Resource Planning Subcommittee (F)
Mary Colavito	Chair, Academic Senate Joint Program Review Committee (F)
Bob Dammer	Co-Chair, DPAC Technology Planning Subcommittee (A)
Guido Davis del Picolo	Chair, Academic Senate Joint Curriculum Committee (F)
Kiersten Elliott.....	Vice Chair, Academic Senate Joint Student Affairs Committee (A)
Bob Isomoto.....	Co-Chair, DPAC Budget Planning Subcommittee (A)
Lesley Kawaguchi.....	Vice Chair, Academic Senate Joint Learning Outcomes Committee (F)
J.C. Keurjian	Co-Chair, DPAC Facilities Planning Subcommittee (A)
Erica LeBlanc.....	Vice-Chair, Academic Senate Joint Learning Outcomes Committee (A)
Sherri Lee-Lewis.....	Co-Chair, Human Resources Planning Subcommittee (A)
Georgia Lorenz	Vice Chair, Academic Senate Joint Curriculum Committee (A)
Connie Lemke.....	Co-Chair, College Services Planning Subcommittee (C)
Jennifer Merlic	Chair of Department Chairs (F)
Katharine Muller.....	Vice Chair, Academic Senate Joint Program Review Committee (A)
Melody Nightingale	Member, Academic Senate Joint Program Review Committee (F)
Lee Peterson.....	Co-Chair, DPAC Facilities Planning Subcommittee (C)
Christine Schultz.....	Co-Chair, Academic Senate Joint Learning Outcomes Committee (F)
Howard Stahl	Co-Chair, DPAC Budget Planning Subcommittee (F)
Mike Tuitasi.....	Co-Chair, DPAC College Services Planning Subcommittee (A)

Recommendation 1

To meet the standards, the team recommends that the college complete the development of a sustainable comprehensive master planning process with the Master Plan for Education at its core. The resultant multi-year plan should contain explicit links to instructional and student services programs, human resources, facilities, technology, and other planning needs that are revealed by the program review process or other assessments of institutional effectiveness. The team further recommends that the college work to achieve among its constituents a uniform understanding of the planning cycle and documentation processes through a mechanism accessible to all audiences regardless of their previous experience with the institution (Standard I.A, I.A.1, I.A.4, I.B.1, I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.a, II.A.1.c, II.A.2.f, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.5, and IV.B.2.b)

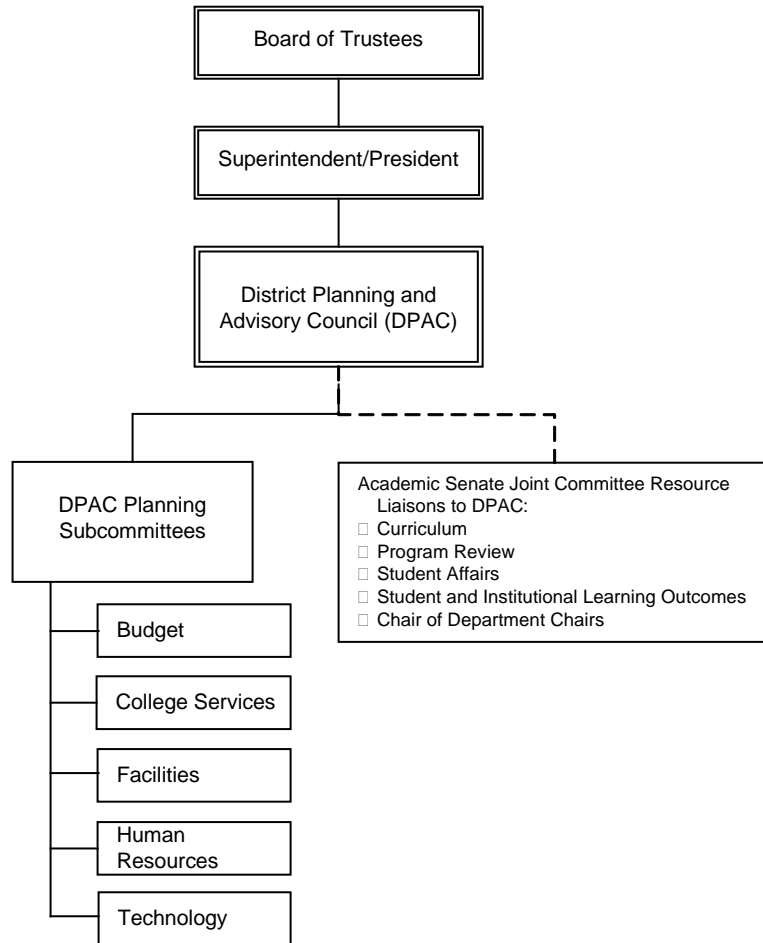
Introduction: an Overview of the College's Planning Structure and Primary Planning Bodies

To ensure that the College's planning cycle is understood and accessible by the all members of the college community, the entire cycle has to be pared down to its most basic elements. Santa Monica College's basic planning process follows different paths, depending on the origin or scope of the respective planning issue.

Planning efforts inform and/or comprise, at varying levels, elements of the annual updates to the *Master Plan for Education*. These efforts mainly occur through the participation of college community members in a number of institutional organizations including the District Planning and Advisory Council (DPAC) and its planning subcommittees, the Academic Senate joint committees, and the College's operational units. While the flow of planning for each planning entity is typically distinct, there are instances when planning agendas involve more than one of these planning structures. Following the descriptions of DPAC and the Academic Senate is an example of how planning structures have intersected.

District Planning and Advisory Council

The College's central planning body, the District Planning and Advisory Council, was established following the College's 2004 Accreditation cycle. DPAC ensures that planning supports institutional efforts to foster collegewide commitment to student learning. DPAC itself exemplifies the College's long tradition of innovation and willingness to develop and implement new strategies and programs, and of its desire to respond to the changing needs of the students and community. DPAC is now recognized by the college community as the institution's central planning body and has the support and strength to modify its operations as needed to strengthen institutional planning – a testament to its effectiveness.



Matters for review, discussion and recommendation within DPAC include district budget, facilities, human resources, college services, and technology planning. In accordance with the DPAC charter, all subcommittees include membership from the administrative, faculty, classified and student ranks. Four Academic Senate joint committees also act as resource liaisons to DPAC: Curriculum, Program Review, Student Affairs and Student and Institutional Learning Outcomes. The Chair of the Department Chairs Committee also serves as a liaison to DPAC.

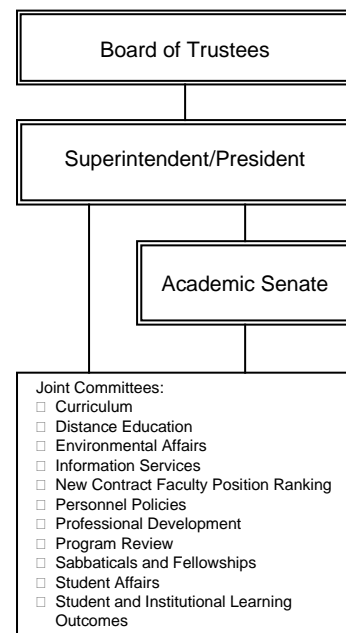
DPAC membership is equally distributed among administration (appointed by the Superintendent/President and the Management Association), faculty (appointed by the Academic Senate and Faculty Association), classified staff (appointed by

California School Employees Association) and students (appointed by Associated Students). DPAC’s strength lies in broad participation by members from the entire college community. Minutes from DPAC meetings document that DPAC continually evaluates and modifies its structures and practices with an eye to improved planning and more effective campus communication.

Academic Senate Joint Committees

The Academic Senate represents the faculty in collegial governance relating to academic and professional matters. As defined in Board Policy 2210, the Board of Trustees will “rely primarily” upon the advice and judgment of the Academic Senate regarding faculty roles and involvement in accreditation processes, grading policies and in the assessment of faculty professional development needs.

Other academic and professional matters are subject to the mutual agreement process through Academic Senate joint committees.



Academic Senate joint committees have both faculty and administrative representation (a ratio of two faculty members to one administrator, in accordance with Board Policy and Senate Bylaws). Some of the joint committees also include classified staff and/or student representatives.

Intersection of DPAC and Academic Senate Planning Structures

An example illustrating how planning structures have overlapped successfully is the recent renewal of the College's distance education course management provider, eCollege. Under the contract, eCollege provides several "premium" services including 24/7/365 technical assistance for faculty and students; hosting and archiving of all course content; and eCompanion, an online course shell used in many of the College's onground classes. These features and others add to the cost of the platform and the annual fee has been a controversial issue for several years.

In 2008/2009, in response to the worsening economic climate and the College's operating deficit, the DPAC Budget Planning Subcommittee identified several cost reduction recommendations, including a recommendation to determine whether a less expensive alternative course management system vendor could be identified. This recommendation was sent to DPAC but during the discussions, members of DPAC acknowledged that the recommendation involved substantial academic and professional matters under the purview of the Academic Senate.

DPAC referred the issue of vendor selection to the Academic Senate Joint Distance Education Committee, which undertook an exhaustive study to determine the features and services deemed essential by faculty who teach online. After careful evaluation and deliberation, the Academic Senate Joint Distance Education Committee recommended to the Academic Senate and, as witnessed by the Accreditation Visiting Team, to DPAC that the College renew the contract with eCollege as the course management system provider. This recommendation was affirmed by both DPAC and the Academic Senate and was subsequently approved by the Superintendent/President and the Board of Trustees.

Operational Planning through Departmental and Administrative Units

Departmental units play a key role in operational planning within the College's administrative structure. For example, individual departments are central to the development of schedules of classes and faculty assignment recommendations. Weekly teacher hour allocations and offerings are determined by the Vice President, Academic Affairs in coordination with the department chairs. Department chairs work closely with the Dean, Academic Affairs and the Dean, Counseling and Retention to develop the College's course schedules and utilize the results of their student learning outcomes assessments as well as enrollment history and projections in preparing their class schedule requests. This involvement is significant because the *Schedule of Classes* represents both the College's greatest source of revenue and its largest expenditure. Of course, even more significant are the effectiveness of the course offering and the services that support it and their combined impact on student access and success.

Another example of operational or unit level planning is the annual budget allocation process. Appropriate committees, fiscal service professionals, departments and senior staff analyze

previous budgets comparing them to actual annual expenditures. Projected revenues provided by the state and revenues from other sources provide the framework for the annual budget, supported by departmental requests and guided by the *Master Plan for Education*. Requests for discretionary budget increases and new positions, equipment, and facilities require a detailed justification, including the relationship of the request to planning goals and learning outcomes.

At the operational level, all college programs (instructional, student and instructional services, and operational units) are required to prepare a Program Review self-study every six years. Program Review self-studies are then summarized by the Program Review Committee in its annual report of overarching trends and recommendations—a major component of the College's planning process.

Description

Santa Monica College's core planning document, the *Master Plan for Education* which is updated annually, has been in place since 1997 and has continued to evolve over time. The planning organization and processes, centered around DPAC, its subcommittees, and the supplementary planning documents developed by those subcommittees was established after the College's last accreditation cycle and visit in 2004. Thus, while the College has continued refining its planning documents for over a decade, many of the planning process components and organizational units responsible for those components are still relatively new.

Based on the responses from the visiting team during its exit interview, the College immediately began reexamining all aspects of its planning process: the planning structure (e.g., DPAC and its planning subcommittees); the various planning documents; the master schedule for developing planning documents and assessing them; and finally, the interrelationship between the components, documents, planning schedules and the assessment of planning effectiveness. While the College has a complete cycle of planning, implementation and assessment, which is now documented in the update to the *Master Plan for Education*, the Self-Study failed to describe the interrelationship of these components clearly enough.

The College's Self-Study also failed to clearly convey the cyclical, long-term nature of the Strategic Planning process and its assessment function. Also new to the College since the last accreditation cycle, the Strategic Planning process was initially undertaken in 2006 and is intended to be repeated every five years. The 2006 Strategic Planning process resulted in the development of four long-term strategic initiatives—Basic Skills, Global Citizenship, Career Technical (Vocational) Education, and Sustainable Campus—and updates to the College's Mission, Vision, Values, and Goal statements. As a means for establishing long-term planning initiatives, the Strategic Planning Process will result in ongoing assessment and revision of the College's Mission, Vision, Values and Goals statements as well as newly defined long-term strategic initiatives. Last examined in 2006, the College will recommence this effort in fall 2011 with a target completion date of spring 2012.

Another aspect of the planning process that was unclear to the Visiting Team is how DPAC, as the College's central planning body, uses the College's various planning and assessment

components to develop its annual planning recommendations. Related to this issue is how the College's assessment of its planning efforts is accomplished and documented in DPAC's Annual Report and the *Master Plan for Education* Responses to Institutional Objectives.

Although not explicitly stated in the Visiting Team's recommendation, but resulting from DPAC's reexamination of the College's planning processes, members of DPAC realized that the individual timelines of the various planning and assessment processes needed to be reviewed and clarified to ensure that the value of each component's contribution to the College's overall planning effort is maximized.

In summary, members of DPAC and the Accreditation Steering Committee have continued working to establish the connections between the various planning components, explain them graphically, and ensure that they work as one to provide cyclical, ongoing planning and assessment. The following narrative documents the results of this work, which is also illustrated in the accompanying 2010/2011 update to the *Master Plan for Education*.

Planned Recommendation Resolution

As shown in the figure below, the annual updates to the *Master Plan for Education* form the core of the College's planning cycle, providing the annual roadmap that both coordinates and relies upon recommendations, assessments and other forms of input of varying levels from other planning functions including:

- Strategic Planning Initiatives
- Adopted Budget
- Program Review Annual Report of Overarching Trends and Recommendations
- Board of Trustees Priorities
- Accreditation Recommendations and Self-Study Plans
- DPAC Annual Report
- Student and Institutional Learning Outcomes
- *Master Plan for Technology*
- *Master Plan for Facilities*
- Academic Senate Objectives



The annual updates to the *Master Plan for Education* are guided by both long- and short-term planning. Multi-year, long-term planning and assessment processes include the Strategic Planning process, a five-year model that results in long-term strategic initiatives, and, every six years, the College's Accreditation Self-Study. Some of the short-term processes that affect planning include the recommendations developed through the Program Review process, annual priorities of the Board of Trustees, the annual

Academic Senate objectives, the Adopted Budget and planning documents developed through DPAC's planning subcommittees.

Based on the recommendations in the Accreditation Evaluation Report, the College is taking a multi-pronged approach to ensuring that its planning process is sustainable, includes the *Master Plan for Education* at its core, is understood uniformly by the entire college community, and includes comprehensive assessment at every level.

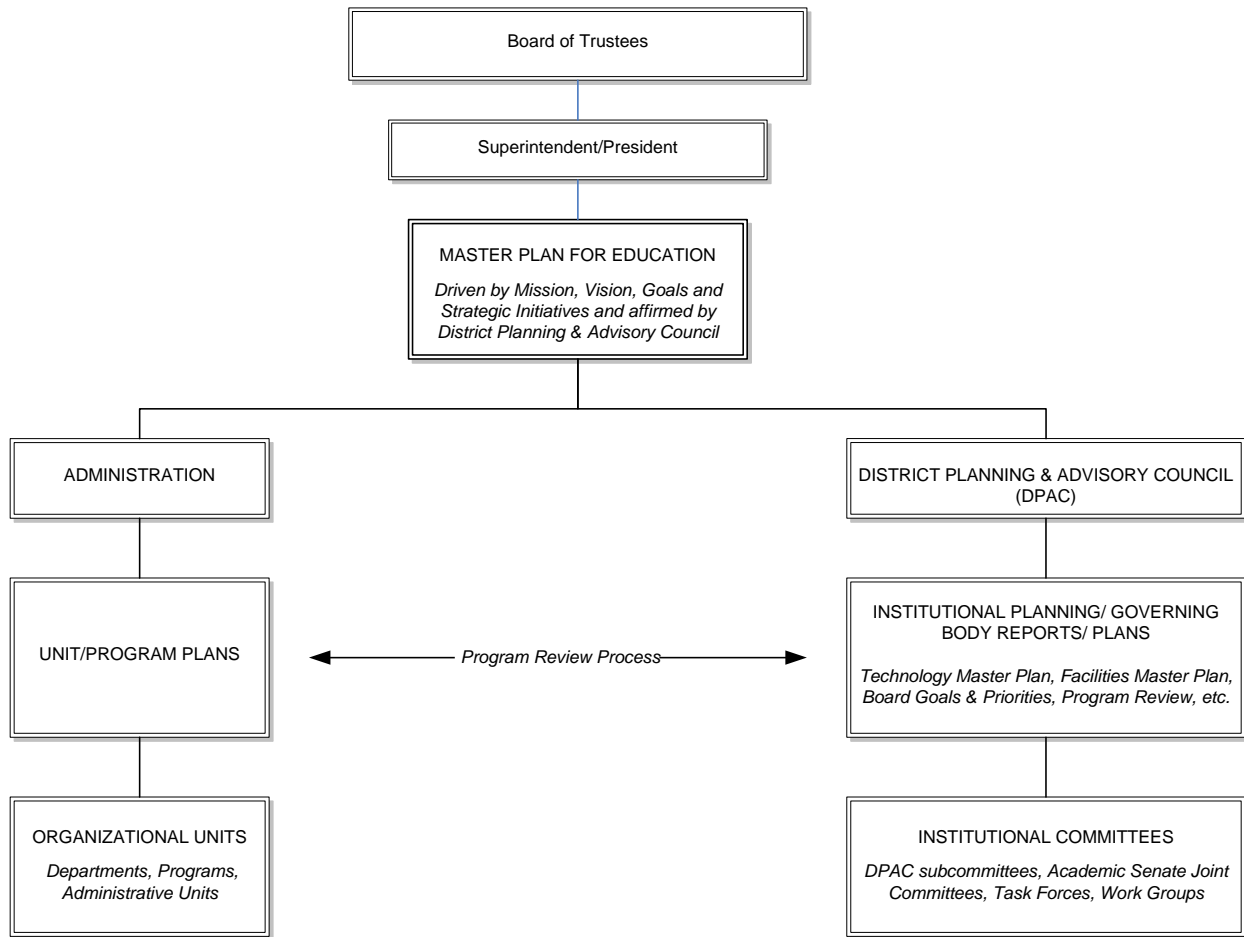
- The 2010/2011 annual update to the *Master Plan for Education* has been greatly expanded to include, at least in summary form, many of the planning documents described above. The expanded document brings together all of the various planning components and shows the interrelatedness of those components.
- As mentioned previously, the College is on the verge of the second instance of its long-term Strategic Planning process. The tangible outcomes of this process will include assessment and possible revision of the Mission, Vision, Values and Goals statements and the Strategic Planning Initiatives. This effort will also include a mechanism for assessing the effectiveness and outcomes of the overall planning process.
- Assessment of the Program Review Annual Report, DPAC Annual Report, Board of Trustees Priorities, and Academic Senate Objectives form the basis for development of institutional objectives for the *Master Plan for Education* update. This ensures a complete cycle of planning, implementation and assessment.
- The College's budget is linked to both institutional planning and operational planning through the annual budget augmentation efforts. Although most (88.2 percent) of the college budget is dedicated to human resources (i.e., salaries and benefits), the operational units develop annual recommendations for the discretionary portion of their budgets. At the institutional level, the DPAC Budget Planning Subcommittee evaluates the budget in accordance with the College's Mission, Vision, Values, Goals, Strategic Initiatives, and any costs associated with completing annual institutional objectives and moves recommendations through DPAC to the Superintendent/President prior to the budget being submitted to the Board of Trustees for adoption. The DPAC Budget Planning Subcommittee also reviews quarterly budget reports and makes recommendations to inform institutional decisions. A recent example of this is the decision to backfill categorical programs that had suffered drastic state funding reductions. The DPAC Budget Planning Subcommittee, recognizing the importance of these programs, recommended to DPAC that a certain level of back-filling would ensure that student services needs could be met. This recommendation was affirmed by DPAC and approved by the Superintendent/President.
- To better align the planning processes, the timeline associated with some components of the College's planning process is changing from one based on the fiscal year (June through July) to one based on the calendar year. This transformation will allow planning processes to be linked in a more logical and productive manner. For example, DPAC will review the Program Review Committee's Annual Report in the spring to facilitate

earlier formulation of institutional objectives based upon the report and therefore bring completion of the annual update of the *Master Plan for Education* closer to the beginning of the new fiscal year. The new timeline will also ensure that budget planning cycles are aligned with the overall planning process and that planning at the unit/department level is more closely linked to the overall planning process.

- Currently in development, an annual program review update will document and enhance the alignment of unit-level planning with institutional planning. Completed each year by all college programs (instructional, student and instructional services, and operational) and submitted through the Program Review process, this report of consistent measures will provide longitudinal information for programs to use as they complete their in-depth, comprehensive Program Review self-studies every six years. The report format will include Student and Institutional Learning Outcomes assessment analysis as well as other effectiveness measures.
- A comprehensive planning process assessment instrument, the Institutional Effectiveness Matrix, is being developed by the College's Office of Institutional Research. The initial matrix report will be presented to the college community in late fall 2010. This instrument will serve as an overarching method for capturing the results of the College's ongoing, annual planning and assessment processes. A draft report is included in the documentation for this report and will be updated in all future annual updates of the *Master Plan for Education*. Although based on annual analysis, this index of performance measures will be longitudinal in scope and will serve as a “report card” by establishing qualitative and quantitative output measures and mapping how these measures relate to the long-term strategic initiative outcomes and overall institutional effectiveness.
- Graphical representations of the planning processes, the organizations responsible for those processes and a master timeline for planning are under development and will be included with future updates to the *Master Plan for Education*. These diagrams and illustrative aides will better represent the systematic nature of the College’s planning process and how the various components fit together and are interrelated. The goal of this effort is to ensure that the entire college community better understands and fully embraces the concept of ongoing planning and assessment.

Results Achieved to Date

As mentioned above, the *Master Plan for Education* is the core of the College’s ongoing planning process. As shown below, DPAC and the Accreditation Steering Committee have been working steadily to ensure that the cross-functional relationship between these documents as well as the inter-relationship between planning documents, planning components, and the organizational units responsible for planning are more fully documented.



In addition to enhancing the usefulness of the *Master Plan for Education*, Santa Monica College is transforming its assessment efforts to make them ongoing, comprehensive and more explicit. The relationship between planning, evaluation, and assessment is based on the premise that the College’s Mission, Vision, Values and Goals are best supported through strategic planning, effective implementation and ongoing assessment. This cyclical process, which uses assessment results to evaluate the success of planned strategies and inform and refine them on an ongoing basis, creates the foundation for future planning actions. This also ensures that planning is integrated with the fulfillment of common institutional goals.

An example of this cycle is the development, implementation and assessment the annual institutional objectives, which form the backbone of the College's annual update to the *Master Plan for Education*. Detailed below are descriptions of how the institutional objectives are developed, the reference planning documents that inform them, the implementation steps designed to accomplish them, and the budget implications associated with each objective. Also described is the assessment process for determining the College's level of success in achieving each objective.

The College's institutional objectives are developed using a format that requires college planning bodies to consider the Institutional Learning Outcomes Supporting Goals, and components of

institutional planning. As shown in the example below from the 2010/2011 update to the *Master Plan for Education*, the format also requires the operational unit responsible for the objective to consider methods for implementation, budget considerations and other planning factors.

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

OBJECTIVE 1		<i>Responsible Area(s)</i>		
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.		<ul style="list-style-type: none"> • 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:</i> (Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives) <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				

At the end of the year, the functional areas responsible for a specific institutional objective complete an assessment report which is evaluated by DPAC. Interestingly, during the evaluation of the reports on 2009/2010 institutional objectives, DPAC members realized that some of the objectives had been worded in a way that did not allow for measurability or for a clear determination of an objective's status because the objectives were not clearly focused on an outcome. This observation served to inform the final stages of development for 2010/2011 institutional objectives and four objectives were added to build on 2009/2010 objectives that had not been clearly focused on an outcome. The example below is the report for Institutional

Objective 1 from 2009/2010. This objective gave rise to a new objective for 2010/2011 which has been defined with a stated outcome.

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

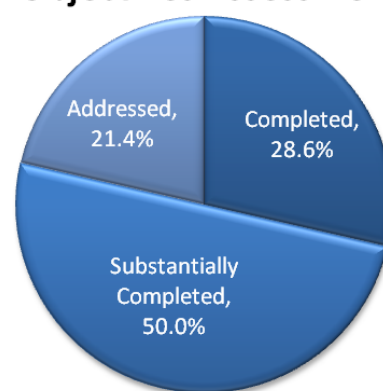
OBJECTIVE 1 Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services.			<i>Responsible Area(s)</i> Academic Affairs Student Affairs
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<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>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>			

In the most recent annual assessment cycle, responses to the *Master Plan for Education* institutional objectives for 2009/2010 were also analyzed to provide quantifiable summary assessment data based on reports prepared by the functional areas primarily responsible for each objective. The four outcomes are:

- **Completed:** Objectives which have been accomplished in their entirety.
- **Substantially Completed:** Objectives which are near completion but have some component or effort still to be addressed.
- **Addressed:** Objectives for which activity has begun but require substantial activity to be completed.
- **Not addressed:** objectives that were not addressed in any substantive way.

DPAC reviewed assessment reports for each 2009/2010 institutional objective and rated the objective under these four criteria. The organizational units primarily responsible for the completion of each objective wrote the assessment reports for objectives and included explanations for objectives which were not completed. Most of the objectives have been completed (28.6 percent) or substantially completed (50 percent). Of note is that two of the three objectives rated as “addressed” (Objective 1 and 9) and two of the seven objectives rated as “substantially completed” (Objectives 12 and 13) served as reference points for the development of 2010/2011 institutional objectives.

2009/2010 Institutional Objectives Assessment



Summarized below are examples of objectives rated as "completed," "substantially completed," or "addressed." The full report is included in the *Master Plan for Education 2010/2011* update.

2009/10 Objective	Status	Outcomes or Next Steps
OBJECTIVE 8 <i>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.</i>	Completed	<p>In addition to a newly revised grant prospectus which requires grant applicants to identify how the grant relates to institutional priorities, the grants function directly tied its applications to Institutional Learning Outcomes:</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.) • 13 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

2009/10 Objective	Status	Outcomes or Next Steps
<p>OBJECTIVE 14 <i>Increase understanding, interpretation, and utilization of data by program staff for the purpose of program improvement.</i></p>	<p>Substantially Completed</p>	<ul style="list-style-type: none"> • One grant supported the College’s strategic initiative action plan to strengthen professional development initiatives for faculty and staff. • Several departments going through program review were provided with one-on-one training on how to access data on their respective programs. • 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. • A new Institutional Research website has been launched to provide additional data and easily accessible reports to assist users in analyzing and improving programs.
<p>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>Addressed</p>	<p>Used as reference for 2010/2011 Institutional Objective #10: Determine the impact Basic Skills Initiative programs have had on precollege students’ basic skills course completion rates, and basic skills improvement rates.</p>

Further linking the annual institutional objectives with DPAC planning activities is the DPAC Annual Report which now includes a summary of DPAC’s recommendations for the entire year and the disposition for each, relative to the College’s Institutional Learning Outcomes, Supporting Goals and institutional objectives.

In addition to integrating the various planning documents into one cohesive document (the annual update of the *Master Plan for Education*), the College has undertaken several steps to assess its planning processes. For example, DPAC devoted several meetings this year to a more thorough review than has occurred in the past of the planning documents (such as the Program Review Annual Report and the Board of Trustees Priorities) used in the development of institutional objectives for the 2010-2011 *Master Plan for Education* update.

Those recommendations that did not rise to the level of institutional objectives were assigned to the appropriate DPAC subcommittees, Academic Senate Joint Committees, college departments, or individuals to be addressed. For their regular monthly committee reports, DPAC subcommittees and resource liaison committees will be required to include an update on the status of addressing these issues. As a result, the institutional objectives for 2010/2011 reflect planning priorities of the entire institution and ensure that all products of the individual planning components will be addressed by the appropriate bodies and the results reported back to DPAC.

To complete the cycle of planning, implementation and assessment, DPAC will revisit the objectives with the appropriate organization to assess the success to which the respective objective was met. The table below illustrates the 2010/2011 institutional objectives, operational planning body to which the objective was assigned and the planning documents from which each originated.

Planning Documents Institutional Objectives/ Responsible Area(s)	Program Review Recommendations	ACCJC Accreditation Recommendations	Strategic Initiative	Board of Trustees' Priorities	Academic Senate Objectives	Other Planning Documents
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. Responsible Areas: DPAC, Institutional Research, BRIC/TAP Team		✓	✓	✓		
Objective #2: Complete the Institutional Assessment Matrix for incorporation into the Master Plan for Education, beginning with the 2011-2012 update. Responsible Areas: Institutional Research, Academic Senate Joint S/ILO Committee, BRIC/TAP Team, DPAC		✓		✓	✓	
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 Areas: Academic Affairs (Workforce and Economic Development), Academic Senate Joint CTE Committee			✓	✓		
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 Areas: Academic Affairs, Institutional Development, Grants, College of the Future Committee, Academic Senate			✓	✓		
Objective #5: Implement the online curriculum management system. Responsible Areas: Academic Affairs, Academic Senate Joint Curriculum Committee	✓	✓				
Objective #6: Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology. Responsible Areas: Business/Administration; Human Resources; Information Technology; Budget, Facilities, Human Resources, and Technology Planning Subcommittees				✓	✓	
Objective #7: Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services. Responsible Areas: Academic Affairs-Learning Resources, Academic Senate Tutoring and Instructional Support Services Task Force, Management Information Systems	✓	✓			✓	
Objective #8: Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012. Responsible Areas: Human Resources, Academic Senate Joint Professional Development Committee, DPAC Human Resources Planning Subcommittee		✓			✓	

Recommendation #1 ❖ Planning

<p style="text-align: center;">Planning Documents</p> <p>Institutional 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>	✓					

Planning Documents Institutional Objectives/ Responsible Area(s)	Program Review Recommendations	ACCJC Accreditation Recommendations	Strategic Initiative	Board of Trustees' Priorities	Academic Senate Objectives	Other Planning Documents
Objective #14: Implement the pilot ISIS Learning Outcomes Portal Project 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. 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> Responsible Areas: Enrollment Development, Office of Institutional Research, Academic Senate Joint S/ILO Committee, Academic Affairs		✓		✓	✓	

Resource allocation processes (i.e., mechanisms through which both general and categorical funds are allocated) are incorporated into the College’s planning processes to ensure that limited resources (fiscal, human and facilities) are supportive of the College’s long-term and short-term planning. As shown in the table below, several long-term and short-term planning processes have been tied to the various resource allocation processes:

SANTA MONICA COLLEGE
RESOURCE ALLOCATION

Examples of Relationship to Planning

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	•			•	•	•	•

Finally, as part of an ongoing effort to enhance the college community's understanding of the College's planning process and how the various components are linked to the overall planning structure, several graphical representations of the College's planning structure, timelines and linkages have been created. Included in the enclosed *Master Plan for Education* update, these illustrations are designed to illustrate that planning components are interrelated and result in ongoing planning and assessment.

Additional Plans

Through ongoing assessment, the College will continue to modify and improve its planning process to ensure that the College achieves among its constituents a uniform understanding of the planning cycle.

Two of the 2010/2011 institutional objectives in particular form the foundation for this effort:

- Institutional 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
- Institutional Objective #2: Complete the Institutional Effectiveness Matrix for incorporation into the *Master Plan for Education*, beginning with the 2011/2012 update

Recommendation 3

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 (Standards I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.g, and II.B.3)

Description

During the development of the Self-Study, the College acknowledged that its Institutional Research function was not staffed sufficiently to meet the ongoing assessment needs of the institution and an expanded Institutional Research organization was needed to successfully implement these plans. This was confirmed during the Accreditation Site Visit and subsequent recommendations received from the Accreditation Visiting Team. Even before the site visit, the College had begun working toward reorganizing its Institutional Research functions and had developed a number of plans included in the Institutional Self-Study.

In conjunction with the systematic integration of its planning and assessment efforts, the College has been working to identify the staffing and infrastructural needs of its Institutional Research organization to improve the efficacy of this function. As an immediate response to the Visiting Team's suggestions, the College's Department of Institutional Research has greatly expanded the information available on the College's website ([http://www.smc.edu/apps/comm.asp?\\$1=341](http://www.smc.edu/apps/comm.asp?$1=341)). The site now includes longitudinal data and trends with regard to student enrollment, demographic data, and success rates, as well as information specific to student enrollment and success rates in basic skills, career technical education and other specific programs.

Additionally, the Institutional Research function will take an active role in the BRIC TAP Project (Bridging Research, Information, and Culture (BRIC) Initiative's Technical Assistance Program (TAP)), a grant-funded managed by the state Research and Planning Group. The primary goal of BRIC TAP is to improve student success by providing personalized support that will strengthen the capacity of the College to collaboratively analyze and act on information. The BRIC TAP Team has pledged to support the College's research and assessment efforts by:

- helping the College streamline the work Institutional Research does to allow for enhanced evidence-based dialogue among Institutional Research staff and members of the college community;
- supporting and providing professional development opportunities to the college community to develop a culture of evidence throughout the College; and
- providing technical assistance on data usage to ensure maximum benefit from the research activities performed and the data generated from those activities.

Planned Recommendation Resolution

Two main components comprise the College's response to address this recommendation: 1) Office of Institutional Research staffing and 2) moving toward the goal of establishing a culture of evidence through the provision of timely, in-depth effectiveness measures.

Office of Institutional Research Staffing

The College recognizes the pivotal role that the Institutional Research function plays in all aspects of the College's planning, review/assessment processes and ongoing operations. To ensure that Institutional Research is tied into every level of the College's planning and assessment processes, two new employment classifications have been developed—Research Analyst and Senior Research Analyst.

- The Research Analyst will perform a variety of professional journey-level research and technical studies related to educational programs, planning, or development; provide statistical analyses and prepare and present reports on research results; administer surveys and collect data for analysis; and prepare and maintain data for the District's data warehouse.
- The Senior Research Analyst will perform a variety of complex, high-order statistical and analytical research and technical studies related to educational programs, planning, and development; perform highly skilled advanced professional work in the design of research projects, identify data sources, extract, analyze and document data; provide technical support to faculty, administrators and staff regarding research design, survey development, and test validation; and prepare and present final reports on research findings.

These two new employee classifications have been approved by the College's Personnel Commission and the Board of Trustees. Recruitment efforts are underway to fill the first research analyst position.

The analyst positions will report to the Director of Research (formerly the Director of Matriculation Research) who, in turn, reports to the Dean of Institutional Research. This structure will ensure that ongoing assessment is incorporated at every level of the planning/assessment cycle and that the assessments serve to inform and improve the College's ongoing planning efforts.

The Research Analyst will support the day-to-day, operational requests for data that the Office of Institutional Research receives each week. With the research analyst positions providing immediate response to departments requesting data for program review, state/federal reports, and other assessment needs, the Dean and Director of Institutional Research will be able to prioritize the critical, long-term research projects that enhance institutional effectiveness.

Moving Toward a Culture of Evidence through Timely, In-depth Analysis of Institutional Effectiveness

Two primary efforts are underway to resolve this part of Recommendation 3: the Institutional Effectiveness Matrix and the ISIS Learning Outcomes Portal Project.

Institutional Effectiveness Matrix

As described in the narrative for Recommendation 1, the College is in the process of developing an annual report of institutional effectiveness that will be used to assess the College's progress toward achieving its goals. The first Institutional Effectiveness report will be presented to the college community in late fall 2010.

The purpose of the report is to provide information to document the progress of the institution in meeting its goals, identify areas for improvement, and support planning and evaluation of college areas. The report will largely be guided by an institutional effectiveness matrix that provides evidence for institutional performance across categories that correspond with the five Institutional Learning Outcomes Supporting Goals:

- innovative and responsive academic environment
- supportive learning environment
- stable fiscal environment
- sustainable physical environment
- supportive collegial environment

For each of these areas, input, experience, and performance indicator data will be provided. The input and experience information includes both quantitative and qualitative data and provides a context for understanding the performance indicators or outcomes data. The indicators are tied to the College's Mission, Vision, Values and Goals, as well as the strategic initiatives and institutional objectives developed through the *Master Plan for Education* update process. The report will be updated annually.

ISIS Learning Outcomes Portal Project

Another tangible result of the College's reorganization effort is the pilot ISIS Learning Outcomes Portal Project designed to collect assessment data on student and institutional learning outcomes through the College's Integrated School Information System (ISIS) system. The ISIS Learning Outcomes Portal Project addresses two of the plans included in the College's Self-Study Report:

- The Office of Institutional Research will lead the development of a systematic evaluation process that ultimately moves the institution from program-based assessments to those that are institutional in scope.

- The Student and Institutional Learning Outcomes Committee will establish ways to store the data for the assessments in a database system to facilitate and enhance the analysis of data from year to year.

The Academic Senate Joint Student and Institutional Learning Outcomes Committee, the Office of Institutional Research and the Management Information Systems Department have partnered to develop this mechanism for capturing student learning outcomes data for every course section. Several aspects of the project are tied directly into research and assessment:

- Each course Student Learning Outcome will be mapped to appropriate Program, Certificate, or AA Degree Student Learning Outcomes.
- Each course Student Learning Outcome will be mapped to the appropriate Institutional Learning Outcome competencies.
- The Office of Institutional Research will prepare end-of-semester reports on the Student Learning Outcomes assessment results. Through these reports, faculty will have access to the percentage of students in each section who succeed on each of the assessed Student Learning Outcomes for that course.
- 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 Student Learning Outcome. 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 also aggregate data across all courses mapped to Programs, Certificates, and AA degrees and report such data to aid programs as they go through annual reviews and prepare program review self-studies.
- The Office of Institutional Research will prepare institutional reports by aggregating data across the core competencies of the Institutional Learning Outcomes.

As shown in the figures on the following page (which use Chemistry courses as an example), the Student Learning Outcomes for each course are entered into the ISIS system. The second figure shows how the system allows each Student Learning Outcome to map to the Institutional Learning Outcomes:

Department Course Name

SLO Listing

Course Name	SLO#	SLO Text	First Semester	Last Semester
Edit CHEM 9	1	When given a current event scenario about global warming, students will be able to analyze and discuss the data and potential solutions, using acid/base calculations and appropriate chemical formulas.	20103	99999
Edit CHEM 9	2	Students will be able to write an analysis about some of the current drugs and poisons readily available in today's marketplace.	20103	99999
Edit CHEM 10	1	The student will demonstrate the ability to solve chemical problems using logical procedures based on well-established scientific principles.	20103	99999
Edit CHEM 10	2	The student will be able to use chemical theories to explain and predict observable phenomena, using the principles developed in Chemistry 10.	20103	99999
Edit CHEM 10	3	When conducting an experiment, the student will follow written procedures accurately and safely, demonstrate competence with lab equipment and measuring devices, and record data clearly and precisely.	20103	99999
Edit CHEM 11	1	The student will demonstrate the ability to solve scientific problems by following logical procedures based on well-established scientific principles.	20103	99999
Edit CHEM 11	2	The student will follow written procedures used in the general chemistry laboratory accurately and safely. When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.	20103	99999
Edit CHEM 11	3	The student will be able to relate microscopic theories to macroscopic observations specifically using the chemical principles developed in Chemistry 11 to explain observable phenomena.	20103	99999
Edit CHEM 12	1	The student will demonstrate the ability to solve scientific problems by following logical procedures based on well-established scientific principles.	20103	99999
Edit CHEM 12	2	The student will follow written procedures used in the general chemistry laboratory accurately and safely. When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.	20103	99999
Edit CHEM 12	3	The student will be able to relate microscopic theories to macroscopic observations specifically using the chemical principles developed in Chemistry 12 to explain observable phenomena.	20103	99999
Edit CHEM 21	1	The student will follow a logical process based on well-established scientific principles and demonstrate the ability to use the appropriate problem-solving techniques to solve a scientific problem such as an organic synthesis comprised of two or more steps, or a determination of the structure of a compound based on spectroscopy (IR, NMR, MS) and/or chemical evidence.	20102	99999
Edit CHEM 21	2	When conducting a laboratory experiment, the student will follow written procedures commonly used in the organic lab (such as reflux, distillation, extraction, recrystallization, and melting-point determination) accurately and safely. When completing a lab report, the student will apply the scientific method correctly by being able to state a hypothesis, take careful measurements, estimate uncertainties and draw appropriate conclusions based on gathered data and scientific principles.	20102	99999

Edit SLO
Home
Cancel
Save Changes

Course Name

SLO # First Sem Last Sem

Text

200 of 1200

ILO Map

1. PERSONAL ATTRIBUTES

Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives

- 1. Self-Discipline (Regular Attendance, Timeliness)
- 2. Academic Honesty
- 3. Team Work and Interpersonal Skills

2. ANALYTIC & COMMUNICATION SKILLS

Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

- 1. Content Knowledge (as defined by Course Objectives)
- 2. Skills (Laboratory techniques, CTE skills)
- 3. Information Literacy (Source Selection)
- 4. Technology Literacy

Results Achieved to Date

As discussed above, two new research positions have been developed and recruitment efforts to fill the first research position are underway. To support additional research positions, the College also is including, when appropriate, budget requests in grant applications to support ongoing assessment of grant-related objectives. By including a research component in grants, as appropriate, the research and assessment functions will be further woven into the fabric of Santa Monica College's programs and services.

The second portion of the recommendation is also nearing resolution. The draft Institutional Effectiveness Matrix is in progress and the first report will be produced in late fall 2010. The programming for the ISIS Learning Outcomes Portal Project is complete and most of the instructional departments have agreed to include at least some of their courses in the initial pilot during the fall 2010. Results from the pilot implementation will be reviewed at the end of fall 2010, and, after incorporating any m resulting from this evaluation, the pilot will continue during the spring 2011 semester.

Additional Plans

The pivotal role Institutional Research plays in the College's planning and assessment functions is reflected in the institutional objectives included in the 2010/2011 update to the Master Plan for Education:

- Institutional 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
- Institutional Objective #2: Complete the Institutional Effectiveness Matrix for incorporation into the Master Plan for Education, beginning with the 2011/2012 update
- Institutional Objective #7: Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services
- Institutional 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
- Institutional Objective #14: Implement the pilot ISIS Learning Outcomes Portal Project 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

Reference Documents

Primary References:

Master Plan for Education 2010/2011 Update

Master Plan for Education 2009/2010 Update

Other References:

Academic Senate Objectives

Board of Trustees Priorities

Board of Trustees Minutes, September 7, 2010: Approval to establish new classifications (Research Analyst and Senior Research Analyst)

Board Policy 2210

BRIC/TAP Grant Application

DPAC Annual Report

DPAC Minutes: July 2010 – September 2010 (2009/2010 Minutes included in DPAC Annual Report)

Institutional Effectiveness Matrix Report Draft

Job Description: Research Analyst

Job Description: Senior Research Analyst

Personnel Commission Minutes, August 18, 2010: Approval of new classification descriptions (Research Analyst and Senior Research Analyst)

Master Plan for Facilities 2010 Executive Summary (included in the *Master Plan for Education 2010/2011 Update*)

Master Plan for Technology 2009/2010 and 2010/2011 Objectives (included in the *Master Plan for Education 2010/2011 Update*)

Program Review Annual Report of Overarching Trends and Recommendations (included in the *Master Plan for Education 2010/2011 Update*)

Strategic Planning Initiatives (included in the *Master Plan for Education 2010/2011 Update*)



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The State of Career Technical Education- Report to the Board of Trustees October 5, 2010

Santa Monica College

This report summarizes an extensive review of Career Technical Education offered by Santa Monica College and the regional economy it serves.

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Executive Summary

What is the State of Career Technical Education at Santa Monica College?

The Career Technical Education (CTE) Committee of the Academic Senate, CTE program chairs, and the Office of Workforce and Economic Development, conducted a comprehensive study in the 2009-2010 academic year to answer that question. Through faculty inquiry, institutional data collection and analysis provided by the SMC Office of Institutional Research, and stakeholder forums, we better understand the state of CTE at SMC. Key findings of the study in terms of enrollment data, course offerings, student achievement data, and student demographics, are provided in this report.

Further, the CTE committee commissioned an economic study of our regional economy for the purpose of analyzing the institutional data within an economic context. The report was designed to identify the critical industries in the region and the high demand occupations within the critical industries. This report provides an educational program gap analysis to examine the economic viability of each of Santa Monica College's current programming and can serve as a useful tool to identify potential future CTE program offerings that would fill significant workforce gaps in the local economy that are not offered by the College. The full report is entitled *Career Technical Education at Santa Monica College in an Economic Context*. Included in this document is an executive summary of that report, highlighting key findings.

Finally, this report could inform future strategies, and policies that lead to increased success in CTE disciplines, the development of career pathways, and alignment with long-term economic and workforce trends.

The lack of a robust career development component at Santa Monica College system leaves students and staff with no clear understanding of the resources and programs available to successfully continue and complete a course of study and how best to plan and implement career goals, including transfer. To that end, comprehensive marketing of our career technical education programs has begun. We are better informing students, counselors, faculty and staff of the high-quality and high-demand programming offered by Santa Monica College. This information was created to be shared with our K-12 partners and has been well received.

The Vision of Career Technical Education at SMC is to be the premier institution that engages every student in high quality, rigorous, relevant education and training that promotes creativity, innovation, leadership, community service and lifelong learning.

The Mission of Career Technical Education is to provide industry-linked programs and services that enable all students to reach their career goals in order to achieve economic self-sufficiency, compete in the global market place, and contribute to California's economic prosperity.

The State of Career Technical Education at SMC

Institutional data and analysis on student enrollment, achievement and demographics is provided by the Office of Institutional Research, Santa Monica College.

The Infrastructure of Career Technical Education at Santa Monica College

Career Technical Education at SMC prepares students for entry-level employment opportunities, ranging from one semester to four semesters. SMC offers numerous options spanning 8 industry sectors. Credit programs include:

- 37 CTE related Associate Degrees,
- 33 Certificates of Achievement
- 22 CTE Department Certificates

The Research Design, TOP Codes and Crosswalk of SMC Programs

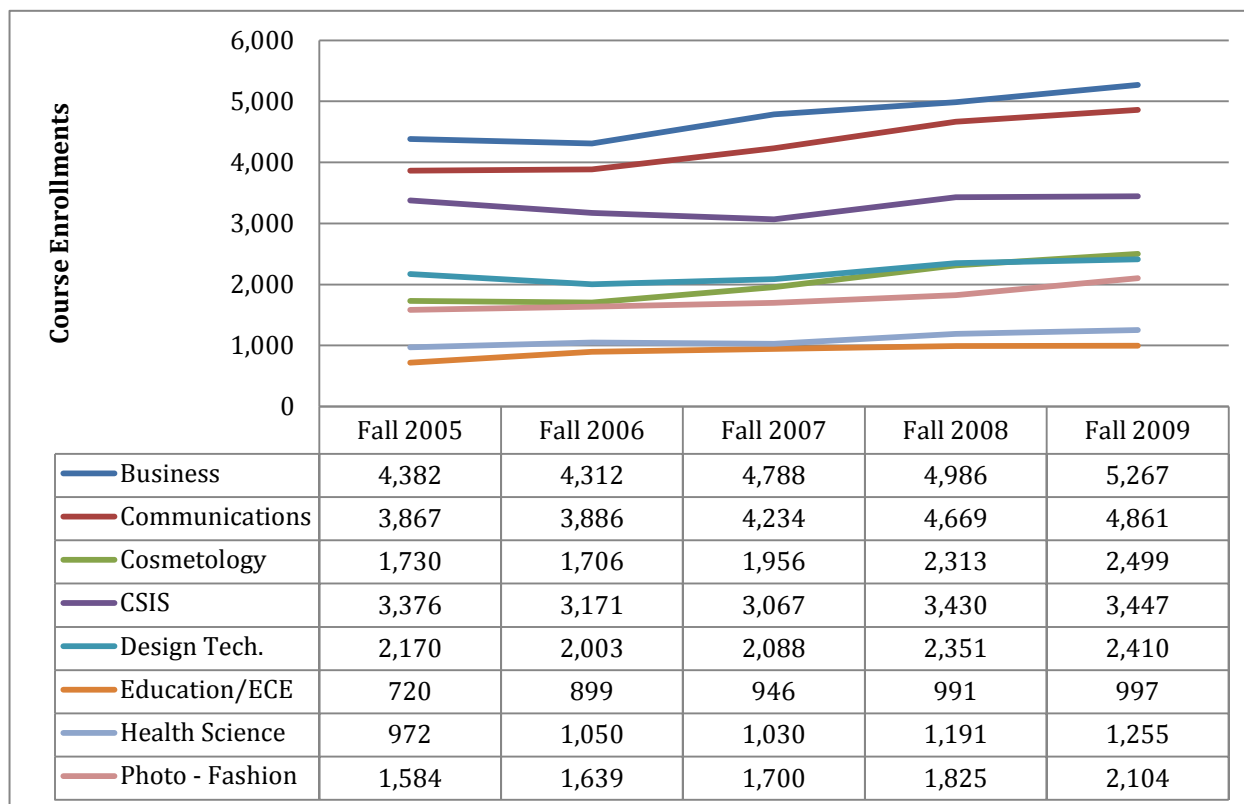
The California Community Colleges' Taxonomy of Programs (Top Code) was used as a basis for investigation of CTE programs and student engagement. Santa Monica College regularly collects course enrollment, student achievement, and student demographic data for its Career and Technical Education (CTE) programs. The charts and tables in this section describe the course enrollment, count of section offerings, unduplicated student headcount, and successful course completion and retention rates for the last fall five terms (2005 to 2009). Student demographic (ethnicity/race, age, and gender) data of CTE students are provided for the last fall term (2009). In addition, college-wide data is provided for comparison.

Santa Monica College's department titles do not align precisely with the California Taxonomy of Programs (TOP) codes, but we have aligned them as closely as possible with their closest approximate TOP code and title. The following table provides a crosswalk of current CTE departments, its TOP codes, and its course disciplines.

TOP CODE	SMC Department	Course Disciplines
05- Business & Management	Business	ACCTG, AUTO, BUS
06- Media & Communications	Communications	BRDCST, BUS 29/33, COMM, FILM, JOURN, PHOTO 13/14, SPEECH
30- Commercial Services	Cosmetology	COSM
07- Information Technology	CSIS	ACCTG 35, CIS, CS, OFTECH, OIS
10- Fine & Applied Arts	Design Tech	ET, GR DES, INTARC, INTDSN
08- Education	ECE/Education	ECE, EDUC
12- Health Science	Health Science	HEALTH, NURSNG, OT, RES TH
13- Family & Consumer Studies	Photo - Fashion	AHIS 52, ART 73, FASHN, PHOTO

Course Enrollment

Course enrollment describes the number of seats in each class section (credit courses only).



There were approximately 20,000 course enrollments in CTE programs in fall terms. Business and Communication departments have the largest course enrollments when compared with other programs. Education/ECE has the fewest course enrollments when compared with other programs.

In general, course enrollments have increased in each department over the last fall five terms.

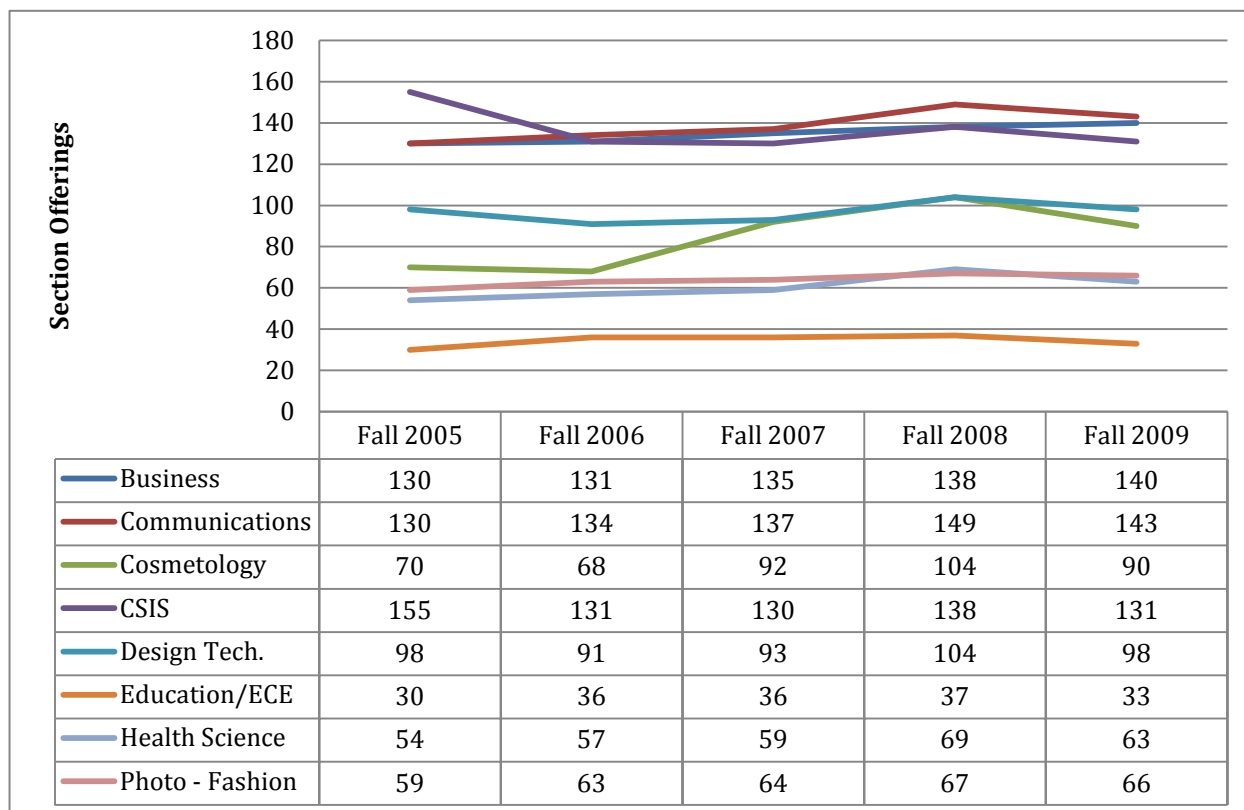
The following table compares the course enrollments for CTE departments and enrollments for the entire college (credit only).

CTE course enrollments account for approximately 25% of all college credit enrollments.

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
CTE Programs	18,801	18,666	19,809	21,756	22,840
College-Wide	78,413	77,905	81,600	87,780	90,939
% CTE	24.0%	24.0%	24.3%	24.8%	25.1%

Course Selection Offerings

Course section offerings are the number of class sections offered each term (credit courses only).



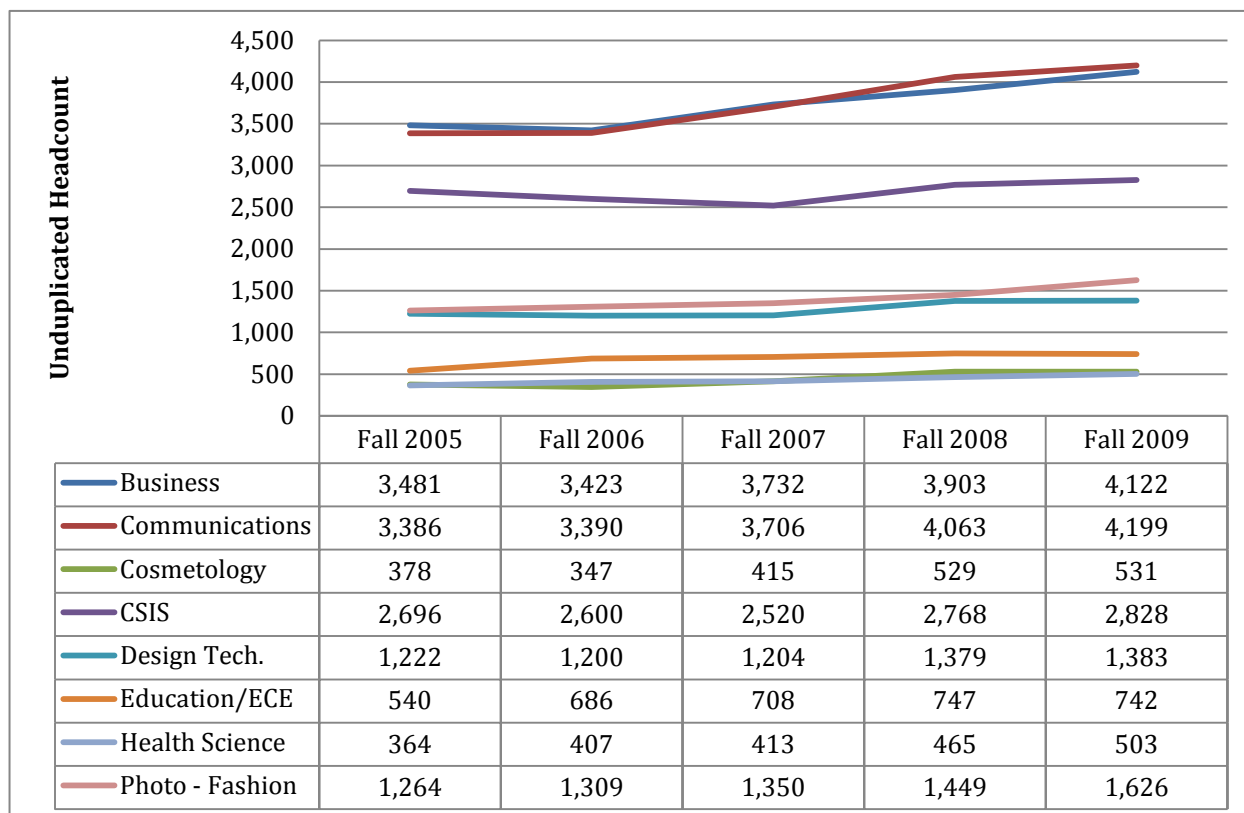
CTE programs offered approximately 700 to 800 course sections over the last fall five terms. In general, course section offerings have slightly increased or remained the same in fall terms; however, CSIS experienced a large decrease in course section offerings between Fall 2005 and Fall 2006. Business, Communication, and CSIS departments offer the largest number of course sections when compared with other programs. Education/ECE offers the fewest course sections when compared with other programs.

The following table compares the course section offerings for CTE departments and sections offered for the entire college (credit only). CTE course sections account for approximately 28% of all college credit sections.

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
CTE Programs	726	711	746	806	764
College-Wide	2,655	2,698	2,761	2,933	2,755
% CTE	27.3%	26.4%	27.0%	27.5%	27.7%

Unduplicated Headcount

Unduplicated student headcount is the distinct count of students who enroll in CTE courses. Students are only counted once for each term and within each program. There may be student duplicates across programs.



The Business and Communications departments enroll the largest number of students (approximately 4000 each fall term) when compared with other programs. Cosmetology and Health Science enrolls the fewest number of students each term (approximately 500) each fall term when compared with other programs. In general, all programs have experienced an increase in the unduplicated student headcount over the last fall terms.

The following table compares the unduplicated headcount for CTE departments and distinct student count for the entire college (credit only). Slightly more than 40% of credit students were enrolled in CTE programs.

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
CTE Programs¹	11,781	11,842	12,372	13,507	14,073
College-Wide	29,076	28,483	29,093	31,412	32,327
% CTE	40.5%	41.6%	42.5%	43.0%	43.5%

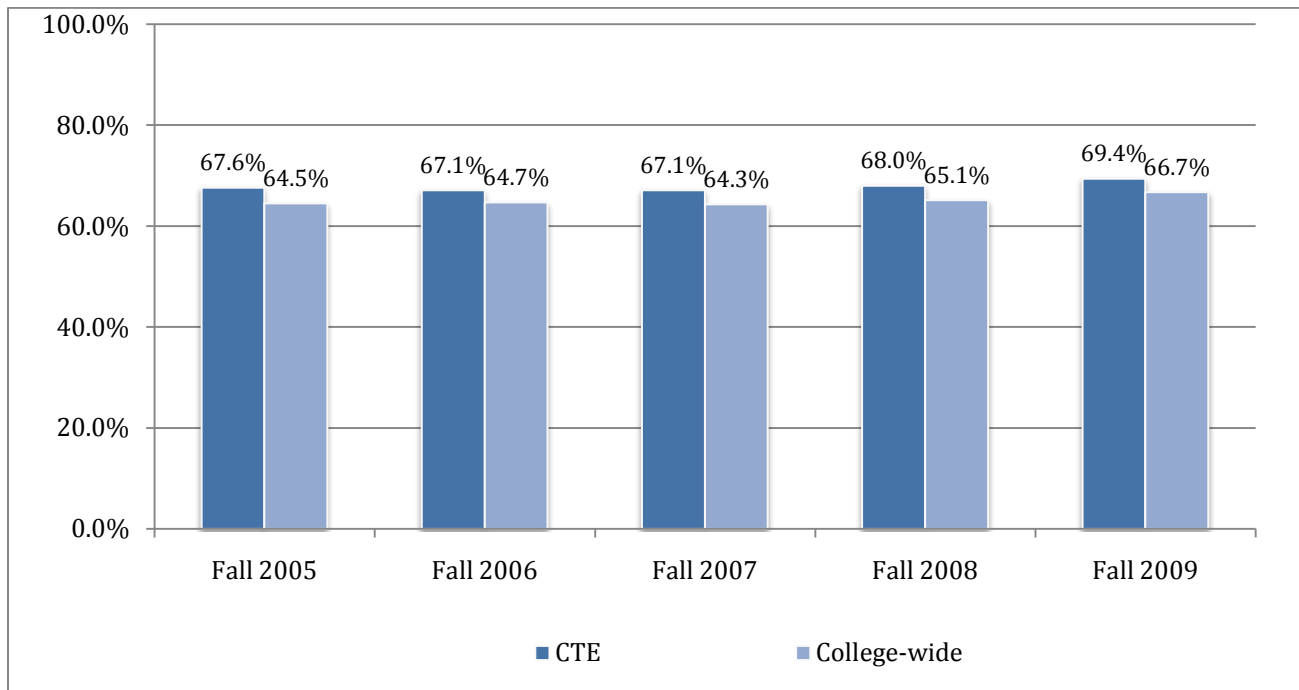
¹ Does not equal the sum of unduplicated headcount of CTE departments in figure above as there are duplicates across departments. Figure represents unduplicated student headcount for CTE overall (not by program).

Successful Course Completion Rates

Successful course completion rates are calculated by dividing the number of A, B, C, CR (credit), and P (pass) grades by the total number of all earned grades. Grades of RD (report delayed) and UG (ungraded) were not included in the analysis. In general, the success rates have increased or remained stable over the last fall terms for all programs. CSIS and Communications have experienced the highest increase in successful course completion rates.

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Business	63.3%	60.2%	61.2%	61.5%	60.7%
Communications	73.0%	71.5%	73.0%	75.5%	77.2%
Cosmetology	72.3%	80.8%	68.0%	67.5%	72.1%
CSIS	60.2%	60.7%	62.2%	64.1%	66.4%
Design Tech.	71.1%	67.9%	71.3%	68.7%	72.4%
Education/ECE	75.3%	73.5%	73.6%	71.7%	75.5%
Health Science	82.6%	79.9%	79.7%	82.9%	81.4%
Photo - Fashion	59.9%	59.2%	59.8%	61.5%	61.0%
CTE Average	67.6%	67.1%	67.1%	68.0%	69.4%

The successful course completion rates in CTE courses are slightly higher than the success rates for credit courses college-wide.

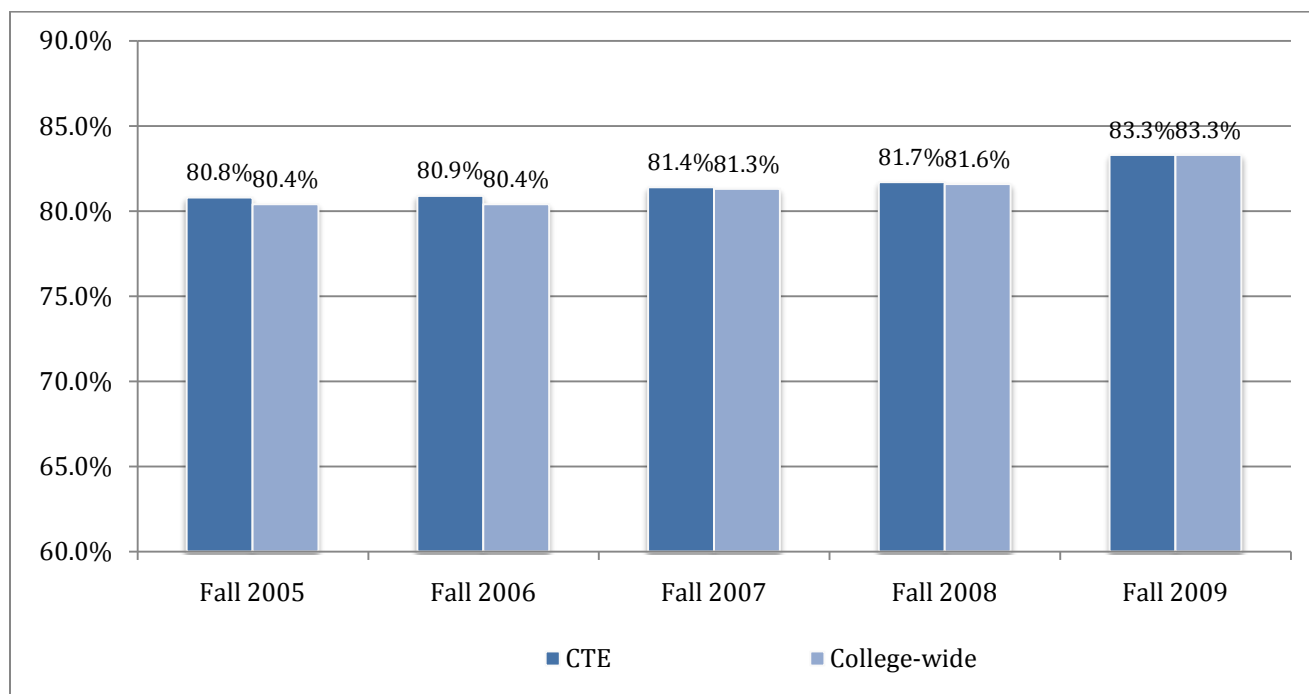


Course Retention Rates

Course retention rates are calculated by dividing the number of all non-withdrawal grades (A, B, C, CR, D, F, I, P, NC, NP) by the total number of all earned grades (including W). Grades of RD (report delayed) and UG (ungraded) were not included in the analysis.

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Business	77.8%	77.4%	79.0%	78.8%	80.2%
Communications	84.7%	85.5%	85.7%	86.3%	86.8%
Cosmetology	81.3%	86.3%	78.5%	80.5%	82.1%
CSIS	77.4%	76.0%	78.9%	78.8%	80.5%
Design Tech.	82.0%	79.6%	83.2%	79.8%	83.9%
Education/ECE	82.4%	82.4%	84.1%	82.0%	86.2%
Health Science	91.5%	88.3%	89.1%	91.2%	90.4%
Photo - Fashion	77.1%	79.0%	77.2%	80.4%	82.4%
CTE Average	80.8%	80.9%	81.4%	81.7%	83.3%

Similar to success rates, the overall course retention rates have increased or remained stable over the last fall terms for all programs. In general, approximately eight in ten students enrolled in CTE courses retain the course (do not drop). The course retention rates in CTE courses are similar to the retention rates for credit courses college-wide.



Student Population – Fall 2009

Each community college has its own unique student population base. It is critical for a college to understand the demographics of its student population, in comparison to the overall demographic of the region, in order to understand how effectively the college is reach its target population. This

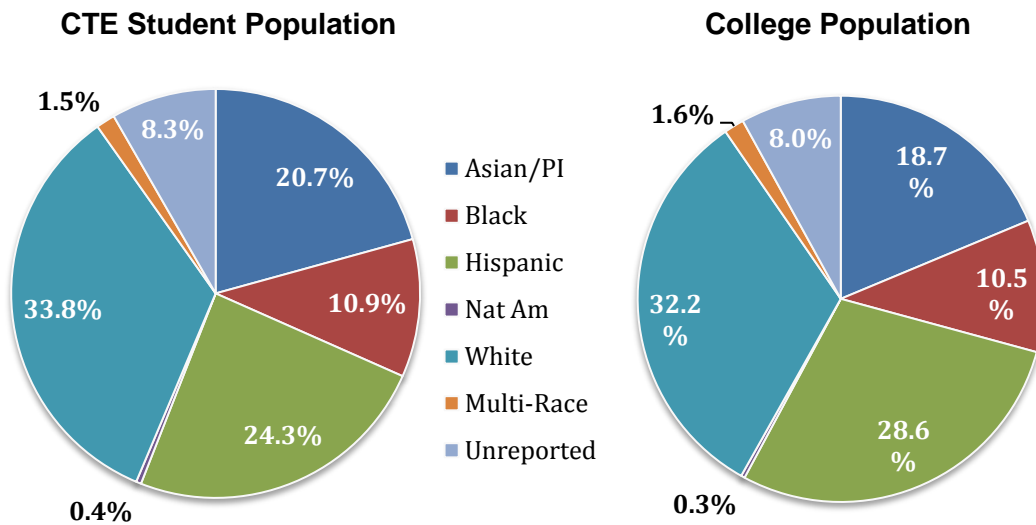
section displays CTE student demographic data (unduplicated student headcount) according to ethnicity/race, age, and gender.

Ethnicity/Race

In fall 2009, SMC enrolled 14,073 distinct students in its CTE programs. The largest proportions of the students were White (33.8%), Hispanic (24.3%), and Asian/Pacific Islander (20.7%).

Ethnicity/Race	Fall 2009	
	Count	%
Asian/Pac Islander ²	2,919	20.7%
Black	1,539	10.9%
Hispanic	3,421	24.3%
Native Am/Alaskan Native	51	0.4%
White	4,759	33.8%
Two or More Races ³	217	1.5%
Decline to State/Unreported	1,167	8.3%
Total	14,073	100%

The charts below compare the CTE student population (chart on left) with the overall credit student population (chart on right) by ethnicity/race for fall 2009. Hispanic students (24.3%) are slightly underrepresented in CTE programs when compared with the college population (28.6%).



² Includes students who report Asian, Filipino, and Pacific Islander

³ The Two or More Races category was added in fall 2009

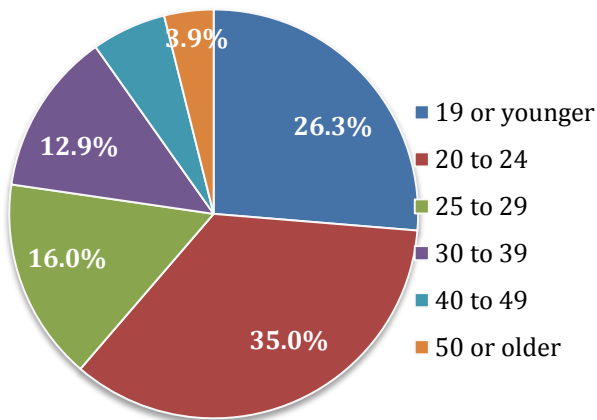
AGE

In fall 2009, SMC enrolled 14,073 distinct students in its CTE programs. Approximately eight in ten CTE students were younger than 30 years of age. The large proportion of CTE students were between the ages of 20 to 24. The average age of CTE students was 25.8, slightly higher than the college-wide average of credit students (24.8).

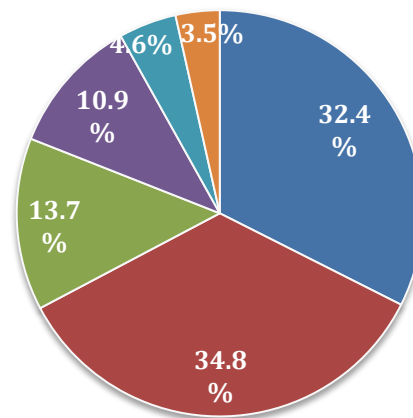
Age Group	Fall 2009	
	Count	%
19 or Younger	3,708	26.3%
20 to 24	4,928	35.0%
25 to 29	2,247	16.0%
30 to 39	1,814	12.9%
40 to 49	827	5.9%
50 or Older	549	3.9%
Total	14,073	100%
Average	25.8	

The charts below compare the CTE student population (chart on left) with the overall credit student population (chart on right) by age for fall 2009. There were 32,327 credit students enrolled in Fall 2009 college-wide. While the proportion of students who are younger than 30 are similar between the CTE and college-wide student populations, CTE students are underrepresented among students 19 years of age or younger and are overrepresented among students between the ages of 25 to 29.

CTE Student Population



College Population

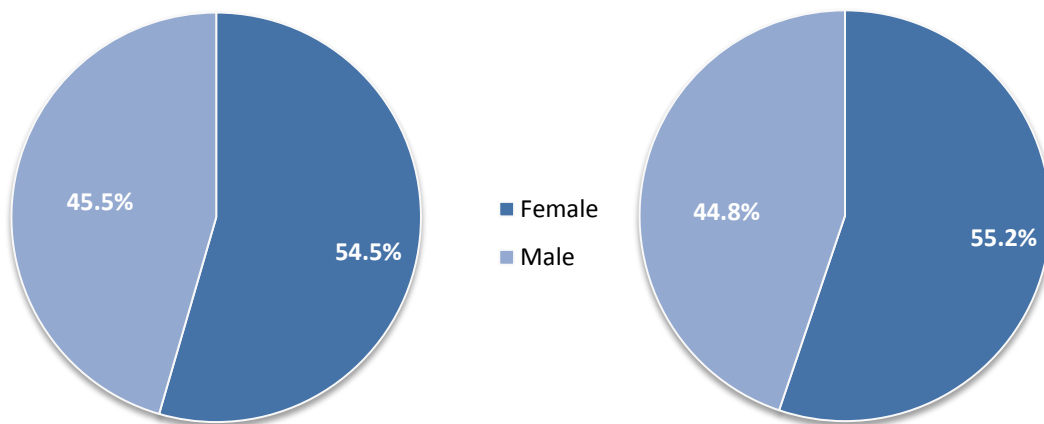


Gender

In fall 2009, SMC enrolled 14,073 distinct students in its CTE programs. Slightly more CTE students were women (55%).

Gender	Fall 2009	
	Count	%
Female	7,667	54.5%
Male	6,406	45.5%
Total	14,073	100%

The overall credit student population by gender for fall 2009. The breakdown of CTE students by gender is comparable to the gender breakdown for the student population for the entire credit college.



Emerging Career Technical Education Programs Coming Soon to SMC

New programs are added in response to emerging industries and careers in our region. Several of these programs have already begun and are being offered as not-for-credit. Some have begun as contract education or as the result of a grant. All programs will go through the curriculum process this year and most will launch as credit education in the 2010-2011 academic year. What makes these programs unique and exciting is their potential to be inter-disciplinary.

Promo-Pathway

The viewing audience is rapidly changing into a diverse demographic with unique social cultural realities, varied product and programming interests, and divergent ways of using technological platforms. Despite this cataclysmic change and diversified psychographic landscape, marketing departments at many entertainment companies and networks remain in large part ethnically and culturally homogenous, struggling to produce marketing strategies that effectively connect to diverse populations.

Already in development, a program, operated in collaboration with the South Bay Community Center, is a unique education initiative that gives young creative talent the opportunity to develop promo-marketing skills. The pathway exposes students to arts education and leads into intensive program focused specifically on promo production. There exists a relative lack of diverse perspectives, experiences, and identities in on and off air, media strategy and planning, PR, communications, promo, graphic design, motion design, broadcast and interactive media. The program is focused on building a sustainable diverse talent pipeline for the media/entertainment marketing industry with strong industry collaboration. The pathway provides basic remediation skills when needed. Santa Monica College is the first institution in the nation to offer this unique degree program that will be housed in the Communications Department.

Homeland Security

As the largest agency in the federal government, Homeland Security/Emergency Management is a program that has the potential for enormous growth and variety, outside of a traditional criminal justice program.

Occupations in the Federal Emergency Management Agency (FEMA) and Transportation Security Agency (TSA) will be the focus of our new certificate of achievement programs currently under development. The program will to every extent possible, align with existing training academies and universities that offer programs that students can articulate to. Programming will include curriculum in Homeland Security, emergency management and prevention, terrorism in a geo-

Santa Monica College is emerging as a leader in California and the nation with the development of unique and innovative Career Technical Education programs critical to industry success.

New Programs to begin in 2010-2011 include:

- ❖ **Promo-Editor**
- ❖ **Homeland Security**
- ❖ **Medical Lab Technician (MLT)**
- ❖ **Health Information Technology**
- ❖ **Resource & Recycling Management**

political context, and transportation security.

Currently there are no community colleges in California offering certificate or degree programs. The education and training courses will be housed in the Political Science Department.

Medical Laboratory Technician (MLT)

There is a new occupation emerging in California whose purpose is to alleviate the clinical laboratory workforce shortage, which is by most industry estimates, in a crisis.

Recently licensed by the state of California, the Medical Laboratory Technician (MLT) is being touted as the needed middle step in the clinical laboratory career ladder—bridging the gap between the lower rung jobs of Phlebotomist and Laboratory Assistant and the high rung job of Clinical Laboratory Scientist (CLS), which is most in demand. This creates an opportunity for Santa Monica College because Medical Laboratory Technicians only require a two-year associate degree- which is our niche for training the state’s workforce.

The MLT program requires and has strong industry commitment (with UCLA & St. John’s Hospitals). Currently only one community college in the state is operating an MLT program with 3-5 other community colleges likely launching programs in the coming years. The MLT program is housed in the Life Sciences academic department.

Health Information Technology (HIT)

The adoption of Electronic Health Records (EHR) is the biggest change in health information today.

This degree program focuses on the application of computerized information systems to the activities within health care organizations, including patient care delivery, patient records, administration, patient charges and billing, research, security, and what is needed to design and implement an appropriate health information infrastructure. Topics include health information management (HIM) and health information technology

(health IT). The focus on is on acquiring, storing, retrieving and using health information in medical settings.

In 2009, the American Recovery and Reinvestment Act (ARRA) allocated billions of dollars for establishing EHRs and training the necessary workforce. Santa Monica College is part of a large consortium of Western states led by Los Rios Community College. SMC's program is specifically training project managers and trainers and this program is housed in the Computer Science Department.

Resource and Recycling Management Program

Through a Department of Labor grant, SMC is leading a consortium of community colleges and environmental advocates to provide training and education programs that supports the growth of recycling and resource management industry. The project serves both Los Angeles and Orange County. Key partners in this project include: Irvine Valley College, Golden West College, The Los Angeles County WIB, Marina Del Rey Work Source Center, Westlake Work Source Center, Workforce Development Boards of Orange County, The California Recourse Recovery Association (CRRRA), and Recycling Organizations of North America. This training and education program will compliment SMC's sustainable technologies program. Currently training is being provided that leads to industry certificates. Curriculum is being developed that will lead to credit certificates of achievement and an associate's degree housed in the Earth Sciences Department.

Economic Report Contents

- **Regional Definition Educational Gap Analysis**
 - Gap Analysis Highlights
 - Top High Demand Programs at Santa Monica College
 - Top In-Demand Programs Within the Los Angeles Westside Region
- **Institutional Data**
 - Course Enrollment
 - Course Section Offerings
 - Unduplicated Student Headcount
 - Successful Course Completion Rates
 - Course Retention Rates
 - Student Population – Fall 2009
- **Infrastructure /Economic Base**
 - Regional Economic Base
- **Industry Characteristics**
 - Industry Sector Employment & Growth
 - Most Significant Industries
 - Top Regional Businesses
 - Unemployment
 - Overall Employment Growth
- **Population Characteristics**
 - Past Trends
 - Projections
 - Educational Attainment Rates
 - Income & Poverty Rates
- **Residents' Income Account**

*The full report entitled *Santa Monica College Career Technical Education in an Economic Context* is posted on the SMC Institutional website. This executive report highlights key findings of the extensive study.

Executive Report- SMC Career Technical Education in an Economic Context

In an effort to determine the state of Career Technical Education (CTE) at Santa Monica College (SMC), the CTE Committee sought to identify the unique industries that drive the regional economy and to assess the extent to which SMC is addressing the labor needs of those industries.* The economic regional data was collected and analyzed by economists at *Economic Modeling Specialist Inc. (EMSI)*.

EMSI worked extensively in the spring, 2010 with the Office of Workforce and Economic Development, the CTE Committee, and the Office of Institutional Research at SMC to design and conduct the economic study. The company was selected because the economists at EMSI have a very good reputation among educators in the California Community College system and they have provided user friendly labor market reports to Santa Monica College for several years.

The study was designed to identify critical regional industries and reveal high demand occupations within critical industries. Further, the study sought to identify the programs offered at the SMC that are addressing missing “gaps” in the labor force. The report highlights potential programs for occupations that are not currently offered, but could address glaring needs in the labor market

The report and key findings were discussed in multiple stakeholder forums in summer and early fall, 2010. These groups included: the Academic Chairs, the CTE Committee, The Executive Committee of the Academic Senate, Opening Day participants, and the Academic Senate.

Key findings from this study will inform SMC and serve as one of the tools to be used in sound decision making. It should not be a substitute for internal (SMC) dialogue, planning, and critical thinking.

The Los Angeles Westside Regional Economy

The report outlines the current socioeconomic conditions that characterize the Los Angeles Westside region, with special emphasis on how this information affects SMC. The Los Angeles Westside region is characterized by a diverse group of people from every socioeconomic category. The residents of the region include some of the nation's most affluent and well educated people (mostly on the western part of the region) to some of the less prosperous (mostly in the eastern part of the region). The region's population also consists of a wide range of race/ethnicity groups, similarly representative of SMC's student demographics. The economy is driven by many highly specialized industries, including professional services, entertainment and finance. Although the recession has taken its toll on the economy, the impact has not been as drastic as it has been in other parts of California; and economic indicators for the first months of 2010 show strong signs of recovery.

Report Key Findings

- ❖ SMC has identified the unique industries that drive the economy and is addressing the labor needs of those industries exceptionally well. There are also plenty of areas where SMC could expand its educational offerings to serve occupations that are not being adequately addressed by our neighboring colleges.
- ❖ The academic programs at SMC are serving significant needs in the local labor market. Enrollment could be significantly increased in these programs to better address these needs.
- ❖ Several areas of opportunity exist to expand current programs to address unmet labor market needs. The top five opportunities are banking & finance; human services; public relations; educational aide; and hospitality.
- ❖ The conglomerate industry sector of "services" accounts for 461,000 (or 47%) of regional jobs and \$23.143 billion (or 41%) of all regional earnings. The entertainment industry is responsible for 200,000 jobs (21% of all jobs in the region) and \$14.592 billion in earnings (26% of the regional total). The educational gap analysis may be useful to SMC in beginning a discussion regarding further investment and refinement of internal processes and reporting of institutional data.
- ❖ Santa Monica College serves students from both extremes of the socioeconomic spectrum. The western part of the Los Angeles Westside is very wealthy and well educated. The average family income is 44% higher than that in the city of Los Angeles, and the proportion of adults with college degrees in the western part of the region is among the highest in the country. Yet at the same time the population of West Los Angeles is considerably less wealthy, with a median family income of \$53,000 and a considerable proportion of the population living in poverty.
- ❖ The demand for healthcare workers appears to be either adequately supplied, or oversupplied by other educational programs in the region with the exception of medical laboratory technicians, which SMC is currently developing.
- ❖ The Westside economy is climbing out of the recession as hiring is increasing and unemployment is decreasing in 2010. At the current rate, the Los Angeles Westside will hit the 2008 employment peak again in mid-2012.

The Educational Gap Analysis

The purpose of this educational program gap analysis is to examine the economic viability of each of Santa Monica College's current and potential future program offerings. Additionally, in the last stage of the gap analysis, EMSI's consulting team has provided further recommendations for programs that would fill significant workforce gaps in the local economy that are not offered or slated to be offered by the college in the near future.

Gap Analysis Highlights

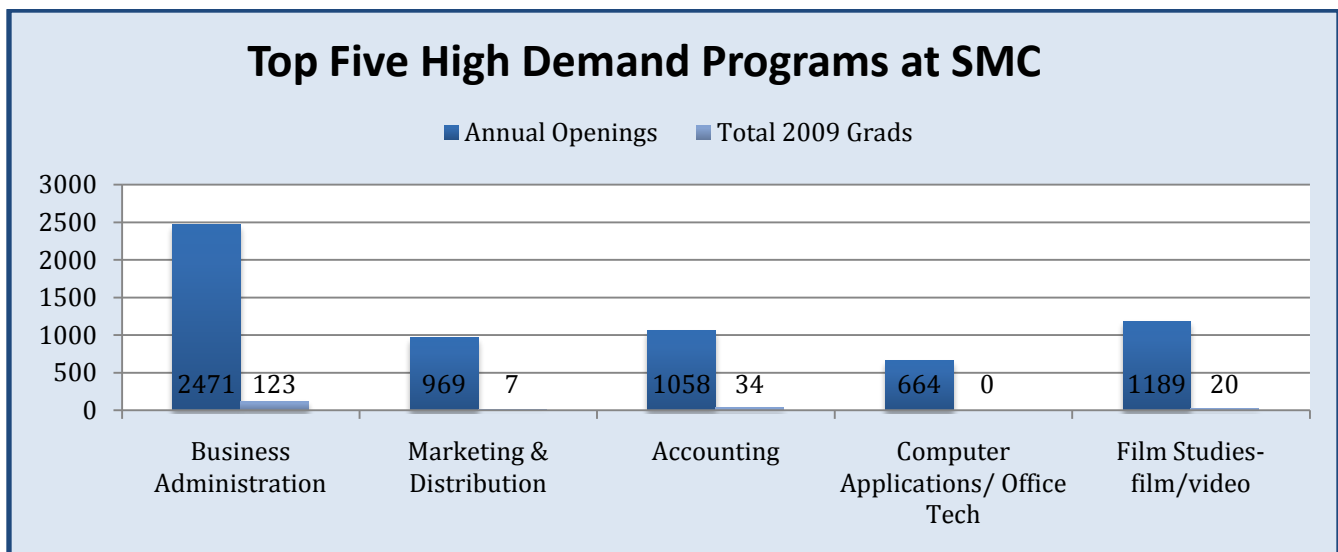
- Seventeen academic programs address significant labor shortages.
- SMC has a good program offering that addresses the unique industrial mix of the Westside.
- EMSI recommends 20 more programs that require an average of 81 graduates per year in order to fulfill the demand for workers.

What is a Gap Analysis?

- Shows which programs offered at the college address missing "gaps" in the labor force and which programs over-supply the workforce
- Recommends programs that the college does not currently offer but that could address glaring needs in the labor market
- Derives results from common college-to-workforce transitions.

Top High Demand Programs at Santa Monica College

The graph below contains two bars for each of SMC's five most high-demand programs. The light gray bar represents the annual openings associated with that program and the black bar represents the number of completers in that program in 2009. This presentation has the benefit of displaying both the size of the gap, and the magnitude of overall supply and demand.



The results of educational gap analysis indicate that there are many programs at Santa Monica College that feed into occupations that need more trained workers.

Two program areas in particular have an outstanding demand of at least 800 additional workers.

- Business Administration (0505.00)
- Marketing & Distribution (0509.00)

Even if SMC ramped up these programs to the maximum limit for the college, a significant gap of trained workers would still remain.

Three more business programs appear to have a substantial unmet demand for completers.

- Accounting (0502.00)
- Office Technology/ Office Computer Applications (0514.00)
- Management Development and Supervision (0506.30)

From the Information Technology field, the following two programs stand out.

- Computer Software Development (0707.00), which has unmet demand for 557 additional completers
- Software Applications (0702.00), with a gap of 85 completers

In the TOP category of Media and Communications programs (06), there is a diverse array of programs that are in need of more completers. The close proximity of the film industry has created an outstanding demand of 591 more completers of Film Studies (0612.00).

The jobs associated with this program include numerous types of film and audio equipment operators, which pay an impressive average of \$26 per hour.

The two other programs—Radio & Television (0604.00) and Journalism (0602.00)—also have a need for 425 and 332 workers, respectively.

Santa Monica College's special focus on design programs is well suited for the area, as Interior Design and Merchandising (1302.00) and Graphic Art and Design (1030.00) are in high demand as well.

Current SMC Program Offerings

The following table contains data pertaining to each of Santa Monica College's CTE programs. The program titles are presented in terms of California Taxonomy of Programs (TOP) code definitions. In some cases these titles will resemble those that are normally used by college staff members and in other cases they will not. The data in the following graph and table include the TOP program codes, program titles, and the annual openings for the group of occupations associated with each program, the estimated completers for 2009, and the educational gap/surplus.

TOP Code	Description	Annual Openings	SMC 2009 Grads	Total 2009 Grads	Gap/Surplus
0505.00	Business Administration	2,471	123	1,075	1,396
0509.00	Marketing and Distribution	969	7	80	889
0502.00	Accounting	1,058	34	249	809
0514.00	Office Technology/Office Computer Applications	664	0	66	598
0612.00	Film Studies (including combined film/video)	1,189	20	598	591
0707.00	Computer Software Development	767	5	210	557
0604.00	Radio and Television	5,034	4	74	425
1305.00	Child Development/Early Care and Education	866	67	454	412
0506.30	Management Development and Supervision	476	10	68	408
1012.00	Applied Photography	379	14	15	364
0602.00	Journalism	347	3	15	332
1302.00	Interior Design and Merchandising	247	37	66	144
1030.00	Graphic Art and Design	597	51	481	116
1230.10	Registered Nursing	435	66	334	101
1303.20	Fashion Merchandising	127	6	42	85
0702.10	Software Applications	334	7	249	85
1210.00	Respiratory Care/Therapy	24	12	12	12
0707.20	Database Design and Administration	101	1	110	(9)
0508.00	International Business and Trade	1,142	3	1,156	(14)
1303.10	Fashion Design	67	6	92	(25)
3007.00	Cosmetology & Barbering	139	7	165	(26)

CTE Community Collaborative and Workforce Innovation Partnerships (SB70)

- The CTE Community Collaborative grants support our partnerships to provide coordinated, strategic leadership for career technical education efforts
- Included *required* partners (i.e., community colleges, K-12, ROCs, adult education, business and industry), as well as other appropriate partners (e.g., Workforce Investment Boards, youth councils, economic development agencies).
- Together, the various partners work to create a seamless system of CTE between secondary and postsecondary education.

The activities in the Office of Workforce and Economic Development involve the four required components of the CTE Community Collaborative and

- ❖ **Career exploration development for 7th and 8th grade students;**
- ❖ **Career and technical education sectors;**
- ❖ **Teacher and faculty externships with business and industry; and**
- ❖ **Professional Development in CTE.**

2009/2010 Accomplishments-Office of Workforce and Economic Development

- ❖ The department directed the creation of the first CTE marketing brochure that highlights all CTE programs at SMC to assist counselors in promoting Career Pathways for all CTE programs. It includes all degrees and categories available in Pathways.
- ❖ Department has assisted in the development phase of several new CTE programs-MLT, Promo Pathway, and Homeland Security, HIT and RRM.
- ❖ The Department provided 27 Professional Development and Train the Trainer opportunities for faculty in cutting edge emerging technology. Over 500 faculty members participated in these events.

Year to Year Comparative Analysis- CTE

Professional Development/ Training:

Overall Increased Training in 09-10 by 23 events total increase of 383%

- In 08-09 we held Six (6) events focused on professional development and career exploration development
- In 09-10 we held Twenty-nine (29) events focused on professional development and career exploration development

Overall program participants Trained increased in 09-10 by 731 participants total increase of 63%

- In 08-09 we trained 1156 total participants
- In 09-10 we trained 1887 total participants

Overall faculty trained increased in 09-10 by 295 faculty total increase of 225%

- In 08-09 of participants trained 131 were faculty
- In 09-10 of participants trained 426 were faculty

2009/2010 Business Services Provided

SBDC

In 09-10 FY SBA changed direction of the SBDC counseling goals from quantitative to qualitative. As a result of this in 09-10 we served less overall clients (177 less clients) but generated greater economic impact in the region.

- ❖ SBDC received first place ranking again in the Los Angeles Regional Network.
- ❖ Through the SBDC, THE Office of Workforce and Economic Development provided counseling to 711 distinct small business clients from the local community
- ❖ SMC in collaboration with several community partners hosted the statewide tour of the California "Stimulus Opportunities for Small Business." The event provided training on access to government contracting to a diverse group of approximately 425 business owners
- ❖ In collaboration with the SMC Business Department, the SBDC hosted a Micro-Lending Seminar and Resource Fair; 154 entrepreneurs were provided information on alternative sources of business capital

Year to Year Comparative Analysis- SBDC

Counseling:

In 09-10 we served less overall clients (177 less clients) but generated greater economic impact in the region. (In 08-09 we served 897 and in 09-10 we served 720.)

- **New businesses created: increased by 7 total increase of 29%**
 - 08-09- 24 new businesses were created
 - 09-10- 31 new businesses were created
- **Jobs Created: Increased by 106 total increase of 96%**
 - 08-09- 110 new jobs were created
 - 09-10- 216 new jobs were created
- **Dollar value of Small business loans and equity capital: increased by \$1.3 million total increase of 78%**
 - 08-09- total value of loans and equity capital generated was \$1.8 million.
 - 09-10- total value of loans and equity capital generated was \$3.2 million.

Training:

- Overall for 09-10 we increased our training.
 - **In 09-10 we increased training events by 47 total increase of 59%**
 1. In 08-09 we offered 79 training events
 2. In 09-10 we offered 126 training events
 - **In 09-10 we increased the number of attendees as well by 157 total increase of 18%**
 1. In 08-09 we served 849 attendees
 2. In 09-10 we served 1006 attendees.
 - **Of the trainees served: we increased the number of Nascent Entrepreneurs (not yet in business) by 72 total increase of 10.8%**
 1. serving 662 in 08-09
 2. serving 734 in 09-10
 - In addition we also **increased the number of women and minority owned businesses we served in 09-10 by 23 total increase of 4.3%**
 1. In 08-09 we served 533
 2. In 09-10 we served 556.
 - Finally **we increased program income generated by the program to further provide services to our clients by \$19,788 total increase of 592%**
 1. In 08-09 we generated \$3340 in program income
 2. In 09-10 we generated \$23,128 in Program income

2009/2010 Community & Partnership Events Sponsored by WED

- ❖ Conducted the Professional Seminar Series with the City of Santa Monica. Educational program designed to provide the Los Angeles community and educators free access to cutting edge insights on technology, entertainment, entrepreneurship, and 'green'.
- ❖ Continued partnership with the Convention and Visitors and the Santa Monica Chamber of Commerce to provide the I AM Santa Monica Training to businesses in the City of Santa Monica. SMC provided training location. The Office of WED has sponsored the training at no cost to partners. To date, 1700 Ambassadors have been trained.
- ❖ The 21st Latina/o Youth Conference (LYC) took place on March 20, 2010, with participation of 300 SMC and Westside area high school students. The format of the annual conference was revamped as a result of CTE funding with the theme being "Careers of the Future" with a career technical emphasis on the workshops, career fair and the keynote speaker. The concentration encompassed green/sustainable careers, social media, information technology, engineering in the 21st century, education, law and health. The other strand of workshops concentrated on career pathways, career trends in the 21st century and other alternatives to college via technical training as well as the traditional how to prepare, apply and transition into college.
- ❖ Along with the Basic Skill Initiative, a professional development session was provided featuring Dr. Jeff Duncan-Andrade, San Francisco State University. Entitled "Critical Pedagogy - What Does it Look Like and How Do I Get There". It was held for SMC, SMMUSD, and LAUSD faculty and administration, and community resource organizations. The event was held on March 19, 2010 at the Main Stage. The agenda looked in-depth at the mechanisms needed to support basic skills students in career pathway choices and the technical skills required for the 21st century. Over 120 faculty and staff attended the two-hour presentation.