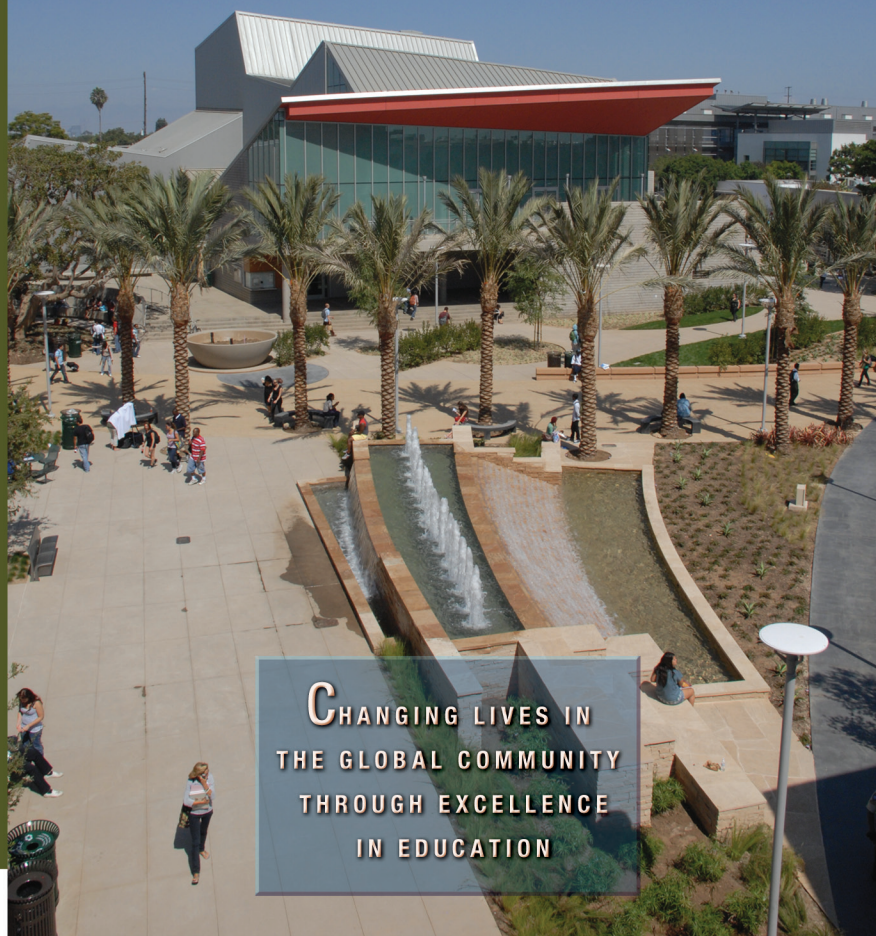# MASTER PLAN FOR EDUCATION

CHANGING LIVES IN
THE GLOBAL COMMUNITY
THROUGH EXCELLENCE
IN EDUCATION

Achieving the Santa Monica College Vision

SANTA MONICA COLLEGE

SANTA MONICA COMMUNITY COLLEGE DISTRICT
MASTER PLAN FOR EDUCATION
2013-2014 UPDATE

2013-2014 INSTITUTIONAL OBJECTIVES

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Santa Monica Community College District
MASTER PLAN FOR EDUCATION
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MASTER PLAN FOR EDUCATION, 2013-2014

In 1997, the College adopted its first formal *Master Plan for Education*, and the plan has been reviewed and updated in each subsequent year. In accordance with the College's planning process, the document is extensively revised every five years as part of the long-term strategic planning process. This includes a review of the College's Vision, Mission, and Goals statements as well as the identification of long-term strategic initiatives to inform the annual identification of institutional objectives. This last occurred in Fall 2011, and the strategic planning summary was included in the 2012-2013 *Master Plan for Education* Update.

This most recent strategic planning effort resulted in two new strategic initiatives—GRIT (Growth/Resilience/Integrity/Tenacity) and I[3] (Institutional Imagination Initiative). To address the concern of the Strategic Planning Task Force that it should not appear that the four previous strategic initiatives—Basic Skills, Global Citizenship, Sustainable Campus, and Career Technical Education—have been in any way "abandoned" to make way for the new 2012-2017 strategic initiatives, the District Planning and Advisory Council (DPAC) agreed that the four 2006-2011 institutional objectives would continue to be "tracked" in the annual *Master Plan for Education* update process of developing and evaluating institutional objectives.

This 2013-2014 *Master Plan for Education* update includes documentation of DPAC's evaluation of the responses to the 2012-2013 institutional objectives, categorizing each as Completed, Substantially Completed, Addressed, or Not Addressed. (100% of the eleven 2012-2013 institutional objectives were judged to be either Completed [91%] or Substantially Completed [9%].) In an effort to make this planning document more complete and a more useful reference, a number of related planning documents are included as addenda:

- Strategic Initiatives
- Program Review Planning Summary
- Institutional Effectiveness Report
- Board of Trustees Priorities
- Seven-Year Study of Institutional Objectives Mapped to Strategic Initiatives/College Priorities and Level of Completion
- Presentations/Reports/Actions at Board of Trustees Meetings related to Strategic Initiatives/College Priorities, 2007-2008 – 2012-2013
- Academic Senate Objectives
- DPAC Annual Report Summary
- *Master Plan for Technology* Annual Update
- *Master Plan for Facilities* Executive Summary

In preparation for formulating institutional objectives for 2013-2014, the District Planning and Advisory Council reviewed the major planning documents referenced above and developed numerous draft institutional objectives from the recommendations in these documents. The college vice presidents consulted with appropriate faculty and staff within their divisions prior to preparing a draft of objectives to be reviewed by the District Planning and Advisory Council (DPAC). All constituent groups represented on DPAC were also asked to submit proposed objectives for consideration, and DPAC's discussion of the draft document resulted in a refinement of the combined list, with an emphasis upon limiting the number of objectives to those that are truly institutional in scope, measurable, and focused upon specific outcomes.

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

Santa Monica Community College District

Vision, Mission, and Goals

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

Vision

Santa Monica College will be a leader and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation**,** academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability.

Mission

Santa Monica College provides a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes the critical importance of each individual's contribution to the achievement of this mission.

Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement programs and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees. The College's programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.

Goals

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

Institutional Learning Outcomes:

Santa Monica College students will:

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

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

- Employ decision making and communication processes that respect the diverse needs of the entire college community

Approved by DPAC: 3/14/2012
Approved by Board of Trustees: 4/3/2012
Revised 6/2013 (ILO #5 approved by Academic Senate)

Master Plan for Education – Institutional Objectives, 2013-2014

Number	Institutional Objective
#1	To develop definitions and templates for planning processes and outcomes assessment to ensure data interpretation and planning recommendations align based on consistent standards.
#2	To allocate resources sufficient to support the ongoing maintenance of technology, equipment, and facilities.
#3	To incorporate flexibility in all facilities planning and resource allocation processes to allow for nimble responses to future changes.
#4	Develop tools to assess students' level of engagement in the education process and use assessment data to look at the relationship between student engagement and retention, perseverance, and student success.
#5	To further implement the Institutional Imagination Initiative (I^3) by demonstrating acknowledgment of and support for innovative thinking, first by identifying current creative projects/initiatives in progress.
#6	To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.
#7	To develop and implement plans to improve the College's safety and emergency preparedness systems and procedures.
#8	To develop and implement strategies to improve and maintain the college's facilities and overall physical environment.
#9	To develop a plan to implement EMERGE, the SMC Information, Communication, Technology and Entertainment (ICTE) Initiative to align education with emerging careers and entrepreneurial ventures in the local and regional economy.

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
2013-2014 INSTITUTIONAL OBJECTIVES

OBJECTIVE 1 To develop definitions and templates for planning processes and outcomes assessment to ensure data interpretation and planning recommendations align based on consistent standards.	*Responsible Area(s)* Enrollment Development/ Institutional Research Institutional Effectiveness Committee Program Review Committee

Map to Institutional Learning Outcomes Supporting Goals

Estimated Cost:	*Funding Source:* ☑*Existing* ❑ *Potential*

☑ *Goal 1: Innovative and Responsive Academic Environment*	☑ *Goal 2: Supportive Learning Environment*	☑ *Goal 3: Stable Fiscal Environment*	☑ *Goal 4: Stable Physical Environment*	☑ *Goal 5: Supportive Collegial Environment*

Addresses the following College Priorities and Strategic Initiatives
  ❑ Basic Skills   ❑ Global Citizenship   ❑ Sustainable Campus   ❑ Career Technical Education
  ❑ GRIT   ❑ Institutional Imagination (I³)

Relates to the following recommendations and objectives:
  ☑ Board of Trustees Goals and Priorities (#1)
  ☑ Program Review Recommendations (#1, #2)
  ☑ Academic Senate Objectives (#2)
  ❑ Other (please indicate) _____

Methods to Accomplish the Objective and Anticipated Outcomes:

A workgroup comprising representatives from the Office of Institutional Research, and the Institutional Effectiveness and Program Review Committees will review current documents and data used for institutional planning and reporting and develop common definitions and templates for ensuring consistent standards are used for data interpretation and planning documents.

Estimated Cost:	*Funding Source:* ☑*Existing* ❑ *Potential*

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Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
2013-2014 INSTITUTIONAL OBJECTIVES

OBJECTIVE 2	Responsible Area(s)
To allocate resources sufficient to support the ongoing maintenance of technology, equipment, and facilities.	Business and Administration Academic Affairs Student Affairs Enrollment Development Information Technology DPAC/Budget Subcommittee

Map to Institutional Learning Outcomes Supporting Goals

☑ *Goal 1: Innovative and Responsive Academic Environment*	☑ *Goal 2: Supportive Learning Environment*	☑ *Goal 3: Stable Fiscal Environment*	☑ *Goal 4: Stable Physical Environment*	☑ *Goal 5: Supportive Collegial Environment*

Addresses the following College Priorities and Strategic Initiatives

- ❏ Basic Skills
- ❏ Global Citizenship
- ☑ Sustainable Campus
- ☑ Career Technical Education
- ❏ GRIT
- ❏ Institutional Imagination (I³)

Relates to the following recommendations and objectives:
- ❏ Board of Trustees Goals and Priorities
- ☑ Program Review Recommendations
- ❏ Academic Senate Objectives
- ❏ Other (please indicate) _____

Methods to Accomplish the Objective and Anticipated Outcomes:

For the third year in a row, the College has funded maintenance of technology, instructional equipment, and facilities in the general fund. For 2013-2014, the combined amount is $250K with $125K allocated for technology and $62.5K allocated for both instructional equipment and facilities. Additionally, in 2013-2014, the College will receive $436K in categorical funding for instructional equipment and deferred maintenance. These monies will be divided evenly.

Estimated Cost:	*Funding Source:* ☑ *Existing* ❏ *Potential*

SANTA MONICA COLLEGE

Santa Monica Community College District
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<table>
<tr>
<td colspan="4">OBJECTIVE 3

To incorporate flexibility in all facilities planning and resource allocation processes to allow for nimble responses to future changes.</td>
<td>Responsible Area(s)

Facilities Planning Department
DPAC Facilities Subcommittee</td>
</tr>
<tr>
<td colspan="5">Map to Institutional Learning Outcomes Supporting Goals</td>
</tr>
<tr>
<td>❑ Goal 1: Innovative and Responsive Academic Environment</td>
<td>❑ Goal 2: Supportive Learning Environment</td>
<td>☑ Goal 3: Stable Fiscal Environment</td>
<td>☑ Goal 4: Stable Physical Environment</td>
<td>☑ Goal 5:Supportive Collegial Environment</td>
</tr>
<tr>
<td colspan="5">Addresses the following College Priorities and Strategic Initiatives
    ❑ Basic Skills   ❑ Global Citizenship   ☑Sustainable Campus   ❑ Career Technical Education
    ❑ GRIT   ❑ Institutional Imagination (I³)

Relates to the following recommendations and objectives:
    ☑· Board of Trustees Goals and Priorities (#16)
    ☑ Program Review Recommendations (#11)
    ❑ Academic Senate Objectives
    ❑ Other (please indicate) _____</td>
</tr>
<tr>
<td colspan="5">Methods to Accomplish the Objective and Anticipated Outcomes:

•   Develop guidelines for preferred standards and systems to integrate flexibility into the design of new facilities to ensure long-term institutional efficiency in resource allocation.
•   Pilot the new guidelines with two major projects currently being planned—the Student Services Building and the Civic Center Early Childhood Education Lab School.

</td>
</tr>
<tr>
<td colspan="2">Estimated Cost:</td>
<td colspan="3">Funding Source: ☑Existing   ❑ Potential</td>
</tr>
</table>

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OBJECTIVE 4 Develop tools to assess students' level of engagement in the education process and use assessment data to look at the relationship between student engagement and retention, perseverance, and student success.	*Responsible Area(s)* Academic Affairs Student Affairs Enrollment Development Academic Senate DPAC

Map to Institutional Learning Outcomes Supporting Goals

☑ *Goal 1: Innovative and Responsive Academic Environment*	☑ *Goal 2: Supportive Learning Environment*	❑ *Goal 3: Stable Fiscal Environment*	❑ *Goal 4: Stable Physical Environment*	☑ *Goal 5:Supportive Collegial Environment*

Addresses the following College Priorities and Strategic Initiatives
    ☑ Basic Skills   ❑ Global Citizenship   ❑ Sustainable Campus   ☑ Career Technical Education
    ☑ GRIT   ❑ Institutional Imagination (I³)

Relates to the following recommendations and objectives:
    ☑ Board of Trustees Goals and Priorities
    ❑ Program Review Recommendations
    ☑ Academic Senate Objectives
    ❑ Other (please indicate) _____

Methods to Accomplish the Objective and Anticipated Outcomes: In the spring of 2013, the College adopted ILO #5: Students will demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom. During the 2013-2014 academic year, the institution will seek to effect widespread awareness of the outcome and assist faculty and staff as they adapt the outcome (in the form of SLOs and UOs) for use in their units, programs and departments. This work will be done in conjunction with the Academic Senate's Institutional Effectiveness, Program Review, Curriculum and Department Chairs Committees. The key assumption underlying the outcome is that if students can identify long-range goals and purposes in their lives they are more likely to succeed in school and beyond. The College has developed common questions to assist faculty and staff as they seek to help students identify their goals. These questions will be displayed on banners and posters across the SMC campuses, and on the "Got GRIT?" webpage. Students are invited to share their responses on Twitter, Facebook or Instagram and tag them with #gotgrit. Some of the best answers will be shared at www.smc.edu/gotgrit in hopes of motivating and inspiring all SMC students to identify and achieve their goals.

Estimated Cost:	*Funding Source:* ☑*Existing* ❑ *Potential*

OBJECTIVE 5 To further implement the Institutional Imagination Initiative (I³) by demonstrating acknowledgment of and support for innovative thinking, first by identifying current creative projects/initiatives in progress.	*Responsible Area(s)* DPAC Academic Affairs Student Affairs Enrollment Development Resource Development Group

Map to Institutional Learning Outcomes Supporting Goals

☑ *Goal 1: Innovative and Responsive Academic Environment*	☑ *Goal 2: Supportive Learning Environment*	☐ *Goal 3: Stable Fiscal Environment*	☐ *Goal 4: Stable Physical Environment*	☑ *Goal 5: Supportive Collegial Environment*

Addresses the following College Priorities and Strategic Initiatives
  ☐ Basic Skills   ☐ Global Citizenship   ☐ Sustainable Campus   ☐ Career Technical Education
  ☐ GRIT   ☑ Institutional Imagination (I³)

Relates to the following recommendations and objectives:
  ☑ Board of Trustees Goals and Priorities ("Our Commitment to Access, Quality, <u>Innovation</u>, Equity and Sustainability")
  ☐ Program Review Recommendations
  ☐ Academic Senate Objectives
  ☐ Other (please indicate) _____

Methods to Accomplish the Objective and Anticipated Outcomes:

The DPAC Chair will compile a list of innovative projects/initiatives (as identified by the various college divisions, departments, programs, disciplines, and units) that are currently under development and present the list to DPAC for review and discussion. The list will be updated periodically, and, as appropriate, DPAC will receive reports and/or presentations of individual projects/initiatives as they develop. This will serve both to support innovation and to ensure that it informs college planning.

Estimated Cost: Existing staff time	*Funding Source:* ☑ *Existing* ☐ *Potential*

MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
2013-2014 INSTITUTIONAL OBJECTIVES

OBJECTIVE 6	*Responsible Area(s)*
To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.	Enrollment Development/Institutional Research Institutional Effectiveness Committee

Map to Institutional Learning Outcomes Supporting Goals

☑ *Goal 1: Innovative and Responsive Academic Environment*	☑ *Goal 2: Supportive Learning Environment*	❑ *Goal 3: Stable Fiscal Environment*	❑ *Goal 4: Stable Physical Environment*	❑ *Goal 5:Supportive Collegial Environment*

Addresses the following College Priorities and Strategic Initiatives
   ☑ Basic Skills   ❑ Global Citizenship   ❑ Sustainable Campus   ☑ Career Technical Education
   ❑ GRIT   ❑ Institutional Imagination (I^3)

Relates to the following recommendations and objectives:
   ☑ Board of Trustees Goals and Priorities (#1)
   ☑ Program Review Recommendations (#1, #2)
   ❑ Academic Senate Objectives
   ☑ Other (please indicate) Institutional Effectiveness Report/Dashboard

---

Methods to Accomplish the Objective and Anticipated Outcomes:

A report of the findings of the study will be produced and disseminated to various campus groups, including the primary sponsors of the Institutional Effectiveness Dashboard indicators, the Institutional Effectiveness Committee, and DPAC. The Office of Institutional Research and the Institutional Effectiveness Committee will facilitate campus-wide dialogue around the findings of the study. The study will inform college planning, practices, and programs.

Estimated Cost: Existing staff time	*Funding Source:* ☑*Existing* ❑ *Potential*

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
2013-2014 INSTITUTIONAL OBJECTIVES

<table>
<tr>
<td colspan="2">OBJECTIVE 7

To develop and implement plans to improve the College's safety and emergency preparedness systems and procedures.</td>
<td><i>Responsible Area(s)</i>

Student Affairs
Campus Police
Academic Senate
CSEA
Emergency Preparedness Committee
Network Services</td>
</tr>
</table>

Map to Institutional Learning Outcomes Supporting Goals

❏ *Goal 1: Innovative and Responsive Academic Environment*	❏ *Goal 2: Supportive Learning Environment*	❏ *Goal 3: Stable Fiscal Environment*	☑ *Goal 4: Stable Physical Environment*	☑ *Goal 5:Supportive Collegial Environment*

Addresses the following College Priorities and Strategic Initiatives

    ❏ Basic Skills   ❏ Global Citizenship   ❏ Sustainable Campus   ❏ Career Technical Education

    ❏ GRIT   ❏ Institutional Imagination (I³)

Relates to the following recommendations and objectives:

    ☑ Board of Trustees Goals and Priorities (#11)

    ❏ Program Review Recommendations

    ☑ Academic Senate Objectives (#5)

    ❏ Other (please indicate) _____

Methods to Accomplish the Objective and Anticipated Outcomes:

1. On-going training for all faculty and staff in Emergency Procedures and Preparedness, including dissemination of informational pieces about the roles and responsibilities of State Disaster Service Workers and about students needing mental health services

2. Development and distribution of Emergency Procedures booklet and Emergency Information file folders to all faculty and staff

3. Development and dissemination of classroom posters with Emergency Procedures information

4. Deployment of a phone system designed to disseminate emergency information throughout all SMC classrooms, offices, and conference room areas through phones

5. Upgrades of the "Blue Emergency Towers" in order to use the public address system to broadcast emergency information throughout all SMC sites

6. Enhancement of a new Dispatch Command Center in order to have a single, centralized area from which to broadcast emergency messages, if necessary, throughout the entire District

7. Training seminars available for all students, staff, faculty and guests who want to participate in the seminars to learn their roles during an emergency

8. Development of Building Monitor program for each college building

9. Continued enhancement of the C-CERT Program to develop a fully staffed (50 volunteers) C-CERT trained cadre of emergency volunteers

Estimated Cost: $1 Million +	*Funding Source:* ☑*Existing* ❏ *Potential* (Primarily from Measure AA)

MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
2013-2014 INSTITUTIONAL OBJECTIVES

OBJECTIVE 8	Responsible Area(s)
To develop and implement strategies to improve and maintain the college's facilities and overall physical environment.	Business and Administration/ Facilities Maintenance
	Academic Senate
	Management Association
	Associated Students
	Faculty Association
	CSEA

Map to Institutional Learning Outcomes Supporting Goals

☑ Goal 1: Innovative and Responsive Academic Environment	☑ Goal 2: Supportive Learning Environment	❏ Goal 3: Stable Fiscal Environment	☑ Goal 4: Stable Physical Environment	☑ Goal 5: Supportive Collegial Environment

Addresses the following College Priorities and Strategic Initiatives

❏ Basic Skills   ❏ Global Citizenship   ☑ Sustainable Campus   ❏ Career Technical Education
❏ GRIT   ❏ Institutional Imagination (I³)

Relates to the following recommendations and objectives:

❏ Board of Trustees Goals and Priorities
❏ Program Review Recommendations
❏ Academic Senate Objectives
❏ Other (please indicate) DPAC College Services Subcommittee

Methods to Accomplish the Objective and Anticipated Outcomes:

A task force will be created to develop a plan and make recommendations to maintain the appearance and improve college facilities. The strategies will maintain alignment with the institutional commitment to a sustainable physical environment.

The task force shall comprise the following representatives:
- Facilities
- Maintenance/Operations
- Associated Students
- Academic Senate
- Management Association
- Administration
- Faculty Association
- CSEA
- Web Content and Digital Marketing Facilitator
- Director of Sustainability Coordination

Estimated Cost:	*Funding Source:* ☑ *Existing* ❏ *Potential*

OBJECTIVE 9	Responsible Area(s)
To develop a plan to implement EMERGE, the SMC Information, Communication, Technology and Entertainment (ICTE) Initiative to align education with emerging careers and entrepreneurial ventures in the local and regional economy.	Academic Affairs Academic Senate

Map to Institutional Learning Outcomes Supporting Goals

☑ Goal 1: Innovative and Responsive Academic Environment	☑ Goal 2: Supportive Learning Environment	❑ Goal 3: Stable Fiscal Environment	❑ Goal 4: Stable Physical Environment	❑ Goal 5:Supportive Collegial Environment

Addresses the following College Priorities and Strategic Initiatives
   ❑ Basic Skills   ❑ Global Citizenship   ❑ Sustainable Campus   ☑ Career Technical Education
   ❑ GRIT   ☑ Institutional Imagination (I³)

Relates to the following recommendations and objectives:
   ☑ Board of Trustees Goals and Priorities ("Our Commitment to Access, Quality, <u>Innovation</u>, Equity and Sustainability")
   ❑ Program Review Recommendations
   ☑ Academic Senate Objectives (#3)
   ❑ Other (please indicate) _____

Methods to Accomplish the Objective and Anticipated Outcomes:

   • Identify emerging careers.
   • Engage employers
   • Establish interdisciplinary advisory boards
   • Identify internships and mentorships

Estimated Cost:	*Funding Source:* ☑ *Existing* ❑ *Potential*

15

EMERGE

The SMC Information, Communication, Technology and Entertainment (ICTE) Initiative. EMERGE supports synergistic programs and activities to advance multi-disciplinary learning. The purpose is to align education with emerging careers and entrepreneurial ventures in our local and regional economy. The initial focus will be to pursue collaborations among compatible disciplines, to facilitate active employer engagement, and to develop innovative career pathways.

Information

Communication

I

C

Broadcasting
Graphic Design
Journalism
Photography

Mobile Development
Social Media
Web Design
Web Programming

ENTREPRENEURSHIP

EMERGE

MARKETING

Media Arts
Motion Graphics
Promo Pathway
Technical Theatre

T

E

Technology

Entertainment

Animation
Digital Media
Game Development
Film

Industry Partners

Interdisciplinary Advisory Board
Internships & Mentoring
Marketing Analytics
Strategic Entrepreneurship

Projects
User Experience Design (UXD) Curriculum
Student-Produced Content for Broadcast
IDEAS Speaker Series
Multimedia Theatre Production

Faculty

Contextualized STEM
Interdisciplinary Curriculum
Project-based Learning
Team Teaching Pedagogy

Outcomes

Targeted Career Pathways
Entrepreneurial Incubator

SMC SANTA MONICA COLLEGE

Santa Monica Community College District

Master Plan for Education – Institutional Objectives, 2013-2014

PLANNING DOCUMENTS **INSTITUTIONAL OBJECTIVES 2013-2014**	Program Review Recommendations	Board of Trustees' Goals and Priorities	Academic Senate Objectives	College Priorities (Basic Skills, Global Citizenship, Sustainable Campus, Vocational Education)	Strategic Initiatives GRIT and Institutional Imagination Initiative (I³)
1. To develop definitions and templates for planning processes and outcomes assessment to ensure data interpretation and planning recommendations align based on consistent standards.	✔	✔			
2. To allocate resources sufficient to support the ongoing maintenance of technology, equipment, and facilities.	✔			✔	
3. To incorporate flexibility in all facilities planning and resource allocation processes to allow for nimble responses to future changes.	✔	✔		✔	
4. To incorporate flexibility in all facilities planning and resource allocation processes to allow for nimble responses to future changes.		✔	✔	✔	✔
5. To further implement the Institutional Imagination Initiative (I³) by demonstrating acknowledgment of and support for innovative thinking, first by identifying current creative projects/initiatives in progress.		✔			✔

PLANNING DOCUMENTS INSTITUTIONAL OBJECTIVES 2013-2014	Program Review Recommendations	Board of Trustees' Goals and Priorities	Academic Senate Objectives	College Priorities (Basic Skills, Global Citizenship, Sustainable Campus, Vocational Education)	Strategic Initiatives GRIT and Institutional Imagination Initiative (I[3])
6. To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.	✔	✔		✔	
7. To develop and implement plans to improve the College's safety and emergency preparedness systems and procedures.		✔	✔		
8. To develop and implement strategies to improve and maintain the college's facilities and overall physical environment.				✔	
9. To develop a plan to implement EMERGE, the SMC Information, Communication, Technology and Entertainment (ICTE) Initiative to align education with emerging careers and entrepreneurial ventures in the local and regional economy.		✔	✔	✔	✔

MASTER PLAN FOR EDUCATION UPDATE, 2013-2014

Responses to 2012-2013 Institutional Objectives

Institutional Objective #	Status
1	Completed
2	Completed
3	Completed
4	Substantially Completed
5	Completed
6	Completed
7	Completed
8	Completed
9	Completed
10	Completed
11	Completed

Status	Number of IOs/Percentage	
Completed	10	91 percent
Substantially Completed	1	9 percent
Addresssed	0	0 percent
Not addressed	0	0 percent

OBJECTIVE 1 To identify and implement strategies to assist programs in maintaining a web and social media presence.			*Responsible Area(s)* Enrollment Development
☒ Completed	❑ Substantially Completed	❑ Addressed	❑ Not Addressed *(include reason if checked)*

RESPONSE

- Delivered 20+ individual and group trainings to departmental web publishers on how to use SMC's web platform (SharePoint); developing a library of SharePoint training documents and materials in order to meet ongoing training needs.

- Drafted social media guidelines for SMC-affiliated accounts and commenced offering tips/counsel to departments interested in building their social presence.

- Launched a SMC social media "index" page that lists and links to all official SMC social media pages. This index will be updated/enhanced as the College's social efforts grow.

- Initiated long-term paid outreach and sponsored account/stories campaigns on Facebook and Twitter to increase the audience for our official SMC channels.

- Web Content & Digital Marketing Facilitator now provides technical support, redesign management and content strategy for departments that need assistance building out their web presence.

MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
RESPONSES TO 2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 2 To provide training in the assessment of outcomes and in documenting how the assessment results are used in program planning.	*Responsible Area(s)* Enrollment Development: • Institutional Research Academic Senate: • Institutional Effectiveness Committee • Professional Development Committee

☒ Completed	☐ Substantially Completed	☐ Addressed	☐ Not Addressed *(include reason if checked)*

RESPONSE

In 2012-2013, the Office of Institutional Research hosted three workshops on the assessment of student learning and unit outcomes and use of assessment findings to inform decisions:

- A workshop for all program leaders of programs completing the six-year program review process in 2012-2013. The workshop provided training on data collection, analyses, and interpretation, including assessment of outcomes, for program review (18 attendees);

- A Fall Flex Day workshop on how to use SLO and other data to inform decision making processes for improved instruction and programs and how to report data findings for program review (13 attendees); and,

- A Spring Flex Day workshop on how to use course-level SLO data to assess program and institutional outcomes and to inform planning processes (11 attendees).

In addition, the Office of Institutional Research provided ad hoc data support and training for 15 programs going through program review/mini CTE review during the 2012-2013 academic year.

OBJECTIVE 3			*Responsible Area(s)*
To ensure that there are consistent student lab use tracking systems to document the required student lab hours and to provide data for studying the correlation between student achievement and use of lab resources, both in the lab and through remote access to the online materials.			Academic Affairs
☒ Completed	❏ Substantially Completed	❏ Addressed	❏ Not Addressed *(include reason if checked)*

RESPONSE

The computerized tutoring tracking system has been in place for one year in the tutoring centers, enabling the College to collect standardized data from each center. Institutional Research has completed the first research report on the correlation between student achievement and use of lab resources. The data in this report indicated some flaws in the use of the system, resulting in modifications to the computer program.

Both Math and Modern Languages departments have computerized learning resources that students may use outside of the respective labs. Information Services has worked with various campus departments and outside vendors to incorporate off-campus use of resources into the lab data reports. Improvements to both systems will be ongoing to meet the varied needs of departments.

OBJECTIVE 4	Responsible Area(s)
To identify additional strategies, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups.	Student Affairs • Mike Tuitasi In consultation with • Grants/STEM/Title 5 • Enrollment Development • Institutional Research • Academic Affairs

❏ Completed	☒ Substantially Completed	❏ Addressed	❏ Not Addressed *(include reason if checked)*

RESPONSE

The District was able to address the needs of a variety of special populations by conducting on-going research and creating specialized support programs and activities that addressed the needs of historically underrepresented populations. These projects and activities included:

- The Office of Institutional Research, in collaboration with a team of faculty members, conducted a qualitative study examining the collegiate experience of students from diverse ethnic and cultural backgrounds. The purpose of the study was to document the barriers diverse students face in achieving their education goals and to identify the factors that facilitate student success. The team conducted interviews with 18 Santa Monica College students during Spring 2013 and is currently in the process of transcribing and analyzing the interview findings. The data from the study will be used to inform current practices and deepen understanding of how the college can help students from diverse ethnic and cultural backgrounds achieve success in their courses and complete their educational goals.

- The Science and Research Initiative is a joint program between SMC and UCLA that seeks to increase the number of underrepresented students who pursue degrees in <u>S</u>cience, <u>T</u>echnology, <u>E</u>ngineering, and <u>M</u>athematics (STEM). The SRI program utilizes the cohort model to create a supportive environment while challenging students to pursue rigorous academic activities like summer intensives and research. The program requires students to utilize campus resources to design a personalized academic program to achieve success in these rigorous majors. SRI has also added formal STEM focused career planning courses and an interdisciplinary science course that focus on the principles and practice of scientific research. Using interdisciplinary strategies that incorporate applied learning experiences and focusing on non-cognitive skills gained through counseling, SRI plans to increase the success of traditionally underrepresented students in STEM fields.

- During Summer 2013, 82 students participated in the Summer Jams program. Students who placed at the pre-college level in English and math went through 10 days of fun dynamic activities designed to strengthen reading, writing, math and study skills to gain a head start toward a college degree or career certification. Students also participated in student success workshops led by SMC Counselors. The majority of students were first-time college students from underrepresented populations. About 40% of students are receiving some form of financial aid. Participating students came from 18 different local high schools, with. the majority of students coming from Santa Monica, Culver City, Hamilton, University, Manual Arts and Venice high schools.

- Through the leadership of the Black Collegians Program, the college created several new articulation agreements with historically Black Colleges. These agreements will have the indirect effect of giving students "purpose," a factor in increasing retention.

- Workshops and informational handouts were created to assist AB 540 students with getting connected to support resources at the college.

- Under the new enrollment priorities plan, Adelante and Black Collegians students receive priority enrollment.

- The institutionalization and expansion of supplemental instruction is having a positive effect on the retention of underrepresented students.

- The Guardian Scholars Program was created to assist foster youth with academic support and guidance. The program received funding from the Angel Foundation and will serve as a pilot project with Loyola Marymount and UCLA to help promote and increase transfer and student success for foster youth.

On-going activities and research will continue in the 2013-14 academic year. A taskforce will be created to review new data and the development of additional support services.

OBJECTIVE 5			*Responsible Area(s)*
To develop planning criteria for determining the allocation of dedicated resources to specific programs and whether these resources are sustainable.			DPAC Fiscal Services Senior Staff Resource Development Group (Grants, Foundation, Workforce Development)
☒ Completed	❑ Substantially Completed	❑ Addressed	❑ Not Addressed *(include reason if checked)*

RESPONSE

During the past year, the Resource Development workgroup, which includes the Executive Vice President, the Executive Director of the SMC Foundation, the Dean of Workforce and Economic Development, and the Director of Grants, met regularly to develop criteria and tools for prioritizing resource development efforts regarding specific programs. The results of these discussions include a list of criteria, as well as a matrix, that the Foundation, Grants Office, and Workforce and Economic Development Department, as well as the greater college community, including instructional programs and student services, may use as they consider new funding initiatives, programs, and services. The purpose of these criteria is to assure that the college is allocating its limited resources to the most critical and essential programs. These criteria include:

1) Relevance to institutional mission, learning outcomes, strategic initiatives, and supporting goals;
2) Degree to which project is supportive of and addresses an institutional, programmatic, and/or student need;
3) Degree to which SMC has prior experience in this area or has the expertise to move forward with a new initiative;
4) An identified point of contact exists within the institution who will take the lead on the project and be responsible for its implementation (full-time staff, faculty, or administrator);
5) Project can be accomplished within existing infrastructure OR the project will provide the resources necessary for implementation and long-term sustainability, particularly with regard to facilities, technological capacity, and administrative support services;
6) Likelihood for success; and
7) For projects requiring a written proposal, the ability of development team, including the writing team, IR and Fiscal, to develop and submit proposal within the time allotted.

In addition, other considerations include:

• Project will lead to other potential funding opportunities and/or leveraged resources;
• Project will provide SMC with local, regional, and/or national recognition, which may lead to other potential funding opportunities and/or collaborations; and
Project encourages and/or increases interest in pursuing external funding within a department that has not previously pursued external funding.

OBJECTIVE 6			Responsible Area(s)
To develop a plan for defining, organizing and institutionalizing the GRIT (Growth, Resilience, Integrity and Tenacity) strategic initiative. This initiative will facilitate student achievement through a College-wide focus on non-cognitive skills (e.g. integrity, perseverance, goal-setting, and help-seeking behaviors), on supplementing competencies supporting ILO #1, and on supporting students' aspirations for their futures.			Academic Senate ·Institutional Effectiveness Committee Institutional Research
☒ Completed	❏ Substantially Completed	❏ Addressed	❏ Not Addressed *(include reason if checked)*

RESPONSE

In the 2012-2013 academic year SMC inaugurated the GRIT initiative. The effort to define GRIT began with gathering academic literature on non-cognitive skills and making that material available to the College community. Much of this material can be found at the GRIT webpage. The literature and research from the field inform the work on GRIT at the College. Leaders of the initiative and the Academic Senate agreed that the Institutional Effectiveness Committee ought to serve as the hub of the discussions for how to use this information to define, organize and institutionalize GRIT. Initially, the committee's effort focused on developing a new competency under ILO #1. However, over the course of a year-long discussion, the committee recognized the need for a new ILO that could help the College operationalize GRIT. The committee developed and the Academic Senate recommended the College adopt this ILO (#5). With its adoption, the College seeks to enhance student success by fostering among students a level of engagement in the school that enables and motivates the integration of acquired knowledge and skills beyond the classroom and College-based learning experiences. The concepts advanced by the ILO provide a framework for operationalizing GRIT, but not a prescription. To further clarify the principles informing GRIT, the College developed competencies to support this outcome. They include: a) interest (enjoyment of the learning process), b) valuing the academic task beyond the task itself, and c) self-efficacy/empowerment (belief in one's abilities to achieve a goal or an outcome). Departments and those working directly with students will determine how this framework will inform their work. In other words, it will put muscle on the skeletal definition of GRIT contained in ILO #5 through the specific plans, activities and approaches of educators throughout the College as they make GRIT their own.

Principally, the GRIT initiative has been driven by the assumption that the values informing GRIT will find their way into the fabric of the College's culture and mission when key College planning committees incorporate GRIT into the fabric of their work. Now that the College has a working definition of GRIT in ILO #5, committees like the Academic Senate's Curriculum, Program Review, Professional Development, and Institutional Effectiveness can support its institutionalization by encouraging and facilitating departmental efforts to take on the project of the initiative. This project includes: 1) helping students identify their purpose, 2) helping students help themselves achieve success, and 3) helping students get and stay motivated. The effort to improve student success through focusing on these three efforts will be enhanced with the developed a new program tentatively called "College Coaching". The program is made up of student-identified volunteers who are trained to support students through the challenges of college. Also, the new Center for Teaching Excellence will contribute to the institutionalization of GRIT by providing support for related workshops, activities and speakers.

RESPONSES TO 2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 7	*Responsible Area(s)*
To develop a plan for how to assess the strategic initiative GRIT, with a focus on assessing students' acquisition of non-cognitive skills. The assessment will be tied to traditional metrics used to measure student success, e.g. grades, transfer, completion, improved academic honesty. The College will run a pilot ETS study on the acquisition and assessment of students' non-cognitive skills as one mechanism to inform this plan.	Academic Senate Counseling/Retention Institutional Research

☒ Completed	☐ Substantially Completed	☐ Addressed	☐ Not Addressed *(include reason if checked)*

RESPONSE

Key to the College's effort to assess the GRIT initiative will be ILO #5, developed by the Institutional Effectiveness Committee and affirmed by the Academic Senate. The outcome, entitled "Authentic Engagement," is designed to help assess whether the College is enhancing student success by fostering among students a level of engagement in the school that enables and motivates the integration of acquired knowledge and skills beyond the classroom and College-based learning experiences. The College believes the success of GRIT will be evidence, ultimately, by improvements in student success, retention, and completion.

The concepts advanced by the ILO provide a framework for operationalizing GRIT. This framework includes the ILO and competencies the College developed to support this outcome. They include: a) interest (enjoyment of the learning process), b) valuing the academic task beyond the task itself, and c) self-efficacy/empowerment (belief in one's abilities to achieve a goal or an outcome). As with the existing ILOs, faculty will develop SLOs to assess ILO #5 and map those SLOs to the competencies under the ILO. Departments and those working directly with students will determine how best to assess "authentic engagement" and whether their students meet the standard. As ILO #5 has been programmed into ISIS, these efforts can begin immediately. Additionally, once relevant SLOs have been developed and assessed, departments will use ILO #5 data in their program review self-evaluations and curriculum updates.

In fall of 2012, the college conducted a pilot study assessing the relationship between student's non-cognitive skills and student outcomes, including term GPA, course credit completion rate. An instrument developed by ETS and called SuccessNavigator was administered to students enrolled in COUNS 20 classes and measured students' skills in four non-cognitive domains: academic skills, motivation/commitment, self-management, and social support. The study found that when controlling for the impact of gender, race/ethnicity, parental education, and academic ability, non-cognitive skills positively impacted GPA and credit success.

Given the encouraging findings of the pilot study, SMC continued to use SuccessNavigator in spring 2013 in 13 sections of Couns 20. The Couns 20 faculty each received "SuccessNavigator class reports" that informed them of their students' characteristics on 14 non-cognitive scales including: organization, meeting class expectation, commitment to college, institutional commitment, motivation, sensitivity to stress, text anxiety, academic self-efficacy, self-management, connectedness, barriers to success and social support. Upon receiving their class non-cognitive skills data, the Couns 20 faculty met as a group to discuss their results which ultimately served to tailor the course to best meet their students' non-cognitive needs. SMC hopes to continue to use SuccessNavigator in Couns 20 and is currently discussing its usage.

OBJECTIVE 8	*Responsible Area(s)*
To develop a plan for organizing and institutionalizing a strategic initiative called I³ (Institutional Imagination Initiative) to harness the creative power of the college community to rethink how the college can analyze and address issues through responsive engagement and facilitate continuous dialogue among the college community. The intent is to solicit and implement innovative ideas for improving and supporting student achievement.	DPAC

☒ Completed	❏ Substantially Completed	❏ Addressed	❏ Not Addressed *(include reason if checked)*

RESPONSE

An I³ Task Force, comprising members from faculty, classified staff, administration, and students, was formed and charged with developing a plan for organizing and institutionalizing the Institutional Imagination Initiative, articulated in Spring 2012. Recognizing that innovation occurs continuously and through many pathways at Santa Monica College, the task force focused primarily on venues and processes for increasing responsive engagement and facilitating continuous dialogue among the college community. The Task Force reviewed literature on innovative and effective practices and explored technology that could facilitate dialogue and the exchange of ideas to improve student achievement.

Subsequently, in Fall 2012, the College was awarded a five-year Title V grant. At the heart of this $3.2 million project is a new Center for Teaching Excellence which will provide a physical location, staffing, and support for the college community to explore effective practices for improving student achievement.   As the workgroup tasked with implementing the new Center began its work it became obvious that the professional development component of the I³ strategic initiative should be incorporated into the Center structure. Moving forward, the Center for Teaching Excellence will serve as a catalyst for institutional dialogue and engagement around improving student achievement and will serve as a strong example of how the College is institutionalizing the I³ Initiative.

Although the original charge of the I³ Task Force included preparing an initial list of potential innovative programs/projects to be reviewed and discussed by DPAC, the Task Force and DPAC leadership subsequently agreed that innovative initiatives at SMC tend to develop organically within department/discipline/program units rather than through a traditional committee process. Therefore, the next implementation phase of the I³ strategic initiative will involve having DPAC review the various innovative projects/programs that are currently in development across the college community and determine means of fostering institutional acknowledgment and support.

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2013-2014 UPDATE
RESPONSES TO 2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 9	*Responsible Area(s)*
To develop and begin implementation of a plan for the SMC Teaching and Learning Center in order to expand institutional capacity to support creative efforts that generate innovative pedagogies, foster professional development, and increase student success.	Academic Senate Title V Grant STEM Grant

☒ Completed	❏ Substantially Completed	❏ Addressed	❏ Not Addressed *(include reason if checked)*

RESPONSE

A Title V Hispanic Serving Institutions Program (HSI) Grant: "Foundations for Teaching and Career Success" was funded in October 2012 through the U.S. Department of Education. The intent of the grant is to support low income, Latino and traditionally underrepresented students as they pursue their academic and career goals. Activities of the grant include establishing a Center which will provide ongoing professional development activities. In the grant the space to be utilized for the education of faculty was titled "The Teaching and Learning Center." After surveying faculty and eliciting their input, the name was changed to "The Center for Excellence in Teaching."

Faculty Leadership Team and Steering Committee
In December 2012, members of the Faculty Leadership team, and the Steering Committee were selected. These groups have met several times during the Spring 2013 semester.

The role of the Faculty Leaders is to help to contextualize the foundation skills needed by students in Career Technical Education programs through interdisciplinary collaboration, staff development, and oversight of faculty activities. The faculty leaders are representative of a broad range of disciplines across campus.

The Steering Committee is a resource committee that has been providing input regarding grant activities and institutionalization.

Planning Efforts and Future Activities

During the first year of the grant the focus was planning for the Faculty Summer Institute (FSI) and activities that will occur during year two. The Faculty Summer Institute which will be held this summer from July 29th to August 28th. The leadership team developed the plan for each day including speakers from a variety of educational disciplines with expertise in the fields of teaching, brain research, and the utilization of cutting edge strategies and methodologies in the classroom.

The Center Location and Space

In March 2013 a subcommittee was formed to discuss the physical space and plan for its utilization. A collaborative, high tech, multi-use teaching space has been designed for faculty use in the new Media Center Building and scheduled for completion in December 2014.

The Center 2013-14 Plan

During the Spring and Summer terms, the leadership team developed a 2013-14 implementation plan. The plan incorporated feedback from faculty across disciplines collected during the Spring Institutional Flex Day, Academic Senate faculty focus groups, Institutional data, and the Spring 13 TLC faculty survey. In the plan, Faculty Summer Institute participants and Faculty leaders will have a Fall Opening day and Spring Institutional Flex day roundtable discussion. During the Fall and Spring terms, 4 to 5 speakers will be brought in each term to kick off each of the themes/strands for the year. The strands include the following: student motivation and engagement, neuroscience, cultural competency, excellence in teaching and curricular design/redesign. After the speakers kick off a theme or strand, a series of roundtable discussions and workshops will explore elements of each of the themes/strands. Throughout the year the Center for Teaching Excellence (The Center) will also offer one-on-one assistance on a range of topics including each of the themes/strands. Lastly, the Center will have departmental trainings for 8-10 departments for the year.

OBJECTIVE 10	Responsible Area(s)
To reduce the operating deficit through expenditure savings and increased revenues while maintaining, as a minimum, a 5 percent unrestricted general fund balance.	Business/Administration DPAC • Budget Planning Subcommittee

☒ Completed	❏ Substantially Completed	❏ Addressed	❏ Not Addressed *(include reason if checked)*

RESPONSE

The operating deficit was reduced by $2 million ($6.8m to $4.8m) and the District is projected to end with a 7.2% general fund balance of $10.2 million. The District continued its cost reduction strategies for 2012-13 even though Proposition 30 was approved by the voters in November. The main sources of savings were realized from reductions in contract and salary expenditures. The District also experienced increased revenues from its contract education program for international students.

OBJECTIVE 11	Responsible Area(s)
To create a workgroup/subcommittee comprising representatives of the Academic Senate Joint Professional Development Committee, the Classified Professional Development Committee, SMC Police Officers Association and the Management Association to prepare a college-wide plan that includes all staff development activities, including mandatory training.	Academic Senate: • Professional Development Committee Classified Professional Development Committee SMC Police Officers Association Management Association Human Resources

☒ Completed	❑ Substantially Completed	❑ Addressed	❑ Not Addressed *(include reason if checked)*

RESPONSE

During the 2012-2013 academic year, representatives from faculty, classified staff, and management met to plan professional development activities and devise a system for collaborating on a College-wide professional development plan. This committee included VP of Student Affairs, Dean of Enrollment Services, Academic Senate President, chairs of the Academic Senate and Classified Professional Development Committees. Planning for professional development is tied directly to the master planning process and includes activities organized to address institutional learning outcomes, strategic initiatives, yearly objectives in the master plan, in addition to mandated compliance training facilitation and coordination and timely matters (e.g., 1440 degrees, the Student Success Act, emergency response training, supervisory training, etc). The activities (FLEX workshops, summer institute, technology training, classified training, management support workshops, etc) are assessed through surveys, and the feedback informs future planning. In addition, professional development activities offered during the Fall and Spring FLEX Days are mapped to college initiatives (e.g., global citizenship, sustainability, CTE, GRIT). Each professional development group (faculty, classified, management) works independently to develop professional development activities, and representatives of the groups meet each semester to coordinate efforts. The following underlying principles guide College-wide professional development planning:

- Prioritizing professional development based on needs identified through master-planning processes, identification of concerns from senate committees (e.g., Department Chairs, Program Review, Institutional Effectiveness, Student Success, Student Instructional Support, Distance Ed, CTE, etc)
- Collaboration on College-wide FLEX days in fall and spring.
- Continual assessment through surveys to inform planning process.
- Coordination with Human Resources Office.

*See diagram attached

Professional Development Planning at Santa Monica

INTERNAL INPUT

**Academic Senate
Committees:**

PDC

Dept Chairs, ISC, DE, SISC,
Institutional Effectiveness,
Global Citizenship,
Program Review, Equity &
Diversity, Curriculum,
Student Affairs, CTE,
Environment Affairs,
Personnel Policies,
Sabbaticals

Classified PDC

Managers PDC

DPAC (Master Planning)

**DPAC Planning
Committees:**

HR, Budget, Tech,
Facilities

Strategic Initiatives Task
Forces

Human Resources Dept

Board of Trustees

**Superintendent/
President**

EXTERNAL INPUT

California Legislature

Title V and Ed Code

Federal Government

Grants

Santa Monica Community

Santa Monica/Malibu USD

ACCJC

Planning

Assessment

Training

Outcomes

Professional Development Activities

Flex Workshops

Speakers

Technology Training

Education Abroad

Center for Teaching Excellence
Faculty Summer Institutes

Professional Meetings and Conferences

IMPROVED QUALITY OF EDUCATION FOR STUDENTS

Introduction

Program Review is the process by which every area of the college documents the self-evaluation process. All programs/areas of the college submit a comprehensive report to the Academic Senate Joint Program Review Committee every six years. The review process is designed to help programs identify areas for improvement, document the basis for any changes made to the program, and to inform institutional planning. Programs submit a written report responding to specific prompts. These reports are read by the committee, which then meets with program representatives to engage in dialogue based upon the detail provided in the report. The committee agrees upon commendations for performance of functions and activities deemed noteworthy, recommendations for program strengthening, and, if appropriate, recommendations for institutional support. Committee recommendations are then documented in an executive summary. Reports and executive summaries are accessible on the Program Review committee website.

As all programs at the college engage in self-evaluation through the program review process, committee members are afforded a broad view of the impact of shifting demographics, best practices, common concerns, research and assessment, connections between programs and services, and opportunities for collaboration and sharing. The committee spends many hours in thoughtful review, providing feedback to programs, and discussing how this information fits into broader institutional goals to help inform planning at the college.

Many committee members have served for multiple years, providing history and continuity, which aids the committee in identifying issues and concerns shared by multiple programs. These are captured in the annual report the committee submits to the District Planning and Advisory Council (DPAC) as recommendations based on observed overarching trends. Each of these recommendations is discussed by DPAC and many of them have become *Master Plan for Education* annual objectives. For example, in 2011-12, seven overarching recommendations made in the Program Review Planning Summary were incorporated into four objectives in the *Master Plan for Education*; in 2012-13 five recommendations became objectives. Additionally, recommendations from program review which do not reach the level of institutional objectives for the *Master Plan for Education* are often assigned to an appropriate committee or implementation group to be addressed.

Program Review will move to an on-line process in Fall 2013, adding shorter annual reports to the current six-year rotation for comprehensive program review. Moving to an on-line format will help programs maintain easily accessible and continuous documentation, enable the Program Review committee and other planning bodies to gather consistent information across programs, and establish a subset of annual data and needs that will provide information across programs to assist in annual institutional planning.

To help programs prepare for the review process, the committee offers multiple orientation sessions for programs scheduled for full review the following year. Additionally, Institutional Research provides a common dataset to instructional programs, works with student and instructional support programs to design specialized data collection tools, and assists administrative programs to identify and assess appropriate measurable outcomes. All programs are asked to report on outcomes assessments and the program response to the results.

Program Review Committee membership overlaps with the Curriculum and Institutional Effectiveness Committees to ensure there is sharing of information and to strengthen committee processes and communication.

Committee Membership

Chair: Mary Colavito, Faculty, Life Science
Vice Chair: Katharine Muller, Administrator, Academic Affairs
Jamey Anderson, Faculty, Physical Sciences (Fall 2012)
Sara Brewer, Faculty, Communications (Spring 2012)
Sonali Bridges, Administrator, Outreach (Spring 2012)
Makiko Fujiwara-Skrobak, Faculty, Modern Languages and Cultures
Sharon Jaffe, Faculty, ESL
William Lancaster, Faculty, Design Technology
Hannah Lawler*, Administrator, Institutional Research (Fall 2012)
Randal, Lawson, Administrator, Executive Vice President
Erica LeBlanc*, Administrator, Academic Affairs
Fran Manion, Faculty, Math
Sehat Nauli, Faculty, Physical Science
Mary-Jane Weil, Faculty DSPS
Daniel Berumen, Institutional Research (committee resource)
Guido Davis DelPiccolo, Faculty, Social Sciences (committee resource as Curriculum Committee Chair)
*Also serves on Institutional Effectiveness Committee

Programs Reviewed and Reports Accepted Spring & Fall 2012
The following programs submitted a full program review report, all of which were accepted by the committee:
- Art
- Design Technology
- Facilities and Facilities Planning
- Facilities Programming
- Food Services & Vending
- Health Science
- Latino Center and Adelante
- Madison Project
- Office of Student Judicial Affairs & Ombuds
- Photo/Fashion

CTE Programs 2 Year Review
Career Technical Education (CTE) programs are required to submit abbreviated biennial reviews. The following CTE programs completed reviews in 2012:
- Business & Accounting
- Early Childhood/Education

2012 Recommendations for Institutional Support for Specific Programs
Executive summaries for all programs reviewed in Spring and Fall 2012 are included in this report. In addition to a narrative, the summaries include commendations, recommendations for program strengthening, and recommendations for institutional support, if appropriate. Recommendations for institutional support that, to the knowledge of the committee, have not already been addressed are listed for consideration in institutional planning processes:
1. Ensure new facilities uniting all Art areas in the same location are included in the next bond measure. (Art)
2. Develop methods for effectively implementing tutor tracking and reporting. (Business & Accounting; applicable to other programs). *Note:this is being implemented.*
3. Create databases for long term tracking of the ongoing educational pursuits and employment of students. (Business & Accounting; applicable to other CTE programs)

4. Form a Digital Learning Studio user's group to help faculty exchange best practices and pedagogical information for enhancing the use of the classroom-based technology and to develop research methods for determining the effect of DLS technology on student learning and success. (Business & Accounting; applicable to other programs)
5. Include technology maintenance for CTE programs like Design Technology in the annual Technology Plan. (Design Technology)
6. Consider aggregating similar CTE programs into a single marketing strategy. (Design Technology)
7. Investigate methods for providing students access to mobile technology loaded with program applications for reasonable purchase or lease. (Design Technology)
8. Assist the program in addressing current confusing, non-sequential course numbering and the lack of numbers for new courses. (Design Technology)
9. Provide assistance to Facilities Planning and Facilities Management to coordinate and maximize warranty and training contracts when new buildings come on line. (Facilities Planning & Facilities Management)
10. Include in budget planning the additional staffing, training, and equipment needed to adequately maintain new buildings with more complex systems and increased square footage as they come on line. (Facilities Management)
11. As construction projects are completed and existing space is vacated consider the value of re-allocating some locations for revenue generating functions. (Food & Vending Services)
12. Build sufficient maintenance of equipment, technology and facilities into the district budget. (Health Sciences)
13. Explore options for increasing parking at or close to the Performing Arts Center (PAC). (Facilities Programming, Madison Project)
14. Develop a succession plan for the Ombuds office (Ombuds).
15. Provide professional development support to Student Judicial Affairs, especially in areas that might help reduce the level of reliance on legal counsel. (Student Judicial Affairs)
16. Investigate options for providing sufficient support to ensure referrals to Student Judicial Affairs are addressed in a timely fashion. (Student Judicial Affairs)
17. Review institutional standards for media projection and determine if they can be adjusted to address Photography instructional needs for better image quality. (Photo)

Recommendations of the Committee Based on Overarching Trends Observed

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

Institutional Effectiveness

The College has made assessing institutional effectiveness a priority. Examples of this commitment include creation of the Academic Senate Joint Institutional Effectiveness Committee, development of an Institutional Dashboard, the in-depth process by which *Master Plan for Education* (MPE) annual objectives are developed and assessed, and the integration of various committee reports such as this one into the MPE planning process. From the District Planning and Advisory Council (DPAC) to the Board of Trustees, each body not only contributes to institutional planning, but also annually sets priorities, reviews objectives, assesses outcomes, and makes recommendations. However, the perspective applied and reporting structure employed by various planning and recommending documents can be inconsistent, which on occasion has led to documentation that does not always align. A method for ensuring that reports use consistent documentation templates should be developed. As a start, the committee suggests a collaboration between the Academic Senate Joint Program Review and Institutional Effectiveness Committees to establish a template with respect to documenting outcomes assessment that could then serve as a model for consistency.

The committee notes that all programs are engaged in outcomes assessment, although some programs are further along with fully documenting how assessment results are informing program planning and changes. The efforts of the Institutional Effectiveness Committee to help administrative units write and measure Unit Outcomes, instead of Student Learning Outcomes, made the outcomes assessment more relevant and improved integration of assessment results into program planning. The Office of Institutional Research has offered multiple workshops and training opportunities for programs on such topics as interpreting data, designing surveys, and improving assessment. Reports from programs taking advantage of this support reflect an increased understanding of effective use of data and integration of the results into program planning efforts.

1. Develop a template for consistent reporting of outcomes assessment among processes and reports.
2. Identify a process or body to serve as a resource for ensuring more consistent alignment of data interpretation among institutional and program reports.

Technology

Establishing priorities and funding for technology maintenance and support is an ongoing and increasing concern for programs. Especially in tight budget times such as the college has recently experienced, the ability to maintain both equipment and licensing of software is a challenge, let alone adopting newer technologies to keep current with industry standards. Students adopt new technologies with alacrity and expect the college to keep pace. To some degree, keeping up technologically is critical to maintaining our reputation for innovation and remaining a premier destination for students. Technology is a powerful tool in the arsenal of innovation and possibility, areas in which the college excels.

Technology infrastructure requires greater and greater capacity, upgrading, and support. Almost every process and system at the college is driven by technology – which works as well as it does because of the support staff working behind the scenes. In addition to sufficient staff, training is another facet of concern regarding technology. There is a clear desire for ongoing training for users and technology support staff.

In the past year significant efforts have been made to increase the number of classrooms with access to teaching technology. Eventually, every classroom will have some level of technology, which will all need to be added to ongoing technology maintenance and replacement plans. Thus, it is easy to see why various aspects of technology maintenance and support annually appear on the list of overarching issues.

Web, Facebook, and other social media presence have become the norm. Programs regularly express a desire to maintain such a presence but are able to do so only if someone in the program volunteers to maintain the content and connections. Some programs do not have resident expertise and need support to implement or maintain a presence. Given the impact of web and social media presence, for programs as well as the institution, strategies for consistently supporting maintenance of program-focused social media should be explored and expanded. The position of Web Content & Digital Marketing Facilitator has recently been created and while this person has done an excellent job with college websites, it is not possible for this role to assume responsibility for updating and maintaining the myriad program social media sites.

3. **Ensure an appropriate level of technology, equipment and facilities maintenance and support is included in the district budgeting process every year.
4. **Include technology maintenance for CTE programs in the annual Technology Plan (CTEA funds cannot be used for maintenance).
5. Investigate methods for providing students access to laptops and mobile technology pre-loaded with program applications for reasonable purchase or lease.
6. **Identify the best strategies for assisting programs to maintain a web and social media presence.

Curriculum

As technology applications become more accessible and relevant to a wider variety of programs the committee notes that multiple instructional programs are teaching the same tools, although often from a different perspective or emphasis. Establishing a common terminology to be used in course descriptions would help students identify the appropriate course to take when similar courses are offered by multiple disciplines. Students need sufficient information to make appropriate choices, so clarifying why a course teaching a specific software application in one discipline may not be appropriate to meet a requirement in another discipline – especially when the appropriate courses are not available – is important. This will become particularly relevant when credit limits are implemented through the recently approved Title 5 enrollment priorities regulations..

Another issue related to curriculum which affects several programs is course numbering. With a two-digit course numbering system some programs are running out of course numbers altogether, while others have course sequences that are illogical. Long term, despite the many system challenges (both SMC and state) inherent in moving to a three- or four-digit numbering system, exploring alternative course numbering taxonomies will be necessary.

7. **Develop a plan for communicating the differences in courses that teach the same software applications.
8. **Explore course numbering options that would allow for a greater and more logical numbering structure.

Support Services

For a long time the College has provided an exceptional level of support services that far exceeds what is provided at other institutions. This is true for both student and instructional support services. Prime examples of instructional support programs and activities include numerous tutoring labs, Supplemental Instruction, and an excellent library. In terms of student support, the College offers a plethora of programs that range from broadly focused services targeting all students such as the Welcome Center and Transfer Counseling, to programs focusing on specific groups of students such as Black Collegians, Latino Center, Pico Promise and the Veterans Resource Center. Counseling is a primary service of almost all student support programs, with additional support services varying from program to program.

Each of these functions/programs has proven value and was developed for different reasons. Over time, reviews of resource allocation to maximize impact have been hampered by facilities constraints that have dictated scattering programs and services in numerous locations, concern that support for targeted groups would be diminished and influence over service content would be reduced. Long range, facilities planning and resource allocation for all student and instructional support services should be designed to be as flexible as possible to enable the institution to respond easily to changing needs and student demographics, research and institutional experience with best practices, and externally imposed mandates.

There is a clear institutional desire for data that integrates use of support services with specific student information to enable programs and the institution to reach more informed conclusions about which services have the most impact on student success.
Some student support programs indicate they are serving greater numbers of students not in the target population. Inconsistencies in operating processes and schedules between programs may also be encouraging students to seek help wherever convenient. Reviewing program guidelines and scheduling, and implementing consistent practices where appropriate, could enhance the ability of programs to better serve targeted populations.

It may be timely to explore what is more important to students: accessing targeted services or expanding the availability of the most popular services. As the college develops strategies to support the GRIT (Growth/Resilience/Integrity/Tenacity) Strategic Initiative and looks more closely at the impact of cohort models on student success, a review of how student and instructional support services can mirror and support these strategies could further strengthen student retention and success.

This is especially pertinent as the committee notes that in addition to student service programs indicating a need for additional counselors, many instructional programs have voiced a desire for dedicated counseling support. Traditionally, the primary means for obtaining such support has been through grants, which sets up expectations for continuing dedicated support when grant funds end. Establishing criteria for how and when dedicated support is allocated, or whether that is even the best approach is an item worthy of discussion in the context of long range institutional planning.

9. **Review the operational and scheduling guidelines for student support services to ensure a level of consistency that encourages students to use the appropriate service.
10. Ensure the annual institutional research plan includes assessment of best practices for student and instructional support.
11. Ensure facilities planning and resource allocation for student and instructional support services includes built in flexibility to allow for nimble responses to future changes.
12. Encourage discussion of best practices for delivering student and instructional support that maximizes resource allocation, aligns with emerging research, expands access while addressing new mandates, and encourages flexibility.

Budget

Each year multiple programs raise concerns about ongoing support that is needed to maintain at least some aspect of a program or program responsibilities. The majority of these require funding and budgeting for ongoing costs, all of which have been aggregated in this section for consideration in budget planning processes and the need to identify dedicated funding sources.

A concern that surfaces for some programs and areas relates to issues of total cost and to non-discretionary costs. For example, it is the practice of the College to seek the best possible price for an item or contract. However, if ancillary costs associated with staff time, additional support or infrastructure needed, compatibility with existing systems etc. are not factored into decision-making hidden costs may far exceed the apparent cost. Unintended consequences can disproportionately affect some areas. As an example, while some contracts for services may be discretionary, others such as infrastructure maintenance and licensing are not. Developing methods for assessing total cost of ownership and creating an inventory of basic required contracts are tools that would improve budgeting and expenditure processes.

13. Include in budget planning the additional staffing, training, and equipment needed to adequately maintain new buildings with more complex systems and increased square footage as they come on line.
14. **Ensure an appropriate level of technology, equipment, and facilities maintenance and support is included in the district budgeting process every year.
15. Investigate methods for assessing total cost of ownership.
16. Inventory ongoing contracts that are critical to maintain and budget.

Other

The College does an excellent job of promoting the institution as a whole. However, the committee notes that the desire for targeted marketing is often expressed by programs undergoing review. Recommendation #7 under Curriculum is related to this issue in that targeted marketing could be one venue for clarifying the focus of courses teaching the same software application. The committee recognizes that in tight budget times marketing for seats that aren't available isn't practical. However, as the college begins to grow again the timing may be right to revisit these recommendations.

17. **Develop a plan to market CTE programs, including helping programs update and enhance their social media presence.
18. **Develop marketing pieces for aggregated types of programs (ex. arts programs) that can serve multiple programs in a variety of ways.

The primary way the institution collects information on student educational goals is through self-reporting. Instructional programs report that based on anecdotal information, student goals do not align with reported data. For example, indications of course taken for professional development and retraining are not captured to the degree that is self-reported by students. Correcting this discrepancy in reporting is especially important for CTE programs.

19. Explore methods for capturing more accurate information on the reasons students enroll.

The College has an excellent history of receiving grants, including many significant awards spanning multiple years. All grants require administrative support, especially, but not exclusively, from Fiscal Services and Institutional Research. Depending upon the amount of the award and/or grant restrictions, it may not be practical to include some level of funding to support of these services. However, wherever feasible applicants should expect a portion of grant funding to be allocated for these administrative support services.

20. Develop parameters for allocating a portion of grant funds to support functions such as fiscal and research support required for full administration of grants.

Through implementation of the Any Line Any Time program, the College has significantly reduced the number of cars on campus and the attendant parking problems. Decreased enrollment since the highs of 2007-08 has also contributed to the reduction. However, it appears that the pendulum is moving slowly back to a moderated growth cycle. Several major construction projects will be starting in the near future and some will have at least temporary impacts on parking. The site experiencing the worst parking problems is the Performing Arts Center (PAC). This site has limited parking, and supports both academic and performance programs. There are often times when both are at or near capacity. Alternative off-site parking is contracted when a paid event is taking place at The Broad, but funds to do so are not available when District programs or events are impacted. Parking is an issue mentioned by every program at the site. Without a consistent parking solution the PAC east wing construction project cannot move forward, as the added space would further impact site parking.

21. Explore all possible options for increasing parking capacity at the Performing Arts Center (PAC) site.

Although the following items did not emerge as specific concerns from any program reviewed in 2012, the committee has included them in the annual report more than once before and lists them again here so they continue to be considered:

22. ** Provide resources to support section 508 compliance; assign someone to serve as the 508 compliance officer to ensure the college meets federal compliance regulations.
23. **Storage, both of documents and of materials and supplies, is an ongoing problem for multiple programs. Many old records are inaccessible and/or inappropriately stored. Units whose functions and responsibilities require records to be kept should have a plan to sort, weed out, digitize and appropriately store records. The institution should explore options for document scanning and storage as well as off-site storage of items which require only intermittent access.
24. **Explore strategies for encouraging and training future leadership at all levels of the institution.
25. **Explore the efficacy of and the efficiencies to be achieved by creating a student account system.
26. **Revisit the idea of college credit cards (for selected staff and functions) to improve efficiency and timeliness as not everything can be effectively accomplished within current processes (ex: on-line purchases).

Activities
In addition to reviewing the self-studies for the listed programs, the committee finalized the on-line program review process, expected to be implemented for Fall 2013. During Spring and Fall 2012 a paper version of the on-line process was used by most programs, providing valuable feedback for final revisions.

The committee also provided orientation for programs scheduled to undergo review in 2012-13, met with the Institutional Effectiveness Committee and Institutional Research, and provided regular reports to DPAC.

Santa Monica Community College District
BOARD OF TRUSTEES GOALS AND PRIORITIES, 2013-2014
Our Commitment to Access, Quality, Innovation, Equity and Sustainability

Educational Advancement and Quality

1. Support a culture of evidence to monitor and improve institutional effectiveness and student progress.

2. Institutionalize initiatives that are effective in improving student success, with an emphasis on improving basic skills mastery in mathematics and English, and strengthening students' non-cognitive skills (GRIT), to achieve more equitable outcomes.

3. Strengthen and promote workforce/career technical programs and pathways.

4. Increase the number of full-time faculty members.

5. Promote professional development activities for all classified and academic staff, including adjunct faculty.

Fiscal Health and Internal Operations

6. Ensure the financial health of the College through revenue-generation and cost control.

7. Ensure inclusiveness in the budget development process and transparency in budget communication efforts.

8. Maintain a reserve sufficient to protect against unforeseen circumstances.

9. Implement a plan to safeguard post-retirement employee benefits.

10. Pursue and obtain appropriate external funding.

11. Implement improved safety and emergency preparedness systems and procedures for the entire college.

Community and Government Relationships (Local/State/National)

12. Foster community and government relationships and partnerships in fulfillment of SMC's vision and mission.

13. Develop a plan to ensure the continued success of Emeritus College.

14. Participate in the Cradle to Career Initiative and strengthen and expand programs and partnerships that serve SMMUSD students.

Facilities and Sustainability

15. Work with partner agencies to build infrastructure that supports safe, convenient pedestrian, bicycle and bus connections between the 17th Street/SMC expo station and campuses.

16. Maintain progress on all SMC facilities construction and transportation projects.

Adopted by Board of Trustees: 8/6/2013

2013-2014 ACADEMIC SENATE OBJECTIVES

(with correlations to Institutional Objectives)

The Academic Senate develops its objectives in an attempt to allow for nimble responses to future changes. The focus of this year's objectives will be:

1. Develop a mechanism to give feedback to the Professional Development Committee to inform ongoing professional development activities.

2. Implement the annual program review process. (IO #1)

3. Identify and support current creative projects and innovations in progress under the I^3 initiative and develop methods of their dissemination. (IO #5, IO #9)

4. Develop tools to assess students' level of educational engagement and use assessment data to examine the relationship between engagement, retention, perseverance, and success. (IO # 6)

5. Assist in the development and implementation of plans to improve the College's safety and emergency preparedness systems and procedures. (IO #7)

6. In collaboration with DPAC Technology Planning, adopt a technology plan that guides the district in meeting its technology needs for instruction. (IO # 2)

7. Explore the possible reconfiguration of the membership of the Curriculum Committee to best reflect the current college structure.

8. Review and update Academic Senate bylaws

Santa Monica Community College District

Seven-Year Study of Institutional Objectives Mapped to Strategic Initiatives and Level of Completion

INSTITUTIONAL OBJECTIVES 2006-2007 *(Strategic Initiatives were not yet determined)*	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
1. To initiate a strategic planning process that will focus on the development of a shared vision for the College's future to enable a clearer articulation of its mission and goals and to drive planning activities that are directly linked to resource allocation.					✓			
2. To develop and implement an enrollment development plan, with the full involvement of all campus constituencies.						✓		
3. To develop and implement revenue and expenditure plans that will reduce over time the College's structural operating deficit and its reliance on FTES "borrowing"						✓		
4. To implement the District Planning and Advisory Council's recommendation to redesign and improve the College's website.					✓			
5. To disseminate, evaluate, and discuss the recently completed environmental scan for vocational programs and develop recommendations for the Superintendent/President of the establishment of new vocational programs and the enhancement of existing ones.				✓	✓			
6. To strengthen infrastructure and accuracy of the ISIS catalog through review of data and technological improvements.					✓			
7. To enhance student access through new and expanded non-credit course offerings.	✓				✓			

INSTITUTIONAL OBJECTIVES 2006-2007 (*Strategic Initiatives were not yet determined*)	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
8. To explore enrollment development opportunities through expanded use of alternative delivery methods, such as Distance Education and Dual Enrollment.					✓			
9. To use point-of-cost service surveys to measure student learning outcomes for all student services areas.						✓		
10. To begin assessment of the student learning outcomes established for the student support areas of the College.						✓		
11. To develop a prospect tracking database to monitor and analyze activities designed to attract students and to evaluate their effectiveness and efficiency in achieving targets for enrolling and student participation					✓			
12. To communicate the importance of student equity issues across all campus constituencies.	✓						✓	
13. To establish an implementation timeline for changing the minimum Associate in Arts degree requirement in English to a college-level English course, as mandated by the recent change in Title 5 regulations.					✓			
14. To increase the number of full-time faculty members at the College to make progress towards the AB 1725 goal of a 75%/25% full time/part time ratio.							✓	
15. To develop and implement and improved system of information sharing that keeps all constituency groups of the College informed about fiscal matters, on a timely basis, through the Budget Planning Committee and the District Planning and Advisory Council.						✓		
16. To develop and implement a more precise and accurate budgetary reporting system that reduces the variances between projected revenues and expenditures during the fiscal year and actual ending revenues and expenditures.						✓		

INSTITUTIONAL OBJECTIVES 2006-2007 (*Strategic Initiatives were not yet determined*)	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
17. To develop and implement a more extensive orientation process for newly hired classified employees.								✓
18. To complete review of health benefit options (including those for retirees) by the Health benefits Committee and make a final recommendation on the options(s) that provide the most comprehensive benefits at a reasonable cost.					✓			
19. To facilitate District implementation of the Hay Classification Study.							✓	
20. To develop and implement a diversity hiring plan based upon the model plan provided by the Chancellor's Office.							✓	
21. To conduct an assessment of classified staffing needs, taking into account current vacancies, increased demand on current staff, new campus facilities coming on line, and anticipated retirements in order to make recommendations for adequate staffing levels.								✓
22. To consider establishment of an employee "ombuds" office to provide conciliation, mediation, and confidential "listening ear" services for faculty and staff.								✓
23. To research, evaluate, and develop a feasible plan and technical road map to migrate existing college departmental data files into a centralized internet –accessible storage location.					✓			
24. To research evaluate, and develop a college directory structure to consolidate multiple accounts/logins into one centralized repository.						✓		
25. To evaluate the existing college server farm infrastructure; study Blade physical servers, virtual servers, and other new technologies; and develop plans to migrate the current segmented per-server per-function approach to a more consolidated and higher availability environment.			✓		✓			
26. To research, evaluate and plan for a campus network backbone infrastructure migration, with a goal of enhancing the bandwidth and capacity for the internal college network and the College's internet through- put.						✓		

INSTITUTIONAL OBJECTIVES 2006-2007 (*Strategic Initiatives were not yet determined*)	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
27. To establish an Internal Review Board to oversee human subjects research at Santa Monica College, thus maintaining compliance with federal grant requirements.							✔	
28. To develop written procedures for effective grant development and management, including fiscal procedures, purchasing processes, and reporting compliance.							✔	
29. To complete the online work order system.						✔		
30. To develop campus directional signage on all campuses to facilitate navigation of facilities by students staff and visitors.							✔	
31. To replace existing energy management systems (generators) and heating systems (boilers) to address new AQMD requirements.			✔		✔			
TOTALS **31 Institutional Objectives**	2	0	2	1	12	9	7	3

Institutional Objectives, 2006-2007
Level of Completion
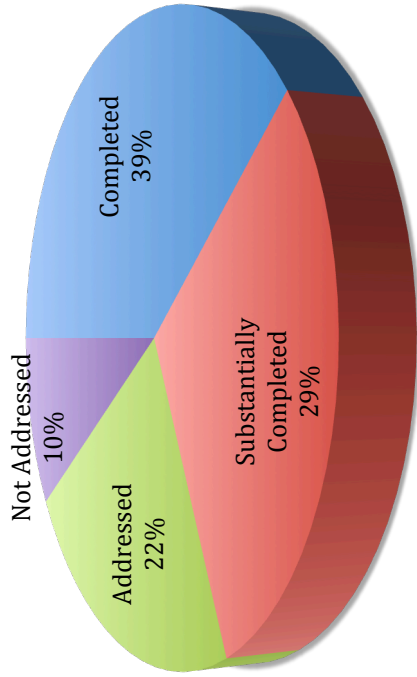
31 Institutional Objectives

12 Completed
9 Substantially Completed
7 Addressed
3 Not Addressed

Institutional Objectives, 2006-2007
Related to Overall Mission and Strategic Initiatives*

31 Institutional Objectives

2 Basic Skills
0 Global Citizenship
2 Sustainable Campus
1 Vocational Education
26 Overall SMCCD Mission

The Strategic Initiatives had not yet been determined

47

Santa Monica Community College District

Seven-Year Study of Institutional Objectives Mapped to Strategic Initiatives and Level of Completion

INSTITUTIONAL OBJECTIVES 2007-2008	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
1. To develop three to five strategic initiatives and action plans.					✓			
2. To review the College's Vision, Mission, and Goals statements and revise them as needed.					✓			
3. To develop institutional learning outcomes and incorporate them into the revision of the College's Vision, Mission, and Goals statements					✓			
4. Begin planning for the 2010 accreditation self-study process.					✓			
5. To develop and implement a revenue and expenditure plan that will address the loss of base revenue that will result from the "payback" of borrowed FTES in 2008-2009.					✓			
6. To develop institutional research priorities in concert with all areas of the College.						✓		
7. To further develop noncredit curriculum and implement a timeline for the implementation of the CAHSEE (California High School Exit Exam) Grant work plans	✓				✓			
8. To complete the district plan and timelines for implementing the Basic Skills Initiative.	✓				✓			
9. To explore new enrollment development opportunities through expanded use of satellite facilities, new or expanded occupational programs, and increased use of multiple short-term modules.	✓		✓	✓	✓			
10. To develop and implement a comprehensive student communication plan designed to optimize student enrollment and retention.						✓		

INSTITUTIONAL OBJECTIVES 2007-2008	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
11. To develop and implement a comprehensive, online student early alert program (PASS—Preliminary Assessment of Student Success) to identify and assist students who are at risk academically and return them to successful standing by providing essential follow-up activities.	✓				✓			
12. To augment and improve assessment/placement testing modes of delivery to accommodate student testing at off-campus locations.					✓			
13. To increase the number of full-time faculty members at the College to make progress towards the AB 1725 goal of a 75%/25% full-time/part-time ratio.					✓			
14. To gather further data to inform discussions of expansion or addition of vocational programs beyond those currently being planned.				✓	✓			
15. To complete the development of student learning outcomes for each student services area, assess these outcomes, and implement change based upon the assessment results.					✓			
16. To gather further data on the retention, persistence, and success of SMC students and to implement new strategies to improve these numbers.	✓						✓	
17. To formulate a Title V Institutional Grant Advisory Board that will review the progress of the current grant effort and recommend a direction for the next Title V Institutional grant.	✓			✓			✓	
18. To increase services for distance education and online counseling.					✓			
19. To establish a plan to "reframe" the current Liberal Arts—Transfer Associate in Arts Degree as mandated by the recent change in Title 5 regulations.		✓	✓		✓			
20. To support the development of a new Associate in Arts degree requirement in "Global Citizenship," as developed by the Curriculum Subcommittee of the Global Education Task Force.		✓			✓			

INSTITUTIONAL OBJECTIVES 2007-2008

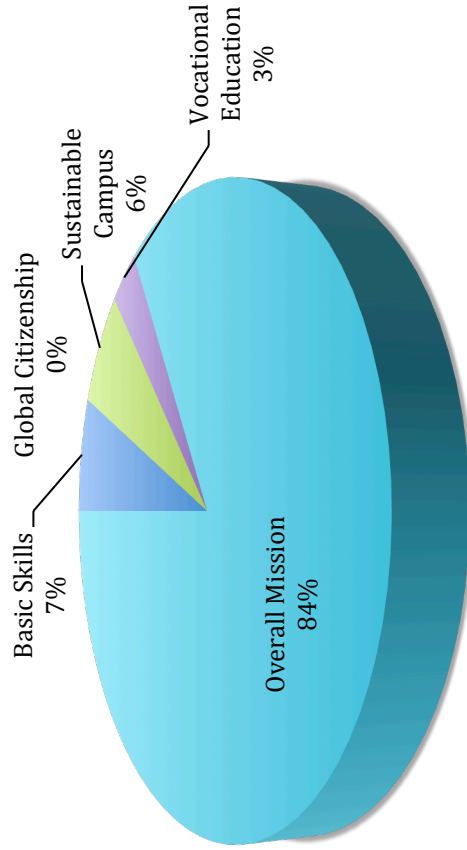| Institutional Objectives	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
21. To develop and implement an improved system for procurement and payment that reduces delay times in ordering and payment and relies more on technology/electronic records instead of the traditional paper records.							✓	
22. To develop and implement a system that increases the availability of budgetary records to all cost centers so that departments can make budgetary decisions based on the latest information.						✓		
23. To develop and implement for all Fiscal Services departments websites that will have online forms, policy and procedure manuals, and up-to-date information.								✓
24. To review Human Resources Board Policies and Administrative Regulations for currency and relevancy and establish an update schedule in consultation with the Academic Senate Joint Personnel Policies Committee and other relevant participatory governance bodies							✓	
25. To improve the customer service of the Human Resources Office. (Human Resources)					✓			
26. To improve the operating systems used within the Office of Human Resources and the Personnel Commission.					✓			
27. To develop and implement a more extensive orientation process for newly hired classified employees.						✓		
28. To improve recruitment processes so that the duration between approved recruitment process and hire is significantly reduced					✓			
29. To increase end-user technology training opportunities and effective online documentation.							✓	
30. To phase in the implementation of planned projects from 2006-2007, including the campus network upgrade project, the internet bandwidth upgrade project, the central data storage system, the single sign-on project, and the server consolidation project.					✓			
31. To implement the workstation replacement plan and instructional technology initiatives to ensure equitable access to technology tools and effective access to technology resources for students, faculty, and staff.						✓		

INSTITUTIONAL OBJECTIVES 2007-2008	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
32. To develop a process for including ongoing technology maintenance and replacement costs in budget planning whenever new technology (such as smart classroom technology in new buildings) is added anywhere in the college.							✓	
33. To expand the College's educational collaboration with the Santa Monica-Malibu Unified School District and begin development of the High School Transfer Academy and Early College High School.			✓			✓		
34. To improve communication and relationships with feeder high schools.					✓			
35. To build upon current and develop new community and government relationships at the local, state, and national levels					✓			
36. To work with Big Blue Bus, the City of Santa Monica, and other entities to implement additional bus routes and other plans for the next phase of the transportation initiative.			✓		✓			
37. To complete the feasibility study for converting college electrical systems to solar power and take the results into consideration for future planning.			✓		✓			
38. To develop projected maintenance and staffing costs for new buildings and implement a process for including these in budget planning.							✓	
39. To develop a priority list for facility planning beyond that for the Student Services Building					✓			
40. To develop a plan to address staffing needs created by bringing new facilities on line					✓			
41. To work collaboratively with professional architects to complete the planning of a new Student Services building that will reflect innovative ways to deliver services to students in a more efficient and user-friendly manner.					✓			
TOTALS 41 Institutional Objectives	6	1	5	3	27	6	7	1

Institutional Objectives, 2007-2008
Level of Completion
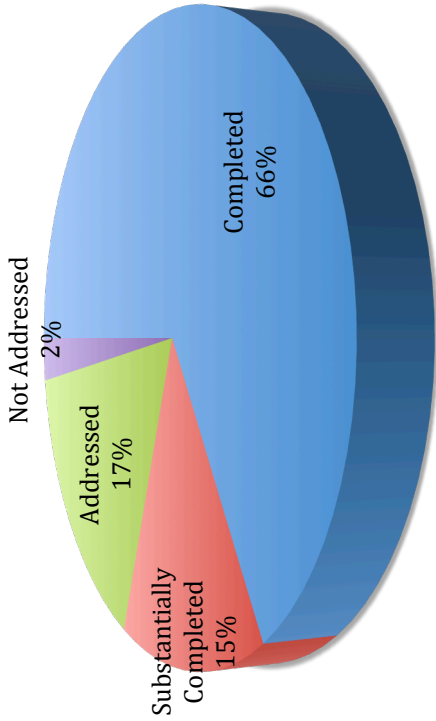
41 Institutional Objectives

27 Completed
6 Substantially Completed
7 Addressed
1 Not Addressed

Institutional Objectives, 2007-2008
Related to Overall Mission and Strategic Initiatives
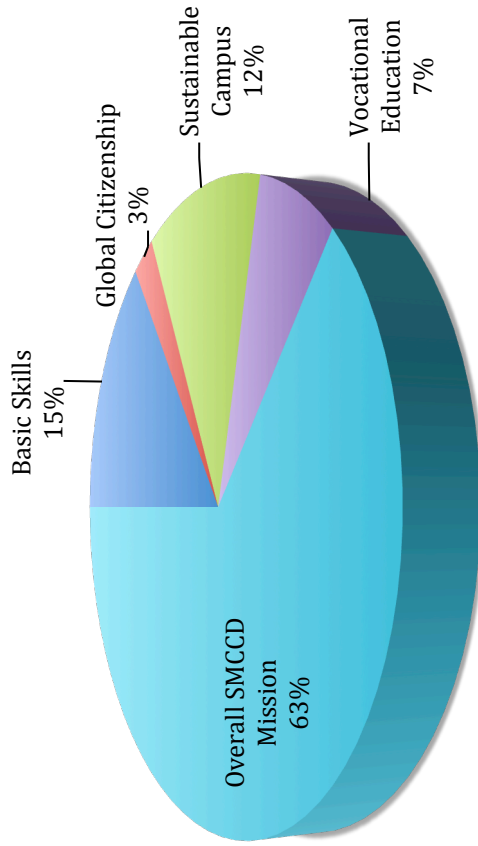
41 Institutional Objectives

6 Basic Skills
1 Global Citizenship
5 Sustainable Campus
3 Vocational Education
26 Overall SMCCD Mission

Santa Monica Community College District

Seven-Year Study of Institutional Objectives Mapped to Strategic Initiatives and Level of Completion

INSTITUTIONAL OBJECTIVES 2008-2009	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
1. To complete the first draft of the Accreditation 2010 Institutional Self-Study to allow for an ample review period in early Fall 2009 so that input from the entire college community can be considered before finalizing and submitting the document.					✓			
2. To make progress toward filling vacant classified positions.					✓			
3. To develop a feasible disaster recovery and business continuity plan for mission critical technology services.			✓				✓	
4. To identify a strategic vision for the Grants Office that supports institutional goals and objectives and best utilizes limited resources.							✓	
5. To reframe all Associate in Arts degrees to fit within the parameters of the recent change in Title 5 regulations, highlighting the major or "area of emphasis" of at least 18 units.					✓			
6. To infuse the ideas of global citizenship throughout the curriculum and expand the number of courses that satisfy the Global Citizenship Associate in Arts Degree requirement through the Academic Senate Joint Curriculum Committee approval process.		✓			✓			
7. To expand staff development and training opportunities for Distance Education faculty.					✓			
8. To integrate course level, program level, and institutional level student learning outcomes in a systematic way in all academic departments.					✓			

| | Strategic Initiatives | | | | Completion Status | | | |
INSTITUTIONAL OBJECTIVES 2008-2009	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
9. To work with the Santa Monica-Malibu Unified School District in outreach and recruitment for the second cohort of students for the Young Collegians Program and development of the Global Sustainability, Environmental Sciences and Technology small high school						✓		
10. To evaluate assessment options that provide noncredit Basic Skills and ESL students multiple paths of entry into non-credit programs including, if appropriate, a valid assessment instrument.	✓						✓	
11. To create, through faculty collaboration, better pathways between the not-for credit Intensive English Program and the credit ESL program.	✓					✓		
12. To develop Study Abroad policies and procedures, such as a procedure for the design and approval of offerings, including achievable outcomes of each offering and the reporting of those outcomes; a submission process for logistical assistance; and a process for reconciling fiscal matters.		✓				✓		
13. To develop a long-term plan to make progress toward the AB 1725 goal of a 75%/25% full-time/part-time ratio by increasing the number of full-time faculty members on an annual basis.						✓		
14. To identify workforce development needs of local industry sectors and develop new course offerings or market existing programs to them. (				✓	✓			
15. To develop a wider menu of short-term course offerings that will include non-credit vocational courses and customized industry-driven training activities.				✓	✓		✓	
16. To develop strategies for tracking vocational students after they completed or leave a program.				✓	✓		✓	
17. To increase instructional support staff for Basic Skills and Vocational Education.	✓			✓	✓			
18. To implement a pilot program of providing library instructional services to students at satellite sites.					✓			
19. To develop and implement the next phase of the Early Alert System to create an interface with tutoring services and the Student Affairs workshop calendar, which includes presentations on student success topics, such as selecting a major, time management, test-taking strategies, and writing the UC personal statement.						✓		
20. To institutionalize Early Alert training as part of new faculty orientation.					✓			

INSTITUTIONAL OBJECTIVES 2008-2009	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
21. To create a more supportive environment for prospective and new students in the admission and orientation process for international students.					✓			
22. To implement an advanced financial aid software solution that will improve the College's ability to process aid applications, to download and transmit electronic federal and state data, and to communicate with aid applicants on the status of their applications and awards.					✓			
23. To promote interaction between international and other students at the College and expand student participation in SMC Study Abroad programs.		✓			✓			
24. To provide professional development for faculty and staff in the infusion of global citizenship ideas throughout the curriculum and in promoting interaction between international and other students at the College.		✓			✓			
25. To promote and encourage a comprehensive approach to campus wellness and safety by expanding student psychological services, increasing the campus awareness of the Crisis Prevention Team, distributing a revised Emergency Preparedness Manual, and facilitating campus trainings on emergency response systems.					✓			
26. To measure the effectiveness and impact of counseling services, special programs, student activities and college athletics by working with the Institutional Research Office to analyze relevant retention, persistence, and student success data.					✓			
27. To convene a new Title V Institutional Grant Advisory Board that will review the progress of the current grant effort and recommend a direction for the next Title V Grant application to be submitted in Spring 2009.	✓				✓			
28. To expand linkages between counseling services and basic skills and vocational instructional programs.	✓				✓			
29. To encourage the development of student initiated projects that promote civic engagement and demonstrate the global impact of local politics							✓	
30. To review the organization and delivery of all tutoring services offered across the College and look for ways to expand the breadth of tutoring offered and access at all college sites.	✓						✓	

INSTITUTIONAL OBJECTIVES 2008-2009	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
31. To eliminate the College's operating deficit over the next three years through enrollment development, budget discipline, and enterprise opportunities.						✓		
32. To establish organizational integrity and stability in the Business and Administration area by recruiting for key vacant leadership positions.					✓			
33. To develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.								✓
34. To develop projected maintenance and staffing costs for new buildings and sustainability efforts and implement a process for including these in budget planning.			✓				✓	
35. To maximize student enrollment by making the enrollment process as efficient as possible, while also focusing on student success.							✓	
36. To develop a process for including ongoing technology maintenance and replacement costs in budget planning whenever new technology (such as smart classroom technology in new buildings) is added anywhere in the College.			✓				✓	
37. To update the College's Facility Master Plan and conduct an environmental analysis regarding potential future bond projects.			✓			✓		
38. To coordinate the start of construction for a pilot solar project with associated facility energy savings projects.			✓		✓			
39. To hire permanent classified staff to support sustainability initiatives.			✓		✓			
40. To implement plans for a modernized Information Technology data center and virtualized server infrastructure to minimize energy and physical space utilization and maximize technology services.			✓		✓			
41. To work with local and state governmental agencies and the larger community in advocacy for a Santa Monica College station for the Expo light rail and develop plans to encourage student and staff use of rail and other alternate transportation modes.			✓		✓			

INSTITUTIONAL OBJECTIVES 2008-2009

Institutional Objectives	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
42. To coordinate and communicate transportation and parking initiatives to the entire college community.			✓		✓			
43. To develop an enhanced master calendar system for the scheduling of performances and events in all performance venues, including those at the new SMC Performing Arts Center.							✓	
44. To develop and implement for all Fiscal Services departments websites that will have online forms, policy and procedure manuals, and up-to-date information.							✓	
45. To review, revise, and complete Board Policies and Administrative Regulations in Business and Facilities (Section 6000).							✓	
46. To implement a self-service data depot that supports program review needs for faculty and staff use.							✓	
47. To reorganize the structure of the Human Resources Office to ensure that all operational functions are conducted properly and in compliance with District and legal parameters.							✓	
48. To explore the use of document imaging technology as a means of improving record keeping, enabling a better tracking system for the retention and disposal of records as required by law, and making better use of the limited physical space in the Human Resources Office.					✓			
49. To prioritize a Personnel Commission review of Human Resources staff positions to ensure proper alignment for providing effective, functional, and timely support for internal and external customers.					✓			
50. To develop and implement an online application process for academic positions to streamline search efforts and to enable more timely applicant response.							✓	
51. To further develop and enhance the SMC website content management system and make use of information gathered from focus groups including students, staff, and other end-users. (							✓	
52. To develop a grant development flow chart that clarifies the process for identifying, developing, applying for, and managing a grant.						✓		
TOTALS 52 Institutional Objectives	6	4	9	4	26	8	17	1

Institutional Objectives, 2008-2009
Level of Completion

Not Addressed 2%

Completed 50%

Substantially Completed 15%
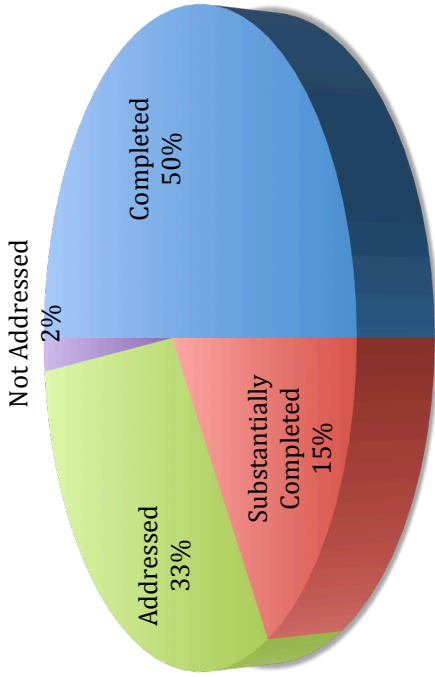
Addressed 33%

52 Institutional Objectives

26 Completed
8 Substantially Completed
17 Addressed
1 Not Addressed

Institutional Objectives, 2008-2009
Related to Overall Mission and Strategic Initiatives

Basic Skills 11%

Global Citizenship 8%

Sustainable Campus 17%

Vocational Education 8%

Overall SMCCD Mission 56%
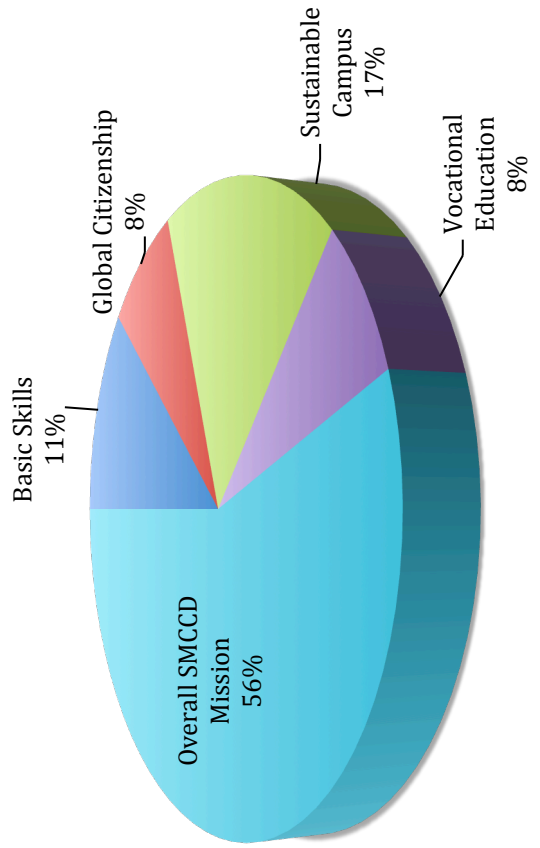
52 Institutional Objectives

6 Basic Skills
4 Global Citizenship
9 Sustainable Campus
4 Vocational Education
29 Overall SMCCD Mission

Santa Monica Community College District

**Seven-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion**

INSTITUTIONAL OBJECTIVES 2009-2010	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
1. Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services.	✓						✓	
2. Develop a long-term plan to make progress toward the AB 1725 goal of a 75%/25% full-time/part-time ratio by increasing the number of full-time faculty members on an annual basis.							✓	
3. Present a collegewide plan for the funding, implementation and maintenance of Career Technical programs.				✓	✓			
4. Create a mandatory online FERPA training for all staff who have access to student educational records.						✓		
5. Implement the new Asian American Pacific Islander Achievement (AAPIA) Project.		✓			✓			
6. Improve the services offered to first-year students by updating and enhancing the content and delivery of the online orientation program.						✓		

INSTITUTIONAL OBJECTIVES 2009-2010	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
7. Develop a comprehensive two-year plan for all categorical programs (DSPS, EOPS, CalWORKs, and Matriculation) that addresses: a. Guidelines set by the Chancellor's Office, b. Budget reductions c. Possible integration of services, and d. Review of services provided and strategic support by the general fund and other funding sources.						✓		
8. Ensure that grant applications reflect and support the College's institutional goals and strategic initiatives and include adequate support for research and other grant administration functions.					✓			
9. Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.							✓	
10. To develop and implement a new system to centralize the coordination and processing of contracts.			✓		✓			
11. Develop a comprehensive disaster preparedness training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).					✓			
12. Improve currency, accuracy and accessibility of the SMC website.						✓		
13. Develop collegewide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.						✓		
14. Increase understanding, interpretation and utilization of data by program staff for the purpose of program improvement.						✓		
TOTALS 14 Institutional Objectives	1	1	1	1	4	7	3	0

Institutional Objectives, 2009-2010
Level of Completion

14 Institutional Objectives

4 Completed
7 Substantially Completed
3 Addressed
0 Not Addressed

Not Addressed
0%

Completed
29%

Addressed
21%

Substantially
Completed
50%

Institutional Objectives, 2009-2010
Related to Overall Mission and Strategic Initiatives
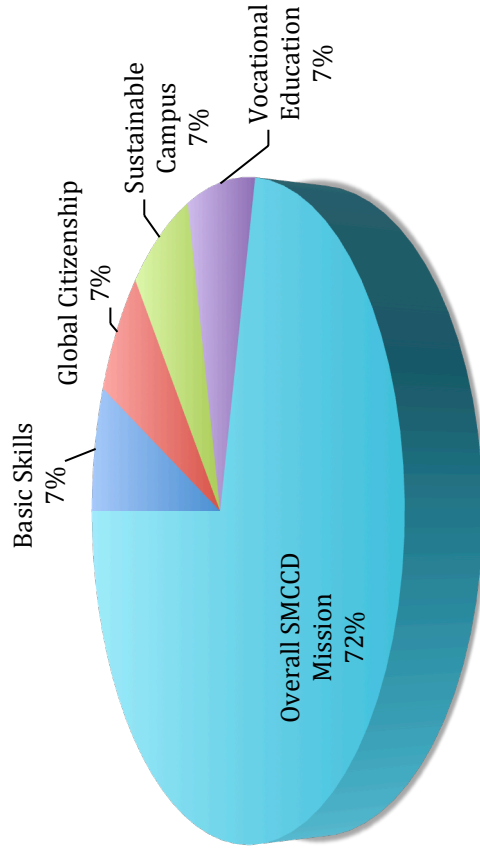
14 Institutional Objectives

1 Basic Skills
1 Global Citizenship
1 Sustainable Campus
1 Vocational Education
10 Overall SMCCD Mission

Basic Skills
7%

Global Citizenship
7%

Sustainable
Campus
7%

Vocational
Education
7%

Overall SMCCD
Mission
72%

61

Santa Monica Community College District

Seven-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

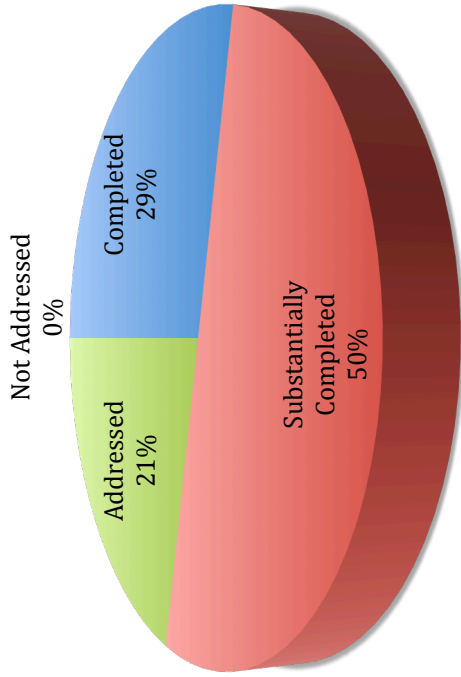| INSTITUTIONAL OBJECTIVES 2010-2011	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
1. Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011.							✓	
2. Complete the Institutional Effectiveness Matrix for incorporation into the *Master Plan for Education*, beginning with the 2011-2012 update.					✓			
3. Analyze results from the recently completed regional economic scan to examine the viability of both current and potential SMC Career Technical Education programs.				✓	✓			
4. Develop and implement with a plan for evaluation revenue-generating educational initiatives and partnerships that enhance and support the college's commitment to its mission in order to maintain or expand the instructional offering and services for all students.					✓			
5. Implement the online curriculum management system.			✓			✓		
6. Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology.			✓			✓		
7. Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services.	✓					✓		
8. Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012.							✓	

INSTITUTIONAL OBJECTIVES 2010-2011

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
9. Develop a District-wide professional code of ethics that is aligned with the College's mission, vision, values and goals and reflective of activity to support continuous improvement in all instructional, operational, and service areas.					✓			
10. Implement the comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).					✓			
11. Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates. *Reference: 2009-2010 Institutional Objective #1:* *Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services*	✓				✓			
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. *Reference: 2009-2010 Institutional Objective #9:* *Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.*							✓	
13. Implement the planned upgrade of the SMC website. *Reference: 2009-2010 Institutional Objective #12:* *Improve currency, accuracy and accessibility of the SMC website.*			✓		✓			

INSTITUTIONAL OBJECTIVES 2010-2011	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
14. Implement the pilot ISIS portal program for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010 and make modifications determined necessary in Spring 2011. *Reference: 2009-2010 Institutional Objective #13: Develop college-wide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.*					✓			
TOTALS 14 Institutional Objectives	2	0	3	1	8	3	3	0

Institutional Objectives, 2010-2011
Level of Completion

Not Addressed
0%

Completed
57%

Addressed
21%

Substantially
Completed
22%

Institutional Objectives, 2010-2011
Related to Overall Mission and Strategic Initiatives

14 Institutional Objectives

2 Basic Skills
0 Global Citizenship
3 Sustainable Campus
1 Vocational Education
8 Overall SMCCD Mission

Basic Skills
14%

Global Citizenship
0%

Sustainable
Campus
22%

Vocational
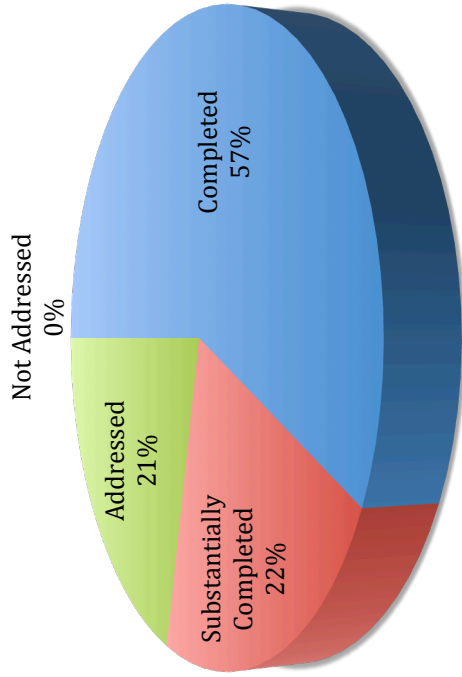Education
7%

Overall SMCCD
Mission
57%

Santa Monica Community College District

Seven-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

INSTITUTIONAL OBJECTIVES 2011-2012	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
1. To complete the development of the "institutional dashboard" and use this along with other tools to evaluate program and institutional effectiveness and as a basis for providing training to members of the college community on the use of data.						✓		
2. To develop and implement a plan to avoid an operating deficit.							✓	
3. To develop and implement a plan to institutionalize ongoing funding for the maintenance of technology, instructional equipment, and facilities.						✓		
4. To develop a comprehensive transportation plan that builds upon the "Any Line, Any Time" public transportation initiative and includes other public transportation initiatives, bicycle support, vanpool and carpool programs, and other alternative modes of transportation.			✓		✓			
5. To support the signing of the 'The Democracy Commitment' by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students' civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.		✓			✓			
6. To develop short-term strategies and a long-term plan toward ensuring appropriate access to tutoring, including possible space allocations, and uniformity in service delivery and staff training.	✓					✓		

	2	1	2	0	5	4	2	0
7. To implement the findings of the 2010-2011 Basic Skills research project by institutionalizing the use of the three strategies—Writing Center, Supplemental Instruction, and Tutoring Centers—found to have a significant impact on student retention and success.	✓				✓			
8. To develop a plan to define and implement standards for appropriate operations and maintenance of new buildings.			✓			✓		
9. To develop a comprehensive plan that sets annual priorities for institutional resource development in fundraising as well as grants and other types of federal, state, local, and private funding..					✓			
10. To implement annual delivery of standardized training for all college staff engaged in data entry involving either of the two human resources information systems (HRS and ISIS) to reduce the error rate and ensure data integrity.					✓			
11. To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development.							✓	
TOTALS 11 Institutional Objectives	2	1	2	0	5	4	2	0

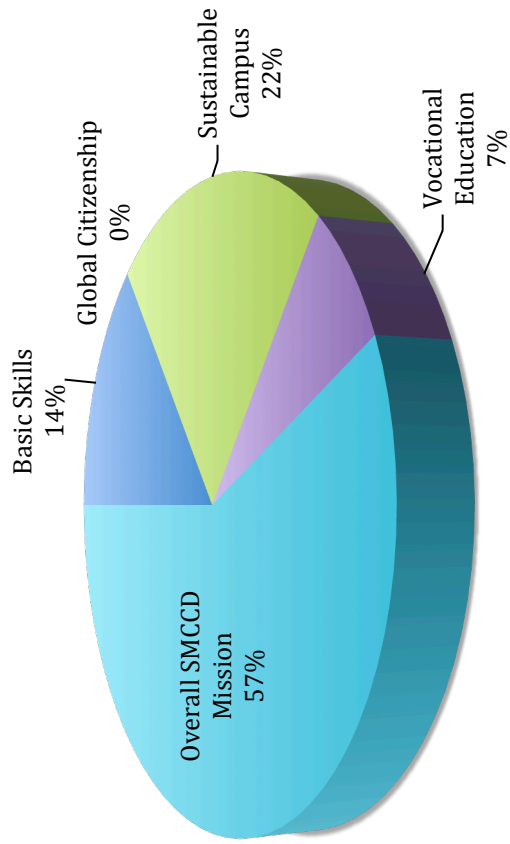## Institutional Objectives, 2011-2012
Level of Completion

11 Institutional Objectives

5 Completed
4 Substantially Completed
2 Addressed
0 Not Addressed

Institutional Objectives, 2011-2012
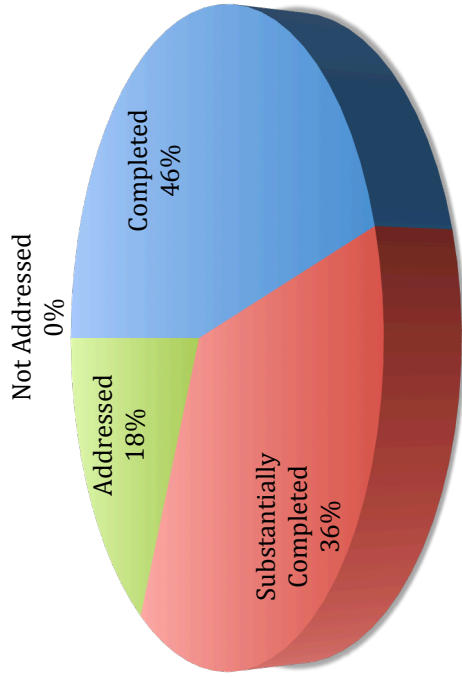## Related to Overall Mission and Strategic Initiatives
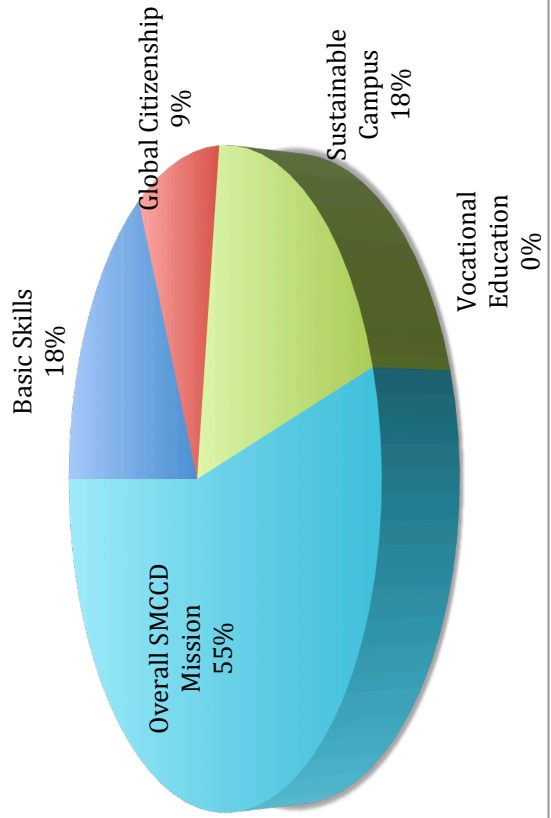
11 Institutional Objectives

2 Basic Skills
1 Global Citizenship
2 Sustainable Campus
0 Vocational Education
6 Overall SMCCD Mission

Santa Monica Community College District

Seven-Year Study of Institutional Objectives Mapped to Strategic Initiatives, College Priorities and Level of Completion

INSTITUTIONAL OBJECTIVES 2012-2013	Strategic Initiatives		College Priorities					Completion Status			
	GRIT	Institutional Imagination (13)	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed
1. To identify and implement strategies to assist programs in maintaining a web and social media presence.							✓	✓			
2. To provide training in the assessment of outcomes and in documenting how the assessment results are used in program planning.							✓	✓			
3. To ensure that there are consistent student lab use tracking systems to document the required student lab hours and to provide data for studying the correlation between student achievement and use of lab resources, both in the lab and through remote access to the online materials.			✓			✓		✓			
4. To identify additional strategies, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups.	✓	✓	✓			✓			✓		
5. To develop planning criteria for determining the allocation of dedicated resources to specific programs and whether these resources are sustainable.		✓						✓			
6. To develop a plan for defining, organizing and institutionalizing the GRIT (Growth, Resilience, Integrity and Tenacity) strategic initiative. This initiative should facilitate student achievement through a College-wide focus on non-cognitive skills (e.g. integrity, perseverance, goal-setting, and help-seeking behaviors), on supplementing competencies supporting ILO #1, and on supporting students' aspirations for their futures.	✓							✓			

INSTITUTIONAL OBJECTIVES 2012-2013

Institutional Objectives	Strategic Initiatives		College Priorities					Completion Status			
	GRIT	Institutional Imagination (I3)	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed
7. To develop a plan for how to assess the strategic initiative GRIT, with a focus on assessing students' acquisition of non-cognitive skills. The assessment should be tied to traditional metrics used to measure student success, e.g. grades, transfer, completion, improved academic honesty, etc. The College will run a pilot ETS study on the acquisition and assessment of students' non-cognitive skills as one mechanism to inform this plan.	✓							✓			
8. To develop a plan for organizing and institutionalizing a strategic initiative called I³ (Institutional Imagination Initiative) to harness the creative power of the college community to rethink how the college can analyze and address issues through responsive engagement and facilitate continuous dialogue among the college community. The intent is to solicit and implement innovative ideas for improving and supporting student achievement.		✓						✓			
9. To develop and begin implementation of a plan for the SMC Teaching and Learning Center in order to expand institutional capacity to support creative efforts that generate innovative pedagogies, foster professional development, and increase student success.		✓						✓			
10. To reduce the operating deficit through expenditure savings and increased revenues while maintaining, as a minimum, a 5 percent unrestricted general fund balance.							✓	✓			
11. To create a workgroup/subcommittee comprising representatives of the Academic Senate Joint Professional Development Committee, the CSEA Professional Development Committee, and the Management Association to prepare a college-wide plan that includes all staff development activities, including mandatory training.							✓	✓			
TOTALS 11 Institutional Objectives	3	4	2	0	0	2	4	10	1	0	0

Institutional Objectives, 2012-2013 Level of Completion

Completed 91%
Substantially Completed 9%
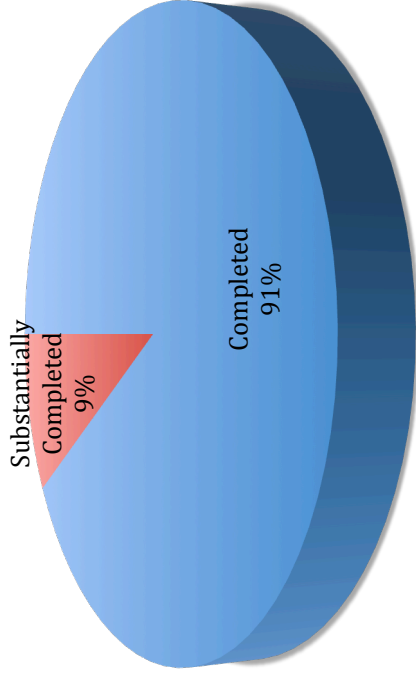
11 Institutional Objectives

10 Completed
1 Substantially Completed
0 Addressed
0 Not Addressed

Institutional Objectives, 2012-2013 Related to Overall Mission, District Priorities and Strategic Initiatives

Overall SMCCD Mission 27%
I^3 27%
Basic Skills 13%
Vocational Education 13%
GRIT 20%
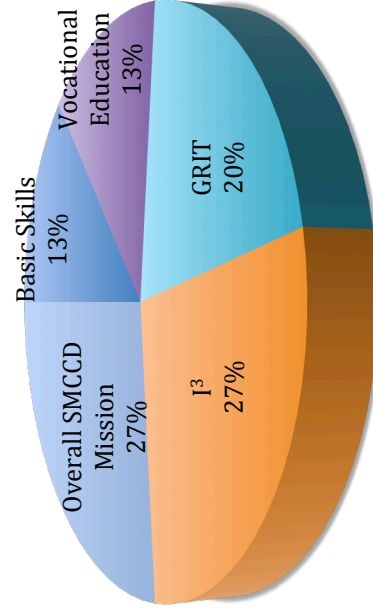
11 Institutional Objectives

4 Institutional Imagination (I^3)
3 GRIT
2 Basic Skills
2 Vocational Education
0 Global Citizenship
0 Sustainable Campus
4 Overall SMCCD Mission

Santa Monica Community College District

INSTITUTIONAL OBJECTIVES 2006-2007 – 2012-2013

INSTITUTIONAL OBJECTIVES	Strategic Initiatives		College Priorities					Completion Status			
	GRIT	Institutional Imagination	Overall SMCCD Mission	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Completed	Substantially Completed	Addressed	Not Addressed
2006-2007 TOTALS 31 Institutional Objectives			26	2	0	2	1	12	9	7	3
2007-2008 TOTALS 41 Institutional Objectives			26	6	1	5	3	27	6	7	1
2008-2009 TOTALS 52 Institutional Objectives			29	6	4	9	4	26	8	17	1
2009-2010 TOTALS 14 Institutional Objectives			10	1	1	1	1	4	7	3	0
2010-2011 TOTALS 14 Institutional Objectives			8	2	0	3	1	8	3	3	0
2011-2012 TOTALS 11 Institutional Objectives			6	2	1	2	0	5	4	2	0
2012-2013 Totals 11 Institutional Objectives	3	4	4	2	0	0	2	10	1	0	0
2006-2007 – 2012-2013 TOTALS 174 Institutional Objectives	3	4	109	21	7	22	12	92	38	39	5

Pie chart — Completion Status:
- Completed 53%
- Substantially Completed 22%
- Addressed 22%
- Not Addressed 3%
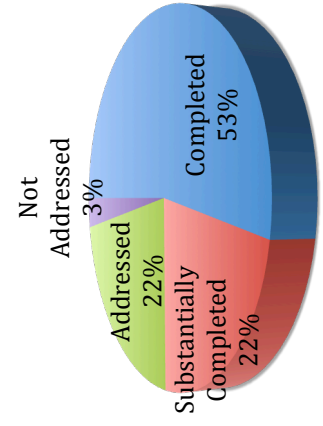
Presentations/Reports/Actions at Board of Trustees Meetings
2007-2008 – 2012-2013

STRATEGIC INITIATIVES
GRIT (**G**rowth, **R**esilience, **I**ntegrity and **T**enacity)
I³ (**I**nstitutional **I**magination **I**nitiative)

CONTINUED COLLEGE PRIORITIES
- Basic Skills Initiative
- Global Citizenship
- Sustainable Campus
- Career Technical Education

Date of Board Meeting	Major Presentation/Report/Action
May 7, 2013	Superintendent's Report: SMC Named Winner of Annual Energy and Sustainability Award*
March 5, 2013	Update: GRIT*
January 15, 2013	Report: Global Citizenship Initiative*
October 2, 2012	Report: Workforce and Economic Development*
September 6, 2012	Action: Energy Service Contract*
June 5, 2012	Report: Campus Sustainability
June 5 2012	Report: Basic Skills
June 5, 2012	Action: Contract with Big Blue Bus (renewal)
April 3, 2012	Action: Contract for Promotion-Editor Certificate and Degree (Promo Pathway) Program
February 5, 2012	Report: Digital Media Programs Report: Campus Bicycle Parking Plan
October 4, 2011	Update: Career Technical Education
September 6, 2011	Report: Global Citizenship Initiative
June 7, 2011	Update: Campus Sustainability
May 3, 2011	Report: Basic Skills Initiative
February 1, 2011	Report: California Works – Jobs in Recycling and Resource Management
October 5, 2010	Report: Career Technical Education
September 7, 2010	Report: Global Citizenship Initiative
August 3, 2010	Action: Resolution in Support of the "30/10 Plan" for Measure R Transit Projects
July 6, 2010	Action: Cooperative Work Experience Education Plan
June 1, 2010	Update: Campus Sustainability
May 4, 2010	Report: Basic Skills Initiative
October 6, 2009	Report: Workforce Development/Career Technical Pathways
July 7, 2009	Action: Contract with Big Blue Bus
June 2, 2009	Report: Global Citizenship
May 4, 2009	Report: Student Achievement, Basic Skills, Student Retention, Research
September 8, 2008	Report: Career Technical Education
August 11, 2008	Action: Energy Services Contract
May 12, 2008	Report: Sustainability**
April 14, 2008	Report: Global Citizenship** Resolution: Transportation Initiative
March 10, 2008	Report: Basic Skills Initiative**
October 8, 2007	Report: Global Citizenship**
August 13, 2007	Report: Transportation Initiative** Report: Sustainable Campus

 * 2012-2013 Reports/Action are included (see following)
**No written report distributed

IV.   **SUPERINTENDENT'S REPORT**

- Updates

  - ▪ SMC Named Winner of Annual Energy and Sustainability Award: The California Community Colleges Board of Governors selected Victor Valley College District, Santa Monica College and West Valley College as its three winners of the annual Energy and Sustainability Awards competition. The SMC Energy Project was approved by the Board of Trustees in 2012 and included three main projects: replacing nine old, inefficient boilers; replacing 11,000 light fixtures and a comprehensive renovation of the Center for Environmental and Urban Studies.

    Superintendent/President Tsang thanked the Board of Trustees for approving the project and recognized SMC staff responsible for planning, implementing and completing this project – Genevieve Bertone, Greg Brown, Jeff Gehring, Bruce Wyban and Charlie Yen. They are to be commended for their hard work and commitment to this project.

  - ▪ SMC Wins Statewide Awards from the Community College Public Relations Organization
          First place: Online newsletter (Info@SMC) for seventh year
          First place: Outreach New Student Website
          Second Place: Outreach View Book/Student Recruitment Book
    Congratulations were extended to Marketing, Enrollment Development, Admissions and Outreach staff who worked hard on these winning projects.

MAJOR ITEMS OF BUSINESS

INFORMATION ITEM 5

SUBJECT: **UPDATE ON STRATEGIC INITIATIVE – GRIT (Growth/Resilience/Integrity/Tenacity)**

SUBMITTED BY: Executive Vice-President

SUMMARY:

The GRIT (Growth, Resilience, Integrity, Tenacity) Initiative was developed during the College's 2011-2012 Strategic Planning process, and launched on the Fall 2012 Opening Day. A case for GRIT can be found here. Its goal for 2012-2013 is to develop a plan to infuse GRIT into the work of the College and a plan to assess the impact of the initiative.

The GRIT Initiative facilitates student achievement. By fostering students' perseverance, sense of purpose, connection and engagement, the GRIT Initiative enhances a student's capacity to flourish academically and personally. The initiative focuses students on their non-cognitive skills like help-seeking, their metacognitive skills like the ability to think about their own thinking, and their sense of place and purpose. The initiative recognizes and develops students' strengths and competencies rather than their deficits.

Currently, the initiative has been organized into two strands: 1) resiliency and 2) purpose.

Resiliency

We seek to foster resiliency among our students as a way to enhance their completion of courses, programs and degrees. This strand will be supported by two efforts: a) Coaching Corps and b) valuing process over product. The first would be a new program at SMC. The latter would involve alterations to some of our existing college processes.

Coaching Corps is a program currently being piloted at Cerritos College. The program is made up of student-identified volunteers who are trained to support students through the challenges of college. Cerritos created a manual that serves to train and guide coaches in how best to help students, providing an overview of the college experience, ways to help keep students motivated, techniques for helping students over key hurdles, and some useful activities coaches can use. For some of us, our parents or a sibling may have served in this role. However, many of our students may not have anyone in their lives who would know how to do this. This highly scalable program will provide that training. We are seeking to develop and adapt the attached manual for use at Santa Monica College.

Currently educational research indicates that rewarding students for their efforts (process), not just their grades (products) will enhance their capacities to achieve their goals. For instance, if students are assured that, even very late into the semester, they can still get an A or a B if they keep doing the work and applying themselves, they are more likely to persevere. On the other hand, if students find that a bad grade on the first test dooms them to a C or worse, they are very likely to drop the class. We are seeking to encourage all faculty members to embrace pedagogical values consistent with the first scenario rather than the second. We are using flex day presentations to provide models for best practices. For instance, during flex day in March 2012 we will offer a breakout called "GRIT in the

Curriculum". This breakout will feature some of SMC's best teachers, Terry Green, Janet Robinson, Christine Schultz and Muriel Walker Waugh, discussing how they integrate principles of resiliency and perseverance into the curriculum and classroom to enhance their students' academic and personal achievement. Second, we are seeking to integrate the values of resiliency and perseverance into the curriculum by including related questions in forms used for the Curriculum and Program Review processes. For example, we may include a new "check-off" for new and revised courses that addresses whether course structure and methods of assessment teach and reward resiliency and perseverance.

Purpose

We recognize that when students know why they are in college or a particular course, they are better able to overcome challenges and take on the long-term process that is college. Like resiliency, a personal vision or purpose will enhance a student's completion of courses, programs and degrees. This strand will be supported by the effort to incorporate a new competency under ILO #1. In support of this goal, faculty may, for instance, run a brief pre- and post-class survey, asking students why they are taking a class or what it is for. For example, Christine Schultz and Eric Oifer piloted a potential question in the Winter 2013 classes. Students were asked to respond to the following question: "Some students know exactly why they are taking a particular class while other students may have little or no idea why they are taking it. What about you? In terms of your bigger life picture, what is this class for? Because an honest statement is what is being sought here, please feel free to answer in any way you want and saying that you do not know how this class fits into your larger life picture is an option." Dr. Schultz and Dr. Oifer will bring this idea to the Department Chairs for a discussion of a larger pilot.

Additionally, as with the resiliency strand, the purpose strand may be supported with a new Curriculum "check-off" for new and revised courses that addresses whether course objectives include helping students identify the purpose for studying the course material.

Related Instrument

Coincident with the launching of SMC's GRIT Initiative, the Educational Testing Service piloted a new tool it developed to measure non-cognitive skills. In fall of 2012, this instrument, called SuccessNavigator, was administered to students enrolled in COUNS 20 classes. Participating faculty and administrators met prior to the beginning of the Spring 2013 semester to discuss the results. A summary of the report is linked here. Thirteen Counseling 20 faculty members are continuing to use SuccessNavigator this spring. This data on non-cognitive skills will be used to shape future course content. Also, broader discussions of this instrument will continue with the goal of determining whether and how it can be useful to SMC as we seek to infuse GRIT and enhance student success.

MAJOR ITEMS OF BUSINESS

INFORMATION ITEM **F**

SUBJECT:	**GLOBAL CITIZENSHIP INITIATIVE**
SUBMITTED BY:	Superintendent/President
SUMMARY:	In the six years since its inception as an initiative of the Superintendent/ President and Academic Senate, Global Citizenship has developed into a core component of the life and identity of Santa Monica College. While there remains room to grow in terms of raising student awareness of the various programs and activities related to Global Citizenship, the ever-growing availability of such opportunities testifies to the maturation of the initiative into a staple of the college's mission. Moreover, amidst these times of uncertain transitions in the world of higher education, and beyond, the need for Santa Monica College to continue with its mission of educating global citizens for the Twenty-First Century remains strong. As articulated in the previous report:

> *By raising awareness of global diversity and global connections, and by encouraging an ethic of personal responsibility toward one's local and nonlocal communities through understanding and active participation, we strive to equip our students with the tools and the attitudes they will need to nimbly adapt to a future characterized by recurrent change. These tools include knowledge of the context and the processes by which various types of social, cultural, technological, and environmental change are occurring, as well as an ability to exploit the powerful potential of today's high levels of personal mobility and communication—not just for one's own selfish gain, but in service to others as well.*

This report included In Appendix A summarizes the work of the Global Citizenship initiative since the last report was made in September 2011.

MAJOR ITEMS OF BUSINESS

INFORMATION ITEM H

SUBJECT: **WORKFORCE AND ECONOMIC DEVELOPMENT**

SUBMITTED BY: Superintendent/President

SUMMARY: The Office of Workforce and Economic Development's (W&ED) goal is to help students, incumbent workers, business partners and industries develop skilled competencies in critical industry sectors. The programs that the Department administers are instrumental in helping the regional community respond to markets in a rapid and flexible manner.

The Department's 2010-11 and 2011-12 program funding has been decreased by over 50% from 2009-2010 levels. However, the Office of W&ED continues to be self-sustaining across program areas and growth oriented through revenue-generating programs, grants, and contract education programs. The programs take the form of classes for credit, and not for credit, varying in duration from one hour to one weekend, several days or an entire term.

Programs Highlighted in the Report (Appendix A)

- The SBDC (Small Business Development Center)
- Community Services
- Contract Education (Local and International Training Programs), Promo Pathways II
- SB-70 Career and Technical Education grants (3 currently)
- Employment Training Panel contract
- Department of Labor (CBJT- Recycling and Resources Management)
- Career Coach & Labor Market Research
- Workplace Learning Resource Center

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 8-C

SUBJECT: **ENERGY SERVICES AGREEMENT WITH COMPASS ENERGY SOLUTIONS**

REQUESTED ACTION: It is recommended that the Board of Trustees authorize the District to enter into an Energy Service Contract with Compass Energy Solutions in the amount of $3,070,407 for the following services:

- Heating boiler retrofit will install new generation high efficiency condensing boilers which use less natural gas and produce less emissions. The new boilers meet or exceed SCAQMD standards. There is an estimated savings of over $63,000 on an annual basis.

- Campus-wide exterior and interior high-efficiency lighting retrofit will provide more consistent and better lighting on the campus and parking lots. The new fluorescent and LED lighting will also enhance safety. There will be an increase in bulb life expectancy with the installation of occupancy sensors and a decrease in maintenance and inventory. Estimated savings are over $247,000 per year.

- Various energy efficiency projects for the Center of Environmental and Urban Studies: The improvements to the CEUS building will enhance the "demonstration of sustainability" concept of the center. The CEUS building will be totally insulated with recycled material and be fitted with solar tubes and a heat recycling system.

FUNDING SOURCE: Measure AA; State and Utility Incentives, STEM Grant

MOTION MADE BY: Louise Jaffe
SECONDED BY: David Finkel
STUDENT ADVISORY: Aye
AYES: 7
NOES: 0

2013 Annual Report on Institutional Effectiveness

Prepared by the

Office of Institutional Research

Spring 2013

SANTA
MONICA
COLLEGE

2013 SMC Dashboard: Institutional Priorities

Institutional Priorities								
Key Indicator	**Pg #**	**2010**	**2011**	**2012**	**2013**	**Target by 2015/16**	**2013 Performance**	**Institution-set standards**
1.1 Persistence Rate	12	74.7%	73.2%	76.2%	78.1%	75%	●	71.8%
1.7 Transfer Rate	26	58.3%	49.5%	51.9%	47.0%	Remain steady	○	47.0%
1.9 Basic Skills Course Improvement Rate	33	68.6%	69.3%	71.5%	71.5%	73%	○	66.7%
1.10 Basic Skills Transition to Degree Course Rate	38	34.4%	35.9%	34.4%	36.5%	39%	○	33.5%
1.12 CTE Completion Rate	45	50.6%	46.5%	45.8%	45.9%	47%	○	43.8%
1.18 Equity Gap – Completion Rate	59	23.1%	23.2%	25.2%	25.1%	Decrease year-over-year	◑	<=25.7%
1.19 Equity Gap – Transfer Rate	62	19.0%	24.6%	24.1%	24.4%	Decrease year-over-year	◑	<=25.6%

Definitions

1.1: Enrolled in credit course in subsequent fall term anywhere in CCC / First-time freshmen completed 6 units
1.7: Transferred to any four-year institution within 6 years / First-time freshmen completed 12 units & attempted transfer-level English or math
1.9: Successfully completed higher level course within 3 years / Began English, math, or ESL sequence and successfully completed course 2 or more levels below transfer
1.10: Enrolled in degree-applicable English, ESL, or math course within 3 years / Began English, ESL, or math sequence in basic skills
1.12: Earned certificate or AA/AS or transferred within 6 years / First-time freshmen completed 12 units & attempted an advanced occupational course
1.18: Difference in average progress and achievement rates between group with highest rates (Asian/PI & White) and group with lowest rates (Black & Hispanic); progress and achievement rates calculated by dividing the number of first-time freshmen completed 12 units & attempted a transfer-level math or English or advanced occupational course (cohort) by the number of students in the cohort who transfer to a four-year institution, earn a certificate or AA/AS, or achieve transfer prepared (complete 60 transferable units with 2.0 GPA or higher) or transfer directed (complete transfer English or math) status within 6 years
1.19: Difference in average transfer rates between group with highest rates (Asian/PI & White) and group with lowest rates (Black & Hispanic)

Dashboard: Innovative and Responsive Academic Goal

Progress & Achievement

Key Indicator	Pg #	2010	2011	2012	2013	Institution-set Standards
1.2 Course Success Rate	16	65.4%	67.0%	68.6%	69.0%	64.1%
1.3 Degrees Awarded	18	1,329	1,409	1,243	1,225	1,171
1.4 Certificates Awarded	19	158	257	1,397	1,505	1,306
1.5 Transfers to Public 4-Years (UC/CSU Combined)	21	2,111	1,930	1,833	2,063	1,800
1.6 Progress & Achievement Rate	24	58.5%	66.5%	60.5%	59.2%	57.3%
Basic Skills & Career Technical Education (CTE)						
1.8 Basic Skills Course Success Rate	30	53.6%	55.4%	57.1%	56.9%	53.0%
1.11 CTE Course Success Rate	43	68.1%	69.3%	70.8%	71.4%	66.4%
1.21 Registered Nursing License Exam Pass Rate	66	94.6%	97.4%	94.4%	96.4%	90.9%
1.22 Respiratory Therapy License Exam Pass Rate	68	--	100%	92.3%	96.0%	91.3%
1.23 Cosmetology License Exam Pass Rate	70	--	89.7%	92.4%	85.8%	84.8%
Distance Learning						
1.13 Distance Learning Course Success Rate Gap	49	7.4%	5.2%	5.3%	4.1%	<=5.8%
1.14 Distance Learning Course Retention Rate Gap	51	9.1%	6.5%	6.5%	5.1%	<=7.1%
Response to Community Needs						
1.15 SMMUSD Graduates to SMC Rate	54	32.2%	31.7%	30.1%	30.2%	NA
1.16 Geographic Area HS Graduates to SMC Rate	55	24.8%	26.7%	21.9%	20.0%	NA
Student Equity & Curriculum						
1.17 Equity Gap – Course Success Rate	57	15.7%	15.2%	14.2%	15.5%	<=15.9%
1.20 Percentage of Students Enrolled in Sustainability Related or Focused Courses	65	--	--	61.2%	63.4%	NA

Definitions

1.2: A, B, C, CR, P grades / A, B, C, CR, D, DR, F, I, NC, NP, P, W grades
1.3: # Associate Degrees awarded
1.4: # career certificates awarded (does not include departmental certificates)
1.5: # transferred to UC or CSU institution
1.6: Transferred to a four-year institution, earned a certificate or AA/AS, or achieve transfer prepared (completed 60 transferable units with 2.0 GPA or higher) or transfer directed (completed transfer English or math) status within 6 years / First-time freshmen completed 12 units & attempted transfer-level English or math or advanced occupational course
1.8: A, B, C, CR P grades in basic skills English, ESL, and math courses / A, B, C, CR, D, DR, F, I, NC, NP, P, W grades in basic skills English, ESL, and math courses

1.11: A, B, C, CR P grades in courses with SAM code A, B, C, or D / A, B, C, CR, D, DR, F, I, NC, NP, P, W grades in courses with SAM code A, B, C, or D

1.13: Difference between course success rates in distance learning and on-ground classes for same courses

1.14: Difference between course retention rates in distance learning and on-ground classes for same courses

1.15: Enrolled in credit course at SMC within 1 year of HS graduation / Graduated from public HS in SMMUSD

1.16: Enrolled in credit course at SMC within 1 year of HS graduation / Graduated from public/charter HS within 10 miles of SMC main campus zip code (90405)

1.17: Difference in average course success rates between group with highest rates (Asian/PI & White) and group with lowest rate (Black & Hispanic)

1.20: Enrolled in credit course identified as sustainability related or focused / Credit student

1.21: Passed NCLEX exam on first attempt / Earned an RN associate degree at SMC

1.22: Passed CRT exam on first attempt / Earned a respiratory therapy associate degree at SMC/ELAC

1.23: Pass events / Test (Cosmetology, Esthetician, and Manicuring written and practical) event by student who completed cosmetology coursework at SMC

Dashboard: Supportive Learning Goal

Supportive Learning						
Key Indicator	**Pg #**	**2010**	**2011**	**2012**	**2013**	**Trend (Prior to Current Year)**
2.1 First-time Freshmen Orientation Rate	74	98.8%	98.6%	98.7%	100%	↑
2.2 First-time Freshmen Assessment Rate	75	98.6%	98.4%	98.4%	99.9%	↑
2.3 Percentage of Students Receiving Financial Aid	76	30.8%	35.8%	40.4%	46.1%	↑
2.4 Counseling Contact Rate	78	57.8%	59.6%	61.4%	61.3%	—
2.5 CCSSE – Active & Collaborative Learning (range 0 to 1)	80	NA	NA	NA	0.38	NA
2.6 CCSSE – Student Effort (range 0 to 1)	80	NA	NA	NA	0.48	NA
2.7 CCSSE – Academic Challenge (range 0 to 1)	80	NA	NA	NA	0.61	NA
2.8 CCSSE – Student-Faculty Interaction (range 0 to 1)	80	NA	NA	NA	0.40	NA
2.9 CCSSE – Support for Learners (range 0 to 1)	80	NA	NA	NA	0.42	NA

Definitions

2.1: Completed online orientation within 1 term of enrollment / First-time freshmen with transfer, degree, or certificate goal
2.2: Completed assessment (including SMC placement, challenge exam, prior completion of coursework, advanced placement exam, or other college's placement) within 1 year of enrollment / First-time freshmen enrolled in credit course
2.3: Received BOG enrollment fee waivers, grants, loans, scholarships, and/or work-study / Enrolled in credit course
2.4: Visited counseling center or enrolled in COUNS 20 fall and/or spring term / Credit student with transfer, degree, or certificate goal
2.5: Average score of sample on 7 survey items related to Active & Collaborative Learning Benchmark
2.6: Average score of sample on 8 survey items related to Student Effort Benchmark
2.7: Average score of sample on 10 survey items related to Academic Challenge Benchmark
2.8: Average score of sample on 6 survey items related to Student-Faculty Interaction Benchmark
2.9: Average score of sample on 7 survey items related to Support for Learners Benchmark

Dashboard: Stable Fiscal Goal

Stable Fiscal

Key Indicator	Pg #	2010	2011	2012	2013	Trend (Prior to Current Year)
3.1 Operating Surplus-(Deficit)	86	$610,782	$1,061,345	$2,618,738	($8,840,474)	↓
3.2 WSCH/FTEF	88	641.07	659.30	635.00	629.23	—
3.3 Fund Balance Ratio	89	12.98%	13.96%	15.44%	8.38%	↓
3.4 Non-Resident Tuition Revenue	90	$17,961,185	$20,199,343	$21,387,129	$24,544,282	↑

Definitions

3.1: Actual revenues and transfers – Actual expenditures with one-time items
3.2: Sum of class contact hours per week per student in each class section / Sum of weekly teaching load
3.3: Total expenditures and transfers / fund balance (excluding designated revenue)
3.4: Fees paid by international and out-of-state residents and Intensive English Program students

Dashboard: Sustainable Physical Goal

Sustainable Physical						
Key Indicator	**Pg #**	**2010**	**2011**	**2012**	**2013**	**Trend (Prior to Current Year)**
4.1 Electricity Usage (kWh) by Sq. Foot	92	14.15	13.93	12.84	13.76	↑
4.2 Gas Usage (BTU) by Sq. Foot	93	27,359	25,947	25,859	21,855	↓
4.3 Annual Employee per Capita Waste Disposal (lbs/employees/365)	94	1.9	1.3	0.9	0.9	—
4.4 Annual Student per Capita Waste Disposal (lbs/students/365)	95	0.2	0.1	0.1	0.0	—
4.5 Average Vehicle Ridership (AVR)	96	1.47	1.44	1.47	1.53	↑

Definitions

4.1 Annual electricity usage in kilowatt-hour (kWh) by the gross square footage from space inventory (not including space that does not meter electricity)
4.2 Annual natural gas usage in British Thermal Unit (BTU) by the gross square footage from space inventory (not including space that does not use or meter gas)
4.3 Total pounds of waste disposed / Number of SMC employees / Number of days in a year (365)
4.4 Total pounds of waste disposed / Number of SMC students / Number of days in a year (365)
4.5 Employees worked per week day in survey week / Vehicles used to commute to work per week day in survey week

Dashboard: Supportive Collegial Goal

Supportive Collegial						
Key Indicator	Pg #	2009	2010	2011	2012	Trend (Prior to Current Year)
5.1 Institutional Objectives Completion Rate	98	65.4%	78.6%	78.6%	81.8%	↑

Definitions

5.1 Institutional objectives in the SMC Master Plan for Education that is "Completed" or "Substantially Completed" / Institutional objectives in the SMC Master Plan for Education

Career and Educational Facilities Master Plan 2010 Update
EXECUTIVE SUMMARY

INTRODUCTION

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

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

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

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

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

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

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

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

Flexibility is the ultimate goal in the development of the project criteria so that each project responds to current educational needs, as determined through the annual *Master Plan for Education* updates and the long-

term strategic planning process that occurs every five years, technology, and trends that are paramount in creating a campus system that can continue to thrive. Just as the 1998 Master Plan outlined the development of the physical campus for the previous 10 years, the Career and Educational Facilities Master Plan 2010 Update will aid the planning and design of both future facilities and open spaces so that they best respond to Santa Monica College's mission and guiding principles.

KEY OBJECTIVES AND PURPOSES

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

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

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

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

SPECIFIC OBJECTIVES AND PROJECTS

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

• To identify development opportunities to upgrade and improve SMC Campus sites with regard to improving program accessibility, land use compatibility, transportation and sustainability.

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

• To provide for a replacement Physical Education building. The physical education department is currently operating in a 1958 building in which many of the systems are in poor condition, including the roof, the concrete floors, the restrooms, showers, exhaust systems, and electrical systems. The fire systems are not centrally monitored and the building lacks a fire sprinkler system. A replacement building would provide additional indoor physical education and fitness training, would provide equal support facilities for men and women, would provide needed facilities for the dance program, and would be available to the community during non-instructional times.

• To provide for a replacement Corsair Field stadium and ESL relocation. The 1948 Corsair Field concrete stadium structure is experiencing deterioration of the concrete and does not meet current seismic standards or current accessibility requirements. The ESL program operates in temporary buildings that are nearing the end of their life cycle.

• To provide for a central plant. A central heating and cooling system for the Main Campus would provide cost savings and energy savings.

• To upgrade and modernize the existing Drescher Hall building, to provide for further improvements along the Pico Boulevard frontage, and to provide new space for a bookstore and small-scale student-serving retail spaces. The open space associated with this improvement provides the main arrival area to campus and a transitional area from a public zone to a campus zone.

• To provide for expansion at the Academy of Entertainment & Technology Campus to bring together programs in digital arts, media, communication, journalism and broadcasting, the relocation of the College's radio station, and incorporated parking;

• To provide for program expansion at the Performing Arts Campus in music, art, public programs, and related parking, and to complete seismic repair. The East Wing of the 1933 classroom building is seismically deficient; a replacement upgrade would provide necessary additional rehearsal space for the Music Department, necessary office space for the performing arts staff and technicians, and a location for community events. An underground parking garage would support increased educational and public use of the stages and auditoriums and would increase open space. A future educational facility would meet future program needs of the music department, art department, and performing arts groups at the site.

• To provide for long-range development planning at the Olympic Shuttle site.

• To reinforce the pedestrian character of the Campuses by: supporting vibrant and walkable campuses, providing for enhanced student and faculty interaction, increasing the ease of navigation throughout each campus, and enhancing links between the open spaces and landscape on the campuses.

• To reorganize and better define bicycle routes and bicycle-related facilities on the Campuses. Specifically, to help promote the use of alternative transportation, increase the ease of use of bicycle facilities and storage, and reduce the impact on traffic on adjacent streets and neighborhoods.

• To continue to expand upon the successful sustainable practices of Santa Monica College. Specifically, to optimize functional relationships of SMC facilities and landscape, increase efficiencies in water and energy use, and to achieve LEED certification on all new facilities.

THE MASTER PLANNING PROCESS

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

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

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

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

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

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

OTHER APPROVED PROJECTS AND EDUCATIONAL INITIATIVES

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

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

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

Technology Objectives 2013-14

Objective 1   Student Workstation Replacement & Cascading

Plan, evaluate, and recommend student workstation replacement to keep student computer equipment up-to-date. There is a need to replace/update all workstations below Dell GX520 (or equipment) with either upgraded computers or Virtual desktop solutions. Student workstations are due for replacement include: 3 computerized classrooms at AET, 1 computerized classroom for Music, and 150 thin clients for virtual workstations (Library & podium computers). Due to general funding reduction, grants opportunity is desired.

Contact: Steve Peterson
Budget: $327,000
Status: Pending

Objective 2   Campus Wide Software Needs

Track and renew maintenance agreements and annual licenses for software shared campus-wide during 12-13, including Microsoft campus agreement, antiviral, and more.

Contact: Steve Peterson
Budget: $185,000 – General fund
Status: In Progress

Objective 3   Faculty Curriculum Development Workstation Replacement/new

Replace full-time faculty outdated workstations and shared-use computers in various adjunct faculty work areas that require upgrades and install new curriculum development workstations to support curriculum plans. Dell GX520 or equivalent computers are available for faculty/staff replacement computer requests. There are approx.15 new computers required for new full-time faculty this year.

Contact: Steve Peterson
Budget: $18,700
Status: In Progress

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

The normal replacement of aging projectors, computers, and associated devices for classroom Audio/Visual equipment based on A/V technology replacement plan were addresses in the previous year. Main expenditures for 12-13 are consumables, e.g. projector bulbs.

Contact: Al DeSalles
Budget: $27,000
Status: Pending

Objective 5   Campus Wide Assistive Technology

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

Contact: Ellen Cutler
Budget: $6,000, District technology fund
Status: In Progress

Objective 6   Department Instructional Technology Needs

Departmental specific software/equipment, include miscellaneous software/equipment, and other technology accessories.
Contact: Steve Peterson
Budget: $33,000
Status: Pending

Objective 7   Occupational Program Technology Projects funded via CTE

Technology projects funded as part of the occupational program CTE grant to departmental required software/hardware and innovative classroom effectiveness technology tools. The initiatives this year include Classroom equipment, computers, and storage system for Auto, Cosmetology, CSIS, DSPS, ECE, and AET. For detailed information, contact the CTE program coordinator.
Contact: Patricia Ramos (Instructional), Steve Peterson (Technology)
Budget: CTE grant
Status: in progress

Objective 8   Campus-wide network infrastructure upgrade - continued from 12-13

Complete the implementation phase of College network core switch 10G upgrade in multi-locations, as well as the implementation of WiFi expansion plan to support mobile computing needs. The project implementation was completed in 2012-2013.
Project will be continued to indentify new installation and upgrade local WiFi access points as needed. Technical team will also monitor the internet bandwidth capacity to identify the upgrade bandwidth from internet carriers.
Contact: Bob Dammer/Dan Rojas
Budget: TBD
Status: Implementation – in progress

Objective 9   Campus-wide virtualization desktops implementation

The technology technical team evaluated the virtual application/desktop technology and selected Citrix as the pilot implementation solution. The pilot/first phase project include GIS virtual lab, Library virtual workstations, and classroom podium/multimedia carts virtual workstations. IT will continue utilizing project experiences to evaluate the expansion possibility and propose multi-year implementation plans.
Contact: Jocelyn Chong
Budget: Server infrastructure/software procured 12-13.
Status: Implementation in progress

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

Analyze, design, and develop further functions for student and faculty portal to expand the functionality and technological capabilities, include single sign-on, integrated WebISIS and self-serve system, and performance enhancement during peak time.
Contact: Jocelyn Chong
Budget: MIS development
Status: e-Disbursement - Evaluation
                e-Transcript – pdf version live in June, 2013. Xml, EDI exchange in progress
                Online Flex-time tracking system – pending
                Identity management system for Faculty/Staff – in progress
                High availability/disaster recovery implementation for ISIS – Phase 1 Database replication completed, Phase 2 off-site D/R enablement is in the planning stage.
                Enterprise mobile applications – pending

Objective 11   Update College technology policies and procedures to ensure the inclusiveness of latest technology issues

As mobile devices get widely adoption, faculty, staff, and students are bring in their own devices for business productivity and personal use.   The College established network/computer use policy requires frequent review and update.   BYOD (Bring Your Own Device) and associate security policy needs to be developed so the document will assist in educating users on security awareness, technology best practices, and effective usage.
Contact: Jocelyn Chong
Budget: N/A
Status: Pending

Objective 12   Work with the Facility team to implement Information Technology Data Center modernization, continued from 12-13

The capacity of Drescher Hall 306 data center has reached its physical limits. Plans are developed to build a new data center facility with modernized, energy efficient site infrastructure and server infrastructure to maximize the space utilization. Also included in the plans are Information Technology, Media Services operational areas and staff offices, as well as Teaching/Learning Center.
Contact: Jocelyn Chong
Budget: Construction infrastructure fund
Status: Phase I Construction in progress

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

Enhance IT efficiency by developing effective knowledge base to disseminate information. Student self-serve knowledge base – Askpico is addressed via in-house development.   Webhelpdesk software is purchased to implement an online support system that streamlines IT support procedures and process. Also included is a technology knowledge base to answer staff/faculty technical questions in an efficient self-service environment.
Contact: Jocelyn Chong
Budget: N/A,
Status: Implementation in progress.

Objective 14   MIS Information System Software version update

Plan, evaluate, and implement updated version of Oracle infrastructure application suites. This is a much delayed project that needs to be put on first priority to ensure the College Information System is at an up-to-date version which complies with security requirements, maintains compatibility with updated web browsers, and take advantages of increased functionalities.
Contact: Jocelyn Chong
Budget: N/A
Status: Planning
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Objective 15   Evaluate the feasibility of implement staff/faculty Identity Management (IM) and expansion of Google hosted email/apps services to staff/faculty

Facilitate staff/faculty technology resource provisioning process with an automated Identity Management system. Research and evaluate the possibility of offering and/or eventually replacing costly staff/faculty email system with Google provided no cost Google Apps solution.
Contact: Jocelyn Chong
Budget: N/A
Status: IM project in process.

Objective 16   Digital learning material technology evaluation

Evaluate support models of eTextbook adoption plans, courseware integrations, mobile/handheld device, and accessibility to develop a feasible implementation plan to support the needs. Digital learning environment requires sound solution of video/audio instructional screen cast/lecture capture tools, media repository, and on-demand streaming solutions.
Contact: Jocelyn Chong
Budget: TBD
Status: Evaluation

Objective 17   Support technical implementation of campus emergency response plans

There are multiple campus safety measures involve technology implementations, include on-campus audio/visual alert messages to phones/alarm end point devices; remote email/texting/phone blast messages to alert off-campus community members.   Proper technology solutions, procedural definitions, and process flows are being reviewed/updated/implemented.
Contact: Bob Dammer/Jocelyn Chong (technology)
Budget: TBD
Status: In progress.

Objective 18   Improved system management and email security tools

Implements improved system management tool to enhance system patching, system monitoring, and capacity planning functions.   Planned project also included the implementation of new email scanning/filtering gateway appliance Barracuda to replace the current Sonicwall solution.   The new gateway is expected to be a more effective tool in blocking phishing/spamming emails.
Contact: Dan Rojas
Budget: $25,000 (3-year)
Status: In progress

Santa Monica Community College District

District Planning and Advisory Council (DPAC)
Summary of Actions
2012-2013

During 2012-2013, DPAC and its planning subcommittees reviewed, discussed and considered many topics related to the Mission, Vision and Goals/Supporting Goals, the Board of Trustees Goals and Priorities, Strategic Initiatives, and Student/Institutional Learning Outcomes.

Following is a summary of 16 recommendations approved by DPAC during 2012-2013 grouped by its relationship to the Mission, Vision and Goals – Supporting Goals.

Goal 1   Innovative and Responsive Academic Environment
Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

#126-A   Agreement on the final documents for the Master Plan for Education 2012-2013 Update ....September 26, 2012
#127-A   Approval of the College reviewing offering some level of 2013 Winter Intersession...........................November 14, 2012

Goal 2 Supportive Learning Environment
Provide access to comprehensive student learning resources such as library, tutoring and technology.
Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.

Goal 3 Stable Fiscal Environment
Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources

#123-A   Approval of short-term and long-term savings and revenue recommendations ....July 25, 2012

Goal 4 Sustainable Physical Environment
Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings and technology.

Goal 5 Supportive Collegial Environment
Employ decision making and communication processes that respect the diverse needs of the entire college community

#125-A   Approval of the Equal Employment Plan 2012...September 26, 2012

Organizational Functions

#124-A   Approval of the DPAC 2011-2012 Annual Report ....August 8, 2012
#128-A   Election of Vice-Chair, 2013-2014 ....June 12, 2013

Santa Monica College

DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)

Board of Trustees

Superintendent/President

District Planning and Advisory Council (DPAC)

DPAC Planning Subcommittees

Budget
College Services
Facilities
Human Resources
Technology

Academic Senate Joint Committee
Resource Liaisons to DPAC

Curriculum
Program Review
Student Affairs
Institutional Effectiveness
Chair of Department Chairs