
ACCREDITATION FOLLOW-UP REPORT

OCTOBER 2010



SUBMITTED TO

**ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES**

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

BY

**SANTA MONICA COLLEGE
1900 PICO BOULEVARD
SANTA MONICA, CALIFORNIA**

BOARD OF TRUSTEES

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ACCREDITATION LIAISON OFFICER

RANDAL LAWSON

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Mission, Vision, Values and Goals

Changing Lives in the Global Community through Excellence in Education

Mission

Santa Monica College strives to create a learning environment that both challenges students and supports them in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their personal relationship to the world's social, cultural, political, economic, technological, and natural environments.

To fulfill this mission, Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement programs. These programs prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning.

Santa Monica College serves the world's diverse communities by offering educational opportunities which embrace the exchange of ideas in an open, caring community of learners and which recognize the critical importance of each individual's contribution to the achievement of the College's vision.

Vision and Core Values

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

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

Goals

To achieve this vision, Santa Monica College has identified the following institutional learning outcomes and supporting goals.

Institutional Learning Outcomes

Santa Monica students will:

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

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

Supporting Goals

Innovative and Responsive Academic Environment

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

Supportive Learning Environment

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

Stable Fiscal Environment

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

Sustainable Physical Environment

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

Supportive Collegial Environment

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

Statement on Report Preparation

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

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

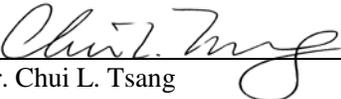
Recommendation 3: To meet the standards, the team recommends that the college evaluate the efficacy of the current staffing model for the institutional research function with a goal of providing timely, in-depth analysis of effectiveness measures and other key institutional metrics to move the college toward the goal of becoming a culture of evidence (Standards I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.g, and II.B.3)

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

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

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

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



Dr. Chui L. Tsang
Superintendent/President

October 10, 2010

Board of Trustees Acceptance

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

RECOMMENDATION NO. 1

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

SUBMITTED BY: Superintendent/President

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

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

The *Accreditation Follow-Up Report* is included as Appendix A.

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

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

FOLLOW-UP REPORT PREPARATION PARTICIPANTS

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

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

DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)

Members

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

Resource Liaisons

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

Response to the Request of the Accrediting Commission

Recommendation 1

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

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

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

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

District Planning and Advisory Council

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

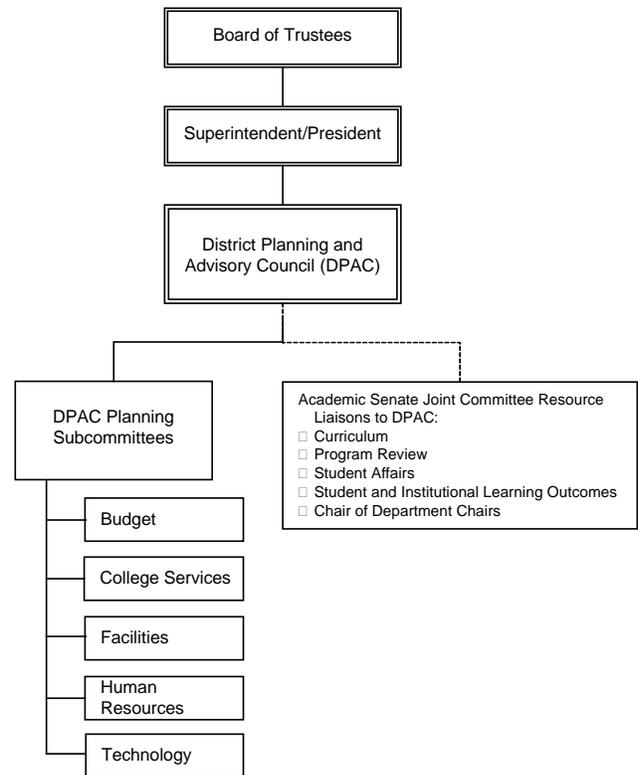
Matters for review, discussion and recommendation within DPAC include district budget, facilities, human resources, college services, and technology planning. In accordance with the DPAC charter, all subcommittees include membership from the administrative, faculty, classified and student ranks. Four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

DPAC’s strength lies in broad participation by members from the entire college community. DPAC members include administrators (appointed by the Superintendent/President and the Management Association), faculty (appointed by the Academic Senate and Faculty Association), classified staff (appointed by California School Employees Association) and students (appointed by Associated Students). Minutes from DPAC meetings document that DPAC continually evaluates and modifies its structures and practices with an eye to improved planning and more effective campus communication.

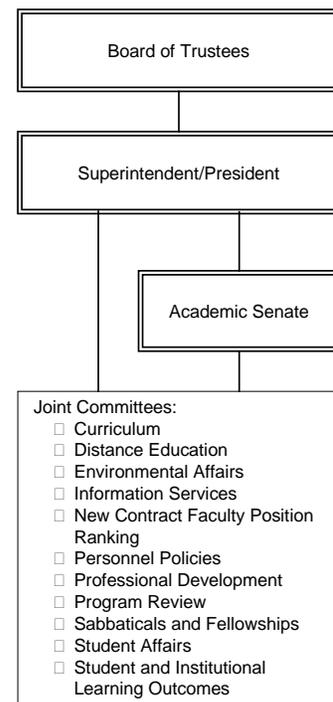
Academic Senate Joint Committees

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

Other academic and professional matters are subject to the mutual agreement process through Academic Senate joint committees. Academic Senate joint committees have both faculty and administrative representation (a ratio of two faculty members to one administrator, in accordance with Board Policy and Senate Bylaws). Some of the joint committees also include classified staff and/or student representatives.



District Planning and Advisory Council Structure



Academic Senate Structure

Intersection of DPAC and Academic Senate Planning Structures

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

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

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

Operational Planning through Departmental and Administrative Units

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

Another example of operational or unit level planning is the annual budget allocation process. Appropriate committees, fiscal service professionals, departments and senior staff analyze previous budgets comparing them to actual annual expenditures. Projected revenues provided by the state and revenues from other sources provide the framework for the annual budget,

supported by departmental requests and guided by the *Master Plan for Education*. Requests for discretionary budget increases and new positions, equipment, and facilities require a detailed justification, including the relationship of the request to planning goals and learning outcomes.

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

Description

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

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

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

Another aspect of the planning process that was unclear to the Visiting Team is how DPAC, as the College's central planning body, uses the College's various planning and assessment components to develop its annual planning recommendations. Related to this issue is how the

College's assessment of its planning efforts is accomplished and documented in DPAC's Annual Report and the *Master Plan for Education* Responses to Institutional Objectives.

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

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

Planned Recommendation Resolution

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

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



The annual updates to the *Master Plan for Education* are guided by both long-term and short-term planning. Multi-year, long-term planning and assessment processes include the strategic planning process, a five-year model that results in long-term strategic initiatives, and every six years, the College's Accreditation Self-Study. Some of the short-term processes that affect planning include the recommendations developed through the program review process, annual priorities of the Board of Trustees, the annual Academic Senate objectives, the Adopted Budget and planning documents developed through DPAC's planning subcommittees.

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

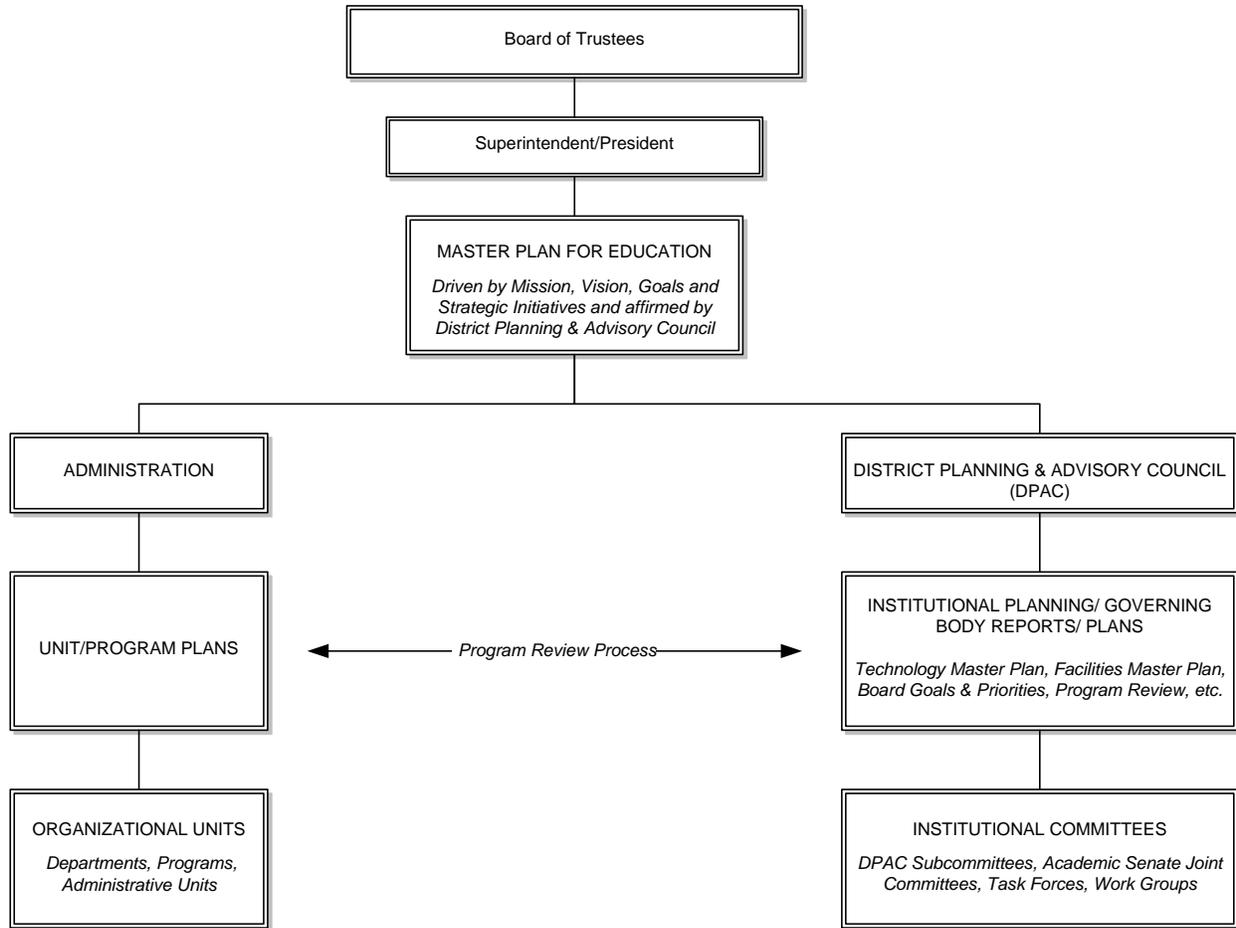
- The 2010/2011 annual update to the *Master Plan for Education* has been greatly expanded to include, at least in summary form, many of the planning documents described above. The expanded document brings together all of the various planning components and shows the interrelatedness of those components.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

aligned with the overall planning process and that planning at the unit/department level is more closely linked to the overall planning process.

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

Results Achieved to Date

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



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

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

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

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

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

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

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

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

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

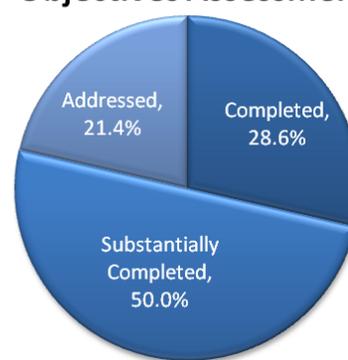
OBJECTIVE 1 Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services.			<i>Responsible Area(s)</i> Academic Affairs Student Affairs
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input checked="" type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
<p>Comment As worded, this institutional objective was difficult to measure.</p> <p>The initiative will be completed in 2010-2011 through a new institutional objective, as follows: #11: <i>Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates.</i></p>			
RESPONSE			
<p>During the 2009-2010 academic year, the Basic Skills Initiative funded and created several projects designed to increase the academic success of pre-college level students. The two most significant projects created were the Math and English Student Achievement Zone and a prototype of a standardized system for tracking tutoring services.</p> <p>The Zone opened in Spring 2010 and was funded by Title V and BSI. The Zone was created to serve students who placed at the lowest levels of pre-college math and English on the assessment placement test. The staff and faculty in the Zone engage students in the learning process through the use of active learning strategies.</p> <ul style="list-style-type: none"> • Assistance in math is available for students in basic arithmetic (Math 81) and pre-algebra (Math 84). Assistance is also provided to students in the areas of elementary algebra (Math 31), intermediate algebra for statistics and finite math (Math 18), and intermediate algebra (Math 20). There were fourteen Supplemental Instruction sessions held per week for students in these math courses, resulting in about 1200 student contacts for Supplemental Instruction during Spring 2010. • In English, students from 81B (basic essay) and 84W (basic college essay) received assistance on a weekly basis. Students in English completed directed learning activities which reinforced concepts learned in class. The directed learning activities kept students engaged by helping them spend more time on course-related tasks, and these activities encouraged peer-to-peer interactions. There were over 5,000 student contacts for Supplemental Instruction in English during Spring 2010. <p>A prototype of a standardized system for tracking tutoring services was developed with the assistance of the Office of Institutional Research, Academic Senate Tutoring Taskforce, Basic Skills Initiative Committee, Learning Resources, and Management Information Services. The common data elements will be student usage of instructional support services, length of time spent at all learning resource centers on campus, and the courses to which instructional support services were tied. Students using tutorial services across campus will sign in using a computerized tracking system. After the tracking system is deployed, the College will be able to track student usage patterns and measure the relationship between instructional support services and student academic achievement.</p>			

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

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

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

2009/2010 Institutional Objectives Assessment



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

2009/10 Objective	Status	Outcomes or Next Steps
<p>OBJECTIVE 8 <i>Ensure that grant applications reflect and support the College's institutional goals and strategic initiatives and include adequate support for research and other grant administration functions.</i></p>	Completed	<p>In addition to a newly revised grant prospectus which requires grant applicants to identify how the grant relates to institutional priorities, the grants function directly tied its applications to Institutional Learning Outcomes:</p> <ul style="list-style-type: none"> • Three grants supported ILO #1—Personal Attributes. These grants also supported student populations traditionally underrepresented in higher education. • Four grants supported ILO #2—Analytic and Communication Skills, focusing primarily on the STEM disciplines. • Three grants supported ILO #3—Applied Social Knowledge and Values, specifically with regard to Global Citizenship. • Six grants supported ILO #4—Applied Knowledge and Valuation of the Physical World, targeting the development of programs in Sustainability. (In addition, four of the six supported the college strategic initiative to develop career technical programming.) • 13 grants supported the College's Strategic Initiative to develop career technical programming, including the previously mentioned grants to support the development of the Photovoltaic Systems Program/Sustainable Technologies Program; and • One grant supported the College's strategic initiative action plan to strengthen professional development initiatives for faculty and staff.

2009/10 Objective	Status	Outcomes or Next Steps
<p>OBJECTIVE 14 <i>Increase understanding, interpretation, and utilization of data by program staff for the purpose of program improvement.</i></p>	<p>Substantially Completed</p>	<ul style="list-style-type: none"> • Several departments going through program review were provided with one-on-one training on how to access data on their respective programs. • The Director of Matriculation Research met with the Program Review Committee to establish a standard set of data reports to be provided to each instructional program each academic year. • A new Institutional Research website has been launched to provide additional data and easily accessible reports to assist users in analyzing and improving programs.
<p>OBJECTIVE 1 <i>Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services.</i></p>	<p>Addressed</p>	<p>Used as reference for 2010/2011 Institutional Objective #10: Determine the impact Basic Skills Initiative programs have had on precollege students' basic skills course completion rates, and basic skills improvement rates.</p>

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

In addition to integrating the various planning documents into one cohesive document (the annual update of the *Master Plan for Education*), the College has undertaken several steps to assess its planning processes. For example, DPAC devoted several meetings this year to a more thorough review of the planning documents used in the development of institutional objectives for the 2010-2011 *Master Plan for Education* update.

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

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

Planning Documents Institutional Objectives/ Responsible Area(s)	Program Review Recommendations	ACCJC Accreditation Recommendations	Strategic Initiative	Board of Trustees' Priorities	Academic Senate Objectives	Other Planning Documents
Objective #1: Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011. Responsible Areas: DPAC, Institutional Research, BRIC/TAP Team		✓	✓	✓		
Objective #2: Complete the Institutional Assessment Matrix for incorporation into the Master Plan for Education, beginning with the 2011-2012 update. Responsible Areas: Institutional Research, Academic Senate Joint S/ILO Committee, BRIC/TAP Team, DPAC		✓		✓	✓	
Objective #3: Analyze results from the recently completed regional economic scan to examine the viability of both current and potential SMC career technical education programs. Responsible Areas: Academic Affairs (Workforce and Economic Development), Academic Senate Joint CTE Committee			✓	✓		
Objective #4: Develop and implement with a plan for evaluation revenue-generating educational initiatives and partnerships that enhance and support the College's commitment to its mission in order to maintain or expand the instructional offering and services for all students. Responsible Areas: Academic Affairs, Institutional Development, Grants, College of the Future Committee, Academic Senate			✓	✓		
Objective #5: Implement the online curriculum management system. Responsible Areas: Academic Affairs, Academic Senate Joint Curriculum Committee	✓	✓				
Objective #6: Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology. Responsible Areas: Business/Administration; Human Resources; Information Technology; Budget, Facilities, Human Resources, and Technology Planning Subcommittees				✓	✓	
Objective #7: Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services. Responsible Areas: Academic Affairs-Learning Resources, Academic Senate Tutoring and Instructional Support Services Task Force, Management Information Systems	✓	✓			✓	
Objective #8: Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012. Responsible Areas: Human Resources, Academic Senate Joint Professional Development Committee, DPAC Human Resources Planning Subcommittee		✓			✓	

<div style="text-align: center;">Planning Documents</div> Institutional Objectives/ Responsible Area(s)	Program Review Recommendations	ACCJC Accreditation Recommendations	Strategic Initiative	Board of Trustees' Priorities	Academic Senate Objectives	Other Planning Documents
Objective #9: Develop a District-wide professional code of ethics that is aligned with the College's Mission, Vision, Values and Goals and reflective of activity to support continuous improvement in all instructional, operational, and service areas. Responsible Areas: Administration, in consultation with college constituencies and DPAC		✓				
Objective #10: Implement the comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA). Reference 2009-10 Institutional Objective #11: <i>Develop a comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).</i> Responsible Areas: Student Affairs and College Police						✓
Objective #11: Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates. Reference: 2009-10 Institutional Objective #1: <i>Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services.</i> Responsible Areas: Academic Affairs, Student Affairs, Institutional Research				✓		✓
Objective #12: Use the ongoing Management Information Systems analysis of computer system (ISIS, HRS, and County PeopleSoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases. Reference 2009-10 Institutional Objective #9: <i>Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.</i> Responsible Areas: Human Resources, Business/Administration, Information Technology		✓				
Objective #13: Implement the planned upgrade of the SMC website. Reference 2009-10 Institutional Objective #12: <i>Improve currency, accuracy and accessibility of the SMC website.</i> Responsible Areas: Enrollment Development, Academic Affairs, Information Technology	✓					

Planning Documents Institutional Objectives/ Responsible Area(s)	Program Review Recommendations	ACCJC Accreditation Recommendations	Strategic Initiative	Board of Trustees' Priorities	Academic Senate Objectives	Other Planning Documents
Objective #14: Implement the pilot ISIS Learning Outcomes Portal Project for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010 and make modifications determined necessary in Spring 2011. Reference 2009-10 Institutional Objective #13: <i>Develop collegewide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.</i> Responsible Areas: Enrollment Development, Office of Institutional Research, Academic Senate Joint S/ILO Committee, Academic Affairs		✓		✓	✓	

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

SANTA MONICA COLLEGE
RESOURCE ALLOCATION

Examples of Relationship to Planning

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

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

Additional Plans

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

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

- Institutional Objective #1: Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011
- Institutional Objective #2: Complete the Institutional Effectiveness Matrix for incorporation into the *Master Plan for Education*, beginning with the 2011/2012 update

Recommendation 3

To meet the standards, the team recommends that the college evaluate the efficacy of the current staffing model for the institutional research function with a goal of providing timely, in-depth analysis of effectiveness measures and other key institutional metrics to move the college toward the goal of becoming a culture of evidence (Standards I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.g, and II.B.3)

Description

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

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

Additionally, the Institutional Research function will take an active role in the BRIC TAP Project (**B**ridging **R**esearch, **I**nformation, and **C**ulture Initiative's **T**echnical **A**ssistance **P**rogram), a grant-funded project managed by the state Research and Planning Group. The primary goal of BRIC TAP is to improve student success by providing personalized support that will strengthen the capacity of the College to collaboratively analyze and act on information. The BRIC TAP Team has pledged to support the College's research and assessment efforts by:

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

Planned Recommendation Resolution

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

Office of Institutional Research Staffing

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

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

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

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

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

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

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

Institutional Effectiveness Matrix

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

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

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

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

ISIS Learning Outcomes Portal Project

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

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

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

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

- Each course Student Learning Outcome will be mapped to appropriate Program, Certificate, or AA Degree Student Learning Outcomes.
- Each course Student Learning Outcome will be mapped to the appropriate Institutional Learning Outcome competencies.
- The Office of Institutional Research will prepare end-of-semester reports on the Student Learning Outcomes assessment results. Through these reports, faculty will have data on the percentage of students in each section who succeed on each of the assessed Student Learning Outcomes for that course.
- The Office of Institutional Research will generate reports for each department to show the relationship between demographics, length of time at SMC, English/Math preparation, and success on each course Student Learning Outcome. As Early Alert, counseling, and tutoring data become available, they too will be included in these reports. These reports will provide foundation data for program review.
- The Office of Institutional Research will also aggregate data across all courses mapped to Programs, Certificates, and AA degrees and report such data to aid programs as they go through annual reviews and prepare program review self-studies.
- The Office of Institutional Research will prepare institutional reports by aggregating data across the core competencies of the Institutional Learning Outcomes.

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

<http://isismc02.smc.edu/?p=120:1:1887503593685599::NO:RP::> - DEPT_SLO - Windows Internet Explorer

File Edit View Favorites Tools Help

Department Course Name

SLO Listing

	Course Name	SLO#	SLO Text	First Semester	Last Semester
<input type="button" value="Edit"/>	CHEM 9	1	When given a current event scenario about global warming, students will be able to analyze and discuss the data and potential solutions, using acid/base calculations and appropriate chemical formulas.	20103	99999
<input type="button" value="Edit"/>	CHEM 9	2	Students will be able to write an analysis about some of the current drugs and poisons readily available in today's marketplace.	20103	99999
<input type="button" value="Edit"/>	CHEM 10	1	The student will demonstrate the ability to solve chemical problems using logical procedures based on well-established scientific principles.	20103	99999
<input type="button" value="Edit"/>	CHEM 10	2	The student will be able to use chemical theories to explain and predict observable phenomena, using the principles developed in Chemistry 10.	20103	99999
<input type="button" value="Edit"/>	CHEM 10	3	When conducting an experiment, the student will follow written procedures accurately and safely, demonstrate competence with lab equipment and measuring devices, and record data clearly and precisely.	20103	99999
<input type="button" value="Edit"/>	CHEM 11	1	The student will demonstrate the ability to solve scientific problems by following logical procedures based on well-established scientific principles.	20103	99999
<input type="button" value="Edit"/>	CHEM 11	2	The student will follow written procedures used in the general chemistry laboratory accurately and safely. When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.	20103	99999
<input type="button" value="Edit"/>	CHEM 11	3	The student will be able to relate microscopic theories to macroscopic observations specifically using the chemical principles developed in Chemistry 11 to explain observable phenomena.	20103	99999
<input type="button" value="Edit"/>	CHEM 12	1	The student will demonstrate the ability to solve scientific problems by following logical procedures based on well-established scientific principles.	20103	99999
<input type="button" value="Edit"/>	CHEM 12	2	The student will follow written procedures used in the general chemistry laboratory accurately and safely. When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate	20103	99999

Edit SLO

Course Name

SLO # First Sem Last Sem

Text

200 of 1200

ILO Map

1. PERSONAL ATTRIBUTES

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

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

2. ANALYTIC & COMMUNICATION SKILLS

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

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

Results Achieved to Date

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

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

Additional Plans

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

- Institutional Objective #1: Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011
- Institutional Objective #2: Complete the Institutional Effectiveness Matrix for incorporation into the Master Plan for Education, beginning with the 2011/2012 update
- Institutional Objective #7: Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services
- Institutional Objective #11: Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates
- Institutional Objective #14: Implement the pilot ISIS Learning Outcomes Portal Project for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010, and make modifications determined necessary in Spring 2011

Reference Documents

Primary References:

Master Plan for Education 2010/2011 Update

Master Plan for Education 2009/2010 Update

Other References:

Academic Senate Objectives (included in the *Master Plan for Education 2010/2011 Update*)

Board of Trustees Priorities (included in the *Master Plan for Education 2010/2011 Update*)

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

http://www.smc.edu/projects/32/Trustees_Meeting_Information/Board_of_Trustees_Meetings/2010/9-7-2010_Minutes.pdf

Board Policy 2210, Academic Senate:

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_2000_Gen_District.pdf

BRIC/TAP Participation Agreement: http://www.smc.edu/projects/37/2009-2010_Agenda_Minutes/BRIC_TAP_Description.pdf

DPAC Annual Report 2009/2010:

http://www.smc.edu/Projects/31/District_Planning_and_Advisory_Council/Annual_Report_2009-10.pdf

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

Institutional Effectiveness Matrix Report Draft

Job Description: Research Analyst:

<http://agency.governmentjobs.com/smc/default.cfm?action=viewclassspec&classSpecID=773475&agency=1381&viewOnly=yes>

Job Description: Senior Research Analyst:

<http://agency.governmentjobs.com/smc/default.cfm?action=viewclassspec&classSpecID=773487&agency=1381&viewOnly=yes>

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

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

Personnel Commission Minutes, August 18, 2010: Approval of new classification descriptions (Research Analyst and Senior Research Analyst): [http://www.smc.edu/Projects/188/Minutes - 2010-2011/August_18.2010_FINAL_RegularMINUTES.pdf](http://www.smc.edu/Projects/188/Minutes_-_2010-2011/August_18.2010_FINAL_RegularMINUTES.pdf)

Personnel Commission Transfer Opportunity Announcement for the Research Analyst Position, October 4, 2010

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

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