



A Guide to Santa Monica College's Accreditation Visit

OCTOBER 3 - 6, 2016

What You Need to Know

Santa Monica College 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 education 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 undergraduate degrees and certificates, 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.

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.

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A Message from the President...

Welcome to the fall 2016 semester at Santa Monica College!

We hope you had a restful and enjoyable summer. This fall brings the usual excitement of a new academic year plus the opportunity to welcome an Accreditation visiting team to the College.

Accreditation is an important process that assures the public that the College meets standards of quality. Moreover, it allows the College to qualify for, and distribute, federal funds to our students.

As part of the self-evaluation process, the College prepared a report detailing how it meets key standards of practice. The Self-Evaluation Report can be found at <http://www.smc.edu/accreditation> and, if you have not already done so, I encourage you to review it. It was produced by a hardworking team of individuals who, for over two years, have been crafting our response to the new standards set by the Accrediting Commission for Community and Junior Colleges (ACCJC).

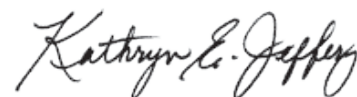
The report provides evidence that the College not only meets Accreditation Standards, but as a College we plan, implement, and evaluate what we do so that we can continuously improve our process and our student outcomes.

The site visit will be October 3-6, 2016, and this booklet is intended to serve as your guide. Please read it carefully as a reminder of those things that we will be sharing with the visiting team members.

Remember these three tips:

- Greet visiting team members and provide assistance as needed.
- Be open and respond accurately to questions.
- If you are unable to answer a question posed by a team member, guide that person to your dean or supervisor who might be able to provide that information.

For questions about SMC's Self Evaluation Report or the process, please contact Accreditation Liaison Officer, Dr. Georgia Lorenz, at (310) 434-4277 or email at lorenz_georgia@smc.edu.





ACCREDITATION TEAM VISIT

Monday, October 3 through Thursday, October 6, 2016

Tuesday, October 4, 2016, 11:15am, Theatre Arts Main Stage

Open Forum for SMC faculty and staff with Visiting Team

Wednesday, October 5, 2016, 5pm, Bundy 123

Open Forum for SMC faculty and staff with Visiting Team

Thursday, October 6, 2016, 11:30am, Theatre Arts Main Stage

Exit Interview for SMC faculty and staff

January 2017: The ACCJC announces their determination of SMC's accreditation status

Introduction

What is Accreditation?

Accreditation is the process of internal and external review to assure quality in educational programs, teaching and student learning. Accreditation serves as a public certification of the quality of an institution of higher education.

Santa Monica College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Schools and Colleges (WASC). The ACCJC is one of seven regional accrediting commissions in the United States and is authorized to operate by the US Department of Education through the Higher Education Opportunity Act of 2008.

The accreditation process is cyclical and SMC seeks reaffirmation of accreditation from the ACCJC every seven years. More information about the ACCJC, including the accreditation standards and other publications can be found at www.accjc.org.

Accreditation is essential for the College; for example, it allows SMC to offer financial aid to students. Every seven years, an accreditation team visits the College to ensure that the College meets standards of quality and responsibility. Being accredited tells the public and students that the College meets the standards needed for graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice.

What is the Process of Accreditation?

Four main accreditation activities comprise the accreditation process:

1. **Internal Evaluation:** Over the last two years, SMC has developed an extensive Institutional Self-Evaluation report that addresses to what extent the College meets the standards defined by the ACCJC. A team made up of a broad cross-section of college constituents produced the *Institutional Self Evaluation Report for Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation* (otherwise known as the Self Evaluation Report). The Self Evaluation Report describes the College and demonstrates that we comply with the eligibility requirements, accreditation standards, and commission policies. The report includes Actionable Improvement Plans that identify areas on which we wish to focus for the next accreditation cycle. The report also includes a Quality Focus Essay that defines longer term areas of improvement, based on themes identified during the writing of the Self Evaluation Report. The writing of the report was finished in June 2016 and, after it was approved by the Board of Trustees, the finished document was submitted to the ACCJC.
2. **External Evaluation:** In early October (October 3 – 6, 2016), the College will host a four-day visit from an Evaluation Team composed of 15 professional peers selected by the ACCJC. The Evaluation Team reviews our Self Evaluation Report, and through an examination of the evidence we provided in the report and on-site interviews with various college constituents, will verify that the Self-Evaluation was accurate and that SMC meets accreditation quality standards. The Evaluation Team will write a report, documenting its findings and submit it to the Commission.
3. **Commission Evaluation:** The ACCJC evaluates the team’s recommendation and makes a final determination of our accreditation status, along with any commendations and/or recommendations identified by the team. We expect to receive this determination sometime in January 2017.
4. **Self Improvement:** As part of an ongoing cycle of continuous quality improvement, we work to complete the Actionable Improvement Plans and respond to any recommendations for improvement directed by the ACCJC. This cycle of self-improvement to ensure the quality of our programs is the essence of accreditation. It is a process that allows the College to reflect on its programs and services and determine what we can do better to meet the needs of our students and the community we serve.

What are the Accreditation Standards?

Four standards define and promote academic excellence and student success. Each standard is subdivided into various levels. The top two levels are listed below.

Standard I: Mission, Academic Quality, Institutional Effectiveness and Integrity

- Standard IA: Mission
- Standard IB: Assuring Academic Quality and Institutional Effectiveness
- Standard IC: Institutional Integrity

Standard II: Student Learning Programs and Support Services

- Standard IIA: Instructional Programs
- Standard IIB: Student Support Services
- Standard IIC: Library and Learning Support Services

Standard III: Resources

- Standard IIIA: Human Resources
- Standard IIIB: Physical Resources
- Standard IIIC: Technology Resources
- Standard IIID: Financial Resources

Standard IV: Leadership and Governance

- Standard IVA: Decision-Making Roles and Processes
- Standard IVB: Chief Executive Officer
- Standard IVC: Governing Board

What to Expect During the Site Visit

The visiting team will spend a few long days on campus. They will be here from Monday, October 3, through Thursday, October 6. Before they arrive on campus, they will have already spent a great deal of time studying the materials the College sent them and the information on the website. They will have tentatively identified strengths and challenges for SMC and will follow up to see if those are correct.

The team will focus on evidence. They will review all of the information the College provided and request additional evidence we may not have included in the report. They will not take statements at face value, but will look for evidence to back up what is said. The team will look at the information the College provides to the public to ensure that it is accurate.

Visiting team members talk with College staff and students. Many of these interviews will be scheduled prior to the visit. College staff and students who are scheduled for interviews will be given advance notice. Additional interviews may be requested during the visit. The team members will attend open forums where College staff and students may provide them with input. They may visit classrooms and attend committee meetings.

The team will look for evidence that students have equivalent experiences in all instructional modalities (e.g., onground and Distance Education) and at all College locations. They will verify that distance education classes show evidence of regular and effective instructor-initiated contact. They will look for evidence that student services are available at all College locations (e.g., Bundy Campus, Performing Arts Campus, Airport Arts Campus). They will look at course success rates and other measures for all locations and modalities.

The team will emphasize the “gather information...identify actions to improve...take action...gather information” cycle. They will look for examples of ways in which the College has used qualitative and quantitative information to improve student learning and College processes. Based on that information, they will look to see how SMC has changed courses, student services, etc. For example, they will examine the assessment of Student Learning Outcomes to ensure that the College uses that assessment to make needed changes. The team will examine the College’s use of data in integrated planning (*Master Plan for Education* updates, Program Review, etc.).

Who is on our Evaluation Visiting Team?



Team Chair

Dr. Gari Browning
Superintendent/President
Ohlone College

Dr. Gari Browning has been President/Superintendent of the Ohlone Community College District since July 2008. During that time her leadership of the college has resulted in sound fiscal management in the midst of statewide budget cuts over the course of five years; resolved issues threatening the college's accreditation and a successfully passed bond for \$349 million. She was the Associate Director at the ACCJC WASC, the accrediting commission for California Community Colleges. Before coming to Ohlone College, she served as Vice President of Instruction at College of the Desert. She grew up in the greater Los Angeles area, attended Cypress College, earned a baccalaureate degree from UC Irvine, and M.A. and Ph.D. degrees from UCLA. She lived in the Dominican Republic and Hawaii, where she taught at the Universidad Católica Madre y Maestra and University of Hawaii, respectively.

The biographies and pictures of the remaining team members will be listed on the SMC Accreditation website (www.smc.edu/accreditation) as they become available.

Assistant

Ms. Shairon Zingsheim
Associate Vice President, HR and Training
Ohlone College

ACADEMIC REPRESENTATIVES

Ms. Stephanie Joy Collier
Mathematics Professor
College of the Sequoias

Dr. Charles Braden
Dean, Fine and Performing Arts
American River College

Dr. Alfred Konuwa
Executive Vice President Academic
and Student Affairs
Woodland Community College

Mr. Peter Hepburn
Head Librarian
College of the Canyons

ACADEMIC REPRESENTATIVES (con't)

Ms. Melissa Reeve
Instructor, English and ESL
Solano Community College

Dr. Gregory South
Dean, Student Learning
College of the Siskiyous

Ms. Sally Pestana
Professor of Health Sciences, Health
Education Non-Credit Director
Kapiolani Community College

Mr. John Johnston
Professor, Philosophy & English
College of the Redwoods

ADMINISTRATIVE REPRESENTATIVES

Mr. Jeff Cummings
Superintendent/President
Copper Mountain College

Mr. Dennis Gordon
Senior Accounting Specialist;
Acting Director of Outreach and
Recruiting
Irvine Valley College

Ms. Jennifer Hughes
Vice President Student Services
College of San Mateo

OTHER REPRESENTATIVES

Research

Mr. Alfred Gallegos
Dean of Institutional Advancement,
Institutional Research
Los Angeles Southwest College

Baccalaureate Specialist

Dr. Denis Wright
Charlotte Campus President
Florida SouthWestern State
College

Summary of the Actionable Improvement Plans

The following page lists SMC's Actionable Improvement Plans (AIPs). The College is focusing on continuous improvement in these areas.

Standard IA.1 and IA.4 Actionable Plan

Santa Monica College regularly reviews its Mission statement as part of its strategic planning cycle. As noted in Standard IA.1, the College's Mission currently does not reflect its commitment to Distance Education and equity. The College will:

- Revise the Mission statement to reflect the College's commitment to serving time- and place-bound students through distance education, and
- Expand the scope of the Mission statement to reflect the College's commitment to learning and achievement for all students and achieving equity among the College's diverse populations.

Standard IB.2 Actionable Plan

The College will ensure that SLO assessment is clearly defined and followed by student and learning support services that are new to the process. Specifically, the College will ensure that all student and learning support services regularly assess student learning outcome data in order to effect program improvements.

Standard IB.3 Actionable Plan

The College will expand the current institution-set standards for student achievement to include standards for each program disaggregated by student population as appropriate and address institution-set standards for CTE programs. Specifically, the College will:

- Develop program-level standards, disaggregated by student population groups, as appropriate; and
- Explore options for gathering data on CTE graduates and use these data to revise the Institution-Set Standards for CTE programs.

Standard IB.4 Actionable Plan

The College will develop a data warehouse and reporting tool for real-time data access. The College has begun the process of acquiring a data warehouse and a reporting tool that will allow College members to access real-time data about their programs.

Standard IB.8 Actionable Plan

To ensure that College faculty are aware of the Institutional Effectiveness Dashboard, the College will develop a survey to determine the proportion of Santa Monica College's faculty who are aware of the Institutional Effectiveness Dashboard and the indicators presented, as well as the services available to them through the Office of Institutional Research.

Standard IB.9 Actionable Plan

To address needed improvements in the online Program Review system, the College will refine the CurricUNET Program Review System to eliminate systemic problems and upgrade the system prompts.

Standard IC.1 Actionable Plan

The Offices of Academic Affairs and Enrollment Services will research the feasibility of moving the catalog to an HTML format to facilitate the way students and staff research and interact with it through various platforms, including mobile devices.

Standard IC.7 Actionable Plan

The College will update, as needed, Board Policy 5210, to ensure current technology practices are aligned with the College's academic freedom and responsibility policy. is meeting this standard and will continue to monitor its progress.

Standard IC.13 and IIC.4 Actionable Plan

The College has outlined a plan to prevent future violations of California Community Colleges Athletic Association (CCCCAA) Constitution and By-Laws

Standard IIA.5 Actionable Plan

The College will develop an Institution Set Standard for time to completion for the associate's degree.

Standard IIA.8 Actionable Plan

The College will work to eliminate the disproportionate impact of the Chemistry 10 Challenge Exam.

Standard IIA.9 Actionable Plans

The College will 1) develop an effective mechanism to review and act upon the program-level outcomes data for multidisciplinary degrees that are not housed in any one instructional department and 2) to develop a systematic means of ensuring core required courses in each degree or certificate program align with the program's learning outcomes.

Standard IIA.9 Actionable Plans (Plan 2)

The College will develop a systematic means of ensuring core required courses in each degree or certificate program align with the program's learning outcomes.

Standard IIA.11 Actionable Plan

The College will work to increase the assessment of ILO #5, Authentic Engagement (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). To this end, the Program Review and Curriculum Committees will develop and incorporate questions into their processes that ensure that core course SLOs are mapped this ILO.

Standard IIB.1 Actionable Plan

The College will expand the availability of online tutoring for all students by June 2017.

Standard IIB.3 Actionable Plan

The College will identify and implement the technology solutions that best allow the College to track tutors' and students' activity in all learning resources centers and labs.

Standard IIC.6 Actionable Plan

The College will develop an interface between MyEdPlan and ASSIST once the new version is released.

Standard IIIA.9 Actionable Plan

The College will ensure that Technological and Physical Operations of the College are adequately staffed.

Standard IIIA.12 Actionable Plans

The College will work to increase the diversity of part-time and full-time faculty hired by the College.

Standard IIIA.12 Actionable Plans (Plan 2)

The College will develop a more inclusive climate for LGBTQIA students and staff.

Standard IIIA.13 Actionable Plan

The College will ensure that the Santa Monica College Ethics Code is understood by all members of the college community and develop written consequences for violation of the code.

Standard IIIA.14 Actionable Plans

The College will ensure that faculty who teach online in the new platform or who use the equivalent of eCompanion are afforded training opportunities to build the skills needed to effectively use the new platform.

The College will ensure that a minimum of eight sabbaticals are awarded as per the agreement between the District and the Faculty Association.

Standard IIIB.1 Actionable Plan

The College will develop and implement a solution for excessive temperature mitigation in buildings without air conditioning.

Standard IIIB.4 Actionable Plan

The College will ensure that the Facilities team has the requisite skills needed to effectively maintain new buildings and other elements of the College's physical plant.

Standard IIIC.1 Actionable Plan

The College will plan for and implement improvements to the College's Technology Infrastructure.

Standard IIIC.4 Actionable Plan

The College will implement training and other support to faculty, staff, and students as the College migrates from the eCollege to the Canvas platform.

Standard IIID.9 Actionable Plan

The College will ensure that the 2016-2017 Tentative Budget reflects projected budget shortfalls and minimizes the use of reserve funding.

Standard IVA.1 Actionable Plan

The College will coordinate the five year strategic planning process.

Highlights from the Quality Focus Essay

The accreditation self-evaluation process at Santa Monica College has involved the campus community in reflecting on and identifying ways in which the College might continue to improve its institutional effectiveness and student learning and achievement. Since the last accreditation visit the College has engaged in significant new statewide initiatives, the advent of new grant programs and other student success-oriented projects, ongoing annual and strategic planning, and annual assessment and evaluation. In this context and through the self-evaluation process, Santa Monica College has identified two major Action Projects to fulfill the mission, increase the success of all students, and engender institutional effectiveness.

The first Action Project is the Integrated Student Equity and Success Plan. The objective of this project is to integrate the many activities that support student success and equity. By doing so, the College will leverage its financial and human resources in new ways to maximize the number of students served and student achievement outcomes. This action plan is a direct outgrowth of Santa Monica College's long held commitment to student equity.

This plan will be implemented over several years in multiple phases:

Phase I—Identification (2016-17)

- Form a community of practice made up of experts from across the College. Form subcommittees around categories of inquiry. Establish regular meeting schedule(s).
- Engage in professional development related to curricular pathway development. Capitalize on the work of the LA HITECH grant, Career Technical Education committee, and Career Pathways Advisory Committee related to pathway development in Information, Communication, Technology, and Entrepreneurship (ICTE) disciplines.
- Present pathway development to the instructional Department Chairs, Curriculum Committee. Ask representatives to communicate with their respective departments.
- Create cross-walk table of the goals, objectives, indicators, and outcomes data for programs and projects across campus to identify commonalities and opportunities for collaboration and innovation.

- Review Student Learning Outcomes and related assessment data for all programs.
- Identify and evaluate the financial resources for each related program/area/department.
- Research best practices in the field which support integration and redesign focused on clear pathways for students.
- Present findings to the District Planning and Advisory Council, Institutional Effectiveness Committee, and other campus groups each semester.
- Seek opportunities to incorporate the Action Project with the strategic planning process Fall 2016.

Phase II—Planning (2017-18)

- Begin planning for redesign based on Phase I results.
- Develop timeline, benchmarks, responsible parties and anticipated outcomes as dictated by the plan for redesign.
- Identify existing fiscal resources as well as opportunities for resource development in support of the plan for redesign. • Develop an annual assessment plan for the Action Project.
- Identify Key Performance Indicators reflecting observable and measurable outcomes to be incorporated in the annual Institutional Effectiveness report, Student Success Scorecard, and Student Equity Plan related to the integrated student equity and success plan.
- Develop and implement communication and training strategies for the college community for the effective adoption of redesign plan.
- Propose an annual objective for the Master Plan for Education update related to the implementation of the redesign plan

Phase III—Implementation (2018-19, ongoing)

- Implement redesign plan.
- Continue communication and training strategies for the college community to ensure effective adoption and implementation of the plan.
- Evaluate solutions semi-annually through Key Performance Indicators, relevant data, as well as outcomes data.
- Report regularly to the District Planning and Advisory Council and relevant college committees.

Phase IV—Monitor Performance (ongoing)

Phase V—Evaluate and Refine (ongoing)

The second Action Project is the Transformative Technology Planning initiative. Technology continues to evolve and develop in ways that have the potential for increasing the College's effectiveness. Many departments and programs seek technology solutions to streamline and improve their operations. Through this Action Project, the College will prioritize the effective use of technology in support of student success, institutional effectiveness, and continuous quality improvement. The College will identify technology needs and seek to develop criteria and methodologies for incorporating appropriate and effective solutions. This project was driven by the findings in the self-evaluation report in Standard IIIIC as well as the work of the Technology Planning subcommittee of the District Planning and Advisory Council.

The implementation of this Action Project has been conceptualized as follows.

Phase I—Identification (2016-17)

- Begin to identify areas in which the department, project, or program is seeking a technological solution to improve effectiveness, efficiency, and service to students. Review Information Technology and Technology Planning subcommittee objectives and goals.
- Catalog existing technology solutions already implemented on campus, including “off the shelf” software packages and internally developed solutions.
- Present findings to relevant campus groups including the Technology Planning subcommittee of the District Planning and Advisory Council.

Phase II—Evaluation and Assessment (2017-18)

- Continue to identify areas in which the department, project, or program is seeking a technological solution to improve effectiveness, efficiency, and service to students.
- Evaluate and assess current solutions.
- Evaluate whether current solutions could be leveraged to address needs.
- Develop plans to address identified needs.
- Determine resource allocations as well as opportunities for resource development to meet identified needs. • Develop an annual assessment plan for the Action Project.
- Consider Key Performance Indicators related to technology for the annual Institutional Effectiveness Report in alignment with the Action Plan.

Phase III—Implementation (2018 and ongoing)

- Implement solutions.
- Evaluate solutions semi-annually through Key Performance Indicators, relevant data, as well as user feedback.

Phase IV—Monitor Performance (ongoing)

Phase V—Evaluate and Refine (ongoing)

Santa Monica College “At a Glance”

Santa Monica College History

Prologue

On September 10, 1929—just 49 days before Wall Street crashed, plunging the nation into the Great Depression—“Santa Monica Junior College” opened its doors on the second floor of Santa Monica High School with 153 students. Evolving missions led to new names: “Santa Monica City College” and eventually “Santa Monica College,” to reflect the College’s service to the Westside, and to the larger community of Los Angeles. Today, enrollment is roughly 32,000 students, and the College operates on a 38-acre campus at 1900 Pico Boulevard, and five satellite campuses across Santa Monica.

SMC fulfills the educational needs of the broadest possible cross-section of its community (the College defines “community” as the populace of the cities which comprise its district—Santa Monica and Malibu—and the students and employees who come to us from the surrounding Los Angeles county region, from across the nation, and from all parts of the world) and the ideals of the state’s Master Plan for Higher Education: as California’s leader in transfers to the University of California, the University of Southern California, Loyola Marymount University, the Ivy League Columbia University, and more; as the leading job trainer in Los Angeles’s Westside with over 110 CTE degrees and certificates to date; and as a lifelong learning institution through model programs like Emeritus College which offers free classes designed for older adults (and celebrated its 40th anniversary in 2015!), and our Continuing Education program which offers low-cost personal interest and professional development classes.

The College’s relationship to the communities it serves—Santa Monica and Malibu—is unequivocally strong. And in resounding support of SMC’s value, the voters of these two cities have funded a total of eight bond measures since 1946—four prior to Proposition 13 in 1978 and four post-Proposition 13 to fund facilities improvements. The most recent bond, Measure AA, for \$295 million, passed in 2008, despite a severe recession. Among the Measure AA-funded projects completed recently or in construction are a specialized \$49 million building for Health, Physical Education and Dance on the main campus; a \$23 million renovation of the East Wing of the SMC Performing Arts Center (including classrooms and a performance space); an \$89 million renovation of the new design

and media campus on Stewart Street; and a new \$24 million Information Technology and Media Center.

A Trusted Community Partner

It is important to recognize that Santa Monica College has an extraordinary symbiotic relationship with the local and regional economy. SMC has, through every point in its history, cultivated a culture that is able to respond quickly to shifts in the local economy and resulting workforce needs and use its standing as a trusted higher education partner to inform the creation of new curriculum and decision-making.

SMC opened in 1929, a year after the Douglas Aircraft Company began manufacturing airliners and military aircraft, transforming Santa Monica from a sleepy beach resort town of 37,000 residents to a manufacturing hub—by 1943, Douglas alone had 40,000 employees.

In the late 1930s—with aeronautics and manufacturing at the heart of the local economy—SMC founded a satellite campus called the “North Campus,” solely dedicated to the trades. SMC also changed its name from Santa Monica Junior College to Santa Monica City College to reflect the addition of its technical mission.

By 1950, post-war, the city of Santa Monica would begin to add more commercial districts, setting the stage for a dramatic commercial expansion in the 1980s and continuing to the present day. During the 1960s, the major industry in Santa Monica was the building of apartments—over 14,000 buildings were constructed—and in response, SMC’s expanded its technical program to include construction technology, including carpentry, heating, plumbing, and other trades.

Today, 64 percent of Santa Monica’s civilian employed population¹ is employed in management, business, science, and arts occupations, no longer in manufacturing and no longer in the construction trades. A glance at SMC’s degree/certificate offerings—business administration, logistics, the liberal arts and sciences, accounting, computer science, design technology, and more—demonstrates how closely the College is attuned to the needs of the local economy.

¹ U.S. Census Data, 2014

Most recently, this symbiotic relationship was manifested in the creation and approval of SMC’s Bachelor of Science in Interaction Design. In the last decade, the Westside of Los Angeles has morphed into one of the top tech hubs in the world. Known as “Silicon Beach”, it is home to about 500 tech startups like Snapchat, and bigger companies like Google and Yahoo. One of the biggest skills gaps in the tech world, and here locally is for an emerging but high-demand field called Interaction Design. In direct response to dialogue with industry—and spurred on by over 100 letters of support including from Microsoft, Warner Brothers, Disney, and Amazon Web Services—SMC positioned itself to offer a pathway to professional and economic advancement for many students. This same acceleration of the convergence of media, entertainment, and digital technologies was a major factor in the renovation of SMC’s former Academy of Entertainment & Technology on Stewart Street, which will reopen in Winter 2017 as the rebranded SMC Center for Media and Design. The new design and configuration of the stand-alone campus brings together SMC’s new, award-winning film production program and SMC’s long-standing journalism and broadcasting programs with the programs already on site, including entertainment technology, interior architectural design, media content development and new the interaction design baccalaureate program to emphasize the cross-disciplinary collaboration and experimentation that is now an industry standard.

The College’s reputation as the Westside’s leading job trainer was also heightened by the major role it played in creating an LA-based consortium called “LA HI-TECH”. The group was recognized in 2015 by President Obama’s TechHire Initiative for its work in preparing students for jobs in the information, communication and technology sector. Today, SMC offers graphic design, computer science, and media/communication “dual enrollment” classes in local high schools so that students can begin to prepare for a career pathway beginning from ninth grade, and segue from high school to SMC and right into an entry-level job.

“This innovative Bachelor’s degree will not only meet an important need in my hometown, Santa Monica, but indeed, throughout California.”

– California State Senator Ben Allen

From Challenges to Growth

There's an undeniably attitude of high confidence that is wholesale SMC. It's the kind of self-belief that, when faced with a challenge, leads the institution to think creatively and take risks to not just "stay afloat" but to attempt to move even more students through the gateway of higher education to meet their life's educational goals. These risks do not always pay off, and the challenges are not always insurmountable. But it is highly worthy to take note of how SMC's reputation as a powerhouse among community colleges has been shaped by this same enterprising "never-say-die" spirit.

When Proposition 13 passed in 1978, replacing local funding with state funding, this became especially troublesome for SMC, as its Board had kept local property taxes very low. As a result, its state apportionment per FTES post-Proposition 13 was the lowest among all community college districts. This challenge motivated SMC to argue that the state should allow "free flow" attendance and successfully lobbied the landmark legislation, enacted in 1987, providing students with the right to attend junior colleges outside their district. This would transform SMC from a college of 9,000 to more than 18,000 by the mid-1990s².

This period also marked the rise of SMC as a global campus. The College leveraged its reputation for quality to attract students from around the world—it is still one of the nation's leading destinations for international students—and directed the tuition paid by international students to recruit and retain an outstanding faculty and staff, and to provide support services for students.

The introduction of resident preferential parking in Santa Monica led to parking problems for SMC, something the College solved with ingenuity by combining an aggressive, groundbreaking public transit initiative with the building of a new satellite parking lot. SMC and its Associated Students currently fund a partnership with the City of Santa Monica's Big Blue Bus that allows SMC employees and students to ride "Any Line, Any Time" for free. The program was established in 2008, and now provides about 2.8 million boardings and alightings annually, about a 30 percent increase over prior usage. SMC and the Big Blue Bus have also created

² As a side note, attendance for the entire California Community College system has increased from about 1.2 million students in 1987 to 2.1 million in 2016.

new routes to reach deep into the community and connect the satellite campuses with the main campus.

The need to create more parking—which caused the already small main campus to become too small—led to the first satellite campus and off-site parking. Today, SMC’s satellite campuses have evolved into a healthy model, with each site flourishing in its own identity while remaining well-connected to the main campus.

In the last six years, the regional increase in traffic congestion led SMC to create additional pioneering programs in partnership with other agencies to provide more transit options to students—these include uberPOOL (SMC is the first community college in the nation to offer this carpool service), Zipcar, Breeze Bike Share, and last but not the least, partnering with Metro for the new light rail Expo Line station at 17th and Colorado which is known officially as the “Santa Monica College” station. SMC also became the first California community college to win a Bronze Bike-Friendly University designation from the League of American Bicyclists in 2015.

A tragic shooting incident in June 2013 which ended on our campus has led to a comprehensive review and nearly completed upgrade of emergency notification systems and infrastructure to equip the campus for safety in the event of future emergency situations.

Leadership Changes

In the last six years, SMC also underwent a ripple of changes in senior executive leadership: first with the loss of longtime Executive VP and strategic/accreditation leader Randal Lawson in 2014, followed by the retirement of President Chui L. Tsang in 2015. With the appointment of our new Superintendent/President, Dr. Kathryn E. Jeffery early this year, SMC is positioned to benefit from the vast and varied experience of a higher education leader who has served as president of a community college, of a CTE/vocational college, and was a faculty member in both two-year and four-year settings.

A Recap of Excellence Achieved

SMC has the largest counseling system in the state, and the foundation for this was laid more than 40 years ago, using earned revenues to fund a counseling/transfer center and special cohort support programs. Today, there are 48 full-time counselors, over 100 part-time counselors, and over 55 offices and programs to

meet students' needs and ensure academic success. SMC's transfer reputation can be attributed to the support services—in addition to stellar instruction—that the College provides. Another major factor in SMC's transfer success, the Scholars Program, the first of its kind in the state, celebrated its 30th anniversary last year.

Since the last accreditation cycle, SMC has added new student support programs like the Guardian Scholars for foster youth, and expanded existing programs like the Veterans Resource Center. The longtime successful Black Collegians program celebrated its 25th year. (SMC's longstanding achievement as California's leading transfer institution comes with a special pride, because SMC is also the leader in transferring both African American and Latino students to UC campuses.)

In order to enhance our equity goals and allow more students—particularly from low income backgrounds—to benefit from scholastic opportunities and promote a college going culture, SMC's Board of Trustees voted to exempt the \$46 enrollment fee for high school students attending SMC.

SMC has hired close to 100 new full-time professors with distinguished credentials, representing the best in their fields. The Center for Teaching Excellence—one of just a handful of such centers at community colleges—serves as a “pedagogical playground” where instructors can learn how to address the particular challenges of teaching in a multicultural and technology-driven world.

Our world-class faculty crafted hundreds of new courses and degrees and certificates to meet student, community and industry needs. Just a few examples of groundbreaking academic and CTE degrees created include Technical Theatre, Recycling and Resource Management, Public Policy, Early Intervention Assistant, and Mobile Apps Development.

At Santa Monica College, we strongly believe in the distinctiveness of our vision, our tenacity and ability to innovate. Above all, we are relentlessly committed to student success and the highest possible quality of education made accessible to all.

Mission, Vision, Institutional Learning Outcomes and Supporting Goals

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 education 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 undergraduate degrees and certificates, 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.

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.

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; and
- 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.

College-Set Standards and Institutional Effectiveness Goals

SMC Success Outcomes (2015-2016) & Institution-Set Standards and Target Goals (if applicable)

- Fall-to-Fall Persistence: 74.0% (standard: 71.8%; goal: 75.0%)
- Transfer Rate: 44.8% (standard: 47.0%)
- Course Success Rate: 68.0% (standard: 64.9%; goal: 70.0%)
- Basic Skill Improvement: 71.5% (standard: 66.7%; goal: 73.0%)
- Basic Skills Success in College Course Rate (Remedial Rate)
 - English: 46.6% (standard: 41.3%; goal: 50.1%)
 - Math: 27.8% (standard: 26.7%; goal: 31.2%)
 - ESL: 50.7% (standard: 50.7%; goal: TBD)
- CTE Completion Rate: 49.3% (standard: 47.4%; goal: TBD)
- Degrees Awarded: 2,222 (standard: 1,459)
- Certificates Awarded: 1,515 (standard: 1,325)
- Transfers to Public 4-Years: 2,269 (standard: 1,800)
- Completion Rate: 50.2% (standard: 47.3%)

SMC Student Demographic Summary (Spring 2016 unless noted)

- Headcount: 32,854 (Credit: 29,527; Noncredit: 3,327)
- About one third of students are full-time (33.6%)
- 44% are 20 to 24 years old, 26% are 19 or younger
- Largest ethnic/racial populations: Hispanic 38.3%, White 27.8%, Asian/Pacific Islander 16%, Black 8.9% • Female: 52.7%; Male: 47.3%
- Most prevalent Educational Goal is Transfer (72.7%)

- Over 51% of students received financial aid in 2014-15
- About half of students are First Generation
- Basic Skills: 65% of first-time freshmen are assessed as not being college ready in English and 54% are assessed as not being college-ready in Math
- In Fall 2015, 82% of students attended classes on the main campus and 24% took online classes (duplicated counts).
- Nearly 9% of students take only online classes (unduplicated count).

Institutional Effectiveness Goals: California Community College Chancellor's Office (CCCCO)

Each college is required to adopt the framework of indicators approved by the Board of Governors (BOG) and colleges/districts adopt goals for four indicators:

- Course Completion: 70.0% (CCCCO Data)
- Accreditation Status: Reaffirmed—No Action
- District Fund Balance: 5%
- District Audit Findings: Unmodified (Unmodified auditor's report without internal control issues)

FAST FACTS Spring 2016

Santa Monica College

Unduplicated Student Headcount

Credit: 29,527
Non-Credit Only: 3,327
Total: 32,854

Staffing Summary

Administrators & Managers: 106
Full-Time Faculty: 334
Part-Time Faculty: 1,090
Classified: 476
Confidential: 8

Credit Students Only (Total = 29,527)

Unit Load

Full-time (12+ units): 33.6%
Part-time (0.5 to 11.5 units): 66.4%

Ethnicity/Race

Asian/Pacific Islander: 16.0%
Black: 8.9%
Hispanic: 38.3%
Native American: 0.2%
Two or more: 3.9%
White: 27.8%
Unreported: 4.9%

Gender

Female: 52.7%
Male: 47.3%

Age Group:

19 & Younger: 26.7%
20 TO 24: 44.1%
25 to 29: 13.4%
30 to 39: 9.0%
40 to 49: 3.6%
50 & Older: 3.2%

Educational Goal

Transfer: 72.7%
Associate Degree: 2.3%
Certificate: 1.5%
Career: 5.5%
Four-Yr Student: 3.5%
Ed Development: 4.8%
Undecided: 4.6%
Unreported: 4.5%
Other: 0.6%

Enrollment Status

First-time Freshmen: 4.7%
First-time Transfer: 9.3%
Continuing: 73.4%
Returning: 10.7%
Special Admit: 2.0%

Residence Status:

California: 81.5%
Out-of-State: 6.4%
Foreign Country: 12.1%

How is Santa Monica College Organized?

The Santa Monica Community College District is governed by a seven-member Board of Trustees elected to four-year terms by the residents of the College's service area, which includes the cities of Santa Monica and Malibu. A currently enrolled student trustee serves for a one-year term and is elected by the Santa Monica College Student Body.

The College Superintendent/President, Dr. Kathryn E. Jeffery, provides effective leadership by setting high expectations for the outcomes of planning, budgeting, selecting, and developing personnel; assessing institutional effectiveness; and allowing staff to execute the communicated Vision with appropriate input through the governance structure.

The District's senior administrative staff includes an Executive Vice President; five vice presidents (Academic Affairs, Student Affairs, Enrollment Development, Human Resources and Business/Administration), a Senior Director of Government Relations and Institutional Communications; and a Campus Counsel. This team supports the Superintendent/ President and provides leadership in their respective areas in implementing the College's Vision and Goals and directing college operations.

The Planning Process at Santa Monica College

Santa Monica College articulates a Mission statement informed by the core values described in the institutional Vision. The Mission defines the purposes of the College, identifies the student population it serves, and conveys a strong commitment to advancing student learning and achievement. *The Mission is central to all operations of the College.*

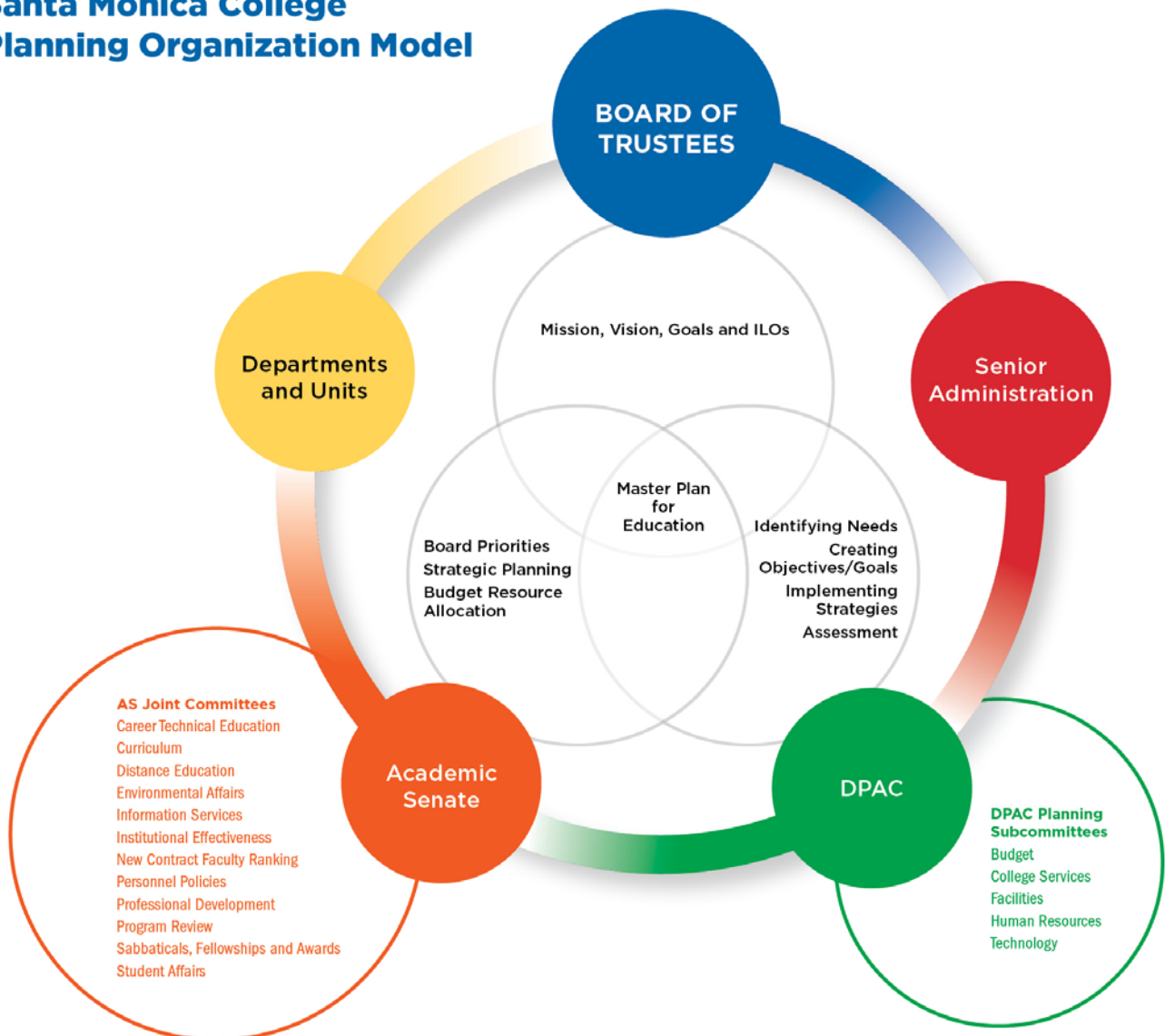
The central planning body at Santa Monica College is the District Planning and Advisory Council (DPAC). DPAC's membership includes representation from all college constituency groups, including the Academic Senate, Faculty Association, CSEA, Management Association, Administration and Associated Students.

Five planning subcommittees support DPAC: Budget Planning, College Services Planning, Facilities Planning, Human Resources Planning, and Technology Planning. In addition, Academic Senate Joint Committees contribute to the planning effort; examples include the Program Review, Curriculum, Student Affairs and the Institutional Effectiveness Committees.

DPAC serves as the College’s primary planning body in that it coordinates institutional planning, develops the annual Master Plan for Education update, and oversees the long-term planning efforts of reviewing the Vision, Mission, Values, and Goals of the College. DPAC also assesses the College’s planning process and develops new Strategic Initiatives every five years.

Ensuring alignment of programs and services with the Mission is at the heart of all college planning processes. Planning involves the entire college community as illustrated in the organizational planning diagram below. Further, the College engages in ongoing assessment and improvement processes ensure that all college programs, services and operations maintain their quality, vitality, and responsiveness to student learning.

**Santa Monica College
Planning Organization Model**



Accreditation 2016 Committee Members

Accreditation Liaison Officers

- Randal Lawson (1999 -2014), Executive Vice President
- Georgia Lorenz (2014-Present), Vice President, Academic Affairs

Accreditation Self Evaluation Co-Chairs

- Eve Adler, Past AS President and Faculty Member, Nursing Program
- Erica LeBlanc, Dean, Academic Affairs

Accreditation Self Evaluation Co-Editors

- Eleni Hioureas, Faculty Member and Vice Chair, English Department
- Laurie McQuay-Peninger, Associate Dean, Grants

Evidence Coordination and Administrative Assistant to the Steering Committee

- Rebecca Weiland, Administrative Assistant III, Academic Affairs

Institutional Research and Statistical Support

- Hannah Lawler, Dean, Institutional Research

Academic Senate Presidents

- Eve Adler (2012-2014), Faculty Member, Nursing Program
- Fran Chandler (2014-2016), Faculty Member, Business

Graphic Design and Production Coordination

- Don Girard, Senior Director, Government Relations and Institutional Communications
- Jonathan Ng, Graphic Designer
- Ming Yea Wei, Marketing Design Analyst

Community Relations, Web and Internal Communication Support

- Kiersten Elliott, Dean, Community and Academic Relations
- Regina Ip, Web/Social Media Manager
- Grace Smith, Public Information Officer

Associated Students Presidents

- Ty Moura (2013-2014)
- Ali Khan (2014-15)
- Jesse Randel (2015-2016)
- Terrance Ware (2016-17)

Standard I: Mission, Academic Quality, Institutional Effectiveness and Integrity

- Eric Oifer, Standard I Co-Chair and Faculty Member, Philosophy and Social Sciences
- Katharine Muller, Standard I Co-Chair and Special Assistant to the President

Standard IA: Mission

- Christine Schultz, Standard IA Co-Chair and Faculty Member/Department Chair, Philosophy and Social Sciences
- Roberto Gonzalez, Standard IA Co-Chair and Dean, Student Success Initiatives

Standard IB: Assuring Academic Quality and Effectiveness

- Teresa Garcia, Standard IB Co-Chair and Faculty Lead, Scholar's Program
- Hannah Lawler, Standard IB Co-Chair, Dean, Institutional Research

Standard IC: Institutional Integrity

- Greg Brookins, Standard IC Co-Chair and Faculty Member, Business
- Deyna Hearn, Standard IC Co-Chair and Dean of Students

Standard II: Student Learning Programs and Services Co-Chairs

- Mary Colavito, Standard II Co-Chair and Faculty Member/Department Chair, Life Science
- Michael Tuitasi, Standard II Co-Chair and Vice President, Student Affairs

Standard IIA: Instructional Programs

- Jamey Anderson, Standard IIA Co-Chair and Faculty Member/Department Chair, Physical Sciences
- Jenny Merlic, Standard IIA Co-Chair and Dean, Instructional Services

Standard IIB: Library and Learning Resources

- Patricia Burson, Co-Chair and Librarian (2013 – 2015), Interim Dean, Library and Information Services
- Denise Kinsella, Co-Chair and Associate Dean, International Education

Standard IIC: Student Services

- Jose Cue, Standard IIC Co-Chair and Faculty Member, Counseling
- Brenda Benson, Standard IIC Co-Chair and Senior Administrative Dean, Retention and Student Wellness

Standard III: Resources

- Janet Harclerode, Standard III Co-Chair and Faculty Member/Department Chair, ESL
- Bob Isomoto, Standard III Co-Chair and Vice President, Business/Administration

Standard IIIA: Human Resources

- Melody Nightingale, Standard IIIA Co-Chair and Faculty Member/Department Chair, ESL
- Kelly Brayton, Standard IIIA Co-Chair and Dean, International Education

Standard IIIB: Physical Resources

- Laura Manson, Co-Chair and Faculty Member/Department Chair, Early Childhood Education
- Patricia Ramos, Co-Chair and Dean, Workforce Development

Standard IIIC: Technology Resources

- Jamie Cavanaugh, Standard IIIC Co-Chair and Faculty Member, Design Technology
- Lee Johnston, Standard IIIC Co-Chair and former Director, MIS

Standard IIID: Financial Resources

- Terry Bernstein, Standard IIID Co-Chair and Faculty Member, Business (retired)
- Kiersten Elliott, Standard IIID Co-Chair, Dean, Community and Academic Relations

Standard IV: Leadership and Governance

- Richard Tahvildaran, Standard IV Co-Chair, and Faculty Member, Philosophy and Social Science
- Teresita Rodriguez, Standard IV Co-Chair and Vice President, Enrollment Development

Standard IVA: Decision Making Roles and Processes

- Lucy Kluckhohn, Standard IV Co-Chair and Faculty Member, Life Sciences (retired)
- Sherri Lee-Lewis, Standard IV Co-Chair and Dean, Human Resources

Standard IVB and IVC: Chief Executive Officer and Governing Board

- Guido Davis Del Piccolo, Standard IVB&C Co-Chair and Faculty Member, Philosophy and Social Sciences
- Marcy Wade, Standard IVB&C Co-Chair and Vice President, Human Resources



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SUPERINTENDENT/PRESIDENT

DR. KATHRYN E. JEFFERY