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<th>Chairs</th>
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*Indicates missing submissions

**Addendum
This year the Adjunct Committee worked on fulfilling the goals set for 2013-2014:

1. Survey the adjuncts at SMC to find out their most common needs and questions
2. Reach out to all part time senators to increase participation in the committee

The survey was completed in October 2014, but unfortunately had a low response rate of 109 part time faculty members (half the number of those who responded to the 2012 survey). However, those who replied were detailed in their responses, and it gave the committee enough information to plan for the year.

The committee chair emailed all part time senators at the start of the fall semester and two responded to join the committee as active members. The committee’s next task was to respond to the information received in the survey.

After analyzing the many comments and questions received in the survey, the committee decided that the best way to help adjunct faculty is online. Many adjuncts have questions about campus resources or benefits, as well as concerns that they can never meet in-person due to time constraints. The committee then worked on categorizing the main areas where adjuncts requested information:

- senate (what is the senate)
- human resources (benefits and salary questions)
- the faculty association (associate status questions)
- professional development (resources and opportunities)

The committee then worked on collating the information, both with links to SMC webpages as well as original content (like the list of professional organizations), and updating the committee’s webpage. Because many of the adjuncts at SMC teach at multiple campuses and have varying schedules, the committee agreed that focusing effort on the webpage rather than on in-person meetings would be most valuable.

As the semester ends, the committee will do some last minute changes and updates to the committee’s webpage, but plans to email all adjuncts at the very end of the semester to alert them to the new information available on the website. We hope they, and especially new adjuncts, find this information useful in the coming semesters.

Adjunct Committee webpage:
http://www.smc.edu/ACG/AcademicSenate/AScommittees/Pages/Adjunct.aspx
Career Technical Education (CTE) Committee
Submitted by Chris Fria

Priorities for 2014-15:

• Improving Student Completions
• Supporting LA HI-TECH
• CTE Bachelor Degree Program
• CTEA Funding
• CTE Winter Institute

Improving Student Completions

The Institutional Effectiveness report published every year in May includes six (6) indicators related to CTE: Course Success Rate, Completion Rate, Placement Rate, Cosmetology License Pass Rate, Registered Nursing License Pass Rate, and Respiratory License Exam Pass Rate. Over the last five (5) years, the CTE Course Success Rate has increased by 3%, higher than the rest of the college. Unfortunately, in the report presented to the CTE Committee by Hannah Lawler in May 2014, the CTE Completion Rate (41.7%) was severely below the target rate (47%). The Completion Rate is measured by taking a cohort of first time freshmen who have earned twelve (12) units and have attempted an advanced occupational class (see SAM code B below), and dividing by those who have earned an Associate degree, Certificate of Achievement or transferred to a four year university within six (6) years.

Hannah desegregated the data by TOP code, showing an unexpected amount of variation in completion rates. It was suspected, therefore, that the CB09 (SAM Priority Code) codes were inaccurate for a number of CTE courses. SAM Priority Codes are used to indicate the degree to which a course is occupational, and to assist in identifying course sequences in career-based programs. The designations generally run from “D”, meaning possibly occupational, to “B”, meaning advanced occupational. Programs should only have one (1) or two (2) courses coded as B, usually “capstone” courses. Because many of our CTE courses had been miscoded as B courses, the size of the cohort that Hannah used in her calculations was far too large. In response to this, all CTE Committee members were asked to confer with their departments and submit corrected SAM codes for their courses.

By applying the revised SAM codes, the completion rate increased to 50.6%, well over the target rate. With the implementation of auto awarding, the committee feels the completion rate will continue to improve.

The committee also recommends that SAM coding be included in the curriculum process to ensure that new courses are accurately coded.

Supporting LA HI-TECH

In response to the California Career Pathway Trust (AB 86) application, an innovative consortium led in large part by Santa Monica College was developed between K-12 institutions, community colleges,
community partners, and the Information and Communication Technology (ICT) Industry. Its purpose was to create a vibrant ecosystem to grow and sustain a technically skilled, entrepreneurial, and competitive workforce that contributes to the economic growth of Los Angeles County. The consortium was designed using the Santa Monica College Supply and Demand for ICT Occupations report as the labor market basis for the industry selection, design and approach. The consortia name is LA HI-TECH (Los Angeles High Impact Information Technology Entertainment Communications Hubs).

Grant participants will improve student transition from secondary to post-secondary institutions by linking high school learning academies to career technical education programs. The first pathways will address the following fields:

1. Software Systems and Development (SSD)
2. Information Services and Support Design (ISS)
3. Design Visual/Media Arts (DVMA)

The consortium is composed of twenty-nine (29) high schools, seven (7) colleges, and employers who are much more involved with recommending what skills students need.

In January, we launched classes taught by our own faculty at Venice and Palisades high schools with forty students in each section.

We will be tripling the number of students enrolled in our LA HI-TECH courses in the fall, working with four (4) area high schools including Beverly Hills high school. Students can complete UC and CSU transferable courses at the high school level. Our enrollments should increase as LA HI-TECH students transition to SMC programs after completing high school.

It’s important to understand the barriers we face with the LA HI-TECH initiative that may impact student learning. Different high schools face different challenges. For instance, one of the high schools is having a high turnover rate with their principals and administrators. Other obstacles include accessibility to high schools—working within the schools and planning around their activity calendars, high school teachers not meeting our minimal qualifications, and resistance to having college courses held at the high schools.

There was a brief discussion of having a centralized space where high school students could be transported in order to remove any accessibility barriers, but this option was not deemed feasible by the LA HI-TECH consortia.

**CTE Bachelor Degree Program**

The community college baccalaureate degree pilot program (SB850) was signed into law last year, giving fifteen (15) districts the opportunity to offer pilot degree programs. The bill had limitations in terms of what area of study/major community colleges can pursue—the applied area has to have a
demonstrated workforce need, it cannot be offered by a UC or CSU, and the district has to have the necessary expertise and resources.

SMC was well positioned to offer a bachelor degree but needed to make a decision quickly in terms of what area to pursue. The application was made available in mid-November and was due by mid-December, with the final decision made in January. Our understanding at the time was that each institution could only submit a single degree proposal.

Several CTE programs submitted their initial proposals to Georgia Lorenz, but were not eligible to apply because similar programs existed at four (4) year institutions. Two final proposals were put forward to the CTE Committee for consideration after meeting all the necessary criteria: Interaction Design and Mobile App Development.

Interaction Design is a field that involves the design of user interactions with devices and systems such as kiosks, vending machines, tablets, or smartphones.

Some components include design research and user analytics as well as cognitive psychology with career options such as Content Strategist, Creative Director, Design Strategist, Developer, Information Architect, Interaction Designer, Mobile Designer, Social Media Expert, and User Interface Designer. This degree program was designed to be multidisciplinary including contextualized courses in Graphic Design, Math, English, Business, Media, Communication Studies, Computer Science, Art History, and Photography.

Mobile App Development addresses the growing need for IT professionals in technology fields. Devices have become an integral part of how we communicate, do business, and get our news and entertainment. The latest phones and tablets allow us the freedom to access applications and games on the go. The Mobile App Development degree program was proposed as a technical program building off of the existing Computer Science Associate degree.

In order for the CTE Committee to make a fair and unbiased selection of a single degree proposal to bring forward to the Academic Senate, several administrators, faculty, and Senate representatives were tasked with developing the final selection criteria. The final rubric closely followed the language of SB850, and was adopted by all CTE Committee members.

The Mobile App Development proposal received three (3) votes, and the Interaction Design proposal received seven (7) votes. The CTE Committee forwarded the Interaction Design proposal to Academic Affairs who presented it to the Board of Trustees as well as the Academic Senate.
CTEA Funding

Every year, the committee is responsible for distributing funds for the modernization and expansion of CTE programs. This funding allocation is a part of the state's Vocational Education Basic Grant Award from the U.S. Department of Education under the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

As is often the case, the amount allocated this year ($640,000) was far less than the amount requested by the programs ($887,000). In light of budget constraints, the CTE Committee members worked together to create a distribution strategy providing each program with funding for mission-critical equipment and projects.

An additional $50 million was awarded on a one-time basis for CTE programs within emerging industry sectors. The CTE Enhancement Funds allocation was based on population with Los Angeles and Orange County being the largest regions in the state. Each community college was eligible to submit an application for up to ten (10) programs supported by labor market data. The applications were due on December 1st, 2014.

The funding was split into two categories – 60% for program enhancement and 40% portion to be used for a project in partnership with at least one other regional college. The Technical Theatre, Film Production, Sustainable Technologies, Digital Media and Computer Science programs applied for the program enhancement funds and were approved. Tricia Ramos is working with faculty from several areas on possible projects for the 40% portion of the funding.

CTE Winter Institute

The Center for Teaching Excellence hosted a very successful Winter Institute for CTE faculty in February 2015. Three main topics were covered – “On Course” Training, Computer Applications, and Flipping the Classroom. Many partnerships were formed and relationships were built between departments. The participants showed interest in attending future faculty institutes.
The work of the Curriculum Committee this year continued to be impacted by mandates and requirements placed upon the college by the Chancellor’s Office. In particular this involved creating additional Associate Degrees for Transfer (SB 1440 compliant degrees) and engaging in preparations now required in order to submit transfer degrees for approval. Notwithstanding those external demands, the Curriculum Committee also engaged in the work of approving a plethora of new courses, course revisions, new degrees and certifications, and revisions to degrees and certificates.

**Student Transfer Achievement Reform Act (SB 1440)**
Per the moving target set by the Chancellor’s Office, Santa Monica College was to have 14 Associate Degrees for Transfer (ADT) approved by August, 2015, some in very specific disciplines. At the conclusion of this academic year, a total of 17 ADTs have been approved by the committee and the Academic Senate. Twelve of these degrees are already approved by the Chancellor’s Office. The 5 other degrees are awaiting approval by the Chancellor’s Office.

**Associate Degrees for Transfer Approved thus far by the Chancellor’s Office**
1. Art History AA-T
2. Business Administration AS-T
3. Communication Studies AA-T
4. Early Childhood Education AS-T
5. History AA-T
8. Mathematics AS-T
10. Spanish AA-T (Approved by CCCCO in 2015)
11. Studio Arts AA-T (Approved by CCCCO in 2015)
12. Theater Arts AA-T (Approved by CCCCO in 2015)

**Associate Degrees for Transfer Approved by SMC (not yet approved by the Chancellor’s Office)**
13. Anthropology AA-T
14. Economics AA-T
15. Geography AA-T
16. Geology AS-T
17. Nutrition and Dietetics AS-T

There are 2 disciplines (Computer Science and Music) where SMC has been asked by the Chancellor’s Office to create ADTs. After careful review with the faculty, it was determined that making the curricular changes necessary to comply with the mandated model degree would be counter to the interests of our students. Therefore, SMC will not be submitting ADTs in those areas at this time. The college sent a letter to the Chancellor’s Office explaining our reasons for not creating these degrees.
All courses related to AD-T’s which have a “C-ID” (common course numbering system) descriptor must be submitted for approval in tandem with the submission of the degree. SMC currently has 81 courses fully approved for C-ID (and 37 more which are conditionally approved) in the following 27 disciplines:

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<thead>
<tr>
<th>Accounting</th>
<th>Journalism</th>
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<tbody>
<tr>
<td>Anatomy</td>
<td>Kinesiology / Physical Education</td>
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<tr>
<td>Anthropology</td>
<td>Mathematics</td>
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<tr>
<td>Art</td>
<td>Media</td>
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<tr>
<td>Art History</td>
<td>Media Studies</td>
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<tr>
<td>Business</td>
<td>Nutrition</td>
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<tr>
<td>Chemistry</td>
<td>Physics</td>
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<tr>
<td>Communication Studies</td>
<td>Physiology</td>
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<tr>
<td>Computer Information Services</td>
<td>Political Science</td>
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<tr>
<td>Early Childhood Education</td>
<td>Psychology</td>
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<tr>
<td>English</td>
<td>Sociology</td>
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<tr>
<td>Geography</td>
<td>Spanish</td>
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<tr>
<td>Geology</td>
<td>Theatre Arts</td>
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<tr>
<td>History</td>
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</tbody>
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New Degrees and Certificates
The Curriculum Committee approved the following 8 innovative degrees and certificates based on the expertise of the area faculty and the advice of the respective Advisory Boards.

- African & Middle Eastern Studies Department Certificate
- Asian Studies Department Certificate
- Dance Teacher (Pre K-grade 5) Department Certificate
- Early Intervention Assistant Associate in Science (AS) / Certificate of Achievement
- Journalism Associate of Arts for Transfer (AA-T)
- Latin American Studies Department Certificate
- Political Science Associate of Arts for Transfer (AA-T)
- Studio Art Associate of Arts for Transfer (AA-T)

Revisions to Degrees and Certificates
The Curriculum Committee approved revisions to 12 degrees and certificates based on the expertise of the area faculty, the advice of the respective Advisory Boards, and changes in industry.

- Anthropology Associate in Arts for Transfer (AA-T)
- Automotive Technician Department Certificate
- Communications Studies Associate in Arts for Transfer (AA-T)
- Dance Associate in Arts (AA) / Certificate of Achievement
- Fashion Design Associate in Science (AS) / Certificate of Achievement Fashion Merchandising Associate in Science (AS) / Certificate of Achievement
- Graphic Design Associate in Science (AS) / Certificate of Achievement
- Journalism Associate in Arts for Transfer (AA-T)
- Photography Associate in Science (AS) / Certificate of Achievement
- Solar Photovoltaic Installation Associate in Science (AS) / Certificate of Achievement
New Ideas
The Curriculum Committee approved several new courses stemming from innovative and exciting ideas. Particularly innovative new courses include:

- **GOB Chemistry**: an introductory chemistry course designed specifically for the needs of students pursuing an allied health field
- **Environmental Geology**: an important addition to better understanding our changing climate
- **Geoscience Field Methods**: an innovative course to engage lower division students in actual scientific research, preparing them for such involvement in the STEM fields
- **Global Citizenship Field Study**: an innovate manner to offer credit to students for short-term study abroad (and in-broad) experiences
- **User Experience Design**: a fundamental building block to facilitate our new bachelors program in Interaction Design

New Courses
This academic year, the Curriculum Committee approved the following 19 new courses and revised and reinstated 2 more courses:

- **ASTRON 9**: Intermediate Astrophysics with Calculus
- **AUTO 47**: Suspension and Steering
- **CHEM 19**: Introduction to General, Organic, and Biochemistry
- **COM ST 36**: Gender and Communication
- **ENGL 61**: Introduction to the Fairy Tale
- **ENGL 49**: Asian Mythology
- **GEOL 3**: Introduction to Environmental Geology
- **GEOL 94 / GEOG 94**: Introduction to Geoscience Field Methods
- **GLOBAL 35**: Global Citizenship Field Study
- **GR DES 61**: User Experience Design
- **GR DES 71B**: Motion Graphics 2
- **GR DES 76**: Mobile Design 2
- **JOURN 2**: Intermediate Newswriting and Reporting (course reinstatement)
- **KIN PE 10C**: Advanced Fitness Lab
- **KIN PE 25D**: Golf Player Development
- **KIN PE 43B**: Intermediate Soccer
- **KIN PE 43D**: Competitive Soccer
- **MUSIC 75**: Instrumental Chamber Music Repertoire
- **PORTGS 1**: Elementary Portugese 1
- **TH ART 21**: Scenic Painting Techniques (course reinstatement)
- **TH ART 31**: Introduction to Stage Management
Curricular Updates
The Curriculum Committee approved over 150 course updates/revisions in the following disciplines:

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<tr>
<th>Accounting</th>
<th>Communication Studies</th>
<th>Mathematics</th>
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</thead>
<tbody>
<tr>
<td>Computer Applications</td>
<td>Early Childhood Education</td>
<td>Music</td>
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<tr>
<td>Anthropology</td>
<td>Economics</td>
<td>Philosophy</td>
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<tr>
<td>Art</td>
<td>English as a Second Language</td>
<td>Photography</td>
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<tr>
<td>Astronomy</td>
<td>Film</td>
<td>Political Science</td>
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<td>Automotive</td>
<td>Graphic Design</td>
<td>Psychology</td>
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<td>Botany</td>
<td>Journalism</td>
<td>Theatre Arts</td>
</tr>
<tr>
<td>Business</td>
<td>Linguistics</td>
<td>Women’s Studies</td>
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</tbody>
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Global Citizenship
The Committee approved the following courses to satisfy the Global Citizenship degree requirement under the criteria of Global Studies:

- ENGL 49: Asian Mythology
- PORTGS 1: Elementary Portuguese 1

Distance Education
The Committee approved 8 courses in the following disciplines to be offered either partially or entirely via distance education:

- Astronomy
- Early Childhood Education
- English
- English as a Second Language
- History
- Mathematics
- Music

Prerequisites, Corequisites, and Skills Advisories
The Committee approved prerequisite, corequisite, and/or skills advisory changes to existing courses in the following disciplines:

- Economics
- Entertainment Technology
- Graphic Design
- Photography
- Sociology
- Women’s Studies
Unfinished Work and a Look Ahead

The approval of SMC’s bachelor’s degree program in Interaction Design will create an exciting set of challenges for next year’s work by the Curriculum Committee. It is anticipated that the committee will approve new lower division courses in the area of Graphic Design and Computer Science, along with all of the upper division courses required for the degree, including at least two new upper division general education courses, most likely in the areas of English and Psychology. While a subcommittee working on the bachelor’s degree program has made several recommendations to the committee regarding the overall structure of the degree, the general education requirements, and the admission process, it is anticipated that the Curriculum Committee will make a formal recommendation to the Academic Senate for approval in the fall.

- It is expected that the committee will continue its work related to SB 1440 and C-ID now that the two processes are inextricably joined.

- Working jointly with Institutional Research, the committee conducted a third research project to statistically validate the appropriateness of our commonly used “Eligibility for English 1” Skills Advisory. The results of all three studies have, indeed, validated the skills advisory for nearly all of the courses on which it is placed. The committee will continue to explore this issue further, particularly in regards to those courses where the advisory is less strongly validated.

- One goal of the committee for this year was, unfortunately, largely unaddressed due to other, more immediate, demands. Thus, the committee will carry forward the evaluation and revision to the prerequisite approval process in order to strengthen the process in support of both access and student success.

- The committee will continue its “pro-active” approach toward curriculum as well as promoting and facilitating a collaborative and interdisciplinary approach. To this end, the committee will be exploring SMC’s degree structure and possible changes toward new or revised “degree pathways” for students.
Department Chairs & Coordinators
Submitted by Laurie Guglielmo

The Department Chairs and Coordinators Committee is a faculty-only committee comprised of all department chairs, faculty leaders, coordinators, and other faculty program leaders. In order to act in both its decision-making and liaison capacities, the Committee meets monthly. It addresses matters that affect academic and organizational aspects of the departments and special programs, and facilitates the flow of information between the departments and programs, the Academic Senate, and the Administration. In addition to monthly reports from both the Academic Senate President and from the Office of Academic Affairs, the committee addressed the following topics in 2014-15:

**Discussions**

**September 2014**
- Working with publishers to ensure accessibility of digital resources of texts and materials – Ellen Cutler

**October 2014**
- Vicki Rothman- Engaging students in major/career selection by using “themed” course assignments. Assignments are related to ILO #5- Authentic Engagement
- Online Flex tool planner –updates provided by Jenny Merlic, faculty members to begin using the online flex planning tool

**November 2014**
- Baccalaureate Degree programs- Interactive Design Program proposal selected by CTE Committee-Eve Adler
- Wait Pools/Wait lists- Chairs generally agreed process works well as is, though some changes could be made with online course enrollment
- Mandated Reporter Child Abuse Reporting Notification & Acknowledgment- Recommendations made for assisting departments in meeting this District requirement

**December 2014**
- SLO/ILO Checklist DRAFT- introduced as guidelines which can assist departments/programs with how to incorporate SLO/ILO’s into the six year Program Review- Christine Schultz, Hannah Lawler
- Online Flex Planner- Jenny Merlic and Jocelyn Chong took questions and responded to suggestions for improvement of the current tool

**March 2015**
- Full Time Hiring- Jenny Merlic- Chairs can update sections D-1, D-3 and G-1, G-2 of last year’s program review to submit along with FT hiring narrative

**June 2015**
- Full Time Ranking Process Debriefing- Chairs & Coordinators discussed what is working well and what can be improved in the current Full Time Ranking process

**Presentations/Reports (see next page)**

**September 2014**
- Prevention of Identify Fraud – Kelley Brayton, Dean of International Education, responding to recent cases of F-1 Students committing identify fraud with new procedures and policies.
- Injuries in the workplace, unlawful discrimination, sexual harassment, campus bullying and violence policies for SMC students- Sandy Chung, Asst.Director, Human Resources.
October 2014
- Veteran’s Resource Center- Audrey Sandoval- Training opportunities for Faculty on how to work with student veterans.
- “20 Minute Mentors”- presentation by Wendy Parise on professional development video tutorials: http://www.magnapubs.com/online/mentor/
- Call for Student Equity Proposals- Melanie Bocanegra

November 2014
- Collaborations with the Broad Stage- Kiersten Elliot, Dean, Community and Relations, Members of the Broad Stage Administration
- Center for Teaching Excellence – Edna Chavarry, Project Manager

March 2015
- AS Sponsored Consent Month- Caitlin Corker, Daniel Kolko, Explained purpose of Consent Month, Described planned activities, suggested ways chairs & coordinators can assist.
- Annual Program Review – Jamey Anderson, reviewed guidelines, presented online “CurricUNET” format and responded to questions. Also provided annual program review “worksheet”.
- Daniel Berumen, Institutional Research- Explained how to incorporate both institutional and departmental data into annual program review reports, described how departments can access this information on SMC Institutional Research website.
- LA High Tech Initiative- Frank Dawson, Associate Dean of Career and Technical Education –SMC Collaboration with specific High Schools to offer “pathways” which will allow HS students to acquire some college credit prior to entering college.

June 2015
- Incoming Chair of Chairs for 2015-17- Mitra Moassessi- Congratulations Mitra!
- Canvas Platform- Sal Veas, AS Distance Education Committee Chair & Julie Yarrish, Associate Dean, Online Services and Support
- The SMC Distance Education Committee recommends the adoption of Canvas as the SMC online teaching platform. The district has one year left on the contract with E College. Advantages to Canvas are: It is a new, current product, provides more personal application and has universal API’s with many third party products like, proctoring services and publisher content.
Distance Education Committee
Submitted by Sal Veas

Sal Veas, Chair; Julie Yarrish, Vice Chair


Other members: Timothy Cramer, Jenny Resnick, Jamie Cavanaugh, Keith Graziaedi, Judith Remmes, Peggy Kline, Ellen Cutler, Pete Morris, Christine Miller, Wendy Parise, Fariba Bolandhemat, Laura Manson, Ebrahim Jahangard, DiEm Nguyen, Patti Nakao.

1. Approved the motion:
   In recognition and support of the selection of Canvas as the statewide Online Education Initiative’s common course management system, the Distance Education Committee recommends the adoption of Canvas as Santa Monica College’s course management system, and further recommends that the District begin the process of transitioning to Canvas with all interested parties, including by not limited to the Academic Senate and Faculty Association.

2. Kept apprised of California Community College Online Education Initiative. Related to #1 above. Members attended OEI Conference at Mt. San Antonio College. Chair attended OEI Course Design Rubric Training. Members participated in OEI webinars. The spring joint DE/ISC meeting included an extensive discussion of the OEI and Canvas adoption at SMC.

3. Effective practices were identified for both course design and the instructor. Consideration was given to the OEI model for both standards for the instructor, and standards for the course. The decision to adopt and deploy these standards was postponed until 2015-2016.

4. Online Tutoring Services were evaluated. Both OEI’s NetTutor and Pearson’s SmartThinking were invited for a presentation and were evaluated. SmartThinking was selected for the Fall 2015 pilot.

5. Continued deployment of DE Faculty Certification pilot during Summer 2014, Fall 2014 and Spring 2015 using @One services. Discussed options on how to institutionalize this training requirement.


7. Addressed accessible instructional resources.

8. Discussed add codes and wait pool lists and impact on DE courses. No recommendations for changes were agreed upon.

9. Offered Flex Day breakout sessions
   a. Fall 2014 and Spring 2015

10. Analyzed the Distance Education Spring Survey results with Institutional Research.

11. Participated in two joint meetings with Information Services Committee and Distance Education Committee. These joint meetings have been effective at cross-pollinating these critical academic technology related committees.

Work-in-progress

12. Course shell faculty evaluation process. Should there be a consistent timeframe for all evaluations? The contract seems to identify the timeframe, but requests for course access varies from 1 week to the entire semester and everything in-between.

13. Honor Signature for students, e.g. Duke University. Should we develop an option for SMC?
Elections and Rules
Submitted by Moya Mazorow

Chair: Moya M Mazorow

Members: Eve Adler, Fran Chandler, Andrew Nestler

The primary goals of the Election and Rules Committee for 2014-2015 were:

- Address concerns raised during the Spring 2014 Election cycle
- Update By-Laws

This committee had trouble drawing volunteers to serve. Additionally, leadership underwent a change in late fall. Election and Rules was unable to make progress on updating the By-Laws. They did however make considerable progress on improving the voting for Department Chairs (interim and permanent), Academic Senators and Curriculum Committee representatives.

Looking Back:
1. A comprehensive review of old senate documents, voting tallies, Senate membership lists, faculty lists provided by Human Resources, and faculty lists provided by Management Information Services (MIS) was conducted to create an accurate list of faculty and an accurate list of senators and to identify issues related to automated faculty data lists. Lists of senators were redesigned to include position, electoral area, term expiration, and voting classification. These lists can be used to track attendance and voting for purposes of posting to meet requirements of the Brown Act.

2. Worked with Academic Affairs and MIS to design, beta test and implement a new web-based method of voting using the newly developed mProfessor.

During this process, several issues were raised and resolved.

a. Voting is based on the department to which the faculty is primarily assigned; this appears not to update unless a chair of department notifies HR of an incorrect primary assignment. If no department is assigned, then the individual is not eligible to vote in elections that require such an assignment. Should be able to vote in general Senate elections (president....).

b. Eligibility lists are pulled from data in ISIS. Lists were originally pooled from teaching assignment page. This meant that faculty members with 100% nonteaching assignment did not get ballot. Resolution: Worked with MIS to change how it was determined that a person was eligible for ballot.

c. Reference to “paid status” in the academic regulation on department chairpersons and elected faculty leaders: it is unclear if this is accounted for in the system.

d. The system does not allow running concurrent elections from different type of faculty pools. This means that elections of senators from the full-time faculty must be run separate from those of the part-time faculty, but one can run election for Mathematics department representative and Business department representative from full-time faculty concurrently. Resolution: Run election of full-time senators in a separate election than that of part-time senators.
e. The system does not allow multiple selected departments to vote on one issue as is needed for Curriculum Elections. Resolution: Separate ballot for each department and run as one election. The results of the separate ballots were added.
f. Faculty lists were originally pooled from teaching assignment page. This meant that faculty members with 100% nonteaching assignments did not get ballots. Resolution: Worked with MIS to change how it was determined that a person was eligible for ballot.

The following issues were raised but not resolved.

a. Who should be notified, and when, of current senators and current area Curriculum Committee representatives including expiration of term? At the beginning of Spring term a notification could go out to all faculty members from each department so that they could initialize internal discussions if desired.
b. How are the email lists going to be obtained to inform faculty members of nomination periods? Faculty lists on the global list have proved to be inaccurate.
c. According to the bylaws, adjunct faculty have 11 representatives. Should the ballot allow one person to vote for up to 11 candidates? How will tie be handled? For example if results are ranked 1,2,3,4,5,6,7,8,9,10,10,10, 13. There is a three way tie for tenth. What would be the procedure for identifying the 11 representatives?
d. How should permanently vacated seats be handled? Two scenarios should be considered. 1) Senator informs the Executive or Elections and Rules Committee that they will not finish their term but will finish out the academic year. Suggested solution would to have this seat be run through a current election process. Would this be for a new three-year term or only to finish term as an interim? 2) Seat becomes vacant mid academic year.
e. Is a part-time faculty member who has been hired for the upcoming year to a tenure-track position eligible to be nominated for an electoral area representative in the election voted on by full-time faculty members? Suggestion: This should be explicitly allowed in By-Laws.

The following additional issues were raised and will need to be addressed:

1. How are absences going to be handled? The Senate president can declare a seat vacant pursuant to Article IV of the Senate bylaws. Currently the bylaws call for an election to be run if the president declares a seat vacant, but is that a practical solution?
2. How should temporary vacant seats be handled? Scenarios: 1) A current senator has a leave of absence for a full-term such as for a sabbatical. 2) A current senator has a medical leave for part of a term. Can the department chair appoint someone to continue? Can the department handle its own election and inform Senate leadership? Can a part-time faculty member replace a full-time faculty member on a temporary basis or vice versa? How is such a change documented in paper trail?

**Moving Forward**

- Discuss the Brown Act expectations of committees and chairs. Possible develop standing rules and orders.
- Revise By-Laws including but not limited to issues addressed above.
Environmental Affairs*
Submitted by Alexandra Tower

1. Public Policy Institute Theme 2016 - Sustainability and the Environment
   a. Budget for speakers and food available
   b. Programming can last all year but is mostly during a 1-week symposium
   c. EAC should get onto early planning meetings/make suggestions (next year)
   d. Fran – could we do debate series on enviro issues w/ regards to resource development?

2. STEM
   a. Goal: Get CEUS more involved with STEM next year
   b. More FLEX Day sustainability programming (tours, workshops)

3. Sustainability Focused/Related Courses (ACUPCC)
   a. Flagged green courses have been established
   b. Next step: place curriculum on smc.edu/sustainability (Kaya volunteers)

4. 2014/2015 Review
   a. Reached out to interested faculty
   b. Suggestion for 2015/2016: program review for majors
      i. look at what universities want from these programs/requirements keep changing
      ii. keep our counselors in the loop
   c. Suggestion for 2015/2016: 2 Introductory courses for Intro to Enviro Science/Studies
   d. Time to think about who should be on EAC next year

5. GRIT
   a. Will discuss at next meeting

6. Other
   a. Director of Sustainability should do go to departmental meetings with targeted presentations on how the CEUS can be utilized
   b. Is it time for another major audit?

*The Environmental Affairs Committee did not have a chair at the end of the year. The committee’s last minutes were submitted in lieu of an annual report.
Members of the committee met five times during the fall and spring semesters. This report supplements the agendas and minutes of those meetings, which have been posted on the committee’s webpage. Note that this report is due by June 17, before all AS expenses and faculty dues payments will have been made, and before the end of the fiscal year on June 30.

At the AS Executive Committee meeting on April 22, 2014, last year’s Treasurer, Dr. Dianne Berman, reported that $1000 remained for discretionary spending. In June 2014, following the semester’s AS and Exec meetings and without the support of the Treasurer, AS President Eve Adler approved a request for $2000 for a speaker at the Public Policy Institute’s spring symposium. The PPI website did not list the AS among the sponsors for the event, and the Finance Committee of 2013-2014 did not submit a year-end report to the AS President as requested; therefore, this expenditure was first reported to senators and the faculty at large by myself at the AS meeting on November 18, 2014, when the AS budget was presented and approved unanimously.

What follows is largely an account of my attempts during Spring 2015 to track and understand the process by which the Social Committee, chaired by Dr. Janie Jones, determined how much money from the AS auxiliary account would be spent on the annual spring employee recognition event and on gifts to honor the outgoing AS President and SMC Superintendent/President Dr. Chui Tsang, as well as members of the Executive Committee.

When the AS budget was approved in the fall, $3000 was budgeted for the Social Committee to spend on the recognition event. In March, I learned that Dr. Tsang’s office had responded affirmatively to a request from Eve, contributing $3000 for the event (unlike last year when it contributed nothing), and that the Social Committee was still planning on spending the $3000 that had been allocated to it. As late as April 1, the Social Committee had not posted minutes of any meetings from this academic year. I made numerous requests for the release of minutes of Committee meetings at which the budget for the recognition event had been discussed. On April 23, the Committee first posted to its webpage minutes of one of its meetings, held on April 22. According to the minutes of that meeting, “Budget was announced: $5820, and includes amounts requested from Senate and Dr. Tsang.” In my communication with Janie, I was unable to learn how the $5820 amount had been determined.

In the last week of May, the Social Committee posted to its webpage minutes of meetings held on September 26 and May 13. According to the minutes of the September 26 meeting, “Eve will ask Dr. Tsang for $3000 to cover food and gifts to retirees and other recipients.” I believed this to be inaccurate, because this took place months before the AS budget had been finalized, and Eve had informed the rest of the Finance Committee about the involvement of Dr. Tsang’s office only in March. At this time my primary unanswered questions were: At which meetings did the Social Committee discuss (as opposed to “announce”) its budget for the recognition event, and when was Eve asked to
request funds from Dr. Tsang’s office, and did the Committee have an alternative budget in the event that Dr. Tsang’s office would not contribute?

In order to try to get my questions answered on behalf of the dues-paying SMC faculty, I arranged a meeting with Eve and Janie on Tuesday, June 2. At the start of this meeting, Janie stated that the minutes of the September 26 meeting had been replaced that very morning. According to the replacement minutes, “End of year budget: $3000 from Senate. Need to request additional $3000 from Dr. Tsang to help purchase gifts.” Thus the timing of Eve’s participation had been deleted from the previously posted minutes. I was unable to get any pertinent information or the answers to my questions at this meeting.

On May 18, Janie sent me a message proposing that the AS find some money, at most $200, to pay for gifts for Dr. Tsang (“a cake and beverages, plus present him with a wall plaque”), since, “Social is out of money in its regular account.” At the Exec meeting on May 26, it was decided to give $200 out of the AS travel and conference fees budget to purchase refreshments “to honor him and Eve.” At the June 2 meeting of the AS, the Social Committee Chair introduced the cake as “to honor Eve.” Note the changing nature and recipient(s) of the gifts. The next day, June 3, the minutes of the May 13 meeting of the Social Committee were replaced online. The line, “Agreement that we should honor Dr. Tsang at the final senate meeting of the year (budget within $200 if possible for refreshments)” was replaced by, “Discussion honoring Dr. Tsang at the final senate meeting of the year (budget within $200 if possible for refreshments) and resolution thanking him.”

In addition to the $200 spent on gifts mentioned above, $100 was spent on a plaque as a gift for Eve, also presented at the June 2 meeting. Also, gifts to members of the Executive Committee were purchased by Eve for nearly $900, which was $300 more than the Finance Committee had approved in March. The AS budget approved in November had no category for gifts, and the category of “Grants” based on last year’s expenses was zeroed out.

Academic Senate dues-paying faculty members expect a transparent accounting of how their money is spent. Going forward, the AS treasurer and other Finance Committee members would have a much easier time of monitoring that process if communication among the treasurer and committee chairs and AS leadership were clear and productive, and if AS committees publicly posted accurate meeting minutes in a timely manner. Hopefully the information and suggestions provided in this report will be useful to the next treasurer and Finance Committee.

Sincerely,

Dr. Andrew Nestler, AS Treasurer / Finance Committee chair

Other 2014-2015 Finance Committee members:
Eve Adler, AS President; Dianne Berman, AS Past Treasurer; Fran Chandler, AS President-Elect
Global Council
Submitted by Eric Minzenberg

This document highlights the work and accomplishments of the Global Council for the academic year 2014-2015. The report was written by Eric Minzenberg, Co-Chair Global Council, except where noted below.

Selection of 2015-2016 Annual Global Citizenship Theme:

A call was sent out to “The District” (administration, faculty, staff, and students) asking for suggestions from the SMC community to choose the incoming annual Global Citizenship theme for the 2015-2016 academic year. The Global Council narrowed the entries received to five different themes that were sent out to The District for vote in the fall 2014 semester. These proposed themes were the following:

- “Gender Equity: Is Equality Enough?”
- “Climate Change: Have We Reached the Anthropocene?”
- “Interconnectivity: One Planet, One People?”
- “Symbiosis: Is Holism Harmony?”
- “Non-verbal Communication in a World of Words: Are We Listening?”

The theme “Gender Equity: Is Equity Enough?” won the voting with 27% of the votes received, and was thus, selected as the 2015-2016 annual Global Citizenship theme. Votes were received from faculty, staff, and students.

International Education Week (Edited by Eric Minzenberg from material written by Kelley Brayton, Dean of International Education):

The Global Council collaborated with International Education to host the 2014 International Education Week. The event featured booths representing a variety of campus departments, food, games, music, related to Global Citizenship, an international dance performed by Global Motion, and Study Abroad Informational Meeting for students discussing upcoming programs, opportunities, and financial aid and scholarships.

Assessment of Student Participation in Global Citizenship:

An on-going concern of the Global Council is to develop methods to assess SMC’s progress in global citizenship. To this end, the Global Council analyzed a variety of existing global competency assessment methodology from US and European universities and non-governmental organizations including the Braskamp Global Perspective Inventory, the EdSteps Global Competence Matrix, and Oxfam’s Curriculum for Global Citizenship. As Global Citizenship is a campus-wide initiative, it is important to assess all sectors of the SMC community including administration, faculty, staff, and students. The Global Council decided to begin with the assessment of the SMC student body.
In the fall 2014 semester a survey questionnaire was sent to all SMC students as a means to assess their knowledge of, and participation in, global citizenship at SMC. 551 students responded to the web-based survey. The majority of the student respondents were female (63%) and US citizens (77%).

**Mini Grants:**

A call was put out to faculty in early fall 2014 for Global Citizenship Mini Grants – emphasizing student centered projects such as developing a research project, event, or publication in which SMC students are featured contributors. There were four awards available: three mini-grants with a maximum award of $3,000.00 each which could be an interdisciplinary or individual award, not necessarily required related to this year’s annual global citizenship theme, and one mini-grant with a maximum award of $10,000.00 which must be interdisciplinary and related to this year’s theme. Professor Melanie Klein (Women’s Studies) was awarded $5,500 to organize and coordinate the 2nd Annual Ecofeminism Conference at SMC on April 20 and 25, 2015. SMC students were involved in all phases of the event including planning, marketing, and coordination of the event, as well as developing workshops related to the conference theme.

**Study Abroad** (Written by Eric Minzenberg with material written by Kelley Brayton):

After an absence of 5 consecutive years, Study Abroad has returned in SMC. During the winter 2015 semester, Professor Nancy Grass Hemmert (Communications and Media Studies) and Professor Catherine Haradon (Anthropology) were selected to lead the Winter 2015 program to South Africa. The 2015 winter session South Africa program was filled with 25 students. In summer 2015, Professor Brandon Lewis (Anthropology) and Professor Alexandra Tower (Botany) will lead a program to Belize and Guatemala. As of early June, 22 students are registered for the summer Latin American Study Abroad trip.

**One-unit Abroad/In-Broad Course:**

Many SMC students due to cost constraints, or work and family commitments, are unable to participate in the traditional 3-4 week SMC study abroad programs (as stated above); therefore, shorter term programs (7-10 day programs) may be able to provide Global Citizenship experiences to this section of the SMC student body. Further, some academic disciplines believed that the traditional longer term study abroad courses were not feasible for the teaching of their courses away from the SMC campus. These shorter term experiences are designed to complement the longer term study abroad experiences and could be offered in the winter or summer session, or during Spring Break. In the fall 2014 semester, initiated by the Global Council, a new 1-unit abroad/in-broad course was developed. This course was subsequently unanimously approved by the Curriculum Committee and subsequently passed the Academic Senate. These courses, in a variety of disciplines, could potentially be offered as early as the winter 2016 semester.
**Fulbright Resolution:**

The Fulbright program of the United States government is one of the preeminent programs promoting international exchange and dialogue. As currently institutional barriers at SMC exist for faculty wishing to participate in Fulbright programs abroad, the Global Council developed a resolution to support SMC faculty in this quest. This resolution supports SMC’s vision and institutional objective affirming the importance of global citizenship and development of a global perspective across campus. This resolution passed the full Academic Senate in March 2015.

**Global Citizenship Student Research Symposium:**

The culmination of student participation in Global Citizenship during each academic year is the Global Citizenship Student Research Symposium. In the Spring 2015 semester, Santa Monica College held its 6th consecutive Global Citizenship Student Research Symposium. The Research Symposium competition highlights student projects created during that specific academic year related to Global Citizenship with preference for projects that integrate the annual theme; for 2014-15: “Gender Equity: Is Equality Enough?” The symposium was held on May 8, 2015. Students presented their work on campus, and certificates were distributed to all presenters for their participation in the event. Prizes were awarded to the top entries for each category (first, second, third, and honorable mentions). The event continued it’s “tournament” element with $2,750 in prize money generously provided by the SMC Foundation distributed to 50 students for group or individual projects.

**Professional Development Abroad** (Edited by Eric Minzenberg from material written by Kelley Brayton, Dean of International Education):

Santa Monica College is offering a professional development abroad program to Istanbul, Turkey during summer 2015. (International students from Turkey rank in SMC’s top 10 of the overall F-1 populations.) Twenty-five SMC faculty and staff have been selected to participate in the summer 2015 Turkey professional development trip. Participants will attend lectures covering topics about Turkey including history, contemporary issues and culture, politics, cuisine, education, and the arts. Excursions will include visits to sites of historical and cultural significance, including: Haghia Sophia, the Blue Mosque, the Bascilia Cistern, Topkapi Palace, the Grand Bazaar, a multi-day trip to Cappadocia, and the Istanbul Foundation for Culture and Arts.

**Topics to consider in the upcoming 2015-2016 academic year**

In the last Global Council meeting of academic year, committee members and other interested parties discussed topics/plans/foci for the upcoming 2015-2016 academic year. Highlights of these discussions included:
• **Budgetary concerns:** The Board annually pledges monies for support of Global Citizenship on campus, yet it appears these monies are entirely administered by International Education with little input and/or oversight from the Global Council. Prior to the Global Council becoming an Academic Senate committee several years ago, the Global Citizenship Committee (as it was referenced in the past) had some discretionary powers with some of these district monies. It was discussed that the Global Council should be advised at the beginning of the academic year the budget for the upcoming year so as to be able to participate fully in the allocation of global citizenship funds.

• **Planning of Global Citizenship yearly activities:** It was suggested that time tables for such ongoing activities of the Global Council including the application process for Study Abroad, Mini Grants, Professional Development, the Global Citizenship Student Research Symposium, and the selection of the annual Global Citizenship Theme, should be developed and institutionalized – the advertisement of these activities, application deadlines, the final selection process of awardees, and recruitment process (as necessary – e.g. students for Study Abroad). The Global Citizenship initiative will operate more effectively if faculty, students, staff and administrators are cognizant of regularized dates and deadlines.

• **Maintain momentum of Study Abroad:** Now that Study Abroad has returned after a 5-year hiatus, it is important to continue offering these programs in the upcoming year. It appears that the longer-term Study Abroad programs will likely continue the winter semester offering to South Africa, and the summer semester offering to Belize and Guatemala. Additionally, the new 1-unit abroad/in-broad program gives faculty and students opportunities to operate 7-10 day programs from varied disciplines of varied programs. Advertisement of these short term programs needs to start early in fall 2015 targeting both faculty and students. As stated above, these programs could be operating as early as winter semester 2016.

• **Disenfranchisement of non-Global Council committee members:** Some interested parties who have continually participated in Global Citizenship projects, policies, and meetings on our campus, but who are not voting members of the Global Council, expressed concerns that their “voices” were not being heard. There is the belief amongst some faculty members on campus that the current format of the Global Council as an Academic Senate committee severely limits the participation of non-committee members in this initiative. The Global Council currently operates as in open committee format allowing for speaking participation of non-committee members beyond just the 2-minute “public comments” at the start of meetings.

**Integration of International with National Students:** A consistent problem the Global Council has faced is how to integrate our international student body with our national student body beyond simply their meeting in the courses they register for. Anecdotally, international students frequently are well integrated socially with other international students from different countries than their own, but not as well with US national students. It was suggested that language classes (modern languages and ESL) might be good sites for these inter-cultural dialogues.
Information Services
Submitted by Jamie Cavanaugh

Academic Senate Objectives
The Academic Senate objectives for 2014-2015 included an objective for implementing a forward thinking vision for technology planning and is directly relevant to the planning activities of the ISC committee.

Technology Vision Statement and Resolution
A technology vision statement for the College was developed by a technology focused workgroup under the leadership of Walter Meyer. The TPC adopted the statement and will continue the discussion on strategy to reach out for a broader adoption campus-wide. The technology vision statement serves as a starting point to bring up the College’s awareness of the importance of technology in the current and future education environment. TPC will continue the discussion on actionable items to support the realization of this vision. ISC voted to support and endorse the vision statement. ISC unanimously endorsed the technology vision statement proposed by TPC.

A draft of the Technology Resolution statement was presented in Spring 2015. The statement was developed to support the DPAC adopted Technology Vision statement below:

“The technological transformation underway compels SMC to cultivate a college culture that empowers its faculty and staff and prepares its students to master the skills, knowledge and abilities required to excel in the digital world. The effective use of technology is a priority in every function that the college performs and is an essential aspect of all current and future improvements to the college.

Santa Monica College cultivates a college culture that is responsive to this rapid transformation. SMC should be a leader and innovator for technology at the community college level. The college is committed to being a forward thinking leader, to inform planning how technology will improve the institution, and to make institutional decisions based on these technology needs.”

A final Technology Resolution statement was approved by the ISC committee and subsequently approved by the Academic Senate:

Technology Resolution Statement

WHEREAS, Being a leader and a forward-thinker in regards to technology leads to greater student success and is an important part of the strategic plan for Santa Monica College.

WHEREAS, Santa Monica College supports taking a leadership role in regards to technology, to stay ahead of and plan for technology trends, and to make the effective use of technology a priority in every mission that the college performs, seeing technology as an essential aspect of all current and future improvements to the College.

WHEREAS, DPAC has adopted a vision statement for technology which encourages Santa Monica College faculty to create a set of values and a vision for planning and prioritization of technology across Santa Monica College for the benefit of both learning and student success.
THEREFORE, be it resolved that the Santa Monica College Academic Senate directs the Information Services Committee to work with the Technology Planning Committee to create a set of values and a vision to address the technology needs and requirements of the faculty and College for planning and prioritization of technology across Santa Monica College.

**Department Technology and Faculty Computer Requests**
The State confirmed a one-time instructional block grant allocation for 2014-2015. The funds enabled the College to fulfill all identified priority instructional objectives that the ISC committee recommended last year. However, due to the fact that the funds were not available until late August, the implementation had to be scheduled during the fall semester or be delayed to winter or spring semesters. The one-time fund is expected to expend by the end of the fiscal year without carryover.

The Committee approved allocating the 2014-2015 instructional block grant to fund all priority one instructional technology requests finalized by this committee and outfit technology in the remaining 42 classrooms. All department requests, faculty computer requests, student computer lab/classrooms equipment refresh plan, and software renewal were all completed. Network projects on core network upgrade, re-cabling of Business Building, and 40 identified WiFi enabled classrooms were all completed during Winter. All Media Services new A/V installation project were also on schedule.

The Committee further reviewed 2015-2016 faculty computer and departmental technology requests. Based on the 7-year refresh plans, the general guideline for the computer replacement plan this coming year is to replace at least all GX620 (or equivalent) and below. If funding allows, the College will also plan to replace GX745 (7-year-old) computers as well.

The Committee reviewed and discussed the final 2015-2016 instructional technology request summary list. The updated list will be submitted to the Fiscal Services for funding considerations. The Committee discussed that there is no instructional block grant for next year at this point. The funding source to support these needs has not yet been determined.

**SMART Classrooms**
The committee approved using the rest of the available funds to accomplish the enablement of 100% smart classroom objective. Media Services confirmed that the timeline is feasible but will require coordination and detail planning to avoid interruption of classes.

**Five-year Plan of Instructional Equipment**
The State now mandates colleges to report a 5-year plan of instructional equipment grant usage from the current year forward. The planning report requires detail information of expenditures distribution among departments/services. This 5-year plan will be based on the equipment refresh cycle plan.

The Committee reviewed the major categories of expenditure from the past 5 years that were used as the basis to develop the next 5 year plans. Major items include student computer labs and computerized classrooms refresh plans, faculty workstation refresh plans, classroom technology refresh plans, and instructional technology innovation funds. The same budget projection will be submitted to the State as part of the Instructional Equipment Grant report.

**BYOD**
In preparation of the BYOD technology trend, three major technology projects were presented to the Committee:
• Major network WiFi enhancement is currently being worked on. Projects this year include the Library, identified FYE interactive classrooms, Cayton Center/cafeteria, and other student congregated areas.
• The College has recently signed up with Microsoft for the Office365 Pro Plus program. This provides students and faculty/staff with free Office Pro both online and a full version for up to 5 devices downloads.
• The technical team has also implemented Citrix technology for accessing specialized software and secured information remotely with a users’ own device. The technology provides maximized platform flexibility, availability, and security. Currently, GIS online classes and administrative ISIS remote access are two primary use cases of this technology.

The Committee discussed Bring Your Own Device (BYOD) policy and implementation strategy. The Committee reviewed background information regarding three major support plans that are implemented in preparation of the BYOD trend. They are:

• Network and WiFi capability upgrade
• Citrix deployment to enable secured access to sensitive employee and student private information,
• Mobile application development whenever applicable.

The Committee reviewed a few sample school BYOD policy websites for Committee members to review and provide feedback. There was discussion on whether the approach should be an implementation guideline or policy. Or, a BYOD policy update language can be amended in the current network computer use policy. The Committee will continue the discussion on this topic next year.

Student Survey
The Committee invited Institutional Research to present Spring 2014 student technology survey results. The survey invitation was sent to all enrolled students at the end of semester and 704 valid survey results were tallied. The response rate is 2.2%. However, it’s relatively high return rates considering the 2-3 weeks timeframe. Institutional Research presented the survey respondent profile and response tally and will compile further analysis results based on student major, enrolled units, and on-ground/Distance Ed status.
Institutional Effectiveness
Submitted by Christine Schultz

The Academic Senate Joint Institutional Effectiveness Committee (IE Committee) works with all district units to achieve and sustain proficiency in the formulation, assessment, and analyses of multiple effectiveness measures in order to inform the program review and institutional planning processes.

During the 2014-2015 academic year, the IE Committee:

• Examined the Santa Monica College’s performance on the 2015 Institutional Effectiveness Dashboards, the Student Success Scorecard, and the new Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators;
  o When looking at the Dashboards, particular attention was paid to the data indicating an equity gap;
• Analyzed Institutional Learning Outcomes (ILO), core competency, and degree/certificate program data;
• Reviewed the College’s process of assessing and documenting Student Learning and Unit Outcomes (SLO/UOs); and,
• Drafted and reviewed the College’s response on the ACCJC Annual Report.

The Committee presents four recommendations to the College’s central planning body, the District Planning and Advisory Council (DPAC), for consideration in the development of the 2015-2016 Master Plan for Education Institutional Objectives. The recommendations were informed by significant trends observed in the college data and committee discussion related to improving the collection, analyses, and use of college and program-level data for decision-making and planning processes.

Recommendations:

1) **The IE Committee recommends that the College assess the campus climate.** To comply with the White House recommendation related to addressing sexual assault on college and university campuses, Santa Monica College conducted a survey of students to gauge the prevalence of sexual assault at the college and assess students’ attitudes and awareness about this issue. The purpose of the survey was to help the college better understand the scope of the problem and to develop practices and programs to respond more effectively when a student is assaulted. A total of 1,766 surveys (paper-based and online) were completed by students between March 22nd and April 6th, 2015. The pilot survey is only the first step in assessing campus climate. The IE Committee recommends that the college conduct further research to obtain more in-depth student feedback on sexual assault incidents, evaluate other dimensions of campus climate, and include employee groups in the assessment of campus climate.

2) **The IE Committee recommends that the College implement a system to evaluate existing professional development opportunities and recommend additional professional development activities and opportunities.** It has been a challenge to assess the effectiveness of professional development activities reliably, as there are currently no mechanisms in place to collect data systematically for these indicators. The effectiveness of professional development
has been defined as a “future indicators” of the Supportive Collegial Goal of the Institutional Effectiveness Dashboard. This indicator is important as one of the recommendations from SMC’s 2010 accreditation visit directly relates to establishing a professional development evaluation process that “recognizes and serves all members of the college community and that leads to the improvement of teaching and learning”.

3) The IE Committee recommends that the College explore opportunities to more accurately and completely track job placement of Career Technical Education (CTE) students. Data from the 2015 Institutional Effectiveness Report reveal that the job placement rate for students enrolled in the most recent cohort (2011-2012) was 52.2%, which is 7.1% below the institution-set standard of 59.3%. The College’s performance on this indicator may be negatively impacted by the fact that the methodology used to calculate job placement rate does not take into account self-employment data, and many of the CTE programs offered at SMC train students in industries that lead to self-employed or contract positions.

4) The IE Committee recommends that the College implement strategies to assist instructional departments in defining and assessing institution-set standards for degree/certificate programs. An accreditation standard requires that all colleges establish institution-set standards for student achievement at the college-level and for all degrees and certificates. Institution-set standards are the baselines below which the institution does not want to fall. Currently, the College has defined institution-set standards and monitors performance against those standards for 22 institution-level metrics of student achievement. These standards are published in the annual Institutional Effectiveness Dashboard. However, the College has not yet defined expected performance levels for degrees and certificate.
Personnel Policies
Submitted by Fran Chandler

Committee Members: Fran Chandler, Chair; Sherri Lee-Lewis, Vice Chair; Patricia Burson; Nate Donohue; Nick Mata; Peter Morse; Harold Rogler; Gita Runkel; Michael Strathearn.

This joint committee’s scope and functions are as follows; and, as a joint committee, it must operate under conditions of mutual agreement by both the District and the Academic Senate. This committee is one of the few responsibilities authorized by the Board of Trustees as one of the Plus One additional responsibilities of the Academic Senate:

- **Reviews District Policies and Administrative Regulations on academic personnel matters.**
- **Drafts new policies and regulations as directed by the Senate.**
- **Recommends new policies and regulations to the Senate for adoption by the Board of Trustees.**
- **Informs the Faculty Association when contract-related policies are under discussion.**

Despite repeated unanimous committee votes for the following resolution and regulations, in no instance in the 2014-2015 academic year was the committee able to achieve the agreement of senior management to implement the regulations or resolution it discussed over a period of nine months.

Specific policies undertaken for review and development in 2014-2015 consist of the following. The actions of the committee and the subsequent rejections of the committee’s recommendations by the District are clear.

<table>
<thead>
<tr>
<th>Regulation or Resolution</th>
<th>Action of the Committee</th>
<th>Reaction of District and Academic Senate</th>
</tr>
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<tbody>
<tr>
<td>AR 3211.6 Academic Rank (specific changes to incorporate rank for part-time faculty)</td>
<td>Unanimous committee vote</td>
<td>Rejected by District before going to Academic Senate for a vote Approved by Senate Executive Committee</td>
</tr>
<tr>
<td>AR 3211.5 Faculty Responsibilities as Academic Advisors (change to allow part-time faculty to volunteer as club advisors)</td>
<td>Unanimous committee vote</td>
<td>Rejected by District before going to Academic Senate for a vote</td>
</tr>
<tr>
<td>Resolution on Full-Time Hiring (to support statewide efforts to secure funding to hire more full-time faculty and to work with the District to establish, track and report yearly targets to improve over time the percentage of credit courses taught by full-time faculty)</td>
<td>Unanimous committee vote</td>
<td>Rejected by District before going to Academic Senate for a vote Approved by Senate Executive Committee</td>
</tr>
<tr>
<td>AR 3215. Sabbaticals (First drafts deliberated on allowing faculty to continue to work overloads while)</td>
<td>Unanimous committee vote</td>
<td>Rejected by District before going to Academic Senate for a vote</td>
</tr>
</tbody>
</table>
Recommendation to Senior Management, the Academic Senate, and the Board of Trustees:

To ensure that no future Personnel Policies Committee wastes another 175+ hours meeting and deliberating for nothing, mutual agreement must be defined and made possible by the Academic Senate’s and the District working together to agree on the following shared governance practice: **Decentralize decision making by empowering administrators on the PPC to make decisions, while reemphasizing their responsibility to keep their superiors fully informed as regulations and resolutions are being developed.**

As policy development and updating is in process, the responsibility to communicate with either their superiors or their representative bodies, whether administrators or faculty, would still be expected and required. However, once a vote is taken, a majority vote of the committee would constitute mutual agreement to either recommend the adoption of or rejection of a regulation or resolution. At this point, regulations and resolutions should be subject to only cursory review by the Board of Trustees and the Academic Senate. This kind of trust is what mutual agreement entails.

When the work of a committee is allowed to go on over a period of months only for it to be strong-armed after it has finished its work is disrespectful of the committee and the principle of mutual agreement, which is fundamental to the operations of the Academic Senate. Such rejection should only take place in extreme circumstances such as when there has been no communication along the way (which was not the case in any instance during the 2014-15 academic year). Even then, it should be done only after in-depth consultation between the Academic Senate President, the College President, and the committee’s chair and vice chair.
Shared governance will only work when committees are empowered to act. When either the District or the Academic Senate acts in a dictatorial fashion, decision making is not shared; it is retained at the top in a centralized command-and-control model. Mutual agreement requires a decentralized model, and the faculty and administration of the college should be trained in improved methods for reaching mutual agreement.
The Professional Development Committee (PDC) had a busy and productive year. The PDC approved ninety-seven faculty requests for funding which totaled $41758.85. Examples of some of the activities that our faculty are engaged in are: Young Rhetoricians' Conference, US Zero Waste Business Conference, and the International Congress of Second Languages to mention but a few.

The PDC also planned two successful professional development days this academic year. The theme for fall 2014 opening day was Equity Matters: Our Role in Promoting Success for All Students. The featured speaker was Dr. Frank Harris III, an associate professor of postsecondary education and co-director of the Minority Male Community College Collaborative (M2C3) at San Diego State University. His research focuses on student success in college and explores questions gender and race on college campuses, college men and masculinities, racial/ethnic disparities, and student outcomes.

Equity in Action was the theme of the spring institutional Professional Development Day. There were two featured speakers.

Pedro Noguera, was the Peter L. Agnew Professor of Education at New York University, before recently accepting position at UCLA. Dr. Noguera is the author of eight books and over 150 articles and monographs. His most recent book is “Schooling for Resilience: Improving the Life Trajectory of African American and Latino Boys.”

Dr. Brian Van Brunt is the Senior Vice President for Professional Program Development at The NCHERM Group (National Center for Higher Education Risk Management) He is an expert on campus violence and the author of several books including “Ending Campus Violence: New Approaches in Prevention.”

All of these speakers were well received and from the comments received according to the post-event surveys, and the faculty would like them to be invited to speak again. The programming for these days was much more than our featured speakers, however. Our colleagues also conducted workshops such as Master Teachers: Producing Authentic Engagement and SMC Tech Mentors Program. The surveys also indicate that sharing classroom tips as well as classroom trials is an important part of these professional development days for many faculty.

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

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

Many committee members have served for multiple years, providing history and continuity, which aids the committee in identifying issues and concerns shared by multiple programs. These are captured in the annual report the committee submits to the District Planning and Advisory Council (DPAC) as recommendations based on observed overarching trends. Each of these recommendations is discussed by DPAC and many of them have become Master Plan for Education annual objectives. For example, recommendations made in the 2012 Program Review Planning Summary were incorporated into six objectives in the 2012-13 Master Plan for Education; in 2013-14 four Master Plan for Education objectives can be linked to program review recommendations. Additionally, recommendations from program review which do not reach the level of institutional objectives for the Master Plan for Education are often referred to an appropriate committee or operational unit to be addressed. In response to the 2013-14 program review recommendations, DPAC referred 13 recommendations to committees and/or operational areas.

For several years the Program Review Committee has worked on revisions to the program review process and the specific prompts in preparation for moving to a completely on-line format that will also include a shorter annual version. In 2013 multiple programs used the paper version of the revisions, providing valuable feedback on the clarity of the revised prompts. The on-line version of Program Review will be launched in Spring 2014, somewhat later than originally anticipated. Moving to the on-line format will help programs maintain easily accessible and continuous documentation, enable the Program Review committee and other planning bodies to gather consistent information across
programs, and establish a subset of annual data and needs that will provide information across programs to assist in annual institutional planning.

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

Program Review Committee membership overlaps with the Curriculum and Institutional Effectiveness Committees to ensure there is sharing of information and to strengthen committee processes and communication. Committee appointments are made for the academic year while this report covers a calendar year to better align with the institutional planning calendar.

Committee Membership

Chair: Mary Colavito, Faculty, Life Science (Spring 2013)
     Jamey Anderson, Faculty, Physical Science (Fall 2013)
Vice Chair: Katharine Muller, Administrator, Academic Affairs
     Jamey Anderson, Faculty, Physical Sciences (Spring 2013)
Sara Brewer, Faculty, Communications (Fall 2013)
Sandra Burnett, Faculty, DSPS (Fall 2013)
Lin-San Chou, Faculty, Music (Fall 2013)
Makiko Fujiwara-Skrobak, Faculty, Modern Languages and Cultures
Sharon Jaffe, Faculty, ESL
William Lancaster, Faculty, Design Technology
Hannah Lawler*, Administrator, Institutional Research
Randal Lawson, Administrator, Executive Vice President
Erica LeBlanc*, Administrator, Academic Affairs
Sehat Nauli, Faculty, Physical Science (Spring 2013)
Mark Tomasic, Faculty, Dance
Mary-Jane Weil, Faculty DSPS (Spring 2013)
Daniel Berumen, Institutional Research (committee resource)
Guido Davis DelPiccolo, Faculty, Social Sciences (committee resource as Curriculum Committee Chair)
*Also serves on Institutional Effectiveness Committee

Programs Reviewed and Reports Accepted Spring & Fall 2013
The following programs submitted a full program review report, all of which were accepted by the committee:

- CalWORKS
- Center for Environmental & Urban Studies
CTE Programs 2 Year Review
Career Technical Education (CTE) programs are required to submit abbreviated biennial reviews. The following CTE programs completed reviews in 2013:

- Communications & Media Studies
- CSIS
- Sustainable Technologies

2013 Recommendations for Institutional Support for Specific Programs
Executive summaries for all programs reviewed in Spring and Fall 2013 are included in this report. In addition to a narrative, the summaries include commendations, recommendations for program strengthening, and recommendations for institutional support, if appropriate. Recommendations for institutional support that, to the knowledge of the committee, have not already been addressed are listed for consideration in institutional planning processes:

1. Explore ways to serve the CalWORKS population without the onus of the reporting requirements linked to current funding contracts. (CalWORKS)
2. Include “living campus signage” in the college signage plan, where appropriate, to explain the environmental and sustainable practices employed throughout the college. (Center for Environmental & Urban Studies)
3. Support the need for additional technology resources to address the mandates of SB 1456. (Counseling)
4. Develop a means for electronic capture of positive attendance and arranged hours to replace paper rosters for non-credit classes and reduce the possibility of incomplete data for FTES reporting. (ESL) Note: this recommendation applies to all non-credit programs
5. Investigate the value of maintaining the SMC cable station. (Media & Reprographics Services)
6. Explore discussions with UCLA, at a higher administrative level, regarding the large number of international students interested in committing to a Scholars transfer program. (Scholars)

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

**Institutional Effectiveness**
Assessment of institutional effectiveness has been sufficiently institutionalized that recommendations in this area have shifted from implementing processes, structures, and strategies to recommendations for improvements and refinements to processes and reporting, and expansion of support and training. The process by which the annual *Master Plan for Education* objectives is developed integrates Program Review recommendations, Board of Trustees Goals & Priorities, Academic Senate Objectives, College Priorities (Basic Skills, Global Citizenship, Sustainable Campus, Vocational/Career Technical Education) and Strategic Initiatives. The Institutional Dashboard is now an annual report serving as another measure of effectiveness and a benchmark for improvement.

All programs are engaged in outcomes assessment, although the degree to which this is integrated into program planning varies. There is an institutional expectation that all programs will engage in assessment and evaluation for the purpose of program improvement, but each program determines how and to what level. The Program Review and Institutional Effectiveness Committees, along with the Office of Institutional Research, continue to provide and improve training and support to programs, particularly in interpreting data, refining assessments, and integrating this information into program planning and improvement. Creation of the ISIS portal for centralized collection and documentation of SLO data has improved monitoring and access to SLO data, however the system does not currently accommodate the recording of administrative unit outcomes assessments. In typical SMC fashion, this innovative system has prompted multiple programs and planning committees to request greater access and the ability to sort data in ISIS.

The DPAC institutional master planning process has been refined and tweaked in recent years to completely track and document the process and outcomes resulting in greater institutional understanding and awareness. The formatting and documentation of processes can serve as a model template for all institutional bodies to emulate.

1. Determine the efficacy of using the ISIS portal to centralize documentation of administrative program unit outcomes.
2. Refine the ISIS SLO portal to allow programs to sort SLO data more specifically.
3. Consider ways in which broad SLO information can be aggregated for utilization by appropriate planning bodies.
4. Implement training in the new on-line program review process.
5. Review the methods by which committees and planning bodies document processes and outcomes and make this information available.

**Technology**
Funding for technology maintenance and support is an ongoing concern for programs. For instructional programs, the ability to maintain equipment and licensing of software is a challenge, not to mention both internal and external pressures to adopt newer technologies to keep current with industry
standards and adapt to rapid changes in the marketplace. Students adopt new technologies with alacrity and expect the college to keep pace. To some degree, staying abreast of changes in technology is critical to maintaining the SMC reputation for innovation, one reason the college is a premier destination for students. Technology is a powerful tool in the arsenal of innovation and innovation is a strength of the college and the focus of the I³ Strategic Initiative.

The demands on our technology infrastructure increase almost daily. Every system and process at the college is dependent on technology. Planning and decision making is based on the information obtainable through our technology infrastructure – which works as well as it does because of the dedication of the technology support staff working behind the scenes. Today’s students expect to literally access all information and maneuver every process with the swipe of a finger on the touch screen of a mobile device. They also expect to be able to use these devices everywhere. The demand for access, increasingly through wi-fi, and the need to maintain technology integrity and security is challenging. Capacity and staff are the factors that determine how well the college can address the demands for technology support and respond to the need to deliver more. While much has been done already to address growing technology needs and demands, the desire for some level of consistent, committed support is voiced regularly.

Every year more processes, support systems, documentation and information are moved to formats that are accessible electronically or digitally. While these are time intensive to produce, in the end it increases access and flexibility, thereby maximizing resources long-term and allowing the college to reach more students in their preferred modes and level of convenience. However, this also makes it imperative that staff, as well as students, have access to appropriate technology.

Through innovative practice faculty are shifting the teaching learning paradigm. Employment of technology is a big part of that shift. Initial acquisition of technology is often grant funded, but training in and maintenance and replacement of this technology adds to the growing demand on support staff and the budget. Thus, it is easy to see why various aspects of technology maintenance and support annually appear on the list of overarching issues. Additionally, some of our older buildings lack sufficient infrastructure to support the technology needed by programs to support their curriculum.

Web and social media tools are increasingly the primary media for communicating information (institutional, program, event). Maintained properly, this information can always be current. Realistically, not all programs, committees, and operational areas have staff trained to perform this function, nor is there regular oversight to ensure information is appropriately linked and maintained. For example, documents may be regularly posted and updated on a committee website but not on the main college website. All posted information is required to be 508 compliant, but if the poster is unaware or unfamiliar with what this means the posting may be out of compliance. The need for training and support in creating and maintaining web and social media presence is a regular refrain from programs. More consistent monitoring of what and where information is being posted should be considered.
6. **Ensure an appropriate level of technology and instructional equipment maintenance and support is included in the district budgeting process every year.**

7. **Include technology maintenance for CTE programs in the annual Technology Plan (CTEA funds cannot be used for maintenance).**

8. **Investigate methods for providing students access to laptops and mobile technology pre-loaded with program applications for reasonable purchase or lease.**

9. **Develop training and implement strategies for assisting programs to maintain a web and social media presence.**

10. Consider adding web and social media maintenance to job descriptions, where appropriate.

11. Develop a plan for monitoring and oversight of updates to and links between all college social media sites.

**Curriculum**
There is close collaboration and communication between the Curriculum and Program Review committees. That there are no recommendations related to curriculum is evidence that the curriculum processes are effective and instructional programs find their needs are being addressed.

**Support Services**
The College provides an exceptional level of both student and instructional support services. Instructional support programs and activities include numerous tutoring labs, Supplemental Instruction (SI), and an excellent library. To address the decentralized structure of the various tutoring lab, a tutoring tracking system was implemented several years ago. This system allows the college to track who, how often and for which class(es) tutoring is being utilized. There is now sufficient longitudinal data available for greater depth of analysis. The desire for additional capability, particularly to enable on-line scheduling of tutoring, and for modifications, to fine tune tracking of required lab hours, has been expressed.

The SI program, now 5 years old, is an academic assistance program led by student peers - who are paid for their work. SI trains and employs students to serve as peer tutors for specific courses. Requests for SI support are initiated by instructors, who are then assigned an SI tutor for a specific section or sections. Initially focused on Math and English, the program is now responding to requests for SI support from faculty in other disciplines. Data results indicate that students who attend 5 or more SI sessions increase their grade by a half to a full letter grade in the SI related class. Challenges to expanding this effective practice include: identifying and training peer tutors for every instructor who wants one (turnover can be as frequent as every semester), and finding sufficient space to hold the SI sessions.

A plethora of student support programs are available at the College. These range from broadly focused services targeting all students, such as the Welcome Center and Transfer Counseling, to programs focusing on specific groups, such as Black Collegians, Latino Center, Pico Promise and the Veterans Resource Center. Counseling is a primary service, with additional support services varying from program to program. If there is a silver lining to the delayed construction and redesign of the Student Services
building, it is the inclusion of greater flexibility in the design to enable the College to respond to shifts and changes in the delivery of student support programs and services.

There is a clear institutional desire for data that integrates use of support services with specific student information to enable programs and the institution to reach more informed conclusions about which services have the most impact on student success and retention. For example, as the college develops strategies to support the GRIT (Growth/Resilience/Integrity/Tenacity) Strategic Initiative and looks more closely at the impact of cohort models on student success, a review of how student and instructional support services can mirror and support these strategies could further strengthen student retention and success.

12. Identify proven effective practices implemented with target populations and evaluate scalability to the larger college population.
13. Explore modifications and additions to the tutoring tracking system desired by the tutoring staff.
14. Identify spaces that can be consistently allocated for SI sessions.
15. Review and refine the parameters used to determine the impact of student and instructional support services on student success.

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

An ongoing concern relates to issues of total cost and to non-discretionary costs. It is the practice of the College to seek the best possible price for an item or contract, with the initial cost the determining factor. However, there can be hidden costs that impact the total cost of ownership, such as staff time, ongoing support or infrastructure needed, compatibility with existing systems etc. A method for assessing total cost of ownership could contribute to avoiding unintended consequences and costs that can disproportionately affect some areas. In tight budget times there is often pressure to reduce expenditures for contractual services. Not all contracts are discretionary, for example those for infrastructure maintenance and licensing. Developing methods for assessing total cost of ownership and creating an inventory of basic required contracts are tools that could improve budgeting and expenditure processes.

Thanks to a series of successful bond measures, multiple new buildings are in planning or under construction. All of these buildings will include more sophisticated infrastructure and technology than is currently in place. It is incumbent upon the appropriate planning bodies to ensure that human resource and budget planning include sufficient resources to staff, train, and maintain the advanced equipment and infrastructure in these buildings as they are completed. Additionally, most of our older buildings scheduled to remain in use for an extended period of time are in need of upgrades to provide a more conducive learning environment and/or increase capacity to deploy more advanced technology.
16. **Ensure an appropriate level of facilities maintenance and support is included in the district budgeting process every year.
17. Assess older buildings expected to remain in use for the foreseeable future and upgrade where possible.
18. **Investigate methods for assessing total cost of ownership.
19. **Include in budget planning the additional staffing, training, and equipment needed to adequately maintain new buildings with more complex systems and increased square footage as they come on line.
20. **Inventory ongoing contracts for services that are critical to maintain and identify as non-discretionary.

**Other**

The College does an excellent job of promoting the institution as a whole. Even in bad budget times there was an understanding that maintaining some level of public presence would be crucial to our ability to respond when the enrollment shifted back to growth mode. That the college is on target for enrollment projections when other community colleges are struggling for enrollment supports this position. However, the committee notes that the desire for targeted marketing is often expressed across the board by instructional programs undergoing review.

21. **Develop a marketing plan that includes targeted marketing such as to promote CTE programs.
22. **Develop promotional pieces for aggregated types of programs (ex. arts programs) that can serve multiple programs in a variety of ways.

The formula for collecting non-credit attendance FTES funding is based on attendance. Currently, there is no electronic method for capturing this information beyond inputting the information from paper rosters. This results in inconsistent and erratic timing of data capture. Developing a means for electronic capture of positive attendance would reduce the possibility of incomplete data for FTES reporting and provide more timely and accurate information for planning purposes.

23. Investigate development of an electronic positive attendance system.

The primary way the institution collects information on student educational goals is through self-reporting. Instructional programs report that based on anecdotal information, student goals do not align with reported data. For example, indications of courses taken for professional development and retraining are not captured to the same degree as is self-reported by students. Correcting this discrepancy in reporting is especially important for CTE programs. In response to the new mandated Student Success and Support Program (SSSP) the college is developing strategies for ensuring students meet the Ed Plan requirements. This may be one way in which expanding educational goal information may be documented to improve data accuracy.

24. **Explore methods for capturing more accurate information on the reasons students enroll in specific courses.
Another expressed need, especially by CTE programs, is the desire for a consistent and effective way to track students and their employment or transfer when they leave SMC. Programs have used anecdotal information, self-reporting, and some social media platforms to gather information. The recent establishment of the Office of Campus and Alumni Relations may offer a structure for a more coordinated effort across programs that could provide a broader picture of student success and achievement after SMC.

25. **Explore a broader institutional approach to creating databases for tracking student achievement and success after SMC.**

The college has entered a long term lease for a property near the main campus to serve as much needed storage for supplies, furniture, and other goods; warehouse for the bookstore; theatre arts prop storage; and, eventually, shipping and receiving. Maintaining historical records (ex. financial) that the college is required to keep, is a different type of storage. Records of this type are currently stored in a number of ways and places. To avoid a repeat of the recent records restoration needed after severe water damage to some of these documents, a system for systematically digitizing such records seems worth exploring. It should be noted that some units (Admissions & Records, Human Resources) are moving to digital storage.

26. **Units whose functions and responsibilities require records to be kept should have a plan to sort, weed out, digitize and appropriately store records. The institution should explore options for document scanning and storage as well as off-site storage of items that require only intermittent access.**

Although the following items did not emerge as specific concerns from any program reviewed in 2013, the committee has included them in the annual report more than once before and lists them again here so they continue to be considered:

27. **Provide resources to support section 508 compliance; assign someone to serve as the 508 compliance officer to ensure the college meets federal compliance regulations.**
28. **Explore strategies for succession planning, especially in areas where the loss of long-time staff can be anticipated, as well as encouraging and training future leadership at all levels of the institution.**
29. **Explore the efficacy of and the efficiencies to be achieved by creating a student account system.**

**Activities**
In addition to reviewing the self-studies for the listed programs, the Program Review Committee has been working on the implementation of the on-line program review process and developing training guidelines for using the system. Programs whose reports are due in Spring 2014 will have the option of inputting the report to the on-line system or submitting an electronic Word version. Submission of annual reports is scheduled for the end of Spring 2014. Long term, moving to the on-line system will make submission of both 6-year and annual program review reports easier and enable generation of
multiple reports for use by institutional planning bodies. The committee expects to offer regular training in the on-line system even after the Spring 2014 rollout.

The committee also provided orientation, training, and individual support to programs scheduled to undergo review in 2013, implemented self-guided content-training documents and launched a new training website with these documents, met with the Institutional Effectiveness Committee and the Office of Institutional Research, and provided regular reports to DPA.
The Sabbaticals, Fellowships and Awards Committee recommended six sabbaticals and seven fellowships for the 2015-2016 academic year. In addition, the committee reviewed and approved nine sabbatical reports and seven fellowship reports describing projects completed from Fall 2013 through Fall 2014. The committee also developed guidelines for sabbatical reports.

A. Sabbaticals Recommended and Approved

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Department</th>
<th>Semester for Sabbatical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawrence Driscoll</td>
<td>English</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Cynthia Gonzalez</td>
<td>Life Sciences</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Janet Harclerode</td>
<td>ESL</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Stefan Mattessich</td>
<td>English</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Walter Meyer</td>
<td>Art</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Saul Rubin</td>
<td>Communication and Media Studies</td>
<td>Spring 2016</td>
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B. Fellowships Recommended and Approved

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Department</th>
<th>Semester for Fellowship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shaghayegh Esfandyari</td>
<td>Theatre Arts</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Shannon Herbert</td>
<td>English</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Susan Kolko</td>
<td>Photo/Fashion</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Cihtli Ocampo</td>
<td>Dance</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Raquel Ramirez and Sri Susilowati (Shared)</td>
<td>Dance</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Asma Said</td>
<td>Physical Science</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>David Shirinyan</td>
<td>Psychology</td>
<td>Fall 2015</td>
</tr>
</tbody>
</table>

C. Reports Reviewed and Approved

<table>
<thead>
<tr>
<th>Sabbaticals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Member</td>
</tr>
<tr>
<td>Jan Austin</td>
</tr>
<tr>
<td>Gordon Dossett</td>
</tr>
<tr>
<td>Maria Erickson</td>
</tr>
<tr>
<td>Oriana Kim-Rajab</td>
</tr>
<tr>
<td>Maria Munoz</td>
</tr>
</tbody>
</table>
### D. Guidelines for Sabbatical Reports

The Sabbaticals, Fellowships and Awards Committee recognizes that the format for a sabbatical report will vary depending on the project pursued. The recipient should present the outcomes of the sabbatical leave in the format that he/she finds most effective, being sure to include all of the elements described below.

A. List the objectives of the sabbatical project as presented in the original sabbatical application.
   (Aligns with item 2 on sabbatical application)

B. Beneath each objective, describe the activities or outcomes that demonstrate how the objective was met. In addition, describe any skills or competencies that were achieved during the sabbatical leave. Note any changes to the objectives that were communicated to the committee during the sabbatical leave. Provide an explanation for any objective that was not accomplished.
   (Aligns with items 2, 4 and 6 on sabbatical application)

C. Provide documentation of the work accomplished. Documentation may include, but is not limited to, writing samples, scholarly articles, photographs or other samples of artistic work, creative projects, conference abstracts or presentations, links to web pages, PowerPoint presentations, multimedia lessons/presentations, videos, transcripts, travel itineraries, and

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1 Within sixty (60) days of my return to duty I will submit to the Chair of the Joint Academic Senate Sabbaticals, Fellowships, and Awards Committee an electronic version of a report summarizing my professional development experience and activities conducted while on sabbatical leave. Once the report has been reviewed and approved by the Committee, I will submit a final electronic report with any revisions requested by the Committee (if necessary). I understand this report may be published on the Committee’s website for dissemination and future reference. I further understand that the Committee may request that I make changes to the report to address unanswered questions or to clarify issues, or to provide supplemental materials to document the scope of my sabbatical project.
curricular and pedagogical materials. The documentation should complement the description of how the objectives were accomplished. (Aligns with item 7 on sabbatical application)

D. Describe the ways in which your sabbatical has contributed or will contribute to student success, to your colleagues, and to the College at-large. (Aligns with item 3 on sabbatical application)

E. (Optional) Share any additional information that the committee might need to evaluate the outcome of the sabbatical leave project.
During academic year 2014-2015, the Student Affairs Committee spent considerable time and effort reviewing and revising administrative regulations impacted by the adoption of new legislation from the State of California or regulations enacted by the California Community Colleges Board of Governors. We also addressed limitations and ongoing challenges presented in several of our administrative regulations impacting student progression, coursework, and conduct/safety.

**Adopted Administrative Regulations**

All the following administrative regulations, with the exception of AR 4356, were revised by the Student Affairs Committee, in consultation with impacted parties at the college, including the Curriculum Committee and select department chairs/program leaders. These regulations were adopted by the Academic Senate. A rationale for the revisions is presented below. AR 4356 is a new administrative regulation. Current regulations will soon be available online in the Board’s Policy Manual.

**AR 4420: Enrollment and Scholarship Standards for Participation in SMC Student Government**

This administrative regulation was last revised in 2003 and the original language and organization of its several clauses caused significant confusion to college personnel and student leaders. This revision addresses these concerns, and also stipulates that any person who is exempt from nonresident tuition (e.g., AB540 students) may serve in any capacity in student government—including student trustee (Ed Code Section 66016.3). It should be noted that the scholarship and experience requirements noted in the regulation were enacted by SMC students when they adopted the Associated Students Constitution.

**AR 4114: Student Success and Support Program**

This administrative regulation was revised to bring us into compliance with the requirements enacted by the Student Success Act of 2012, which among other things redefined the matriculation process at California community colleges. The Act also articulated specific requirements constituting the Student Support and Success Program.

**AR 4111.4: Mandatory Assessment, College Placement, and Challenge Procedures**

This administrative regulation was revised to bring us into compliance with the requirements enacted by the Student Success Act of 2012, and to reflect current practices. The majority of revisions entail issues of compliance, including the need to locally validate testing instruments, assess the disproportionate impact of placement on impacted groups, communicate the need for testing to students, notify students of the availability of test preparation materials, and of alternate means to fulfill the mandatory assessment requirement or prerequisite completion. The regulation also allows for the use of the CSU
Early Assessment Program, the English Placement Test (EPT), and Entry Level Mathematics (ELM) tests CSU EAP in the placement of students.

**AR 4331: Academic Renewal and AR 4332: Progress Renewal:**

Santa Monica College’s policy on academic and progress renewal was very restrictive in contrast to most California community colleges. As transfer admission to UCs and CSUs continues to be more competitive, SMC students who performed poorly early in their academic career have a more difficult time gaining admission to the university because every substandard grade earned is used to calculate a transferable GPA. Many of these students go on to repeat a course with a substandard grade at another institution for any number of reasons. Under the “old” policy, these students are unable to petition for academic or progress renewal because the course was repeated elsewhere. However, Title 5 does not prohibit community colleges to academic/progress renew a course because it was subsequently repeated elsewhere. It should be noted that both UCs and CSUs will recognize academic/progress renewal transcript notations so long as the community college approves them. What this means is that a qualifying substandard grade will be disregarded in the calculation of the transferable GPA and our students will be able to compete on an even ground with other students who attend colleges with academic/progress renewal policies similar to the one we advanced in the new AR.

**AR 4356: Maximum Degrees and Certificates Awarded to a Student (New AR)**

Santa Monica College has had a practice of limiting the number of degrees awarded to individual students to two. However, this practice was not based on official college policy, Education Code, or Title 5 regulations. Neither Ed Code nor Title 5 impose any limitations on the number of degrees awarded. In fact, Title 5, Section 55603 stipulates “The governing board of a community college district shall confer the associate degree upon a student...” when he/she has met the relevant requirements. The Student Affairs Committee, at the request of Enrollment Services, proposed this new administrative regulation to clarify that students may be awarded any degree/certificate they earn. Given a legal opinion issued by the Chancellor’s Office stating that colleges have an obligation to award a degree/certificate once the student finishes all requirements, the administrative regulation directs the Admissions and Records Office to establish a process by which we notify students of our “intent to award.”

While the regulation is meant to guide Admissions and Records personnel (i.e., evaluators) and counselors, its adoption will also support the promotion of our college completion agenda as noted in our annual Institutional Effectiveness Dashboard. Our research shows that approximately 780 students who attended SMC in summer 2013, fall 2013, spring 2014, or summer 2014 had been eligible to receive at least one degree/certificate based on only SMC coursework, yet they did not petition for it. An additional 700+ students were also eligible when combining coursework from other institutions. These numbers are on top of the degrees/certificates awarded by direct student petition. Although students may have a variety of reasons for not seeking/applying for a degree/certificate, we find that many students are simply not aware of their eligibility. In institutionalizing the proposed administrative regulation, we anticipate reaching out to these students, as well as those close to finishing to encourage them to complete any remaining courses.
At a national level, public policy advocates, governmental agencies, and academic researchers have issued calls for greater attention to the shortage of individuals with a college credential (e.g., degree, certificate) who are needed to meet the needs of an expanding knowledge-based national and international economy. Specifically, they must find ways to ensure that every adult attending college leaves our institutions with a quality credential that will enable him/her to compete in today's economy.

AR 4312: Faculty Initiated Grade Changes

Revisions clarify that faculty initiated grade changes resulting from a clerical error must be accompanied by a brief written explanation or relevant documentation. The language pertaining to issuing a “W” was removed from this administrative regulation. The second paragraph of the AR was removed as it pertains to the grade appeal process, which is fully explained in AR4313. Aspects of AR4312 were in conflict with AR4313 (timeline for appeal).

AR 4313: Grade Appeal

Revisions are primarily intended to better streamline the grade appeal process, define the basis of a grade appeal, the authority of the Grade Appeal Committee, and formalize the appeal of the Committee’s decision to the Superintendent/President. Too many students appeal the Committee’s decision to the President because they do not like the outcome of the hearing, and not based on any new evidence. This unnecessarily burdens the Executive Vice President, who typically reviews the appeal. The revisions make it clear an appeal to the President may only be requested under two circumstances: (1) the required procedures were not followed and (2) there is insufficient evidence to support the Grade Appeal Committee’s decision. These limitations are consistent with other Appeal processes at the College (AR 4410—Rules for Student Conduct and AR4411—Code of Academic Conduct).

AR 4113: High School Concurrent Enrollment

This administrative regulation has been revised in response to change in Board policy on the exemption of enrollment fees for students participating in our high school concurrent and dual enrollment programs. The Student Affairs Committee recognizes this exemption may be temporary, and given the Board’s authority, it may revert to charging the enrollment fees in the future. Given this, the Committee included flexible language that responds to the Board’s direction on the exemption and non-exemption of enrollment fees to eligible students. Other revisions are meant to clarify language.

AR 4354: Certificates of Achievement and Department Certificates

The titles of certificates changed so this administrative regulation was updated to reflect the changes.
AR 4351: Catalog Rights

Every year a small number of former students request the awarding of a degree or certificate based on completion of the requirements when they were in attendance. The practice has been to review these cases individually and when appropriate to back date the degree. That has not allowed us to include those degrees in our annual report to the Chancellor’s Office. The revisions to the administrative regulation will authorize Enrollment Services to report the awarding of the degree/certificate during the term in effect when the student petitions for the degree unless an exception is warranted, as determined by the Dean of Enrollment Services or designee.

AR 4410: Rules for Student Conduct

Section H. 4, which addresses suspension of students, was updated at the request of the Vice President of Academic Affairs. SMC Counsel, Robert Myers, drafted the new language to clarify that an immediate suspension could occur in order to protect the safety or welfare of persons or property pending a hearing. Previous language implied the suspension could only occur in order to protect lives and to ensure the maintenance of order.

AR 4405: Student Bill of Rights

Education code has changed to include gender identity and sexual orientation as protected groups. This administrative regulation was updated to include those groups and to clarify policies.

Plans for 2015-2016

The Student Affairs Committee will continue to work on the revisions of college policy/regulations including:

- Questions arose out of the revision of AR 4354: Certificates of Achievement and Department Certificates about the requirement that 50% of the units for the certificate be completed at SMC. Some faculty asked that that requirement be revisited for both Associate Degrees and Certificates. When this issue was raised, it was determined that faculty Chairs and the Curriculum Committee be consulted. The topic was introduced at a Department Chairs meeting, with the understanding that additional discussion would occur in the departments with a resolution reached in the fall 15 term.

- AR 4354.1 IGETC Certificate of Achievement and AR 4354.2 CSUGE Certificate of Achievement were tabled until a decision is made about the 50% rule referenced above. AR 4354.2 needs to be revised soon because CSU Executive Order 1100 establishes that grades of C or better are required of each transfer student completing courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics or quantitative reasoning requirements as of fall 2016. This language needs to be added to the AR.

Other ARs which have been mentioned for review/updating include:
• AR 4342: Standards of Student Success-Probation and Disqualification. There is no specific language in the AR that prohibits removing students from probation/disqualification status after a successful intersession that raises the student’s SMC cumulative GPA to 2.0 or higher, or raises the student’s SMC cumulative completion rate. A committee member suggested reviewing this policy.
• Several ARs may need to be revised as SMC begins the process of awarding a bachelor’s degree.
• AR 4412-Honor Code/Honor Council. The Dean of Student Life has expressed interest in updating this AR.
Social
Submitted by Janie Jones

The committee sponsored 6 events:

Reception for LOCALLS ONLY, B111, October 3
Tailgate party before a football game, Senate Office, October 18
Holiday party at El Torito, December 18
Getty Villa tour led by Rainer Mack, followed by potluck at Janie’s house, March 28
Eve Adler’s final Senate meeting, June 2
Recognition event, Mainstage Theatre, June 17

Meetings were held on the following dates:
2014: September 26, October 18, December 10;
2015: March 11, April 22, May 13, June 3, and June 17.

Committee membership: Janie Jones, Chair; Janet Harclerode; Terry Green; John Rogers; Aned Muniz; Roxanne Captor
The student success committee focused this year on faculty support by providing faculty workshops. The committee offered two basic skills workshops on teaching strategies in basic skills for the math department in fall 2014 and spring 2015. The workshops focused on teaching strategies for basic skills math courses, study skills ideas, resources and information on academic support for students. We hope to continue offering faculty workshops in the math department, as well as, other departments.

The committee continues to offer technology workshops which are organized by Keith Graziadei in the spring and fall semesters to provide faculty with technology support.

The first year experience, FYE, program has accepted 2,199 students so far this year and it will be offering the opportunity to about 600 students in the first year experience program to participate in summer jams this year. The program is being planned and organized by committees of faculty and administrators.

The committee continues its efforts to provide programs and workshops to increase student success.
The Academic Senate Student Relief Fund was established to help students with a short-term, unexpected financial need that can be ameliorated with a few hundred dollars of grant money. The maximum award is $500. The relief funds are raised from individual faculty contributions. Requests must be initiated by a faculty or staff member on behalf of the student. An online request form and funding guidelines are available on the Academic Senate website. Awards are generally granted to help with food, personal items, rent, and transportation expenses. Funds are not granted for fees, tuition or textbooks. In the 2014-15 year there were 16 requests, 9 of which were funded for a total of $4300. The committee continues to work on ways to communicate the availability of this fund and more clearly explain the funding guidelines to the faculty.

Five faculty members sit on the committee. The committee members are:

Peggy Kravitz, International Counseling, Chair
Brenda Antrim, Library
Mark Foster, Mathematics
John Hoover, ESL
Brenda Rothaupt, CIS
Campus Civility – The Honor Council (HC) continued focus on Civility. In Fall 2014, we conducted the “Civility Anyone” workshop where skits were used to facilitate discussion and questions were posed to the audience to gather information on how to deal with situations that can lead to incivility. Over 80 responses were gathered and compiled for presentation during the Spring 2015 Flex Day. In the Spring, the HC was allotted time in the opening session at Flex Day. Working with the Media Center, we produced one of the skits designed to stimulate discussion email civility. The presentation also included text responses from the audience and presentation of some of the results from the fall workshop using the “Family Feud” game show format.

Skits – The HC has found that skits have been helpful in initiating the various topics that affect students, staff and faculty. The each year the council members submit skits that can be acted out in person. However, we have been working to get these skits videotaped. In Spring 2015, the Media Center helped us produced, “Peanuts, Pretzels, Cookies), a skit designed to stimulate discussion of the topic of email civility. The Honor Council will continue to develop skits to help facilitate discussion of difficult issues. The Media Center management has indicated that they would help us produce additional skits produced this year.

Student-Centered - Integrity Event – To foster student success, the HC is discussing a collaboration with students and student leaders. It would include a campus event which would focus on student success and surveys in which students and faculty would weigh in this statement “I wish my student (or faculty) would….where interactive questions could be posed or posted.

Campus Disciplinarian Report - The campus disciplinarian summarized the types of cases that were being received by the Office of Student Judicial Affairs. Trends in the types of cases, including academic dishonesty were identified.

Increasing Visibility and Impact of the Honor Council – The Committee discussed other ways in increase the invisibility of the Honor Council. Each year, the Committee participates in Welcome Day and, when requested, flex day. We have begun looking at slogans to brand the HC.
This year PERC has accomplished the following:

**Posted and promulgated the following Ethical Professor articles:**
- EP 26: Workplace Civility and the Campus Climate
- EP 27: Is it *Unethical* to Teach Beyond Retirement Age?
- EP 28: Attendance and Grading Policy

**Presentation at Spring 2015 Flex Day:** “Creating a Healthy Academic Workplace,” a research-based presentation and discussion on why civility is so important in the academic workplace, what can derail a civil workplace, and what faculty and staff can do to maintain a happy, healthy, productive environment.

**Items that the committee in the 2015-2016 academic year might consider addressing:**
1) A 45 minute video regarding research done on critical thinking as a skill essential to a college curriculum, as it relates to social class issues, academic standards from one class to another, evaluation of faculty by students based on grades and other issues with ethical considerations will be forwarded to committee members, or the chair of PERC for 2015-16. Consider for EPs, and as a break out session for Flex Day.
2) PERC addressed the selling of complimentary textbooks to book buyers in EP 10. A faculty member has requested that issue be re-addressed and clarified.

Respectfully Submitted:

**PERC 2014-2015**
Jim Stramel, Chair
Jillian Alexander
Sage Bennet
Teri Bernstein
Lisa Farwell
Christina Gabler
Steven Kaufman
Valerie Narey
Gary Ortega
LeeAnn Langton
The scope and function of the SISC are as follows:

**Scope:**
The Student Instructional Support Committee makes recommendations to the Academic Senate regarding strategic planning for, and institutionalization of, Supplemental Instruction, tutoring, and other student instructional support services.

**Functions:**
1. Identify needs and make recommendations for instructional support, systems, and services.
2. Recommend training strategies for tutoring services in consultation with the appropriate department.
3. Recommend and support strategies for promoting awareness and use of instructional support services.
4. Review and respond to relevant findings and publications of the Office of Institutional Research and submit research proposals as needed.

The committee, like its successor Tutoring Task Force (TTF), came about in response to ACCJC recommendations and the SMC Master Plan for Education. Whereas the TTF was tasked with evaluating the decentralization of tutoring services at SMC, the main purpose of the SISC is to fulfill two objectives outlined in the 2011-2012 Master Plan for Education. Those objectives are:

#6 To develop short-term strategies and a long-term plan toward ensuring appropriate access to tutoring, including possible space allocations, and uniformity in service delivery and staff training.

#7 To implement the findings of the 2010-2011 Basic Skills research project by institutionalizing the use of the three strategies—Writing Center, Supplemental Instruction, and Tutoring Centers—found to have a significant impact on student retention and success.

Additionally, the college’s current “Mission, Vision, and Goals” statement includes the following among its “Supporting Goals”:

- Provide access to comprehensive student learning resources such as library, tutoring, and technology

Each of the goals outlined above reflect the college’s general support of the Basic Skills Initiative, the specific goals of which have appeared in SMC planning documents since at least 2008. However, while the objectives of the Basic Skills Initiative, including numbers six and seven above, are marked as “completed” or “substantially completed” in the master plan update of 2012-2013, those
accomplishments have largely depended on grant funding managed by Dean of Student Success Roberto Gonzales. While his office still actively supports projects demonstrably crucial to the success of our students placing at the pre-transfer level, the college recently invested its own funds in the Supplemental Instruction, Tutoring, and Writing Center projects by creating two administrative positions overseeing such areas, each of which report to Dean of Learning Resources Mona Martin (now retired). Since Mona Martin’s retirement in Winter 2015, Ron Furuyama, Associate Dean of Instructional and Student Programs, and Dr. Tony Prestby, Director of Supplemental Instruction and Tutoring, have brought considerable experience and institutional grounding to the “three strategies . . . found to have significant impact on student retention on success.” The two administrators served on the SISC in the fall of 2014 and spring of 2015. With Tony Prestby’s recent retirement, his successor on the committee, Acting Director of SI Wendi DeMorst, will bring expertise and a strong commitment to student success.

Over the last two semesters, as changes in the administrative organizational chart have settled into place, the SISC has made some notable progress toward its goals. Furthermore, though much work remains to be done, the committee has established plans that will, in the next year, bring about substantial changes to the way tutoring, in particular, is managed across SMC’s campus. However, these plans will not come to fruition without action by our administrative members, who have direct supervision of and contact with the tutoring coordinators and instructional staff members. While teaching faculty comprise a majority of the committee’s joint body, the administrative members are practically the only agents of change in the classified realm of tutoring on campus—and tutoring at SMC is primarily a matter of classified personnel. Therefore, if the SISC is to successfully improve the delivery of tutoring services on campus as planned below, the committee must find reliable, action-oriented support from its administrative members.

The success and goals outlined below summarize the committee’s work over the last two years. AY ’14-'15 was not as productive a year for the committee as might have been the case without so much change in the administrative ranks. Ron Furuyama was new to the committee in Fall 2014 and then found himself in a new role in Spring 2015 following Mona Martin’s departure.

The committee’s recent successes are reflected in the facts that:

- FERPA instruction is a standard part of new IA and tutor training
- An advertisement for SMC’s free tutoring services appeared on the homepage during the fall 2014 term
- Associate Dean Ron Furuyama is guiding the tutoring coordinators through revisions of tutoring center homepages so as to unify the design and information standards for all tutoring and learning resource center webpages
- A plan established in spring 2014 has ensured that IA and tutor training—not just for FERPA, but tutoring techniques and best practices—occur on an annual basis. This is a significant achievement, as the commitment has made meaningful changes to IA schedules in order to facilitate training before academic programs begin
- Lee Johnston met with SISC members in Spring 2015 to announce the development of a new tutor tracking system. However, the status of that system is not known and may be in jeopardy with Lee’s departure. As of Fall 2015, no updates on the project status have been offered.

In the coming year (‘15-'16), the SISC aims to:
- In collaboration with MIS, pave the way for or roll out a new computerized tutor and lab use tracking system.
- Establish practical and aesthetic standards for the websites of tutoring centers across campus
- Maintain a standard schedule of publicity for all tutoring services
- Support the expansion of SI into new classrooms