

## 1 STANDARD IIA: INSTRUCTIONAL PROGRAMS

2  
3 **IIA.1 All instructional programs, regardless of location or means of delivery, including**  
4 **distance education and correspondence education, are offered in fields of study**  
5 **consistent with the institution’s mission, are appropriate to higher education, and**  
6 **culminate in student attainment of identified student learning outcomes, and**  
7 **achievement of degrees, certificates, employment, or transfer to other higher education**  
8 **programs. (ER 9 and ER 11)**

### 9 10 *Evidence of Meeting the Standard*

11  
12 Every course and certificate or degree program offered both for credit and noncredit,  
13 including those offered via distance education, are subject to a rigorous curriculum approval  
14 process upon inception. The process ensures that all instructional offerings are consistent  
15 with the College’s Mission, are appropriate to higher education, have well-defined and  
16 measurable student learning outcomes, and support student achievement of career and/or  
17 transfer goals. All instructional offerings are updated at least once every six years during the  
18 program review process. The following pages provide an overview of the mechanisms the  
19 College adheres to.

### 20 21 **The Curriculum Development and Approval Process**

22  
23 Central to the curriculum development and approval process is the Academic Senate Joint  
24 [Curriculum Committee](#).<sup>1</sup> It is the responsibility of this committee to ensure that all  
25 instructional offerings, including both courses and programs offered online and on ground,  
26 are consistent with the College’s Mission, appropriate to higher education, and are focused  
27 on student achievement of stated learning outcomes at both the course and program level.  
28 Members are trained on state requirements for community college curriculum, using the  
29 state’s Program and Course Approval Handbook (PCAH), and they adhere to Santa Monica  
30 College’s Administrative Regulations – [Section 5000](#), Curriculum and Instruction.<sup>2</sup> The  
31 development of each new course and program follows a [comprehensive review process](#)<sup>3</sup> that  
32 is consistently applied across all disciplines and takes into consideration program relevance  
33 to the Mission of the College, the field of study, and student learning and achievement.

34  
35 While the Curriculum Committee approves many courses and programs each year using this  
36 process, the College provides as an example the development and approval of an innovative  
37 new course in Science, Technology, Engineering, and Math (STEM) – [Science 10](#),  
38 Introduction to Scientific Research.<sup>4</sup> This course promotes student success in STEM through  
39 authentic engagement, while providing students with the skills that they will need to  
40 successfully transfer to a baccalaureate program and/or enter the workforce. Developed as an  
41 interdisciplinary course with input from science faculty from the University of California,  
42 Los Angeles, the [Science 10 development summary](#)<sup>5</sup> highlights the process by which Santa  
43 Monica College develops, reviews, and approves programs and courses that are consistent  
44 with its Mission, appropriate to higher education, and culminate in student attainment of  
45 identified student learning outcomes and achievement of degrees, certificates, employment,  
46 or transfer to other higher education programs.

47  
48 All new and updated courses and programs approved by the Curriculum Committee are  
49 forwarded to the College's Academic Senate, the Board of Trustees, and then the California  
50 Community Colleges Chancellor's Office for further approvals. Once the Chancellor's  
51 Office has conferred its approval upon a new course or program, the College enters the new  
52 curriculum into its course catalog and is free to begin offering the course. In many cases,  
53 new courses are submitted at this point to either or both the CSU and UC systems for  
54 consideration for transfer and/or fulfillment of General Education (GE) requirements.  
55 Science 10, for example, was granted CSU and UC transferability and fulfills the physical  
56 science and laboratory science GE requirements for both university systems. Many courses  
57 are also submitted for approval to the state's common course numbering project<sup>1</sup> known as  
58 [C-ID](#).<sup>6</sup>

### 60 Distance Education

61 The College offers a sizeable Distance Education program that is delivered online or through  
62 hybrid courses, which includes both online and on ground activities and accounts for roughly  
63 20percent of the College's full-time equivalent (FTE) enrollment. Faculty and departments  
64 bring forth courses that they would like to offer online by following the College's curriculum  
65 approval process for online courses, which require separate approval in accordance with Title  
66 5, and by adhering to the [Distance Education Review and Approval Checklist](#).<sup>7</sup> Departments  
67 are not required to offer courses online if they do not believe that online courses are a viable  
68 means of teaching the subject matter or if they do not have faculty with the interest or  
69 aptitude.

### 71 Curriculum Committee Work Summaries

72 While the rigor of the curriculum approval process provides strong evidence that all  
73 instructional programs offered by Santa Monica College meet this accreditation standard, the  
74 [committee's annual reports](#)<sup>8</sup> provide complementary evidence to demonstrate that these  
75 rigorous standards are applied consistently to all programs in the College's broad curriculum.  
76 In 2013-2014, the committee approved 29 new courses, 11 new degree programs, course  
77 updates in 35 disciplines, and revisions to five degree programs. In addition, the committee  
78 submitted 63 courses for C-ID approval. Each curriculum review followed the same process  
79 as outlined for Science 10, thus ensuring the quality of all courses and programs.

### 81 List of Active Course Outlines and Degree and Certificate Programs

82 Two additional mechanisms for ensuring the relevance and quality of the College's courses  
83 and programs are the Course Outline of Record and the Program of Study summary. The  
84 Course Outline of Record for any Santa Monica College course provides evidence that all  
85 courses have clearly stated and measurable learning outcomes, while the Program of Study  
86 document for all of the College's degree and certificate programs include program-level

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<sup>1</sup> In 2006, the Academic Senate for California Community Colleges responded to legislative calls for a common course numbering system through the implementation of the Course Identification Numbering System (C-ID). This supra numbering system provides a common, intersegmental mechanism to help in the identification of similar courses. Typically, these courses are lower division major preparation courses that have been approved by UC and CSU campuses as meeting articulation standards. C-ID numbers are assigned to a specific transfer course and accompany existing local course numbers.

87 outcomes. Furthermore, each course-level outcome is aligned to one or more of the  
88 College’s five Institutional Learning Outcomes (ILOs) and their related core competencies.  
89 The [Science 10 overview](#)<sup>9</sup> provides an example of how [the course](#) student learning outcomes  
90 align with the ILOs.

## 91 **Baccalaureate Degree**

92  
93  
94 With regard to the College’s new Bachelor of Science in Interaction Design (IxD), the  
95 baccalaureate degree is in direct alignment with the College’s mission to “...provide open  
96 and affordable access to high quality undergraduate degrees...” and to “...prepare students  
97 for careers...” Only two colleges in California currently offer baccalaureate degrees in  
98 Interaction Design, and both are private institutions for which the degree comes at a cost of  
99 approximately \$160,000. Santa Monica College’s degree will cost approximately \$10,000.  
100 The affordability of the baccalaureate degree will open a pathway into an emerging, exciting,  
101 and high paying career for a diverse group of lower income and/or place-bound students.  
102

103 Labor market data for interaction designers and related positions are strong. In preparing its  
104 proposal to offer the IxD degree to the state chancellor’s office, the College conducted  
105 extensive research into the availability of jobs and the gap in baccalaureate level candidates  
106 being prepared for them. Not only did this research provide direct evidence of the need for a  
107 larger workforce skilled in the principles of interaction design, but it showed that the need  
108 exists in the immediate vicinity of the College. Recent years have witnessed a technology  
109 boom in the “silicon beach” area comprised of Santa Monica and parts of west Los Angeles.  
110 Interaction designers – those whose work ensures that new, interactive, “smart” products are  
111 intuitive to use, effective, and provide the user with a positive experience – are essential  
112 players in this evolving industry. Local employers and community organizations wrote over  
113 100 letters to SMC in support of this new bachelor’s degree in IxD.  
114

115 Over the past year and a half, a task force of faculty and administrators has worked to  
116 develop the degree program. Standards for distinguishing upper division curriculum from  
117 lower division were developed and integrated into the college’s existing and robust  
118 curriculum development and approval processes. New courses and the program of study for  
119 the degree itself were reviewed by the task force, and by the College’s IxD Advisory Board  
120 (the membership of which includes faculty and local industry experts), as well as by the  
121 Curriculum Committee, Academic Senate, and local Board of Trustees to ensure appropriate  
122 rigor and relevance. Each course and the program itself has clearly stated learning outcomes.  
123 Assessment of these outcomes will be conducted using the same methodology currently in  
124 place for the College’s other courses and program.

## 125 **Institutional Effectiveness Report/Dashboard**

126  
127 Evidence that the College’s courses and instructional programs “*culminate in...achievement*  
128 *of degrees, certificates, employment, or transfer to other higher education programs*” is  
129 provided through the data collected by the College’s [Office of Institutional Research](#)<sup>10</sup> and  
130 presented in its annual [Institutional Effectiveness Report](#) and [Dashboard](#).<sup>11</sup> For example, this  
131 report indicates that in 2015, the College awarded 1,434 associate’s degrees; awarded 1,528  
132 Certificates of Achievement; transferred 2,059 students to public four-year institutions in

133 California; and placed 1,057 students directly into employment. However, these data do not  
 134 include the many transfers to other institutions of higher education and the students who  
 135 enter into self-employment. For example, the College has developed programs that  
 136 specifically articulate to baccalaureate programs and work with business and industry to  
 137 ensure that students are acquiring the skills and competencies necessary to be successful in  
 138 the workforce. For many programs, particularly the College’s Career Technical Education  
 139 (CTE) programs, faculty work with industry representatives through their CTE advisory  
 140 boards to develop internships opportunities and other applied learning experiences in the  
 141 field.

142  
 143 **Degree and Certificate Learning Outcomes Reports**  
 144

145 Evidence that the College’s courses and instructional programs “*culminate in student*  
 146 *attainment of identified student learning outcomes*” is provided through data collected by the  
 147 College’s Office of Institutional Research and presented in its [Degree and Certificate](#)  
 148 [Learning Outcomes Reports](#).<sup>12</sup> Every program is provided with this information, an example  
 149 of which is provided in evidence that summarizes [Student Learning Outcome \(SLO\)](#)  
 150 [assessment results](#) for all students who received a Business Entrepreneurship Award,  
 151 including both the associate’s degree and the Certificate of Achievement, in 2013-2014.<sup>13</sup>

152  
 153 **Analysis**  
 154

155 Every credit and noncredit course, degree program, and certificate program at the College,  
 156 including all 287 courses approved for delivery by distance education or hybrid online  
 157 delivery, is thoroughly evaluated, both upon inception and again as modified or updated, via  
 158 a well-honed and highly-effective curriculum approval process. As a result, every program  
 159 offered by the College is in a field of study consistent with Santa Monica College’s Mission  
 160 and is appropriate to higher education.

161  
 162 The curriculum approval process is not only robust but efficient. The following table  
 163 provides an overview of curriculum approval activity over the last several years.  
 164

| Activity                         | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | Total |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|-------|
| New Courses                      | 31        | 24        | 18        | 29        | 19        | 136   |
| New Programs                     | 4         | 5         | 5         | 16        | 8         | 43    |
| Disciplines with Updated Courses | 1         | 6         | 21        | 35        | 27        | 90    |
| Revised Programs                 | 13        | 5         | 18        | 5         | 12        | 53    |
| Total                            | 49        | 40        | 62        | 85        | 66        | 322   |

165  
 166 The College has been proactive in obtaining C-ID approval for its courses and, to date, has  
 167 received approval for 87 courses, has an additional 16 conditionally approved, and has six “in  
 168 progress.” The College has received approval for 14 Associate Degrees for Transfer (ADT).  
 169

170 Each certificate and degree program is built upon student learning outcomes, and student  
171 mastery is assessed annually. Student achievement of learning outcomes for every course in  
172 the degree or certificate is aggregated for all students completing program requirements. The  
173 aggregated data are evaluated by faculty and administration, and results are used for program  
174 improvement and to inform institutional planning and resource allocation.  
175

176 The College uses institutionally set standards to measure the institution's progress toward  
177 these goals, which is summarized annually in the Institutional Effectiveness Report. As an  
178 example, in each year from 2011 to 2014, the College met or exceeded its institutional-set  
179 standard of 1,171 degrees and 1,306 certificates awarded. Similarly, the College exceeded its  
180 transfer rate (as defined as transfer within six years of enrollment) of 47.0 percent during  
181 each of these years, although the rate decreased in 2015 as a result of several factors, not  
182 least of which was a reduction in course offering during the economic recession, which  
183 hindered student ability to enroll in necessary classes and progress in a timely manner.  
184

#### 185 ***Plan***

186  
187 Based on an analysis of the evidence, Santa Monica College is currently meeting this  
188 standard and will continue to monitor its progress.  
189  
190

191 **IIA.2 Faculty, including full time, part time, and adjunct faculty, ensure that the**  
192 **content and methods of instruction meet generally accepted academic and professional**  
193 **standards and expectations. Faculty and others responsible act to continuously**  
194 **improve instructional courses, programs and directly related services through**  
195 **systematic evaluation to assure currency, improve teaching and learning strategies, and**  
196 **promote student success.**  
197

#### 198 ***Evidence of Meeting the Standard***

199  
200 To ensure that the content and methods of instruction meet academic and professional  
201 standards, the faculty-driven process of systematic evaluation and improvement of  
202 instruction is conducted in four distinct ways, which are all applied to on ground, hybrid, and  
203 online instruction:

- 204 1. Programs, course content, and methods of instruction are regularly evaluated by the  
205 Curriculum Committee.
- 206 2. Improvements in courses, programs, and directly related services are carried out on an  
207 ongoing basis by all instructional programs and reviewed by the Program Review  
208 Committee via the annual and six year program review reports.
- 209 3. Professional development and related activities ensure currency of the faculty, improve  
210 teaching and learning strategies, and promote methods increasing student success.
- 211 4. Every faculty member is evaluated periodically by a peer; adjunct faculty are evaluated  
212 every four semesters or sooner and tenured faculty are evaluated every three years. The  
213 peer evaluation includes a teaching observation, peer review of syllabi, a self-  
214 evaluation, and a conference between the evaluator and the evaluatee.  
215



216 **Course and Program Development**

217  
218 Once a course or program is approved by the Curriculum Committee, the next step is to  
219 develop course syllabi for both online and on ground courses that align with the approved  
220 course outlines of record. Faculty members assigned to teach a course will use the course  
221 outline of record to develop their course syllabi and may incorporate tenets of the Santa  
222 Monica College [Model Syllabus](#),<sup>14</sup> which was created by the Student Affairs Committee and  
223 is now updated and maintained by the Professional Ethics and Responsibilities Committee of  
224 the Academic Senate. The [Model Syllabus](#) outlines accepted instructional and professional  
225 [standards](#).

226  
227 Each faculty member must also submit his/her course syllabus to the department chair for  
228 review and comment. Evaluation of each faculty member's course syllabus for consistency  
229 with course outlines of record is part of the faculty evaluation process for all full- and part-  
230 time faculty, as articulated in the [Faculty Contract Articles](#).<sup>15</sup> A full description of the  
231 faculty evaluation process is included in Standard IIIA.6.

232  
233 Faculty expertise is critical in the development of new courses that meet current academic  
234 standards. As an example, the full-time program leader for the Fashion Merchandising  
235 Program worked with a part-time faculty member with expertise in the targeted area of  
236 [fashion merchandising](#) to develop three courses (FASHN 12, 19, and 20<sup>16</sup>) as part of the  
237 certificate and degree program in Fashion Merchandising. For courses offered online, the  
238 faculty member is expected to be a content expert as well as competent in the use of online  
239 teaching tools. The College offers faculty mentors to assist new faculty who have not yet  
240 taught online as they develop their courses. The College also encourages faculty to complete  
241 the @One training course provided through De Anza College and reimburses faculty who  
242 complete this course.

243  
244 **Continuous and Systematic Improvement**

245  
246 While the quality of course content and methods of instruction are ensured by the individual  
247 faculty who are teaching the courses with support from the department chairs and guidance  
248 from the Curriculum Committee, ongoing quality improvement of instruction, including  
249 online instruction, is driven by faculty and the departments with oversight by the Academic  
250 Senate Joint Program Review Committee.

251  
252 Each instructional department and its associated degree and certificate programs self-  
253 evaluate, plan, and submit program review reports each academic year. Additionally, on a  
254 six-year cycle, each department submits a larger, all-encompassing report for thorough  
255 review by Program Review Committee members. The program review process is the central  
256 mechanism by which academic departments document their continual improvement of  
257 courses, instructional programs, and directly related services.

258  
259 Program review reports consist of several broad areas, each of which contribute to a  
260 program's systematic improvement of quality and effectiveness and are explained more fully  
261 in the Santa Monica College's [Program Guide to the Program Review Process](#).<sup>17</sup>

- 262 • Overarching Goals
- 263 • Demographic Analysis
- 264 • SLO Development and Review
- 265 • Program Improvements
- 266 • Curriculum Review
- 267 • Annual Instructional Area/Department Objectives
- 268 • Needs and Planning

269

270 The following are examples of the type of guidelines and feedback that programs receive:

- 271 1) The Program Review Committee creates an executive summary that offers programs  
272 commendations for improvements made in instructional content and methods of  
273 instruction, recommendations for improvements to their evaluation processes, and  
274 suggestions for strengthening the programs to yield higher quality assessments.
- 275 2) The Institutional Effectiveness Committee produced, in conjunction with the Program  
276 Review Committee, an [SLO Criteria Checklist](#)<sup>18</sup> to help guide programs in the  
277 creation, assessment, and revision of their SLOs. This checklist applies to both online  
278 and on ground classes.
- 279 3) The District Planning and Advisory Council (DPAC) leverages the Program Review  
280 Committee’s annual report, which offers a summary of the committee’s activities and  
281 outlines common trends and concerns across programs, to set institutional objectives  
282 that ensure the quality of instruction and enhance student learning and achievement.  
283 This is particularly helpful in cases in which many programs have similar needs;  
284 these needs can thus be supported broadly and more efficiently, rather than expect  
285 each program to make improvements in isolation. An example of this is included in  
286 evidence ([the development of the Teaching and Learning Center](#)) and more  
287 information on the College’s professional development efforts is included in Standard  
288 IIIA.14.<sup>19</sup>

289

290 **Analysis**

291

292 In 2012-2013, the College made substantial revisions to its long-standing, effective program  
293 review process, resulting in a web-based platform. In the past four years, 30 instructional  
294 and student service groups that provide direct instructional support have completed a six-year  
295 program review using the online system.

296

297 In addition to the six-year reviews, instructional, student service, and administrative units  
298 have utilized the annual review process since the 2013-2014 academic year, a process that  
299 also emphasizes the same data-driven documentation process.

300

301 The Professional Development Committee also plays a critical role in ensuring the currency  
302 of instructional faculty and promoting student success. The Center for Teaching Excellence  
303 is constantly assessing its performance through surveys, using these data to plan for the  
304 future. For example, Faculty Summer Institute participants self-evaluate and [report](#) on the  
305 learning outcomes derived from their classroom implementations of strategies learned during  
306 the Institute.<sup>20</sup>

307

308 **Plan**

309  
310 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
311 continue to monitor its progress.

312  
313  
314 **IIA.3 The institution identifies and regularly assesses learning outcomes for courses,**  
315 **programs, certificates and degrees using established institutional procedures. The**  
316 **institution has officially approved and current course outlines that include student**  
317 **learning outcomes. In every class section students receive a course syllabus that includes**  
318 **learning outcomes from the institution's officially approved course outline.**

319  
320 **Evidence of Meeting the Standard**

321  
322 **Identification and Publication of Learning Outcomes**

323  
324 The College plans for and maintains an ongoing high-quality, innovative, and responsive  
325 academic environment. Part of this process is the identification and assessment of learning  
326 outcomes at the course, certificate, degree, and institutional levels. Every course has a  
327 Course Outline of Record and includes student learning outcomes (SLOs) as a required  
328 component to be assessed. Similarly, a statement of the degree or certificate learning  
329 outcomes is included in the Program of Study overview for every degree and certificate of  
330 achievement program.

331  
332 The learning outcomes for both courses and programs can be viewed on the College's  
333 [database](#) of course outlines.<sup>21</sup> This site is also accessible from the web pages of both the  
334 Academic Senate Joint Program Review Committee and Curriculum Committee, and no  
335 username or password is required. This database provides clear evidence that the College  
336 identifies learning outcomes for all of its courses and degree or certificate programs. Course  
337 level SLOs are also included in class syllabi, and program-level SLOs are published in the  
338 Santa Monica College Catalog.

339  
340 All new courses proposed are approved by the College's rigorous curriculum approval  
341 process. A mandatory component of the process is the development of course-level SLOs  
342 written by the discipline faculty and reviewed by the chair of the Academic Senate Joint  
343 Institutional Effectiveness Committee and by the Academic Senate Curriculum Committee.  
344 As previously noted, the [SLO Checklist](#)<sup>22</sup> is available to all instructional departments to assist  
345 them in ensuring that their SLOs meet the committees' guidelines for clarity and  
346 measurability. An update to all course outlines, including the course SLOs, is required for all  
347 courses at least once every six years as part of the College's program review cycle, though  
348 faculty often update SLOs more frequently when assessment data indicate that modifications  
349 are appropriate.

350  
351 To ensure that students are well aware of the learning outcomes for their courses, faculty are  
352 required to include the SLOs on their course syllabi. This [requirement](#) is promulgated by  
353 department chairs and via the online Faculty Handbook and the College's Model Syllabus.<sup>23</sup>



354 Links to the Model Syllabus can be found on the [committee's webpage](#)<sup>24</sup> and the online  
355 [Faculty Handbook](#),<sup>25</sup> and an editable version is located within the [FAQ 101 section of](#)  
356 [eCompanion](#).<sup>26</sup>

357

358 The same standards are applied to the College's Bachelor of Science degree in Interaction  
359 Design. Every course required for the Bachelor of Science degree in Interaction Design has a  
360 [course outline of record](#) that includes clear statements of the expected student learning  
361 outcomes.<sup>27</sup> Upper division courses have [outcomes](#) that involve high-level Bloom's  
362 taxonomy abilities,<sup>28</sup> that require students to build upon knowledge and skills developed in  
363 lower division courses, and that represent a narrowing of focus on major topics not seen in  
364 the broader content found in lower division coursework. The degree program itself also has  
365 clearly stated program learning outcomes. Assessment of both course and program level  
366 outcomes will be conducted using the same methodology currently in place for the College's  
367 other courses and program.

368

369 To ensure that learning outcomes are readily available to students, all college faculty are  
370 reminded that their syllabi must include the student learning outcomes for the course, and the  
371 college catalog includes the learning outcomes for all programs. To further remind faculty of  
372 the need to include outcome statements on their course syllabi, the College has developed a  
373 syllabus upload tool in the faculty course administration system (mProfessor). Faculty are  
374 required to upload their syllabi into the system, and in the process of doing so, are queried  
375 regarding the inclusion of the current learning outcomes on each syllabus.

376

### 377 **Assessment of Learning Outcomes**

378

379 Assessment results for course-level SLOs are collected via an online roster system that  
380 enables SLO assessment data to be aggregated, disaggregated, and analyzed in a number of  
381 ways. The system is built upon the College's five [Institutional Learning Outcomes \(ILOs\)](#)  
382 [and their related core competencies](#),<sup>29</sup> and upon the strong belief of the College's faculty that  
383 these ILOs are developmental in nature. That is, students develop proficiency in the ILO  
384 areas over time as they pursue a course of study and achieve course-level learning outcomes.

385

386 The SLOs for each course are housed in the College's SLO Portal (described in Standard  
387 IB.5). Each semester, faculty input the results of SLO assessments via an online roster  
388 similar to a grade roster to record each student's mastery of each course SLO. Because  
389 assessment results are linked to individual student identification numbers, the College is able  
390 to review SLO assessment results in aggregate or disaggregated by various student  
391 characteristics. Because course SLOs are also aligned with degree, certificate, and  
392 institutional learning outcomes and competencies, these analyses can be carried out at the  
393 course, certificate, degree, and/or institutional level. It is also possible to view snapshots in  
394 time and to track student progress longitudinally.

395

396 [Course SLOs](#) are assessed at least once a year. Data entered into the SLO assessment rosters  
397 is formatted and made available to department chairs and discipline faculty through the  
398 [faculty portal](#) into the College's student information system.<sup>30</sup> For each course, SLO mastery  
399 rates are presented disaggregated by the following:

- Level of English completed
- Level of math completed
- Level of ESL completed
- College units completed
- Course repetition
- Residency
- Race/ethnicity
- Counseling 20 status
- Age
- Gender

400  
 401 Data on degree and certificate learning outcome assessment results and on ILO and  
 402 competency assessment results are presented in tabular form to departments and to the  
 403 broader campus community via the [Institutional Research Office's web page](#).<sup>31</sup> An example  
 404 of degree- and certificate-level assessment data is provided in evidence for the associate's  
 405 degree and Certificate of Achievement in [Public Policy](#)<sup>32</sup> and similar data are published  
 406 annually for all of the College's degrees and certificates. A summary of these data is  
 407 presented in [evidence](#).<sup>33</sup>

408  
 409 **Analysis**

410  
 411 Course outlines of record that include SLOs are publicly available in a searchable repository  
 412 via CurricUNET with no username or password required; however the interface is not as  
 413 user-friendly as the College would like. To assist members of the public searching for course  
 414 outlines, some departments include direct links to their course outlines on their department  
 415 web pages, but these must be manually updated as outlines and revised in CurricUNET. To  
 416 simplify access and ensure the most up-to-date course outlines are easily found, the College  
 417 is working with CurricUNET on a new system called Meta that will enable a more user-  
 418 friendly interface.

419  
 420 The online SLO assessment rosters provide the College with an efficient, streamlined method  
 421 to collect and analyze the vast number of individual SLO assessments occurring regularly  
 422 across the campus. The system allows the College's faculty and administration to examine  
 423 student performance disaggregated by a number of student variables at the section, course,  
 424 program, and institutional levels.

425  
 426 **Plan**

427  
 428 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
 429 continue to monitor its progress. The College is aware that course and program outcome  
 430 assessments indicate that there are some significant equity gaps in student learning and  
 431 achievement, and they are addressed in the Quality Focus Essay.

432  
 433

434 **IIA.4 If the institution offers pre-collegiate level curriculum, it distinguishes that**  
435 **curriculum from college level curriculum and directly supports students in learning the**  
436 **knowledge and skills necessary to advance to and succeed in college level curriculum.**

437  
438 **Evidence of Meeting the Standard**

439  
440 The College offers pre-collegiate level courses in English and math. In addition, the College  
441 offers noncredit, pre-collegiate English as a Second Language (ESL) courses, as well as  
442 college-level ESL foreign language classes (English for non-native speakers) that serve as  
443 prerequisites for English 1, the first college-level course in the English sequence. At this  
444 time, the College offers only one developmental/pre-collegiate level class online, English  
445 21B. This is the result of intentional decision making on the part of faculty in these  
446 departments who believe that students enrolled in pre-college courses will be more successful  
447 on ground and in person than online.

448 The pre-collegiate courses are clearly identified, as are the various paths to collegiate-level  
449 courses, via charts developed by the English, ESL and Math programs. An excerpt of these  
450 charts is provided in [evidence](#),<sup>34</sup> the [charts](#) are published in the college catalog<sup>35</sup> and in every  
451 [schedule of classes](#),<sup>36</sup> both of which are available in hardcopy and online. An overview of  
452 the College's pre-collegiate courses in English, ESL, and mathematics and the instructional  
453 support programs available are also provided in evidence.

454 **Targeted Support Programs and Initiatives that Foster Success and Help Students**  
455 **Advance to and Succeed in College Level Curriculum**

456  
457 In addition to supportive programs embedded into the instructional programs, the College  
458 offers an array of non-instructional supports to assist students as they successfully complete  
459 their pre-collegiate courses and transition into college-level courses. Many of these  
460 programs are directed at specific student populations, such as first-time college students,  
461 first-generation college students, minority and underrepresented student populations, and  
462 high school students who are likely to enroll at Santa Monica College. These programs  
463 include the following:

- 464 • Accelerated coursework in both English and mathematics
- 465 • Supplemental Instruction
- 466 • Placement/Assessment Test Preparation via [Prep2Test](#)<sup>37</sup>
- 467 • The [First Year Experience \(FYE\) Program](#)<sup>38</sup>
- 468 • Summer Jams, Summer Bridge, and the English Academy (described in Standard IIC)

469  
470 **Analysis**

471  
472 Santa Monica College clearly delineates its pre-collegiate courses in English, ESL, and  
473 Mathematics and offers an array of effective strategies and learning supports to help students  
474 successfully complete the pre-college coursework and transition to college-level coursework.  
475 These pathways to college-level courses are outlined in the course catalog, the schedule of  
476 classes, and on the department websites. In addition, the College's Counseling faculty are  
477 fully versed in these pathways.

479 Student success in pre-collegiate courses has long been a concern for the College and  
480 resulted in an institutional Strategic Initiative focused on basic skills success. This initiative  
481 has led to the development and implementation of multiple practices (e.g., FYE, SI,  
482 Prep2Test) that have demonstrated effectiveness in supporting student success.

483  
484 As the College continues to identify and address student equity gaps, it will also continue to  
485 assess the impact of its instructional support programs on student success, adjusting  
486 programs as needed and developing new resources to further support students.

#### 487 **Plan**

488  
489 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
490 continue to monitor its progress.

491

492

493

494 **IIA.5 The institution's degrees and programs follow practices common to American**  
495 **higher education, including appropriate length, breadth, depth, rigor, course**  
496 **sequencing, time to completion, and synthesis of learning. The institution ensures that**  
497 **minimum degree requirements are 60 semester credits or equivalent at the associate**  
498 **level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

499

#### 500 **Evidence of Meeting the Standard**

501

502 Santa Monica College continues to have a very strong reputation as an institution of higher  
503 education based on, among many other factors, the breadth and depth of its instructional  
504 programs. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to  
505 completion, and synthesis of learning characterize all of the programs offered at the College.

506 The curriculum process and the institutional procedure for establishing institutional learning  
507 outcomes to which student learning outcomes are mapped as described in Standards IIA.1  
508 and IIA.3 ensure that the College's courses and programs follow practices widely accepted in  
509 American higher education. Faculty who are subject-matter experts propose new courses,  
510 and articulation checks conducted before and during the curriculum approval process confirm  
511 that proposed courses are equivalent to courses and programs at four-year institutions, as  
512 appropriate. The Academic Senate Joint Curriculum Committee validates course advisories,  
513 co-requisites, and prerequisites by reviewing the exit skills of a course and the entrance skills  
514 required to succeed in the subsequent course. Noncredit courses undergo careful scrutiny  
515 both in the College's curriculum approval process and again through the California  
516 Community Colleges Chancellor's Office approval process.

#### 517 **Breadth, Depth, and Rigor**

518

519 For all of its courses and programs, including those delivered online, the College's faculty  
520 ensure the appropriate breadth, depth, and rigor by engaging in thorough discussion of course  
521 hours, units, and detailed course objectives and learning outcomes for each course in the  
522 program. In a typical instructional program such as [Mathematics](#),<sup>39</sup> this discussion begins at  
523 the discipline or sub-discipline level with faculty who are experts. The discussion progresses

524 to the Curriculum Committee processes and Academic Senate, as outlined in Standard IIA.1.  
525 For Career Technical Education programs such as [Technical Theatre](#),<sup>40</sup> input and feedback  
526 from industry advisory boards are also critical to the process. Likewise, professional  
527 regulatory agencies are engaged for programs such as [Nursing](#).<sup>41</sup>

528  
529 The College also ensures appropriate breadth and depth by requiring that degree programs  
530 have a minimum of 60 units, with at least 18 units in an area of concentration, and between  
531 18-39 units of general education (GE). Three GE course patterns can be followed, including  
532 Santa Monica College's own GE pattern, California State University's GE pattern, or the  
533 IGETC pattern (Intersegmental GE Transfer Curriculum). The program requirements for  
534 both GE and areas of focused study are discussed more thoroughly in Standards IIA.12 and  
535 IIA.13, respectively.

536 The pilot baccalaureate program will also follow appropriate practices in American higher  
537 education, exceeding the 120 unit minimum by requiring 123 units, 45 of which will be  
538 upper division.

### 539 **Sequencing**

540  
541 Program sequencing is determined using similar processes as for breadth, depth, and rigor.  
542 The process of determining prerequisites for courses within an area of emphasis requires both  
543 faculty expertise and reliance on accepted practices within each specific discipline. There are  
544 three types of sequencing patterns:

- 545 • Heavily Sequenced Program: Nursing is one of the College's best examples of a  
546 heavily sequenced program, as students are required to take each course in order so  
547 that the skills can build upon each other.
- 548 • Non-sequenced Career Technical Education (CTE) courses with a capstone class: The  
549 College's Technical Theatre Program is an example of a non-sequenced CTE  
550 program with a capstone class.
- 551 • Sequenced for Transfer: The third sequencing pattern is designed to facilitate transfer  
552 and is followed by many of the College's programs that are traditionally transfer-  
553 focused programs, such as the [Math AS-T Program](#) (Associate of Science for  
554 Transfer Degree).<sup>42</sup>

555  
556 For the baccalaureate degree, Santa Monica College, as one of the 15 Baccalaureate Degree  
557 Pilot (BDP) program colleges in the state, has participated along with the other 14 colleges,  
558 the Chancellor's Office, and the Academic Senate of California Community Colleges to  
559 develop the following definition of upper division coursework as published on page nine of  
560 the [BDP Handbook](#):<sup>43</sup>

561 *Upper division courses are defined as requiring lower division knowledge and*  
562 *applying that knowledge as demonstrated measures of critical thinking*  
563 *through writing, oral communication or computation. Upper division*  
564 *coursework may also encompass research elements, workforce training,*  
565 *apprenticeships, internships, required practicum or capstone projects. Upper*  
566 *division courses typically will have one or more lower division or upper*  
567 *division prerequisites that have been established using content review of the*  
568 *entry skills necessary to be successful as outlined in title 5, section 55003.*



569 *Courses that have been designated as upper division are only intended to be*  
570 *applicable to baccalaureate degrees.*

571  
572 The [table](#)<sup>2</sup> provides a comparative analysis of these criteria for the lower division versus  
573 upper division required courses for the College's Bachelor of Science in Interaction Design.

574  
575 **Time to completion**

576  
577 In general, full-time students who take an average of 15 units per semester will be able to  
578 complete a 60-unit degree program over four fall and spring semesters, or about 22 months.  
579 Students can take fewer units in the fall and spring and still complete in this period of time as  
580 long as they take classes during the winter and summer intersession semesters. As described  
581 in Standard IIA.6, the College utilizes various scheduling strategies to ensure that students  
582 are able to enroll in the classes needed to complete their program of study in a timely fashion.

583  
584 Students with GE and area of emphasis credits from other accredited institutions are able  
585 reduce their time to degree completion, as long as at least 50 percent of the credits in the  
586 major area of study are taken at Santa Monica College, with some exceptions.

587  
588 The College has dedicated a vast amount of time and effort to fulfilling the statewide  
589 mandate for creating Associate Degrees for Transfer (ADT) to the California State University  
590 (CSU) system. This mandate, outlined in SB 1440, Student Transfer Achievement Reform  
591 Act, Statutes of 2010, attempts to address issues regarding time to completion by giving  
592 students a uniform and clear path to an associate's degree and subsequently a bachelor's  
593 degree after transferring to the CSU system. The College created and obtained state approval  
594 for 14 Associate [Degrees for Transfer](#).<sup>44</sup>

595  
596 The College uses an online student education plan program, MyEdPlan, which is described  
597 more fully in Standard IIA.10, to provide profile-driven guidance to students and counselors  
598 while seamlessly integrating a degree audit program. This allows students and counselors to  
599 conduct an analysis of any coursework that the student has completed at the College and  
600 compare that to actual degree requirements.

601  
602 **Synthesis of Learning**

603  
604 The College measures the degree to which students synthesize their learning in several ways:

- 605 • Assessing learning outcomes in capstone courses, where students are most likely to  
606 exhibit their cumulative understanding and competence in the discipline. Programs  
607 with [capstone courses](#)<sup>45</sup> include Technical Theater, Early Childhood Education, and  
608 Graphic Design.
- 609 • Assessing degree/certificate learning outcomes (DCLOs), which focus on the body of  
610 knowledge, attitudes, and behaviors a student will have acquired upon completion of  
611 a program. [DCLOs](#) are used in the program review process to evaluate the  
612 effectiveness of the degree program, and data are housed on the Institutional Research

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<sup>2</sup> Evidence: [IIA1\\_Upper\\_div\\_Courses\\_lxD.pdf](#)

613 website.<sup>46</sup> Additional detail regarding these learning outcomes is provided in  
614 Standard IIA.13.

- 615 • The Institutional Learning Outcome (ILO) process tracks students individually over  
616 their entire college enrollment, showing development and synthesis of their learning  
617 outcomes as they earn their degree or certificate.
- 618 • The Institutional Effectiveness [dashboard](#) data<sup>47</sup> tracks course learning across all  
619 courses, using the ILO process.

620

### 621 Analysis

622

623 The College follows practices common to American higher education, including using the  
624 Carnegie method for assigning units to courses. Doing so enables the College to offer high  
625 quality instruction focusing on program breadth, depth, and rigor, thereby fostering overall  
626 synthesis of learning and efficient course sequencing, as well as reducing time to completion.  
627 The overall impact of these efforts is best demonstrated by the 92 [articulation agreements](#)<sup>48</sup>  
628 that the College has established with bachelor's degree granting institutions. These  
629 agreements exemplify the wide acceptance of the College's degree programs and courses.

630

631 The breadth, depth, and rigor of the College's programs, as well as its use of effective  
632 practice in program planning and scheduling, are also demonstrated in the College's student  
633 success data. Although the data fluctuate with enrollments over time, the College  
634 consistently meets or exceeds its own [standards](#) for transfers to University of California and  
635 California State University, as well as licensing exam pass rates.<sup>49</sup>

636

637 Although the College's degree programs are designed to be completed in four semesters  
638 (roughly 22 months) by full-time students, the majority of students are not able to complete  
639 the degree sequence in this timeline. The [average number of semesters](#) to associate's degree  
640 completion has increased over the last five years, from 7.34 semesters in 2011 to 8.71  
641 semesters in 2015.<sup>50</sup>

642

643 Santa Monica College's average time to completion compares favorably to state and national  
644 data, as demonstrated by The Chronicle of Higher Education's [College Completion Project](#),<sup>51</sup>  
645 which compares local, state, and national data, and the California Community Colleges  
646 [Student Success Scorecard](#).<sup>52</sup> However, the College recognizes that the current time to  
647 completion is a significant concern. There are many factors impacting time to completion,  
648 and the College is addressing this multi-faceted and complex issue using initiatives described  
649 in Standard IIA.4.

650

651 The College monitors the impact of each of its activities, services, and programs on student  
652 learning and achievement, including time to completion, on an ongoing basis. Faculty and  
653 staff use these data to expand successful initiatives, strengthen promising practices, or alter  
654 programming that is demonstrating limited impact. The College has not set an institutional  
655 standard for time to completion but will do so after all of the factors impacting this indicator  
656 have been examined in depth.

657

658 **Plan**

659  
 660 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
 661 continue to monitor its progress, particularly with regard to institutional achievement of the  
 662 Key Indicator Semesters to Associate Degree Completion, as outlined in the analysis.  
 663

| Proposed Activities   | Responsible Parties                               | Timeline  | Anticipated Outcomes/<br>Benchmarks of Success   |
|---|---|-----------|--|
| <b>Objective 1:</b> Develop an Institution Set Standard for time to completion for the associate’s degree.          |   |           |  |
| Review data, both internal to the College and statewide. Assess underlying causes for length of time to completion. | Institutional Research                            | 2015-2017 | Longitudinal data available for comparison and analysis.   |
| Develop target standard data.   | Institutional Effectiveness Committee             | 2016-2017 | Initial target standard set.   |
| Review with appropriate bodies.   | Institutional Research<br>DPAC<br>Academic Senate | 2016-2017 | Constituent groups have the opportunity to review and provide feedback as to the appropriateness of the set standard.  |
| Assess annually and report via the Dashboard to determine student performance against the standard.                 | Institutional Research                            | 2018-2020 | Annual Dashboard Report reflects the new standard. Assessments provide data for developing strategies, as appropriate. |

664  
 665  
 666 **IIA.6 The institution schedules courses in a manner that allows students to complete**  
 667 **certificate and degree programs within a period of time consistent with established**  
 668 **expectations in higher education. (ER 9)**  
 669

670 **Evidence of Meeting the Standard**

671  
 672 Preparation of the schedule of classes is the responsibility of the Office of Academic Affairs.  
 673 The Dean of Instruction works with the 23 instructional department chairs to create four  
 674 schedules each year: one for each major semester (fall and spring) and one for each  
 675 intersession (summer and winter). The scheduling process is designed specifically to ensure  
 676 that students’ needs for courses are met. The College’s Associate of Arts degree programs  
 677 are designed to be completed in two years for a full-time student and all required major  
 678 courses are offered at least once per year so that students can progress in a timely manner.  
 679 However, a few programs have experienced low enrollment issues that have precluded  
 680 students from completing needed classes. When this happens, the college notes this in the  
 681 [catalog](#)<sup>53</sup> and refers the student to the department.  
 682

683 The College’s course offering is robust. In the 2014-2015 academic year, for example, the  
 684 College offered 7,515 course sections distributed across instructional departments based on

685 student needs and interests with classes scheduled to accommodate a [wide variety of](#)  
686 [offerings](#) in terms of place, time, and delivery modes (i.e., on ground and online).<sup>54</sup> The  
687 majority of course sections are assigned to the English (398 sections or 14.2 percent of all  
688 course sections for the Fall 2014 semester) and Math (238 sections or 8.5 percent of all  
689 course sections for the Fall 2014 semester) departments, as these are the courses that nearly  
690 all students need in order to progress toward goal completion. However, even relatively  
691 small programs receive an allocation of course sections each semester, such as Modern  
692 Languages and Cultures (74 sections for 2.6 percent of the total for the Fall 2014 semester)  
693 and Dance (57 sections or 2.0 percent of the total).

694

695 The scheduling process for each academic year begins with a determination by the Vice  
696 President of Academic Affairs of the College's enrollment goals based upon the previous  
697 year's enrollment data, as well as on enrollment targets set for the College by the State of  
698 California. Enrollment targets are converted to WTH (weekly teaching hours) across the  
699 academic disciplines, based upon several factors, including enrollment patterns, classes  
700 added or cancelled the previous year, course fill rates, feedback from counselors regarding  
701 unmet needs, and waitlist data.

702

703 The Bachelor of Science in Interaction Design employs a cohort structure. Each class is  
704 capped at 25 students, with a new cohort entering the program each semester. The students  
705 all enroll in the same sections of the same classes, in the same sequence. Thus, the class  
706 schedule is designed specifically to ensure that the class schedule has no conflicts and  
707 students follow a convenient, practical full-time schedule. Upon entry into the program,  
708 students meet with an academic counselor who advises them regarding the cohort courses  
709 they need to take, as well as on any additional coursework they may need to fill any  
710 deficiencies in their lower division preparation. While the selective admissions process  
711 ensures that students have no deficiencies in their major preparation, some may lack  
712 components of the CSU GE pattern required for SMC's baccalaureate degree and may  
713 therefore need to take an extra course or two. The SMC summer and winter intersessions  
714 provide an ideal time for students to complete these courses if needed.

715

716 The realistic course load designed for the IxD students, coupled with available student  
717 support services and the strong academic backgrounds of program participants will ensure  
718 that most, if not all, students are able to complete all degree requirements within two years of  
719 their commencement of the upper division program. However, by starting a new cohort each  
720 semester, the College ensures that students who are unable to complete a course for any  
721 reason may repeat that course in the very next semester, thereby minimizing delays due to  
722 unforeseen circumstances.

723

### 724 *Analysis*

725

726 The College's large and diverse course offering provides students with multiple options of  
727 days and times in which they can enroll in high-demand courses, thereby enabling students to  
728 complete degrees on time and with enough flexibility to accommodate their personal  
729 schedules. However, the College's ability to meet student demand for classes is partially  
730 dependent upon external factors that the College cannot control. For example, during the

731 recent fiscal recession, funding to all of the California community colleges was reduced and  
732 each college received a “workload” reduction order from the state, meaning that the state  
733 reduced the number of FTES (full-time equivalent students) it would fund for each college.  
734 Santa Monica College, like all the colleges in the state, was forced to reduce the number of  
735 course sections offered, despite the fact that student enrollment was increasing. The College  
736 demonstrated its commitment to facilitating student completion by offering a schedule that  
737 favored courses students needed to complete programs and by using a portion of its fund  
738 balance to support unfunded FTES.

739

#### 740 Plan

741

742 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
743 continue to monitor its progress.

744

745

746 **IIA.7 The institution effectively uses delivery modes, teaching methodologies and**  
747 **learning support services that reflect the diverse and changing needs of its students, in**  
748 **support of equity in success for all students.**

749

#### 750 Evidence of Meeting the Standard

751

752 The College effectively uses an array of traditional and non-traditional delivery modes,  
753 teaching methodologies, and learning support services that reflect the diverse and changing  
754 needs of its students. Although traditional, single-course delivery over a full semester – in a  
755 classroom or laboratory setting – remains the most familiar and abundant mode, the College  
756 utilizes other delivery modes to meet the diverse needs of students including the following:

757 • **Short-Term Classes** use an accelerated format to allow students to focus on a  
758 particular class more intensively and over a shorter period of time than usual, typically  
759 in eight- or twelve-week formats during the regular semesters and five-, six-, or eight-  
760 week formats during intersessions.

761 • **Accelerated Courses** reduce the time to completion in its pre-collegiate English and  
762 mathematics sequences by combining two or more existing courses to reduce the  
763 overall amount of time it takes students to transition to college-level courses. Thus far,  
764 students in [accelerated courses](#) are outperforming students in traditional courses by  
765 three percentage points in English and six percentage points in math.<sup>55</sup>

766 • **Distance Education** promotes the College’s Mission in supporting students’  
767 achievement of their academic goals by providing them with an alternative learning  
768 modality from the traditional campus-based classes, including short-term classes which  
769 run in eight-week and twelve-week sessions during a regular sixteen-week semester.

770

771 Each of these delivery modes is evaluated in the same way by the curriculum and program  
772 review processes to assess their effectiveness in achieving their course learning outcomes.  
773 As part of the program review process, instructional units also report on their use of various  
774 teaching methodologies, including collaborative group work, computer- assisted instruction,  
775 independent study, internships, applied learning, and study abroad.

776



## Supportive Teaching Methodologies and Learning Resources

The College is committed to providing an environment where all students can engage and succeed in a focused and directed course of study. The College recognizes that students have different learning styles, schedules, goals, and levels of academic preparation, all of which influence a variety of student behaviors including enrollment patterns, student success, retention, persistence, completion rates, and choice of major and goal. The College has institutionalized a number of methodologies, teaching strategies, and learning support services (described fully in Standard IIC) that address these characteristics. The College's recently completed [equity plan](#), which was presented to the Board of Trustees in [December 2014](#),<sup>56</sup> outlines an array of interventions and teaching methodologies that the College is implementing to address gaps in student success.

- **Study Abroad:** As outlined in Institutional Learning Outcome #3, the College is committed to promoting global citizenship through [study abroad opportunities](#).<sup>57</sup> Successful completion of a study abroad program and the courses offered satisfies the global citizenship associate's degree requirement.
- **Experiential Learning:** These applied programs have been offered by the College as an integral component of the teaching and learning environment for many years. The College is just beginning to formalize these offerings into a [cohesive program](#) that distinguishes among the various types of experiential learning, including volunteerism, work-based learning (including internships) and service learning.<sup>58</sup>
- **Cohort Sections of Key Courses:** The College fosters student success among specific groups of students by offering designated sections of key courses reserved for these groups, which provides students the opportunity to study together as a cohort. The College regularly offers targeted sections for five specific cohorts: [Black Collegians Program](#);<sup>59</sup> [Adelante Program](#);<sup>60</sup> [Scholars Program](#);<sup>61</sup> [First Year Experience](#) (FYE);<sup>62</sup> and [STEM Initiatives](#).<sup>63</sup> To encourage participation of historically underrepresented students in the Scholars Program, faculty and staff from the Scholars, Black Collegians and the Latino Center have worked collaboratively to address cultural nuances regarding education. These efforts have demonstrated a positive impact on Hispanic student participation in particular, which has risen 50 percent, from 16 percent in 2006 to 25 percent in 2013.
- **Tutoring and Learning Resource Centers:** The College's learning support services, including the Library, are fully described in Standard IIC. These [services](#) are a vital tool for the College in its promotion of equity in student success.<sup>64</sup>
- **Supplemental Instruction:** The College's Supplemental Instruction (SI) Program is an academic assistance program that employs students to lead peer facilitated study sessions to help students succeed. Highly trained and qualified student SI leaders, who have already successfully completed the course, coordinate their study session lesson plans with a particular faculty member and utilize various teaching and learning strategies to engage students in course concepts and encourage peer teaching. A [2014 effectiveness study](#)<sup>65</sup> indicates that students who attended a minimal number of sessions were 2.02 times more likely to complete the course successfully than students who did not attend.

822 **Analysis**

823  
824 The diversity of instructional delivery modes continues to increase at the College, driven by a  
825 culture of innovation and inclusion and the College is mindful that the success of all students  
826 must be considered in each mode to achieve equity. For example, course quality for online  
827 classes continues to be a high priority with the ultimate goal of having online students  
828 succeed at rates similar to their on ground peers. Success rates have continued to improve,  
829 narrowing the gap between online and on ground classes. In 2006, there was a 10 percent  
830 gap in success and retention between online and on ground courses at the College; in 2013-  
831 2014, [both gaps](#) are now under two percent.<sup>66</sup> This is not true, however, for Black students  
832 enrolled in online classes, who are lagging significantly behind their peers, as outlined in the  
833 following table. Hispanic students show a similar success rate between Distance Education  
834 (DE) and on ground classes, which indicates that the institution’s DE courses are comparable  
835 to the on ground counterparts in terms of fostering success for this group. However, the  
836 success rate of Hispanic students is 15 percent below that of the other two high achieving  
837 groups, which poses an equity concern for the College.  
838

839 **Online Course Success Rates by Student Ethnicity**

| Ethnicity              | Fall 2010 |      | Fall 2011 |      | Fall 2012 |      | Fall 2013 |      | Fall 2014 |      |
|------------------------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
|                        | DE        | All  | DE        | All  | DE        | All  | DE        | All  | DE        | All  |
| Asian/Pacific Islander | 72.0      | 75.7 | 74.1      | 75.1 | 75.2      | 75.1 | 81.5      | 75.0 | 76.1      | 74.2 |
| Black                  | 44.7      | 55.6 | 46.5      | 53.6 | 46.7      | 53.6 | 43.3      | 54.4 | 44.8      | 55.0 |
| Hispanic               | 57.9      | 61.8 | 57.8      | 63.5 | 57.9      | 62.7 | 59.2      | 61.1 | 61.6      | 61.4 |
| White                  | 68.8      | 72.6 | 73.3      | 75.4 | 73.8      | 75.2 | 77.3      | 75.8 | 76.0      | 75.9 |

840  
841 One method for addressing the disparity in success among students is through professional  
842 development designed to provide current pedagogical approaches to teaching both on ground  
843 and online. The College’s Center for Teaching Excellence is an exciting new way for these  
844 innovations to spread between programs and faculty.

845  
846 In addition, the College’s Student Equity Plan is giving momentum to additional projects that  
847 seek to support all students in achieving success at similar rates. With financial support from  
848 the state of California, the College is currently undertaking several new program initiatives to  
849 address equity. As these programs develop, the College will assess the effectiveness of each  
850 activity in improving student access and success. The College will then use the data for  
851 future planning, decision-making, and resource allocation. The [equity projects](#) address three  
852 areas of concentration, including increased focus on research and inquiry, enhanced student  
853 support services, and expanded instructional support and student interventions.<sup>67</sup>

854  
855 **Plan**

856  
857 Based on analysis of the evidence, Santa Monica College is meeting this standard and will  
858 continue to monitor its progress. With regard to the continued implementation and  
859 assessment of its [2015-2016 Student Equity Plan](#),<sup>68</sup> the College will continue making  
860 revisions as new data are collected and analyzed.

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**IIA.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

**Evidence of Meeting the Standard**

Santa Monica College uses department wide assessment instruments in two contexts:

- 1) To assess students' proficiency in math, English, ESL, and chemistry for the purpose of accurate placement into classes.
- 2) To assist in providing a consistent level of rigor across sections of a course while also providing a common student learning outcomes (SLO) assessment tool to improve the reliability of SLO assessment results across sections.

**Placement Exams**

In accordance with California Code of Regulations Title 5 (Section 55522(a)(1)), the College utilizes assessment tests in English, ESL, and mathematics that are approved by the California Community Colleges Chancellor's Office (CCCCO) to assess students' English language proficiency and computational skills. While these testing instruments undergo a comprehensive review by the CCCCCO's Assessment Workgroup, individual colleges must also validate these for local use. The College ensures local validation of effectiveness and reviews the instrument for bias by doing the following:

- Examining [test content](#)<sup>69</sup> to ensure it adequately reflects curriculum and entry-level skills taught in courses in which students will be placed (faculty review).
- Undertaking a [cultural bias review](#)<sup>70</sup> of the individual test items, responses, and directions (faculty and student review).
- Validating [cut scores](#)<sup>71</sup> against a specific criterion (e.g., midterm or final course grades).
- Conducting a [disproportionate impact analysis](#)<sup>72</sup> to determine whether any assessment test, method, or procedure has a disproportionate impact on particular groups of students. When there is a disproportionate impact on any group, the College develops and implements a plan to correct the disproportionate impact.

A [full report](#)<sup>73</sup> on the results of all of the College's local validations is available on the Institutional Research website.

With respect to reliability, these assessment tests are all nationally normed instruments and the publishers conduct comprehensive studies to ensure the tests are reliable. Assessment Center personnel ensure the instruments are administered to students in a standard manner, consistent with publisher guidelines. They also strive to maintain an environment conducive to testing.

The College's Assessment Center also administers a Chemistry 10 Challenge Exam to students who request it. Students who pass this exam are allowed to enroll directly in

907 Chemistry 11 (General Chemistry 1), thus bypassing the Chemistry 10 (Introductory  
908 Chemistry) prerequisite. The assessment tool, called the California Chemistry Diagnostic  
909 Exam, is approved by the statewide California Community Colleges Chancellor's Office and  
910 is published by the American Chemical Society. The publisher validates the exam at the  
911 national level, and Santa Monica College conducts periodic validation studies as well.  
912

913 In Fall 2012, the Physical Science Department implemented a new cut score for the  
914 Chemistry 10 Challenge Exam. Working with Institutional Research and the Assessment  
915 Center, the department conducted a comprehensive challenge exam validation study  
916 involving collection of student grade information, faculty surveys, and student surveys. This  
917 study concluded that the College's cut score was too low and correlated strongly with prior  
918 findings of department faculty regarding the success of students who took Chemistry 11 after  
919 passing the Challenge Exam. A [request for renewal](#) of validation for this exam, including a  
920 request to raise the cut score, was filed with the CCCCCO.<sup>74</sup>  
921

922 At the time of the request, the College acknowledged that the proposed cut score resulted in  
923 disproportionate impact but proposed to address this impact through multiple interventions,  
924 including online tutorials. With this plan in place, the Chancellor's Office approved the  
925 College's request to raise the cut score. However, a follow-up validation review showed  
926 continued disproportionate impact despite the proposed interventions. As such, the  
927 department is reevaluating the exam, the cut score, and possible courses of actions, including  
928 the development and implementation of additional interventions, such as a summer academy  
929 or the use of a new exam.  
930

### 931 **Common Course Assessment Tools**

932  
933 Many departments now employ common assessment tools to ensure similarity across  
934 sections of a particular course. These tools generally consist of a few questions within larger  
935 examinations or similar essay prompts for one assignment among several. In order to reduce  
936 bias, these common exams are only one factor of several used to determine course grades.  
937 Even so, these departments find the common assessment tool extremely helpful in  
938 standardizing grading across sections so that all students receive a similar experience and so  
939 that all instructors adhere to agreed-upon standards. These exams and essay norms are  
940 written by the faculty teaching the courses and are updated regularly to address anomalies in  
941 student performance on individual exam items.  
942

### 943 **Analysis**

### 945 **Placement Exams**

946  
947 The College reviews its placement instruments on a six-year cycle, consistent with Title 5  
948 requirements. This effort is led by the Office of Institutional Research in collaboration with  
949 the Dean of Enrollment Services, the Assessment Center faculty leader, and faculty from the  
950 impacted department.  
951

952 The state of California is in the process of implementing a common assessment tool for all of  
 953 its community colleges to use for math, English, and ESL. Santa Monica College has agreed  
 954 to be a pilot college in the state's [Common Assessment Initiative](#)<sup>75</sup> to build a common  
 955 assessment tool. At present, colleges decide what instrument to use locally and then seek  
 956 permission from the Chancellor's Office. The hope is that a common assessment will make  
 957 it possible for students to move more easily from one college to another. While exam scores  
 958 will be housed in a system through the Chancellor's Office, the cut scores and which portions  
 959 of the exam to be used will be determined by the local curriculum and validated at each  
 960 institution based on consequential validity studies. The College will pilot the exam in Fall  
 961 2016.

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**Common Course Assessment Tools**

965 In Fall 2014, English faculty reviewing several years of [data](#)<sup>76</sup> on waiver awards noted a  
 966 significant bias in the English Common Essay, which is used by English faculty to evaluate  
 967 the grammar of native speakers. Eligible Black and Hispanic students were receiving  
 968 waivers at lower rates than their white classmates. These findings spurred a sequence of  
 969 department meetings organized around specific examples of student writing from English  
 970 21A and English 1, which were evaluated as a department to strengthen the shared set of  
 971 values and criteria applied by instructors to their students' writing. In addition, the  
 972 department convened an Equity Work Group, which produced a refined set of guidelines for  
 973 granting waivers. A notable outcome of these conversations was the doubling of the number  
 974 of students waived from English 21A into English 1 in Fall 2015 when compared to the  
 975 number from Fall 2014.

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**Plan**

979 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
 980 continue to monitor its progress, but it will implement the following plan to address the  
 981 disproportionate impact of the current Chemistry 10 challenge examination.  
 982

| Proposed Activities   | Responsible Party                               | Timeline  | Outcomes/ Benchmarks for Success  |
|---|---|-----------|---|
| <b>Objective 1:</b> Eliminate the disproportionate impact of the Chemistry 10 Challenge Exam. |   |           |   |
| Conduct validation exercises and determine new cut scores.                                    | Physical Science Faculty Assessment Coordinator | 2016-2017 | New cut scores eliminate disproportionate impact of current exam.                     |
| Consider a summer academy or other interventions.   | Physical Science Faculty                        | 2016-2018 | Increased number of students who pass the challenge exam and succeed in Chemistry 10. |
| Consider, if necessary, the adoption of a new exam.   | Physical Science Faculty Assessment Coordinator | 2017-2018 | Possible implementation of a new Chemistry10 Challenge examination.                   |



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**IIA.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

**Evidence of Meeting the Standard**

As outlined in [Administrative Regulation 5360: Carnegie Unit](#),<sup>77</sup> the College uses the Carnegie System of Units to determine units of credit to be awarded for each course, including courses offered online. The College also follows the Chancellor’s Office [“Standard Formula for Credit Hour Calculations.”](#)<sup>78</sup> Though the system used to determine units of credit is based upon an 18-week semester, the College uses a compressed semester calendar, with a semester of approximately 17 weeks in length. As such, every 18 hours of lecture per semester (or just over one hour per week in the College’s 17-week semester system) corresponds to one unit of course credit. For laboratory or arranged hours (both of which refer to ways of scheduling activity time as opposed to lecture time), 54 hours of class time per semester (or just over three hours per week in the 17-week semester) corresponds to one unit of course credit. Examples illustrating how units of credit are calculated from class meeting times are provided in [evidence](#).<sup>79</sup>

SLO mastery ensures that achievement of stated program learning outcomes serves as the basis for awarding degrees and certificate. Every course and every degree or certificate program offered at the College has clearly written and measureable student learning outcomes (SLOs) that are made available to students. Every course is developed with SLOs as a central component of the Course Outline of Record. Course content is designed to ensure that students who successfully complete the course will have developed proficiency in each course-level SLO, and credit is awarded for courses only when the student earns a passing grade. For courses in a student’s area of concentration, the course grade must be a “C” or better. The integration of course content and course SLOs affirms that when students earn credit for a course, the majority of course outcomes have been achieved. Likewise, the achievement of degree- and certificate-level outcomes is reflected in students’ course grades in their area of emphasis.

The College also collects and analyzes SLO assessment data to ensure that the students who earn degrees did indeed master the program outcomes. An example of these data is given below for the Nursing Associate Degree and Certificate of Achievement programs.

1023

**SLO Mastery Rates for Nursing Program**

| ILO   | SLO mastery rates in major-related courses that are required for the degree/certificate by ILO |               |              |
|---|--|---------------|--------------|
|   | Assessments  | Mastery       | Mastery Rate |
| Personal Attributes                                   | 4,941  | 4,848         | 98.1%        |
| Analytic and Communication Skills                     | 8,094  | 7,962         | 98.4%        |
| Applied Social Knowledge and Values                   | 1,429  | 1,414         | 99.0%        |
| Applied Knowledge and Valuation of the Physical World | 39   | 39            | 100.0%       |
| Authentic Engagement                                  | 2,195  | 2,146         | 97.8%        |
| <b>Total</b>  | <b>16,698</b>  | <b>16,409</b> | <b>98.3%</b> |

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**Analysis**

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The College has been using the assessment of course-level SLOs representative of the most critical, broad expectations for students in each course, as well as the use of that data for program improvement, for many years. However, the availability of robust data on student mastery of degree and certificate learning outcomes is newer; these data have only been available to programs for the past two years. The results are encouraging, as they indicate a very high outcome mastery rate, as exemplified by Nursing program data.

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An area for improvement is in the analysis of the data for the six degree programs the College offers which, because they involve many disciplines, are not housed in any one department. These degrees are the following:

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- Liberal Arts – Arts and Humanities
- Liberal Arts – Social and Behavioral Sciences
- General Science
- Environmental Studies
- Environmental Science
- Global Studies

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The same degree and certificate outcome data that is available for the other programs is available for these programs. However, the mechanism in place for the thorough analysis of these data is the program review process, which is organized by instructional department. Since no one department “owns” these degrees, their outcomes data are not currently reviewed by faculty in any systematic way. The courses that make up each degree are reviewed annually by the department that offers the course, but the program itself is not reviewed.

1051  
 1052 Policies and procedures related to the awarding of credit via the Carnegie Unit system are the  
 1053 same for the upper division courses that comprise the Bachelor of Science in Interaction  
 1054 Design as they are for our lower division courses. Student grades in the upper division  
 1055 program are awarded based upon student attainment of the objectives and outcomes for each  
 1056 course. To further ensure that all program level outcomes are also achieved, the college will  
 1057 analyze the performance of its graduates on each program learning outcome using the same  
 1058 methodologies described above for the associates degrees and certificates of achievement.

1059  
 1060 **Plan**

1061  
 1062 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
 1063 continue to monitor its progress. The College has two planned improvement plans: 1) to  
 1064 develop an effective mechanism to review and act upon the program-level outcomes data for  
 1065 multidisciplinary degrees that are not housed in any one instructional department and 2) to  
 1066 develop a systematic means of ensuring core required courses in each degree or certificate  
 1067 program align with the program’s learning outcomes.  
 1068

| Proposed Activities   | Responsible Party  | Timeline  | Outcomes/ Benchmarks for Success   |
|---|--|-----------|--|
| <b>Objective 1:</b> Develop an effective program review mechanism to review and act upon program-level outcomes data for multidisciplinary degrees that are not housed in any one instructional department. |  |           |  |
| Meet to develop guidelines for multidisciplinary degrees relative to program learning outcomes (PLO).   | Program Review, Institutional Effectiveness, and Curriculum Committees                           | 2016-2017 | Draft guidelines are approved by Academic Senate.  |
| Meet with representatives from disciplines represented in multidisciplinary degrees to develop PLOs.  | Program Review, Institutional Effectiveness, and Curriculum Committees<br>Institutional Research | 2016-2018 | PLOs drafted, approved by Program Review, Institutional Effectiveness, and Curriculum Committees, as well as by Academic Senate. |
| Multidisciplinary degrees prepare program review reports.   | Multidisciplinary Programs<br>Program Review Committee   | 2017-2018 |  |

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| Proposed Activities   | Responsible Party    | Timeline  | Outcomes/ Benchmarks for Success   |
|---|----------------------|-----------|--|
| <b>Objective 2:</b> To develop a systematic means of ensuring core required courses in each degree or certificate program align with the program’s learning outcomes. |                      |           |  |
| Rewrite all PLOs in list format.  | Discipline faculty   | 2016-2017 | List-formatted PLOs housed in CurricUNET and published in 2017-2018 college catalog. |
| Create curriculum map   | Curriculum Technical | 2016-2017 | Curriculum Map Templates   |

| Proposed Activities   | Responsible Party  | Timeline                                     | Outcomes/ Benchmarks for Success  |
|---|--|--|---|
| <b>Objective 2:</b> To develop a systematic means of ensuring core required courses in each degree or certificate program align with the program's learning outcomes. |  |  |   |
| templates re-populated with PLOs and Core Courses for each program.   | Review Team  |  | distributed to department chairs.   |
| Use curriculum aps to verify alignment of program courses with program outcomes.  | Discipline faculty   | Ongoing per six-year program review Schedule | Curriculum maps uploaded to CurricUNET by each department's next six-year program review.                               |
| Update program curriculum, including curriculum maps, with each six-year program review.  | Discipline faculty<br>Program Review Committee<br>Curriculum Committee | Ongoing per six-year program review schedule | All program-required core courses align with program learning outcomes as reflected in six-year program review reports. |

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**IIA.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)**

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***Evidence of Meeting the Standard***

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In support of Santa Monica College's goal of student transfer to four-year institutions, the college website provides universal access to clear information, including the following:

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- [Transfer of coursework](#)<sup>80</sup> to [Santa Monica College](#);
- [Articulation agreements](#),<sup>81</sup> degree/certificate requirements, and general education requirements;
- [Catalog information](#);<sup>82</sup>
- [Class schedules](#);<sup>83</sup>
- [Administrative Regulations](#)<sup>84</sup> series 4100 and 4300 concerning admission, registration, student progress, and graduation; and
- Many other [academic advising resources](#)<sup>85</sup> relevant to transfer.

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College counselors continue to update and utilize a student degree audit program, which checks student transcripts against associate's degrees, Certificates of Achievement, Intersegmental General Education Transfer Curriculum (IGETC), and California State University General Education (CSUGE) requirements and provides information on remaining requirements to be met. The College has integrated its degree audit program with

1098 its new student educational plan development tool, MyEdPlan, which was developed by the  
1099 College's Information Technology Department and recently released to students and  
1100 counselors. This tool facilitates educational planning by ensuring that each course required  
1101 for the student's specific educational goal is included in the plan.  
1102

1103 Students may also access transfer counseling and articulation information from the Transfer  
1104 Center. Transfer counselors suggest professional educational plans for specific career goals,  
1105 provide transcript information, offer IGETC and CSUGE advisement, and clarify associate's  
1106 degree and Certificate of Achievement requirements. The College's articulation agreements  
1107 are also available in hardcopy format in all Counseling Department offices. Additional web-  
1108 based resources for transfer are available through the [Transfer Center website](#).<sup>86</sup>  
1109

1110 The College maintains 102 articulation agreements with four-year universities, which include  
1111 23 California State University campuses, 10 University of California campuses, 35 California  
1112 private institutions, 11 online bachelor programs, 7 international universities, and 16 out-of-  
1113 state institutions. These agreements include major preparation, general education, course-by-  
1114 course lists, and transferable-course agreements that are available to students online<sup>87</sup> or  
1115 through the [Articulation System](#) Stimulating Inter-institutional Student Transfer (ASSIST).  
1116 ASSIST is an online student-transfer information system that shows how course credits  
1117 earned at one public California college or university can be applied when transferred to  
1118 another. ASSIST is the official repository of articulation for California's public colleges and  
1119 universities and provides the most accurate and up-to-date information about student transfer  
1120 in California.  
1121

1122 For continuing students coming from other colleges and universities, it is the College's policy  
1123 to grant credit for most courses taken at other accredited institutions of higher education.  
1124 The college catalog includes the [College's policies](#)<sup>88</sup> with regard to acceptance of credit from  
1125 other colleges, advanced placement (AP) examinations, College Level Examination Program  
1126 (CLEP), and military service credit. Counselors and Enrollment Services evaluators, in  
1127 consultation with the appropriate department chair or faculty leader, review courses when  
1128 there are questions regarding course equivalency from other institutions. In these instances,  
1129 students are requested to provide course descriptions, syllabi, and other relevant documents  
1130 to ensure alignment of learning outcomes. In addition, the Articulation Officer maintains  
1131 complete records for course equivalency. These records are maintained electronically so that  
1132 counselors and evaluators can immediately access the evaluation decisions. The College has  
1133 increased the number of [articulation agreements](#) with institutions abroad since 2009.<sup>89</sup>  
1134

1135 To facilitate articulation, the College's Articulation Officer works closely with faculty on  
1136 proposals for course revisions or new courses. Once a course is determined to be  
1137 transferrable, the transferability to a CSU is subject to review by the CSU Chancellor's  
1138 Office. Community college courses that are transferable to all campuses of the University of  
1139 California (UC) are identified on the UC Transferable Course List.  
1140

1141 To facilitate student and faculty understanding of articulation agreements, the  
1142 Transfer/Counseling Center regularly hosts visits by representatives from regional, national,  
1143 and international four-year institutions. During their visit, representatives from these



1144 institutions are available to answer questions about articulation from students and faculty.  
1145 Examples of visiting institutions include the following:

- California State University
- University of California
- University of Southern California
- Columbia University
- Cornell University
- Arizona State University
- Hawaii Pacific University
- Mount Holyoke College
- John Cabot University (Italy)
- Middlesex University (England)

1146

1147 The College has also developed a high school articulation process by which incoming  
1148 students can earn credit by examination for a high school or adult education course or  
1149 courses, as outlined in [Administrative Regulation 4314.1](#).<sup>90</sup> These [courses](#) must be deemed  
1150 comparable to a specific college course by the faculty in the appropriate CTE discipline,  
1151 using policies and procedures approved by the Curriculum Committee established pursuant  
1152 to Title 5 section 55002.<sup>91</sup>

1153

1154 The College expects that the Interaction Design students will complete their baccalaureate  
1155 degrees and minimize transfers from the program. However, the College is reaching out to  
1156 its sister community colleges to build articulation agreements that will enable seamless  
1157 transfer from these institutions into the College's baccalaureate program. In May 2016, the  
1158 College hosted an Ixd Articulation Summit to which graphic design faculty, administrators,  
1159 and articulation officers from all the other California Community Colleges were invited. The  
1160 colleges in attendance were given a thorough introduction to the admissions requirements of  
1161 the IxD program, as well as to both the lower division and upper division curriculum. Robust  
1162 discussion ensued and the College is excited to have already received its first formal request  
1163 for articulation of their graphic design Associate's degree, with additional requests  
1164 anticipated.

1165

1166 One outcome of the IxD Articulation Summit was the recognition that the College offers  
1167 more lower division courses in mobile application design and user experience than most  
1168 other California Community Colleges, making it difficult for students at other institutions to  
1169 achieve the same lower division preparation. The College is responding by creating online  
1170 versions of these less common courses so that students at any other college will have similar  
1171 access.

1172

### 1173 **Analysis**

1174

1175 The College offers a comprehensive website, which includes the complete catalog, schedule  
1176 of classes, and special program information. The course descriptions in the catalog and  
1177 schedule of classes include accurate transfer information for UC and CSU, as well as IGETC  
1178 areas and C-ID number. The College now has 87 courses approved via the C-ID process,  
1179 which facilitates the mobility of students pursuing Associate Degrees for Transfer without  
1180 penalty. To ensure students have access to current information regarding transfer  
1181 requirements, the College's Transfer/Counseling Center provides transfer information for  
1182 public and private institutions located in California, as well as nationwide and internationally.  
1183 The articulation website lists CSU and UC general education requirements for transfer, the  
1184 College's articulation agreements, and pre-professional advising and education plan

1185 information. The implementation of MyEdPlan will allow students to integrate educational  
 1186 planning with transfer planning and develop a plan to facilitate program completion and/or  
 1187 transfer.

1188  
 1189 **Plan**

1190  
 1191 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
 1192 continue to monitor its progress.

1193  
 1194  
 1195 **IIA.11 The institution includes in all of its programs, student learning outcomes,  
 1196 appropriate to the program level, in communication competency, information  
 1197 competency, quantitative competency, analytic inquiry skills, ethical reasoning, the  
 1198 ability to engage diverse perspectives, and other program-specific learning outcomes.**

1199  
 1200 **Evidence of Meeting the Standard**

1201  
 1202 Every program offered by Santa Monica College has appropriate learning outcomes that  
 1203 directly support the College’s five Institutional Learning Outcomes (ILO). Examination of  
 1204 these outcome statements and the core competencies they encompass demonstrates a direct  
 1205 focus on communication skills, information competency, quantitative abilities, analytic  
 1206 reasoning, ethical reasoning, and global awareness. The table below lists the College’s five  
 1207 ILOs and the Core Competencies that comprise each of the ILOs. It also illustrates the  
 1208 alignment of these outcomes with those listed in this standard. Specific examples of  
 1209 program-specific outcomes are also provided.

1210

| ACCJC Core Competencies<br>(as outlined above)   | Santa Monica College Core Competencies   |
|--|--|
| ILO #1: Santa Monica College students will acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.  |  |
| <ul style="list-style-type: none"> <li>• Ethical Reasoning</li> <li>• Program-Specific Learning Outcomes</li> </ul>  | <ul style="list-style-type: none"> <li>• Academic Honesty</li> <li>• Self-Discipline</li> <li>• Team Work and Interpersonal Skills</li> <li>• Self-Confidence</li> </ul> |
| Examples from Current Santa Monica College Programs: <ul style="list-style-type: none"> <li>• Upon completion of the program, students will...be equipped with the skills and resources necessary for participation in civic life, including critical evaluation and analysis of policy options, policy development, and effective implementation strategies. (Public Policy)</li> <li>• Students implement...kinesthetic awareness through creative experience in class, learning to communicate through the power of movement, and discovering self-motivation. (Dance)</li> </ul> |  |
| ILO #2: Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.  |  |

| ACCJC Core Competencies<br>(as outlined above)  | Santa Monica College Core Competencies   |
|---|--|
| <ul style="list-style-type: none"> <li>• Communication Competency</li> <li>• Analytic Inquiry Skills</li> <li>• Information Competency</li> <li>• Program-Specific Learning Outcomes</li> </ul>   | <ul style="list-style-type: none"> <li>• Oral and Written Communication Skills</li> <li>• Quantitative Reasoning</li> <li>• Critical Thinking</li> <li>• Information Literacy</li> <li>• Technology Literacy</li> <li>• Content Knowledge</li> <li>• Skills</li> <li>• Aesthetic Engagement</li> </ul> |
| <p>Examples from Current Santa Monica College Programs:</p> <ul style="list-style-type: none"> <li>• Students will demonstrate, through written and oral academic work, critical examination of historical material, including primary sources, attending to such concepts as historical agency, context, perspective, and multi-causation. Students will further demonstrate an understanding of history as a discipline characterized by the application of critical analysis to factual evidence. (History)</li> <li>• Students will demonstrate comprehensive analyses of interior architectural design issues, such as universal design and building codes, identify and apply design principles when solving a spatial design problem, and be able to communicate through visual drawings. (Interior Architectural Design)</li> </ul> |  |
| <p>ILO #3: Respect the inter-relatedness of the global environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.</p>   |  |
| <ul style="list-style-type: none"> <li>• Ethical Reasoning</li> <li>• Ability to Engage Diverse Perspectives</li> <li>• Program-Specific Learning Outcomes</li> </ul>   | <ul style="list-style-type: none"> <li>• Employs a comparative and/or global perspective</li> <li>• Course material has contemporary significance</li> <li>• Applied Learning</li> </ul>   |
| <p>Examples from Current Santa Monica College Programs:</p> <ul style="list-style-type: none"> <li>• Students will demonstrate: Recognition of the interrelationship between humans and their physical environment; recognition and appreciation as valid people’s variable language histories and experiences; and the ability to suspend judgment and understand people within the context of their opportunities and challenges. (Anthropology)</li> <li>• Students will be able to...analyze major global challenges from a multi- and interdisciplinary perspective; identify varying worldviews on the same issues, events, and occurrences; differentiate multiple perspectives on globalization and their effects on decision-making and behavior. (Global Studies)</li> </ul>  |  |
| <p>ILO #4: Take responsibility for their own impact on the earth by living a sustainable and ethical lifestyle.</p>   |  |
| <ul style="list-style-type: none"> <li>• Analytic Inquiry Skills</li> </ul>   | <ul style="list-style-type: none"> <li>• Optimize the use of resources through cost containment and sustainability analysis</li> <li>• Scientific understanding of Earth’s natural systems and cycles</li> </ul>   |

| ACCJC Core Competencies<br>(as outlined above)  | Santa Monica College Core Competencies  |
|---|---|
| <ul style="list-style-type: none"> <li>• Ethical Reasoning</li> <li>• Program-Specific Learning Outcomes</li> </ul>   | <ul style="list-style-type: none"> <li>• Understanding of human impact on the environment</li> <li>• Conceptual foundations of environmental attitudes, values, and challenges</li> <li>• Applied learning – environmental</li> </ul> |
| <p>Examples from Current Santa Monica College Programs:</p> <ul style="list-style-type: none"> <li>• Students will...suggest efficiency measures and estimate energy consumption in electrical, mechanical, and heat energy units and make recommendations for alternative energy production and storage methods to reduce utility costs and provide sustainable substitutes to fossil fuel energy use and non-renewable resource use. (Energy Efficiency)</li> <li>• Students will demonstrate...a familiarity with both governmental and non-governmental efforts focused on environmental issues...and present a critical analysis of the interplay between natural and social systems, the attitudes and behaviors that impact and affect the environment, and proposed solutions to the myriad environmental challenges facing the world today. (Environmental Science)</li> </ul> |   |
| <p>ILO #5: Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.</p>  |   |
| <ul style="list-style-type: none"> <li>• Synthesis of Learning (Standard IIA.5)</li> <li>• Program-Specific Learning Outcomes</li> </ul>  | <ul style="list-style-type: none"> <li>• Valuing academic task beyond the task itself</li> <li>• Professional relevance</li> <li>• Interest</li> <li>• Self-efficacy/ Empowerment</li> </ul>  |
| <p>Example from Current Santa Monica College Program:</p> <ul style="list-style-type: none"> <li>• Students will demonstrate an appreciation and understanding of art and art history in order to develop creative and critical thinking solutions to various art and art history issues. Students will look at an artistic situation, whether in implementation or analysis, in order to develop and create a strategy for its solution. (Art)</li> </ul>  |   |

1211  
1212 These institutional learning outcomes are also the College’s General Education Learning  
1213 Outcomes. That is, a student completing the College’s GE pattern, the CSU GE pattern, or  
1214 the IGETC pattern will demonstrate competency in all five ILOs. The College also examines  
1215 student subject-area mastery rates for each of the five ILOs for students earning individual  
1216 degrees and certificates. A [table](#) is provided in evidence<sup>92</sup> that shows this type of data  
1217 tabulated for students earning the Journalism Associate of Science degree in 2013-2014.  
1218 Data for all degree programs is available on the [Institutional Research website](#).<sup>93</sup>  
1219

1220 **Analysis**

1221  
1222 Santa Monica College is fully engaged in the assessment of student learning outcomes  
1223 (SLOs) at the course, program, and institutional level. Course and program learning  
1224 outcomes have been developed and are aligned with Institutional Learning Outcomes so that

1225 student achievement of SLOs is a measurement of ILOs. However, an examination of the  
 1226 data for the Journalism program suggests that there are several areas requiring clarification:  
 1227 1) ILO #5, Authentic Engagement, is the newest ILO and is not yet assessed as  
 1228 frequently as the other ILOs.  
 1229 2) All programs assess the five ILOs in the GE courses; however, not all ILOs are  
 1230 relevant to all degree programs. For example, major-related courses in the History  
 1231 Program only map to ILO #2 and #3, but students earning the History Associate in  
 1232 Arts for Transfer (AA-T) degree are assessed in all five ILOs through their GE  
 1233 courses.  
 1234 3) Students receiving certificates of achievement, often in Career Technical Education  
 1235 (CTE) areas, may not be assessed in all ILOs since their focus was in major-related  
 1236 courses. For example, in Cosmetology, where 14 certificates and 10 degrees were  
 1237 awarded, there were 16,354 total assessments in major-related courses but only 664  
 1238 assessments in GE courses.  
 1239

1240 SMC’s Bachelor of Science degree requires that students complete the CSU General  
 1241 Education pattern, including nine units of upper division general education courses, and that  
 1242 they fulfill the College’s Global Citizenship requirement as well. Thus, the table above that  
 1243 illustrates how the CSU General Education requirements map to the areas of communication  
 1244 competency, information competency, quantitative competency, analytic inquiry skills,  
 1245 ethical reasoning, and the ability to engage diverse perspectives, pertains equally well to the  
 1246 baccalaureate degree.  
 1247

1248 The College is working with the instructional programs through the program review process  
 1249 to increase the assessment of ILOs, particularly ILO#5, to ensure that all programs assess all  
 1250 ILOs. This may include the addition or revision of course SLOs so that they more closely  
 1251 aligned with the ILOs and/or the development of measures that more effectively assess these  
 1252 ILOs.  
 1253

1254 **Plan**  
 1255

1256 Based on an analysis of the evidence, the College is meeting this standard and will continue  
 1257 to monitor its progress. However, the College will work to increase the assessment of ILO  
 1258 #5, Authentic Engagement (students will demonstrate a level of engagement in the subject  
 1259 matter that enables and motivates the integration of acquired knowledge and skills beyond  
 1260 the classroom). To this end, the Program Review and Curriculum Committees will develop  
 1261 and incorporate questions into their processes that ensure that core course SLOs are mapped  
 1262 this ILO.  
 1263

| Proposed Activities  | Responsible Party  | Timeline  | Outcomes/ Benchmarks for Success                                 |
|--|--|-----------|--|
| <b>Objective 1:</b> The Program Review and Curriculum Committees will develop and incorporate questions into their processes that help departments develop and assess SLOs mapped to ILO #5. |  |           |  |
| Program Review and Curriculum Committees edit their processes to include appropriate questions.  | Program Review, Curriculum, Institutional Effectiveness, and | 2016-2018 | An increase in the number of courses with SLOs mapped to ILO #5. |



| Proposed Activities | Responsible Party | Timeline | Outcomes/ Benchmarks for Success |
|---------------------|-------------------|----------|----------------------------------|
|                     | GRIT committees.  |          |                                  |

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**IIA.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

**Evidence of Meeting the Standard**

Santa Monica College offers three general education options for the associate's degree:

- Santa Monica College's own GE pattern, outlined below (although this is not an option for students pursuing an Associate's Degree for Transfer);
- California State Universities' GE pattern (CSU GE), ideal for students planning to transfer to a CSU campus; or
- Intersegmental GE Transfer Curriculum (IGETC), ideal for students planning to transfer to either the CSU system or the University of California system.

The College's general education requirements reflect the College's philosophy statement for the [associate's degree](#),<sup>94</sup> as published in the college catalog, which states:

*"The general education portion of the Associate degree provides a diverse course of study that helps prepare students for participating in society as independent, educated adults. It directs them to compose a program of courses to develop a variety of important skills. These skills encompass knowledge of the diverse elements of their external and internal realities, and some understanding of their own and other cultural heritages.*

*Essential skills include writing and speaking for self-expression and effective communication, arithmetic skills as needed for solving the problems of everyday living, and critical thinking.*

*In addition to these skills, students gain knowledge of both the natural and social sciences, and of the methods of inquiry appropriate to each. Included in this knowledge is an understanding of political organization and of historical perspective; a clearer concept of themselves as physical, emotional, and social beings, and an acquaintance with the effects of technology. Also, students learn to form aesthetic judgments about the artistic achievements of civilization."*

1307 Per these [requirements](#),<sup>95</sup> students pursuing an associate's degree from Santa Monica College  
1308 must complete a minimum of 18 units in the following areas: Natural Science; Social  
1309 Science; Humanities; Language and Rationality, which includes English and Mathematics;  
1310 and Global Citizenship.

1311  
1312 The college catalog, as well as the schedule of classes, outlines the courses that meet each of  
1313 these requirements, including online courses. These publications clearly delineate which  
1314 courses meet IGETC requirements.

1315  
1316 The global citizenship requirement, which replaced and encompasses the previous American  
1317 cultures requirement, has been in effect since Fall 2008. The courses that address this  
1318 requirement aim to provide an awareness of the diversity of cultures within the United States  
1319 and/or an appreciation for the interconnectedness of cultures, including the ecological,  
1320 economic, political, social, and technological systems of the contemporary world. Currently,  
1321 there are more than 60 courses that have been approved by the Academic Senate Joint  
1322 Curriculum Committee to fulfill this graduation requirement.

1323  
1324 The rationale for general education is communicated through the catalog, degree  
1325 requirements, and the College's curriculum process. The content and methodology of  
1326 traditional areas of knowledge in the general education pattern are determined through the  
1327 rigorous curriculum process. The process begins at the departmental level when a faculty  
1328 member or members first propose the course. All full-time faculty members in the  
1329 department vote on a final draft of the course outline and, if applicable, determine which part  
1330 of the general education pattern the course fulfills. The course also needs to have student  
1331 learning outcomes that are linked to the Institutional Learning Outcomes (ILO).

1332  
1333 Because transfer to a four-year institution is a major part of the College's Mission, guidelines  
1334 set forth by the University of California (UC) and California State University (CSU) systems  
1335 play a role in these determinations as well. The Articulation Office advises the Academic  
1336 Senate Joint Curriculum Committee and helps faculty to find parallel lower division courses  
1337 at UC, CSU, and other four-year institutions to ensure the course will be transferable and will  
1338 be approved by other four-year institutions as a general education requirement. If approved,  
1339 the course is presented to the Academic Senate and then the Board of Trustees for their  
1340 review and approval. If the class is also seeking CSU GE or IGETC transferability, it is also  
1341 submitted to the UC and CSU for approval into the appropriate GE pattern.

1342  
1343 Connecting courses to ILOs echoes how the College approaches the development of ILOs.  
1344 Rather than adopting learning outcomes specific to the GE courses, the College has adopted  
1345 institutional learning outcomes that are applicable to all courses across the curriculum. This  
1346 approval ensures that the Institutional Learning Outcomes reflect the experiences of all Santa  
1347 Monica College students, including those in the noncredit programs and certificate programs,  
1348 which may or may not require general education.

1349  
1350 The following table provides an overview of how the College's General Education  
1351 requirements align with the College's Institutional Learning Outcomes and the Accreditation  
1352 Eligibility Requirements.

1353  
1354  
1355

**Relationship among Standard IIA.12, Santa Monica College (SMC) Degree Requirements, and Institutional Learning Outcomes (ILOs)**

| Standard IIA.12  | SMC Degree Area   |
|--|---|
| Preparation for and acceptance of responsible participation in civil society.  | <b>GE Area V.</b> Global Citizenship – at least one course.   |
| <b>Relevant ILOs</b><br>1. <i>Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.</i><br>2. <i>Respect the inter-relatedness of the global environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.</i><br>3. <i>Take responsibility for their own impact on the earth by living a sustainable and ethical lifestyle.</i> |   |
| Skills for lifelong learning and application of learning.  | <b>GE Area VI.</b> Area of Emphasis – at least 18 semester units.   |
| <b>Relevant ILO</b><br>Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.   |   |
| Broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and the social sciences.   | <b>GE Area I.</b> Natural Science - at least 3 semester units.<br><b>GE Area II.</b> Social Science - at least 6 semester units.<br><b>GE Area III.</b> Humanities - at least 3 semester units.<br><b>GE Area IV.</b> Language and rationality – at least 6 semester units. |
| <b>Relevant ILO</b><br>Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.   |   |

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The degree requirements for the IxD Bachelor of Science degree include completion of the CSU General Education pattern, including nine units of upper division general education courses, and fulfillment the global citizenship requirement as well. All students earning the IxD Bachelor of Science degree will successfully complete 38 to 41 [General Education courses](#).<sup>96</sup>

**Analysis**

The GE patterns at Santa Monica College are well-established and clearly published in a number of locations, including the course catalog, counseling offices, areas of study website, and MyEdPlan. Myriad course options enable students to meet any of the three GE patterns while allowing flexibility and choice. Students may choose from 58 courses in the Natural Sciences, over 100 courses in the Social Sciences, over 170 courses in the Humanities, over

1370 40 courses in Language and Rationality, and over 60 courses that fulfill the Global  
1371 Citizenship requirement.

1372  
1373 The College recently received approval to create its first bachelor's degree as part of a  
1374 statewide pilot program in California. Among the first tasks that the Curriculum Committee  
1375 embraced in its efforts to implement this degree program by the Fall 2016 was to develop a  
1376 new GE pattern for this degree and for future additional bachelor's degrees in the event that  
1377 the offering of these degrees is expanded. The process used in the development of this new  
1378 GE pattern is an excellent illustration of the extent to which curricular decisions at the  
1379 College are faculty-driven.

1380  
1381 **Plan**

1382  
1383 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
1384 continue to monitor its progress.

1385  
1386  
1387 **IIA.13 All degree programs include focused study in at least one area of inquiry or in  
1388 an established interdisciplinary core. The identification of specialized courses in an  
1389 area of inquiry or interdisciplinary core are based upon student learning outcomes and  
1390 competencies, and include mastery, at the appropriate degree level, of key theories and  
1391 practices within the field of study.**

1392  
1393 **Evidence of Meeting the Standard**

1394  
1395 Santa Monica College's curriculum process utilizes well-established procedures to ensure  
1396 that new programs and changes to existing programs include a focused area of study that  
1397 includes 18 or more semester units as per California Law, [Title 5, section 55063\(a\)](#).<sup>97</sup> The  
1398 departments develop and evaluate appropriate degree and certificate learning outcomes for  
1399 all degrees and certificates offered by the College. These learning outcomes are published in  
1400 the college catalog.

1401  
1402 Development of new degrees involves faculty subject matter experts establishing degree  
1403 requirements by researching articulation requirements ensuring that the required courses have  
1404 learning outcomes that meet current standards within the discipline and include mastery of  
1405 the key theories and practices within the field of study. Once approved by the department,  
1406 the program is submitted to the Curriculum Committee for further review and approval in  
1407 accordance with the state Chancellor's Office *Program Course and Approval Handbook*.  
1408 Prior to approval by the Curriculum Committee, the Institutional Effectiveness Committee  
1409 reviews the degree or certificate learning outcomes for relevance and measurability. Finally,  
1410 the program is reviewed by the Academic Senate and the Board of Trustees, and if no  
1411 concerns are raised, it is sent to the state Chancellor's office for final approval before it is  
1412 offered at Santa Monica College.

1413

1414 All the degree and certificate learning outcomes are posted in the college catalog, both in  
1415 hardcopy and online. As an example, the learning outcomes for the Associate’s Degree for  
1416 Transfer in History are as follows:

1417  
1418 *“Upon completion of the program, students will demonstrate, through written and oral*  
1419 *academic work, critical examination of historical material, including primary sources,*  
1420 *attending to such concepts as historical agency, context, perspective, and multi-causation.*  
1421 *Students will further demonstrate an understanding of history as a discipline characterized*  
1422 *by the application of critical analysis to factual evidence.”*

1423

1424 **Analysis**

1425  
1426 Santa Monica College faculty have been analyzing the results of their course level student  
1427 learning outcome assessments for the past decade. Each department has refined the process  
1428 to ensure that the data they collect and analyze provide the most relevant and useful  
1429 information about their courses and their effectiveness in achieving student outcomes. The  
1430 analysis of program-level outcomes is relatively new, however. Program outcomes  
1431 assessment results have been provided to departments since 2013 when data for the 2012-  
1432 2013 graduates were tabulated for the purposes of program review. The results of these  
1433 analyses are reported via program review and can then be used to inform campus wide  
1434 planning efforts.

1435  
1436 The IxD Bachelor of Science degree requires lower division preparation equivalent to the  
1437 Associate of Science in Graphic Design with a concentration in User Experience, as well as  
1438 satisfactory completion of the [upper division courses](#) focused on the Interaction Design  
1439 major.<sup>98</sup> The lower division preparation include 40 semester units of graphic design courses,  
1440 and the upper division include 31 semester units of interaction design, giving a total of 71  
1441 units within the major area of inquiry. Each course is designed around key student learning  
1442 outcomes designed by faculty discipline experts with input from the IxD Advisory  
1443 Committee.

1444

1445 While direct comparison of the major courses required by the College for its IxD students to  
1446 those required by California’s public universities is not possible since no CSU nor UC  
1447 campus currently offers a degree in Interaction Design, it should be noted that the course  
1448 requirements are similar to those of the two private California universities currently offering  
1449 a similar degree.

1450

1451 **Plan**

1452  
1453 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
1454 continue to monitor its progress.

1455

1456



1457 **IIA.14 Graduates completing career-technical certificates and degrees demonstrate**  
1458 **technical and professional competencies that meet employment standards and other**  
1459 **applicable standards and preparation for external licensure and certification.**  
1460

1461 *Evidence of Meeting the Standard*  
1462

1463 All career technical education (CTE) programs at Santa Monica College are subject to the  
1464 same rigorous curriculum approval and program review process as other degree or certificate  
1465 programs. In addition, each program must demonstrate a need for the degree or certificate by  
1466 conducting a convincing labor market analysis using standard labor market data sources.  
1467 Each CTE program must also have an advisory board composed of representatives from the  
1468 industry that meets regularly with program faculty to provide input on curriculum and ensure  
1469 that program requirements and content are current with industry standards.  
1470

1471 The College's CTE programs also match faculty expertise with industry expertise. This is  
1472 also true of the College's new baccalaureate degree: Santa Monica College CTE faculty are,  
1473 themselves, industry experts and the architects of the degree curriculum. The Design  
1474 Technology Department, home to the IxD baccalaureate program, has established a robust  
1475 Advisory Board that meets twice each year and has provided valuable guidance in the  
1476 development of the Bachelor of Science in Interaction Design. In addition, the degree  
1477 curriculum includes both an industry-sponsored course in which students work on a real  
1478 project provided by local industry, and an internship experience with a local employer.  
1479

1480 As with other instructional programs, all CTE degree and certificate programs must have  
1481 well-developed learning outcomes that relate directly to course level learning outcomes.  
1482 These program outcomes are also developed with input from the relevant advisory board to  
1483 ensure that they encompass competencies required for employment in the field.  
1484

1485 Assessment of the degree or certificate outcomes is accomplished by examining the student  
1486 mastery rate on the course level SLOs of each required course for the area of emphasis.  
1487 These data are compiled by the College's Office of Institutional Research and are made  
1488 available to instructional faculty annually. These data clearly demonstrate that degree or  
1489 certificate completers have mastered program learning outcomes. For example, in 2014, 100  
1490 percent of students who completed the Solar Photovoltaic Installation Associate Degree or  
1491 Certificate of Achievement mastered all the course level SLOs for the required courses in  
1492 their major.  
1493

1494 Another clear indicator that the College meets this standard is the high pass rates of students  
1495 on CTE licensing exams. The College offers five CTE programs that culminate with a  
1496 licensing exam, and pass rates for the last four years are shown in the table below.  
1497

| Exam   | 2012              | 2013             | 2014             | 2015             |
|--|-------------------|------------------|------------------|------------------|
| Cosmetology License Exam<br><i>(Board of Barbering and Cosmetology Exam)</i>   | 85.8%             | 86.7%            | 84.2%            | 100.0%           |
| Respiratory Therapy License Exam<br><i>(National Board for Respiratory Care Therapist Multiple Choice Exam)</i>                        | 96.0%             | 100.0%           | 100.0%           | 97.22%           |
| Registered Nursing License Exam*<br><i>(National Council Licensure Examination)</i>  | 96.4%             | 98.2%            | 87.0%            | 100.0%           |
| Solar Photovoltaic Professional Certification Exam<br><i>(North American Board of Certified Energy Practitioners)</i>                  | Insufficient Data | 75.0%            | 87.5%            | 92.6%            |
| <a href="#">Certified Public Accountant Licensing Exam</a> <sup>3</sup><br><i>(National Association of State Boards of Accounting)</i> | 44.1%             | Data Unavailable | Data Unavailable | Data Unavailable |

1498 \*Data for the Nursing exam are for the academic year ending in June of the year listed above. All  
 1499 others are for the calendar year indicated.

1500  
 1501 **Analysis**

1502  
 1503 Student achievement on licensing examinations is one indicator of the success of the  
 1504 College's CTE programs in graduating students who demonstrate technical and professional  
 1505 competencies that meet employment standards. In addition to monitoring these licensing  
 1506 exam pass rates, the College also surveys its CTE students to assess their degree of  
 1507 satisfaction with their programs and the preparation that they have received to enter the  
 1508 workforce. In Summer 2010, the Office of Institutional Research distributed the  
 1509 [Completers/Leavers Survey](#)<sup>99</sup> to students who completed CTE degrees (Completers), as well  
 1510 as those who took some courses but did not earn their degrees (Leavers). The purpose was to  
 1511 assess [the impact](#) of the College's CTE programs on student success beyond certificate and  
 1512 degree counts, such as satisfaction with programs and gains in employment, wages, and  
 1513 benefits.<sup>100</sup>

1514  
 1515 In addition, during the 2015-2016 academic year, the College administered the Career  
 1516 Technical Education Outcomes Survey ([CTEOS](#)),<sup>101</sup> which is based on the

<sup>3</sup> Due to the costs associated with obtaining the CPA results from the National Association of State Boards of Accounting, the Business Department has not procured them since 2012. In that year, the College was ranked number one in terms of number of candidates taking the Certified Public Accountant (CPA) exam among all community colleges in the U. S. and its territories. Also, on average, the College had a higher CPA exam pass rate when compared with all U.S. community colleges and CSU institutions.  
 Evidence: [IIA14\\_Research\\_Brief\\_CPA\\_Pass.pdf](#)

1517 Completers/Leavers Survey and assesses employment outcomes for students who have  
1518 participated in CTE coursework at the College. The College intends to administer this exam  
1519 regularly.

1520

1521 **Plan**

1522

1523 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
1524 continue to monitor its progress.

1525

1526

1527 **IIA.15 When programs are eliminated or program requirements are significantly**  
1528 **changed, the institution makes appropriate arrangements so that enrolled students may**  
1529 **complete their education in a timely manner with a minimum of disruption.**

1530

1531 **Evidence of Meeting the Standard**

1532

1533 The College's Program Discontinuance Policy ([AR 5113](#))<sup>102</sup> was established following the  
1534 discontinuance of some instructional programs in 2003 and was revised in 2009 at the onset  
1535 of the last recession to ensure that if circumstances warranted, the College had a policy in  
1536 place. According to this policy, when the College eliminates a program, it is to provide one-  
1537 on-one assistance to students in either finishing the program at Santa Monica College or  
1538 identifying a means to continue their studies at another institution. As part of this process, in  
1539 the event a program is eliminated, the College contacts neighboring institutions to facilitate  
1540 articulation agreements for transfer of entry-level students.

1541

1542 When program requirements change, students have clear catalog rights. Catalog Rights, as  
1543 outlined in [AR 4351](#),<sup>103</sup> which was updated in Spring 2015, dictate that a student may satisfy  
1544 the requirements of a degree or certificate by completing the general education and  
1545 major/area of emphasis requirements in effect at any time of the student's continuous  
1546 enrollment. Continuous enrollment is defined as enrollment in consecutive fall and spring  
1547 semesters until completion. As such, program requirements made after the student enrolls  
1548 are not applicable to the student as long as he/she maintains enrollment.

1549

1550 As an example of the College minimizing disruption for students enrolled in a program that  
1551 was discontinued, Medical Lab Technician students in the first cohort were able to complete  
1552 the program, despite the sudden and unexpected resignation of the program director and  
1553 primary instructor. This occurred because the College hired a temporary director with the  
1554 skills to ensure students who began the program could complete it successfully. The College  
1555 is now considering whether this program will remain active or whether the Discontinuance  
1556 Process should be invoked.

1557

1558 **Analysis**

1559

1560 The College's Program Discontinuance Policy (AR 5113) outlines counseling and other  
1561 processes to ensure that students experience a minimum of disruption should program  
1562 discontinuance occur in the future. When students are affected by the reduction or

1563 discontinuation of a program, the appropriate instructional department works closely with the  
1564 Counseling Department to provide one-on-one assistance to students in identifying a means  
1565 to continue their studies at another institution or complete an alternate program at Santa  
1566 Monica College.

1567  
1568 **Plan**

1569  
1570 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
1571 continue to monitor its progress.

1572  
1573  
1574 **IIA.16 The institution regularly evaluates and improves the quality and currency of**  
1575 **all instructional programs offered in the name of the institution, including collegiate,**  
1576 **pre-collegiate, career-technical, and continuing and community education courses and**  
1577 **programs, regardless of delivery mode or location. The institution systematically**  
1578 **strives to improve programs and courses to enhance learning outcomes and**  
1579 **achievement for students.**

1580  
1581 **Evidence of Meeting the Standard**

1582  
1583 The College's program review process facilitates and documents an ongoing process of self-  
1584 reflection that assesses course and program effectiveness, as well as the currency of  
1585 instruction that leads to continuous program improvement. Instructional programs must  
1586 complete an in-depth report every six years; a shorter report covering more limited  
1587 information is due annually.

1588  
1589 Information submitted in both the six-year and annual reports is considered by the Academic  
1590 Senate Program Review Committee. Annual reports are also reviewed by the area vice  
1591 presidents, and relevant information is shared with appropriate planning bodies. Through an  
1592 annual report to DPAC, the Program Review Committee forwards information and makes  
1593 recommendations that are considered in annual institutional planning processes.

1594  
1595 On a six-year cycle, all instructional programs and departments are required to thoroughly  
1596 examine their curriculum for currency and to document improvements that have been made  
1597 to courses and programs. Although course revisions take place whenever needed, all courses  
1598 are reviewed by the Academic Senate Joint Curriculum Committee during the six-year  
1599 Program Review cycle. In addition, instructional programs document their evaluation of  
1600 course-level and program-level SLOs for relevance, noting where assessment data and other  
1601 observations were used to make changes. The institutional SLO process outlines how  
1602 instructional faculty can revise course-level SLOs, add new ones, or retire ones that are no  
1603 longer relevant.

1604  
1605 Additionally, all programs are asked in the annual and six-year program reviews to document  
1606 their planning processes and show how learning outcomes, at both the course and program  
1607 level, have influenced program objectives. Career Technical Education programs are also  
1608 asked in their annual and six-year reviews to document how their industry advisory boards

1609 have influenced their programs' curriculum, including documenting how program faculty  
1610 remain current with industry trends through engagement in training and professional  
1611 development. Both the advisory boards and professional development help to ensure  
1612 program quality, currency, and relevancy.

1613  
1614 As detailed in Standards IIA.4 and IIA.7, every course and program – regardless of whether  
1615 the courses are community education, CTE, or collegiate or pre-collegiate level, and  
1616 regardless of delivery mode or location – must document and report their findings to the  
1617 program review process. Several alternate delivery modes and locations are discussed here,  
1618 with specific focus on how each strives to enhance learning outcomes and student  
1619 achievement.

- 1620 • **Online and hybrid online/on ground classes:** Online and hybrid courses require  
1621 additional and sometimes different types of procedures to ensure quality and  
1622 currency. The Academic Senate Distance Education Committee has developed  
1623 extensive resources for faculty to help with this endeavor. The creation of  
1624 [FACIOI](#),<sup>104</sup> a regularly updated, online course shell that provides online faculty  
1625 training, serves as an example of how online resources can be harnessed to maximize  
1626 the success of online students. At the center of *FACIOI* is the [Checklist for Online](#)  
1627 [Course Review](#),<sup>105</sup> which serves as a method of ensuring the quality of online  
1628 instruction.
- 1629 • **Study Abroad:** Study abroad is another mode and alternate location of instruction  
1630 that has undergone significant change since the last accreditation cycle. The Global  
1631 Council, a subcommittee of the Academic Senate, and the International Education  
1632 Office are charged with the organization of these programs. To facilitate program  
1633 improvement, the Study Abroad program is included as part of the program review of  
1634 the Office of International Education.
- 1635 • **Noncredit Courses:** Santa Monica College offers an array of [noncredit courses](#) in  
1636 English Literacy (EL) and Civics Education, as well as Continuing Education for  
1637 older adults.<sup>106</sup> These classes are available to students at no cost and are not graded.  
1638 The instruction is state-funded based on students' positive attendance. After approval  
1639 by the Academic Senate Joint Curriculum Committee, new noncredit courses are  
1640 submitted to the California Community Colleges Chancellor's Office for approval.  
1641 These courses are regularly evaluated through the program review process and  
1642 improved as necessary.
- 1643 • **Not-for-Credit Courses:** The College's [Community Education Program](#)<sup>107</sup> is a self-  
1644 sustaining program that offers fee-based, not-for-credit courses that engage the public  
1645 and encourage lifelong learning. The program ensures that course offerings reflect  
1646 the needs and interests of the public, and all new courses are vetted through a rigorous  
1647 proposal process that includes detailed learning outcomes and lesson plans. All  
1648 Community Education courses are monitored closely by program administrators  
1649 through course evaluations to ensure program quality and student satisfaction. All  
1650 Community Education instructors are requested to attend an annual Instructor's  
1651 Forum, which provides information on program goals for the coming year, discusses  
1652 any concerns and issues, and exchanges ideas to promote program excellence. In  
1653 Summer 2014, an Instructor's Handbook was created to ensure all instructors, whether



1654 new or continuing, adhere to the highest level of standards and maintain program  
1655 excellence.

- 1656 • **High School Initiatives:** Santa Monica College’s High School Initiatives offers  
1657 instruction in non-traditional modes and courses. Comprised of three individual  
1658 programs, including Dual Enrollment, Young Collegians, and SMC Pledge, this  
1659 initiative is regularly reviewed through the program review process.
  - 1660 ○ [Dual Enrollment](#) is a small program that allows students to enroll in  
1661 collegiate-level courses at their local high school.<sup>108</sup> The College is currently  
1662 offering dual enrollment courses at Santa Monica High School and Malibu  
1663 High School, which are located within the College’s service district.
  - 1664 ○ [Young Collegians](#) was designed in conjunction with the Santa Monica-Malibu  
1665 Unified School District in 2007 to provide college preparation and planning  
1666 for traditionally underrepresented students from the local school district.<sup>109</sup>  
1667 This program is designed to give students at least 14 units of college credit by  
1668 the time they graduate from high school, and prepare them to become  
1669 successful first-time college students.
  - 1670 ○ [SMC Pledge](#), which began in 2012, helps graduating high school seniors  
1671 transition to Santa Monica College.<sup>110</sup>

1672  
1673 **Analysis**  
1674

1675 The College offers instruction and programs in a wide variety of areas and delivery modes.  
1676 Each of these programs, regardless of mode, is carefully scrutinized by the College's program  
1677 review process, where programs must show how they are continuing to strive for improved  
1678 student outcomes. Degrees, certificates, and for-credit coursework all undergo the rigorous  
1679 process of review by the Academic Senate Joint Curriculum Committee.

1680  
1681 Programs such as [noncredit English as a Second Language](#), [High School Initiatives](#), [Emeritus](#)  
1682 [College](#), and [Study Abroad](#) provide additional instructional support to targeted groups of  
1683 students. These programs all undergo careful self-scrutiny as part of the program review  
1684 process in order to ensure that they continue to improve student outcomes and are meeting  
1685 their objectives.<sup>111</sup>

1686  
1687 **Plan**  
1688

1689 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
1690 continue to monitor its progress.  
1691

1692 **EVIDENCE FOR STANDARD IIA**

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- 2 IIA1\_BP\_5000\_Curriculum.pdf
- 3 IIA1\_Curriculum\_Development\_Process\_webpage.pdf
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- 9 IIA1\_SCI10\_COR.pdf IIA1\_General\_Science\_Program\_Report.pdf
- 10 IIA3\_Office\_of\_Institutional\_Research\_webpage.pdf
- 11 IIA1\_2015\_Institutional\_Effectiveness\_Report.pdf
- 12 IIA1\_2015\_Institutional\_Effectiveness\_Dashboard.pdf
- 13 IIA1\_SLO\_ILO\_Reports.pdf
- 14 IIA1\_Business\_Entrepreneurship\_Program\_SLO\_Assessment\_Results.pdf
- 15 IIA2\_Mock\_Model\_Syllabus.pdf IIA2\_Syllabus\_Checklist.pdf IIA2\_Model\_Syllabus.pdf
- 16 IIA2\_Articles7-Appendix-S.pdf
- 17 IIA2\_Fashion\_Merchandising\_Program\_Report.pdf
- 18 IIA2\_Program\_Review\_Guide\_Presentation.pdf
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- 21 IIA2\_FSI\_Fall\_Followup\_Survey\_Results.pdf
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- 26 IIA3\_Faculty\_Handbook\_8-24-2015.pdf
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- 31 IIA3\_SLO\_Report\_Accounting\_2013-2014.pdf IIA3\_SLO\_By\_Course.pdf
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- 43 IIA5\_Mathematics\_Program\_Report.pdf
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- 48 IIA5\_Data\_from\_2015\_Institutional\_Effectiveness\_Dashboard.pdf
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1 **STANDARD IIB: LIBRARY AND LEARNING SUPPORT SERVICES**

2  
3 **IIB.1 The institution supports student learning and achievement by providing**  
4 **library, and other learning support services to students and to personnel**  
5 **responsible for student learning and support. These services are sufficient in**  
6 **quantity, currency, depth, and variety to support educational programs,**  
7 **regardless of location or means of delivery, including distance education and**  
8 **correspondence education. Learning support services include, but are not limited**  
9 **to, library collections, tutoring, learning centers, computer laboratories, learning**  
10 **technology, and ongoing instruction for users of library and other learning**  
11 **support services. (ER 17)**  
12

13 *Evidence of Meeting the Standard*

14  
15 Santa Monica College provides an array of library and learning support services to promote  
16 student learning and achievement and assist the College’s diverse student population achieve  
17 their educational and career goals. In addition to its Library, the College offers discipline-  
18 specific tutoring and learning resource centers, Supplemental Instruction, and instructional  
19 technology and academic computing services. These services and materials are available to  
20 all students, including students enrolled in online classes and students enrolled in the  
21 College’s new IdX Bachelor of Science program.  
22

23 **Library**

24  
25 The College’s Library is committed to providing quality service and an excellent collection  
26 of materials to support the Mission and Goals of the College, as well as the educational and  
27 research needs of students, staff, faculty, administration, and community users in support of  
28 the College’s diverse curriculum. As one of the College’s most heavily used support  
29 services, the Library provides a vibrant learning environment for students, faculty, staff, and  
30 the community with seating to accommodate up to 1,300 students in 18 group study rooms,  
31 150 individual study carrels, and a 47-seat computer classroom. The library has 220 student  
32 computers that provide convenient access to the online catalog, web-based proprietary  
33 databases, internet resources, Microsoft Office, and specialized accessibility software such as  
34 ZoomText, Jaws, and Kurzweil.  
35

36 In addition to in-person access, students, faculty, and other users requesting reference or  
37 technical assistance may access library resources through [online chat](#),<sup>1</sup> email, web form,  
38 telephone, or embedded chat support within the online databases. Multiple options ensure  
39 that all students, regardless of location and mode of instruction, have access to library  
40 resources.  
41

42 The Library provides a rich [array of resources](#)<sup>2</sup> to support students’ study and research  
43 endeavors by providing its patrons access to approximately 23,000 electronic books;  
44 nearly 50 databases; more than 100,000 books; 19,500 full-text periodicals; 40 print  
45 periodical subscriptions; 3,000 videos; and 1,800 items on reserve. Students can search  
46 reserve items through the Library’s [online catalog](#).<sup>3</sup> In addition to the main Library, a



47 subject-specific collection is housed at the Bundy site to support Health Sciences  
48 programs, including Nursing and Respiratory Therapy.

49  
50 The Library provides use of its automated library software, known as Workflows by  
51 Sirsidynix, to the Veterans' Resource Center and the Disabled Students' Programs and  
52 Services to facilitate circulation of assistive technology, such as LiveScribe pens and  
53 laptop computers. The Library also provides an array of assistive equipment within the  
54 Library to support students with disabilities, including video text magnifiers (closed-circuit  
55 televisions) and scanners, as well as specialized software, such as Jaws and ZoomText.

56  
57 The Library staff consists of one administrator, who reports to the Dean of Learning  
58 Resources, six full-time librarians, one of which is the Faculty Leader; approximately one  
59 full-time equivalent part-time librarian; six full-time classified staff; and three full-time  
60 equivalent student assistants. The Library is open six days per week, for a total of 69 hours  
61 per week. The reference desk is staffed by librarians who field questions in person, by  
62 phone, and online via chat and email. Librarians also conduct orientations for classes and  
63 as stand-alone workshops for students seeking information about the Library and its  
64 resources.

65  
66 The Director of Library Services and library faculty members are working with the  
67 baccalaureate degree task force and the IxD discipline faculty regarding the library support  
68 for the Bachelor of Science program. For example, the Library will renew its subscription  
69 to Safari Tech Books online which covers computers and application software including  
70 areas relevant to this program and the selection and purchase of materials for the program is  
71 well underway.

## 72 73 **Tutoring and Learning Resource Centers**

74  
75 To realize its Mission of providing a "learning environment that encourages personal and  
76 intellectual exploration, and challenges and supports students in achieving their educational  
77 goals," the College offers numerous learning resource centers to its students. Located on the  
78 main campus and at satellite sites, these centers provide a variety of services to students,  
79 including one-on-one and small group tutoring in specific disciplines, as well as access to a  
80 wide range of supplemental instructional materials, such as science models and tutorial  
81 software programs. An overview of the [learning resource centers](#),<sup>4</sup> including the targeted  
82 disciplines, their locations, and the support offered, is provided in evidence.

83  
84 A concerted effort has been made to track student contact hours with tutors in the labs across  
85 campus. Tutoring centers make adjustments as necessary to meet student demand, and  
86 faculty use information gathered from the tutoring centers to improve instruction and adjust  
87 services to ensure that student needs are fully addressed. For example, in the ESL  
88 Department, data are collected regarding the topics on which students receive help. The  
89 [data](#)<sup>5</sup> are then used to inform instruction, curriculum, and workshop planning.

90  
91 In addition to these learning resource centers, the College offers tutoring and supplemental  
92 instructional support services to targeted populations in several [special programs](#).<sup>6</sup> These

93 services are provided based on student need and available funding, which is often provided  
94 through grants and other third-party funding sources.

95  
96 Similar support services are provided to online students, although the majority (92.1%) of  
97 students taking online classes take a [combination](#) of online and on-ground classes and  
98 therefore have access to [on-campus resources](#).<sup>7</sup> The College offers online counseling,  
99 financial aid, and bookstore services. In Fall 2015, the College began piloting online tutoring  
100 (Smarthinking) and is tracking usage data and soliciting feedback from students and faculty  
101 to make recommendations for full expansion and improvements based on this information.  
102 The program will be used to support all online classes offered via Canvas<sup>1</sup> in Summer 2016  
103 and, if the product is satisfactory, the College plans to provide online tutoring for all students  
104 by Fall 2017.

105  
106 In addition, in 2012, the English Department also developed [English 1E](#)<sup>8</sup>, a non-credit, free  
107 class offered year-round that provides students with the opportunity to submit rough drafts of  
108 their assignments in eCompanion to receive timely feedback (usually within 12-14 hours)  
109 and suggestions for revision. Students can also participate in weekly online discussions on a  
110 variety of topics related to composition, research, and revision. The number of students  
111 participating in this program is steadily rising: 30 students in 2012, 203 in 2013, 219 in 2014,  
112 and 315 in 2015.

### 113 114 **Supplemental Instruction**

115  
116 Modeled after the original program developed by the [University of Missouri, Kansas City](#),<sup>9</sup>  
117 Santa Monica College developed its [Supplemental Instruction \(SI\) Program](#)<sup>10</sup> with support  
118 from the U.S. Department of Education Title V Developing Hispanic Serving Institutions  
119 Program. Designed to improve student success in pre-collegiate math and English courses,  
120 the program provides no cost, out-of-class study sessions for students enrolled in historically  
121 challenging courses with high attrition rates, typically 50% or higher. Based on its success,  
122 the College has expanded the SI Program to support college-level math courses; science  
123 courses in biology, chemistry, and physics; and other disciplines, including accounting,  
124 economics, and Spanish.

### 125 126 **Instructional Technologies and Academic Computing Resources**

127  
128 To facilitate learning, students are provided with access to computer labs, networked  
129 resources, instructional software, and online services. The College provides nearly 1,400  
130 computers for student use, distributed across the main campus and at its satellite sites in  
131 computer classrooms and drop-in labs. [Computing labs](#)<sup>11</sup> are open from early morning to late  
132 evening (and some on Saturday) to accommodate student schedules.

133  
134 The College is also expanding its services to provide access to instructional software through  
135 virtual computer labs. This allows students to access resources from their own computer  
136 equipment at school or at home, 24/7. For example, the College was able to eliminate its

---

<sup>1</sup> Canvas is the new course management system replacing the College's previous system, eCollege. This migration is currently underway and should be completed by Spring 2017.

137 Geographic Information Systems lab because students are now able to access the software  
138 through a virtualization product called Citrix. In the Modern Languages and Cultures  
139 department, the College implemented [SanSpace](#),<sup>12</sup> a virtual language lab, to provide access to  
140 College-licensed content to off-site students. Other instructional technology resources  
141 include computer network and [email accounts](#)<sup>13</sup> granted to all Santa Monica College  
142 students and [wireless access](#)<sup>14</sup> in most locations at all locations.

143  
144 [Reprographic devices](#)<sup>15</sup> are also widely available for faculty, staff, and student use.  
145 Approximately 50 networked printers, one of which is a color printer, are available in  
146 different locations, including the Library, to support student needs. In addition, there are  
147 17 third-party, self-serve, pay-for-print copiers for student use.

148  
149 Academic Computing staff also work closely with staff from Disabled Students Programs  
150 and Services to accommodate students with disabilities. [Specific accommodations](#)<sup>16</sup> include  
151 software for students with disabilities such as screen readers and screen magnification  
152 software.

### 153 **Technology Training Resources for Faculty and Staff**

154  
155  
156 Training and technical support for faculty and staff in the use of instructional technology is  
157 provided through a variety of venues and delivery methods:

- 158 • The Faculty & Staff Technology Resources Lab provides one-on-one assistance and  
159 small group support in the use of [instructional technology](#).<sup>17</sup>
- 160 • [Lynda.com](#), an online self-paced training system, offers training on a variety of  
161 topics.<sup>18</sup>
- 162 • The Center for Teaching Excellence offers pedagogy-related workshops, which  
163 include [sessions on using technology](#)<sup>19</sup> in the classroom.
- 164 • Distance Education program staff provide training and support for faculty teaching  
165 online through periodic webinars, face-to-face training, and one-on-one assistance.
- 166 • A full-time [Alternative Media](#)<sup>20</sup> Specialist works with faculty to prepare accessible  
167 versions of videos and other media for students with disabilities.
- 168 • The [@ONE Training Center](#)<sup>21</sup> for California Community Colleges offers training  
169 which is subsidized by the College. The Distance Education department also  
170 coordinates trainings exclusive to the College using the @One course structure and  
171 teachers.

### 172 **Analysis**

#### 173 **Library**

174  
175  
176  
177 The Library provides sufficient resources in a variety of formats to meet student learning  
178 needs, including a large number of electronic books and online periodicals. To assess  
179 student satisfaction with these resources, the Library developed an in-house survey that is  
180 typically disseminated to Library users annually. The results of the [2014 survey](#)<sup>22</sup> indicated  
181 that students are satisfied with the Library and its resources. Over 75% of users who  
182 responded to the survey indicated they were very satisfied or satisfied with the Library's

183 online journal collection. Users also indicated overall satisfaction with the Library's book  
184 collection and study areas. In Spring 2016, an electronic survey was sent by Institutional  
185 Research to a select set of students via email. Since this will be the first time that a Library  
186 survey has been disseminated electronically, it is expected that the survey will provide  
187 insight about those students who do not use the Library and what services the College can  
188 provide that will draw them in. This information will also be helpful in program and space  
189 planning.

190

191 Throughout the day, the Library is in constant use by students and faculty, with an average  
192 weekly gate count of 30,706 visitors and daily visitor counts as high as 13,500. Last year,  
193 reference librarians conducted 383 instruction sections (up from 342 the year before) and  
194 answered 34,000 reference questions. Results from the pre- and post-orientation quizzes  
195 indicate that students are expanding their knowledge base and furthering their  
196 understanding of library resources during these one-hour sessions; based on these results,  
197 Library staff refine the content to keep it relevant to the needs of students.

198

### 199 **Tutoring and Learning Resource Centers**

200

201 Aware of the importance of tutoring services to student success, the College invests  
202 significant human and financial resources in its tutoring program. The College's tutoring  
203 programs are comprehensive and accessible, covering almost every academic discipline. All  
204 tutoring coordinators have at least a baccalaureate degree in addition to many years of  
205 teaching and professional experience.

206

207 The College has recently begun offering online tutoring, which will further expand student  
208 access to tutoring resources and strengthen the College's ability to achieve its Mission.  
209 Given that this service is still in its pilot phase, the College has yet to set program  
210 benchmarks and first-year process outcomes.

211

### 212 **Instructional Technologies and Academic Computing Resources**

213

214 The College offers extensive information technology and computing resources for its  
215 students, faculty, and staff. The quantity and quality of student computer labs and the  
216 number of available workstations is sufficient, as are the hours of operation, based on the  
217 degree to which students are using these resources. Currently, the College offers  
218 approximately 1 computer for every 18 full-time equivalent students, which exceeds the  
219 minimum baseline set by the California Community Colleges Chancellor's Office in 2001 of  
220 1 computer for every 20 students. The College recognizes that many students now bring  
221 their own computing resources to campus, thus reducing the need for College-owned  
222 computers. However, the increase in student technology on campus has required that the  
223 College work diligently to [expand wireless coverage](#).<sup>23</sup>

224

225 The hours of operation of the computer labs are flexible and the labs are responsive to the  
226 needs of students with disabilities. On-ground labs have been supplemented with virtual  
227 labs, increasing the availability of online resources for students when they are off campus.

228

229 **Supplemental Instruction**

230

231 The College’s SI program has seen significant success. According to a [report](#)<sup>24</sup> prepared  
 232 by the Office of Institutional Research (2014), 66.3% of students who attended the  
 233 recommended number of SI sessions completed the course as compared to 40.9% of  
 234 students who did not participate in any SI activities. Even when students had minimal SI  
 235 participation, they were twice as likely to successfully complete the course as students who  
 236 did not participate.

237

238 **Plan**

239

240 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
 241 continue to monitor its progress. Nonetheless, the College will also take steps to expand its  
 242 offering of online tutoring services as identified in the following action plan.

243

| Proposed Activities  | Responsible Parties   | Timeline                  | Anticipated Outcomes/<br>Benchmarks of Success  |
|--|---|---------------------------|---|
| <b>Objective:</b> Expand the availability of online tutoring for all students by June 2017.                          |   |                           |   |
| Assess results from Phase 2 of the Smarthinking pilot.   | Distance Education Committee  | Summer 2016               | User satisfaction assessed. Feedback helps determine whether the product is effective and should be considered for full implementation. |
| Expand the Smarthinking Pilot to 100 sections of online classes offered through the Canvas course management system. | Distance Education Department   | Summer 2016               | Expanded use will provide needed feedback to assess Smarthinking’s effectiveness as an online tutoring tool.                            |
| If Smarthinking does not prove to be the best solution, research other providers.                                    | Distance Education Committee<br>Student Instructional Support Committee | Fall 2016-<br>Spring 2017 | Alternative providers identified and pilot tested.  |
| Assuming Smarthinking is the preferred vendor, expand online tutoring.   | Distance Education Committee<br>Student Instructional Support Committee | Spring 2017               | All courses, both online and on-ground, provide online tutoring support.  |

244

245

246 **IIB.2 Relying on appropriate expertise of faculty, including librarians, and other**  
247 **learning support services professionals, the institution selects and maintains**  
248 **educational equipment and materials to support student learning and enhance the**  
249 **achievement of the mission.**

250  
251 *Evidence of Meeting the Standard*

252  
253 **Library**

254  
255 Santa Monica College gathers information about student learning needs and the  
256 effectiveness of the Library's collection to meet student learning needs in a variety of ways.  
257 At the forefront of these efforts are the College's librarians; along with library classified  
258 staff, the librarians are responsible for selecting, cataloging, and maintaining the Library's  
259 resources. Materials are selected in a variety of formats to meet student and faculty needs.

260  
261 The librarians use standard collection development tools such as published reviews,  
262 publishers' catalogs, and vendor-supplied collection development resources to ensure the  
263 quality and appropriateness of the Library's collection. Librarians solicit input from the  
264 instructional faculty on the selection, evaluation, and ongoing de-selection of materials.  
265 Faculty may submit library resource requests via the [online materials request](#)<sup>25</sup> form or  
266 through the librarian liaison serving their department. Librarians also contact faculty  
267 directly, particularly as new programs and courses come online or as Library staff become  
268 aware of changes in a particular discipline.

269  
270 The Library keeps abreast of new courses and programs through active participation on the  
271 Academic Senate Joint Curriculum Committee of which the Library holds a permanent non-  
272 voting membership. This membership helps ensure that the Library has the information it  
273 needs to anticipate student and faculty needs and support the curriculum. All new programs  
274 and courses undergoing the curriculum process are reviewed by a librarian as a part of the  
275 pre-approval stage of the [curriculum development process](#).<sup>26</sup> This review ensures that the  
276 Library has adequate materials to support the new or revised courses. In addition, the  
277 program review process requires all course outlines be updated through the Curriculum  
278 Committee at least every six years. This process provides the Library with information about  
279 the changes in curriculum that inform its purchasing decisions.

280  
281 The College is also exploring Open Educational Resources (OER) to reduce the cost of  
282 textbooks for students. The Academic Senate established the [Ad Hoc Textbook Adoption](#)  
283 [Taskforce](#)<sup>27</sup> to examine the potential for use of OER material and the College is developing  
284 [an application](#)<sup>28</sup> for funding under the AB 798 Textbook Affordability Grant program.'

285  
286 **Tutoring and Learning Resource Centers**

287  
288 All tutorial software and services provided through these centers are selected by instructional  
289 faculty and staff to meet the needs of students in those programs. The centers also solicit  
290 input regarding tutoring and learning support resources during meetings of the Academic  
291 Senate Joint Curriculum, Distance Education, and Student Instructional Support committees.



292  
293 The College's [Science Learning Resource Center](#)<sup>29</sup> is an example of the positive impact of  
294 interdisciplinary and interoffice collaboration on the quality of student learning. The Science  
295 Learning Resource Center serves both the Life and Physical Science departments and offers  
296 computer resources, as well as discipline-specific learning materials. The departments work  
297 with Learning Resource Center staff to purchase bones, microscopes, anatomical models,  
298 slides, and molecular models that supplement course content and materials.  
299

### 300 **Instructional Technologies and Academic Computing Resources**

301  
302 The [Academic Senate Joint Information Services Committee](#),<sup>30</sup> whose members provide  
303 technical and faculty expertise, reviews computer hardware and software requests from  
304 academic departments, submitted through annual departmental technology plans. The  
305 Information Services Committee prioritizes these proposals and forwards recommendations  
306 to the [District Planning and Advisory Council's Technology Planning Subcommittee](#)<sup>31</sup> for its  
307 review. Academic Computing staff are responsible for installing hardware and software  
308 upgrades, providing routine maintenance of equipment, and assisting students in the labs.  
309

#### 310 **Analysis**

311  
312 Santa Monica College uses a collaborative management approach that teams content  
313 experts (e.g., librarians, instructional faculty, learning resource center managers, tutors,  
314 and academic computing specialists) to select and maintain appropriate educational  
315 support systems. Whenever possible, these teams consult with other community colleges  
316 that are working to achieve the same or similar outcomes. This collaboration ensures that  
317 students have access to highly effective learning support materials, including software, that  
318 integrate discipline-specific content in such areas as math, modern languages, science, and  
319 ESL.

320  
321 The Library uses several methods to determine its effectiveness in meeting the goal of  
322 providing adequate print and electronic resources to students, including periodic student  
323 surveys, chat and email, and the ongoing analysis of circulation data. In the 2013-2014  
324 [student survey](#)<sup>32</sup> of the Library's services, 76% of students agreed or strongly agreed that  
325 the Library was adequate in meeting their needs for print and electronic resources. The  
326 recent replacement of all student computers in the Library helped to address a concern  
327 expressed by students about the Library's aging computers. Also, the implementation of a  
328 computer replacement plan that ensures that all computers on campus are replaced once  
329 every seven years will help ensure these issues do not arise again.  
330

331 Likewise, the effectiveness of the College's computing resources, including both hardware  
332 and software, is also assessed based on feedback from students and faculty. This  
333 [feedback](#)<sup>33</sup> includes a periodic student satisfaction survey of campus computer resources.  
334

335 Plan

336

337 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
338 continue to monitor its progress.

339

340

341 **IIB.3 The institution evaluates library and other learning support services to assure**  
342 **their adequacy in meeting identified student needs. Evaluation of these services**  
343 **includes evidence that they contribute to the attainment of student learning outcomes.**  
344 **The institution uses the results of these evaluations as the basis for improvement.**

345

346 Evidence of Meeting the Standard

347

348 All library and learning support services participate in program review, an ongoing process  
349 of self-reflection and assessment of program effectiveness. Through program review, library  
350 and learning support services complete an in-depth [report](#)<sup>34</sup> every six years, complemented  
351 by a more progress-focused [annual report](#).<sup>35</sup> The Academic Senate Joint Program Review  
352 Committee prepares an [executive summary](#)<sup>36</sup> for both programs and forwards this  
353 information to the District Planning and Advisory Council to aid in institutional planning and  
354 decision-making.

355

356 **Library**

357

358 The Library course- and program-level student learning outcomes (SLOs) support the  
359 College's first two Institutional Learning Outcomes (ILOs) and state that students will:

360

- 361 • *Acquire the self-confidence and self-discipline to pursue their intellectual*  
362 *curiosities with integrity in both their personal and professional lives.*
- 363 • *Obtain the knowledge and academic skills necessary to access, evaluate, and*  
364 *interpret ideas, images, and information critically in order to communicate*  
365 *effectively, reach conclusions, and solve problems.*

365

366 The Library has developed SLOs and assessments for its courses, as well as its one-hour  
367 bibliographic instruction sessions. It has also developed program-level outcomes and  
368 assessments. These outcomes align with the above-referenced ILOs. The following  
369 outlines the current assessment strategies in place for the Library:

370

- 371 • Library Orientations: The Library administers [pre-tests](#) and [post-tests](#)<sup>37</sup> to students  
372 who attend the Library orientations. As necessary, based on a review of the results  
373 of these assessments, the librarians revise the orientation and/or the assessment tool  
374 to ensure the delivery of a well-rounded program that addresses the desired  
375 outcomes and the use of an assessment tool that accurately assesses those outcomes.
- 376 • Library Classes: SLO assessment is ongoing for the Library's classes.
- 377 • Program Learning Outcomes: Learning outcomes at the unit level are assessed via a  
378 specific question on the [user satisfaction survey](#).<sup>38</sup> These surveys are administered  
379 to help determine user satisfaction with the Library's services (e.g., reference and  
380 circulation desk services), equipment, and collections. Results indicate that students  
are generally satisfied with the hours of service and resources available to them in

381 the Library. Comments and suggestions from students are discussed by the  
382 librarians at their meetings and are used to institute improvements in areas such as  
383 customer service.  
384

### 385 **Assessment of Tutoring and Learning Resource Centers**

386  
387 The College's Learning Resource Centers and other tutoring offerings, strive to support  
388 student success. The Learning Resource Centers measure these services through the  
389 attainment of two SLOs: 1) the student will demonstrate improved understanding of the  
390 course subject matter and 2) the student will be able to apply new study habits to  
391 independent school. These outcome statements were assessed in 2015 through a [student self-](#)  
392 [report](#),<sup>39</sup> which is being redesigned to provide better assessment data for program  
393 improvement. Faculty also provide feedback and suggestions to learning support staff  
394 regarding the need for tutoring in specific subject areas or concepts and requests for updated  
395 and/or additional materials to support the curriculum.  
396

397 The Learning Resource Centers also participate in [annual](#)<sup>40</sup> and [six year](#)<sup>41</sup> comprehensive  
398 Program Review efforts. An area that has been raised in multiple program review reports is  
399 the decentralized approach to the management of learning support services. While the  
400 College's Learning Resource Centers and Supplemental Instruction Program report to the  
401 Dean of Library and Learning Resources, other tutoring services are provided through the  
402 specific instructional or student services departments. For example, the ESL department  
403 maintains its own tutoring services, as do student support programs such as Adelante and  
404 Black Collegians. This has resulted in a decentralized approach for the delivery and  
405 assessment of learning support services, which has been a topic of concern for the College.  
406

407 In response to these concerns, the College created the [Academic Senate Joint Student](#)  
408 [Instructional Support Committee](#)<sup>42</sup> to assess the [overall effectiveness](#)<sup>43</sup> of the College's  
409 tutoring offerings and develop a plan for improvement as necessary. The committee  
410 conducted a campus wide review of tutoring services and determined that the current model  
411 does, in fact, meet the needs of students, faculty, and programs. The committee noted that  
412 decentralization of tutoring allows for "*strong ties between the tutoring program and the*  
413 *discipline, enhancing communication between tutoring coordinators and faculty, and*  
414 *providing easy access to faculty for both the tutoring coordinators and students using the*  
415 *tutoring center.*" Additionally, autonomy provides the ability for different centers to  
416 "*respond quickly to changes in textbooks or other curricular changes*" and the ability to train  
417 tutors in a discipline-specific manner. However, the committee also noted that  
418 decentralization of tutoring has its limitations, including, for example, concerns about  
419 supervision and quality control, duplication of resources and staff, and varying levels of  
420 support at different centers.  
421

422 To ensure service uniformity and quality consistency, while still maintaining a decentralized  
423 delivery model, the committee decided that this could be accomplished, in part, by ensuring  
424 that all tutors (student tutors, instructional assistants, tutoring coordinators, interested faculty,  
425 etc.) have adequate training. The committee has also gathered information from all of the  
426 centers that will be used to create a [tutoring handbook](#) for both faculty and students.<sup>44</sup>

427

428 The committee also noted that the current structure hinders the use of a uniform tutoring  
429 tracking system. In Fall 2010, the College began a rollout of a basic [tutoring tracking](#)  
430 [system](#).<sup>45</sup> Data is collected, indicating the location students visited, the time students entered  
431 and exited the center, and the activity students engaged in while at the center. While all of  
432 the learning resource centers and tutoring programs under the Library and Learning  
433 Resources Department are utilizing this system, a few programs, including ESL and math,  
434 have their own, internally developed tutoring applications. The applications in the math and  
435 ESL tutoring areas record more robust information and offer other enhancements specific to  
436 these programs. For example, the ESL Department's system collects [data](#) about a tutored  
437 student's particular area of concern.<sup>46</sup> The ESL faculty use that information to guide  
438 classroom activities, curriculum and course development, and workshop topics. While this is  
439 a desired outcome of this tool, the College's Management Information Systems Department  
440 has determined that the ESL tutor tracking tool, and others like it, cannot yet be scaled to  
441 support all of the learning support services. Based on these ongoing concerns with the  
442 current tutor tracking system, the Student Instructional Support Committee will be evaluating  
443 other tracking systems that could be implemented for all tutoring and computer laboratory  
444 programs at the College.

445

#### 446 **Instructional Technologies and Academic Computing**

447

448 As with all other programs at the College, the [Academic Computing Department](#)<sup>47</sup>  
449 participates in the College's [program review](#)<sup>48</sup> process. Academic Computing staff work  
450 closely with subject area faculty to remain responsive to the needs of the programs and  
451 students they serve. In addition, there is a [technology plan component](#)<sup>49</sup> in all annual  
452 program reviews done by instructional programs as another source of feedback for the  
453 Academic Computing program.

454

#### 455 **Analysis**

456

457 The College's comprehensive program review process serves as the basis for evaluating and  
458 strengthening the College's Library, its learning support services, and its academic  
459 computing resources. The Program Review Committee's executive summary for each  
460 program offers commendations, provides recommendations for improvement, and notes  
461 areas that merit additional institutional support.

462

#### 463 **Library**

464

465 The Library conducts annual student surveys that indicate overall satisfaction with its  
466 services and resources. In 2014-2015, the Library worked with the Office of Institutional  
467 Research to revise the existing student survey so that it could be distributed electronically to  
468 a representative sampling of all enrolled students. The previous survey was distributed only  
469 to students who had physically visited the Library and did not include students who accessed  
470 online library resources. Thus, the [new survey](#),<sup>50</sup> which was distributed for the first time in  
471 2015-2016, will provide a more comprehensive assessment of student use and satisfaction.

472

473 **Tutoring and Learning Resource Centers**

474  
475 The College continues to assess the effectiveness of its learning support services, specifically  
476 its tutoring and learning resource centers. Despite any real and perceived inefficiencies with  
477 the current delivery structure, student data indicate that these services are meeting the needs  
478 of students. In 2012-2013, the centers requested that the Office of Institutional Research  
479 conduct an [ad hoc study](#)<sup>51</sup> of the effectiveness of the centers. This study indicated that  
480 female students, Hispanic students, and younger students attended tutoring centers at  
481 disproportionately larger numbers. Additionally, the analysis provided some descriptive data  
482 that showed that students that attended tutoring centers had higher success and retention rates  
483 than students in similar courses that did not attend tutoring. This initial analysis has provided  
484 the tutoring centers with a foundation to begin collecting more comprehensive data and  
485 initiate a more thorough analysis of the effects of tutoring center attendance.

486  
487 However, while student impact data indicates that these services are effective, concern  
488 remains regarding uniformity across programs. The result of the Student Instructional  
489 Support Committee’s review of the effectiveness has yielded increased administrative  
490 centralization while keeping the physical spaces separate. The College will continue to  
491 assess the effectiveness of these services through the work of the upcoming inquiry groups.

492  
493 **Instructional Technologies and Academic Computing Resources**

494  
495 The College distributes an [annual student technology survey](#) to all students to assess  
496 student satisfaction with computing resources and identify areas in need of improvement.<sup>52</sup>  
497 Notable results include [feedback from students](#) that they would like faculty to further  
498 integrate online resources in their classes, including both online instructional materials and  
499 supports, such as e-books and free external content, as well as online delivery tools,  
500 including greater use of eCompanion and online audio/visual supports, such as Skype.<sup>53</sup>  
501 To research instructional resources provided to students, the Academic Senate formed an  
502 ad hoc [Textbook Adoption Survey Taskforce](#) which surveyed faculty to determine their  
503 policies and practices concerning the adoption of textbooks and other resources.<sup>54</sup>

504  
505 **Plan**

506  
507 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
508 continue to monitor its progress. The College has identified the following action plans to  
509 improve its tutoring and learning resource services.

510

| Proposed Activities   | Responsible Parties  | Timeline  | Anticipated Outcomes/<br>Benchmarks of Success                   |
|---|--|-----------|--|
| <b>Objective 1:</b> Identify and implement the technology solutions that best allow the College to track tutors’ and students’ activity in all learning resources centers and labs. |  |           |  |
| Assess needs of tracking systems across academic support service areas on campus.   | Department of Learning Resources (LRC)<br>Student Instructional Support Committee (SISC) | Completed | List of specific capabilities sought in tutor tracking platform. |



| Proposed Activities   | Responsible Parties                                       | Timeline         | Anticipated Outcomes/<br>Benchmarks of Success   |
|---|---|------------------|--|
| <b>Objective 1:</b> Identify and implement the technology solutions that best allow the College to track tutors' and students' activity in all learning resources centers and labs. |   |                  |  |
| Review software platform candidates to determine the best fit for the College's needs.  | LRC<br>SISC   | Completed        | Vetted list of viable learning resource center management software platforms from which to choose best technology. |
| Pilot test the selected platform (WOnline)  | LRC<br>SISC   | Summer-Fall 2016 | Create WOnline front pages for each service area on campus; pilot test in most appropriate centers.                |
| Assess value of WOnline features and reporting capabilities; Develop enhancements based on feedback.  | LRC<br>SISC   | Spring 2017      | Preliminary qualitative study report on the strengths and weaknesses of main functions of WOnline software.        |
| Establish a framework for replacing tutor tracking and lab-hour tracking system.  | LRC<br>Information Technology<br>SISC<br>Academic Affairs | Fall 2017        | All labs use a consistent tracking system.   |

511

512

513

514 **IIB.4 When the institution relies on or collaborates with other institutions or other**

515 **sources for library and other learning support services for its instructional programs, it**

516 **documents that formal agreements exist and that such resources and services are**

517 **adequate for the institution's intended purposes, are easily accessible and utilized. The**

518 **institution takes responsibility for and assures the security, maintenance, and reliability**

519 **of services provided either directly or through contractual arrangement. The institution**

520 **regularly evaluates these services to ensure their effectiveness. (ER 17)**

521 **Evidence of Meeting the Standard**

522

523 Santa Monica College has a long history of providing key services and resources in-house,

524 rather than contracting services to third-party vendors and/or collaborating with other

525 institutions. However, from time to time, products and services become available that are

526 more cost-effective than providing the same or similar service through institutional resources.

527

### 528 **Library**

529

530 The College has a cooperative purchasing agreement with the California Community

531 College Library Consortium that enables the College's Library to provide a depth and

532 variety of electronic resources to students that would not be possible without the

533 cooperative's pricing structure. A major benefit of this statewide program is that it

534 provides the College access to the same databases used by all community colleges, but at

535 no cost.

536



537 The Library recently subscribed to QuestionPoint, an online reference service which is  
538 offered by the Online Computer Library Center (OCLC), a global library cooperative that  
539 provides shared technology services, original research, and community programs for its  
540 membership and the library community at large. The QuestionPoint service provides  
541 Santa Monica College's students and faculty 24/7 access to reference services provided  
542 by librarians around the world who can access the College's databases and online catalog  
543 to help Santa Monica College students with their research needs when the Library is  
544 closed.

545  
546 With regard to Library operations, as noted in Standard IIB.1, the Library uses an  
547 automated library software known as Workflows by Sirsidynix, to facilitate circulation of  
548 library resources. When possible, the Library shares this resource with other programs on  
549 campus. This shared usage helps reduce duplication of effort and creates further  
550 uniformity and consistency in practice. The Library also has a long-standing agreement  
551 with the University of California, Los Angeles (UCLA) that provides students in Santa  
552 Monica College's Scholars Program with library cards to access UCLA's Powell Library.

### 553 **Tutoring and Learning Resource Centers**

554  
555  
556 At this time, the College is contracting with two external vendors to provide its learning  
557 support services. For the online tutoring program, the Distance Education Committee  
558 evaluated a number of vendors and selected Smarthinking to provide this service.

### 559 **Instructional Technologies and Academic Computing Resources**

560  
561  
562 The College maintains service agreements for crucial hardware and software systems used by  
563 the Library and other learning support services. The College relies on general repair budgets  
564 to repair equipment not covered by existing service agreements.

### 565 **Analysis**

566  
567  
568 Santa Monica College partners with several external vendors to offer its learning support  
569 services and has developed formal agreements with these entities to expand and enhance the  
570 teaching and learning environment. These resources are heavily used by students and faculty  
571 both on and off-campus and are regularly reviewed for their cost effectiveness.

### 572 **Plan**

573  
574  
575 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
576 continue to monitor its progress.

577

578 **LIST OF EVIDENCE FOR STANDARD IIB**

- 1 IIB1\_Ask\_a\_librarian\_webpage.pdf
- 2 IIB1\_Doing\_Research\_webpage.pdf
- 3 IIB1\_Library\_Online\_Catalog\_webpage.pdf
- 4 IIB1\_Learning\_Resource\_Centers.pdf
- 5 IIB1\_ESL\_Tutoring\_website.pdf
- 6 IIB1\_Support\_Services\_For\_Special\_Programs.pdf
- 7 IIB1\_Student\_Enrollment\_Location.pdf IIB1\_Canvas\_Workshops\_email.pdf
- 8 IIB1\_English1e\_course\_shell.jpg
- 9 IIB1\_Univ\_Missouri\_Kansas-City\_SI\_website.pdf
- 10 IIB1\_Supplemental\_instruction\_website.pdf
- 11 IIB1\_Computer\_Labs\_oncampus\_list\_webpage.pdf
- 12 IIB1\_Sansspace\_instructions.pdf
- 13 IIB1\_Student\_Email.pdf
- 14 IIB1\_Wireless\_Internet\_Access\_webpage.pdf
- 15 IIB1\_Student\_Print\_Services\_webpage.pdf
- 16 IIB1\_Campus-Wide\_Assistive\_Technologies\_webpage.pdf
- 17 IIB1\_Academic\_Computing\_Resources\_webpage.pdf
- 18 IIB1\_Technology-Training\_webpage.pdf
- 19 IIB1\_Technology\_and\_iPad\_Workshops\_webpage.pdf
- 20 IIB1\_Alternate\_Media\_webpage.pdf
- 21 IIB1\_At\_ONE\_website.pdf
- 22 IIB1\_Library\_User\_Survey\_Results\_Spring\_2014.pdf
- 23 Evidence IIB1\_excerpt\_IT\_6yr\_Program\_Review\_2014-15.pdf
- 24 IIB1\_Supplemental\_Instruction\_Research\_Brief\_2014.pdf
- 25 IIB2\_Library\_Reserve\_Services.pdf
- 26 IIB2\_The\_Curriculum\_Development\_Process.pdf
- 27 IIB2\_OER\_Taskforce\_report\_to\_BT\_May\_2016.pdf
- 28 IIB2\_OER\_Survey\_May\_2016.pdf
- 29 IIB2\_Science\_Learning\_Resource\_Center.pdf
- 30 IIB2\_Information\_Services\_Committee\_webpage.pdf
- 31 IIB2\_Technology\_Planning\_Committee\_webpage.pdf
- 32 IIB1\_Library\_User\_Survey\_Results\_Spring\_2014.pdf
- 33 IIB3\_excerpt\_InfoTech\_Program\_Review\_2014.pdf
- 34 IIB3\_Library\_6Year\_Program\_Review\_2015-2016.pdf
- 35 IIB3\_Library\_Program\_Review\_2014-2015.pdf
- 36 IIB3\_Academic\_Senate\_Joint\_Institutional\_Effectiveness\_Committee\_Impacts\_on\_College\_Planning.pdf
- 37 IIB3\_Library\_orientation\_pre-test\_2013-14.pdf IIB3\_Library\_orientation\_post-test\_2013-14.pdf
- 38 IIB1\_Library\_User\_Survey\_Results\_Spring\_2014.pdf
- 39 IIB3\_LRC\_2015\_Survey\_Report.pdf
- 40 IIB3\_LRC\_2015-16\_Annual\_Program\_Review\_Report.pdf
- 41 IIB3\_LRC\_2010\_6-year\_Program\_Review\_Report
- 42 IIB3\_Student\_Instructional\_Support\_Committee\_webpage.pdf
- 43 IIB3\_Academic\_Senate\_Tutoring\_Joint\_Committee\_Update\_Report\_1-2011.pdf
- 44 IIB3\_Tutoring\_Fact\_Book\_SMC.pdf
- 45 IIB3\_SISC\_Minutes\_10-26-2011.pdf
- 46 IIB3\_ESL\_Tutoring\_Data\_2014-2015.pdf
- 47 IIB3\_Academic\_Computing\_Excerpts\_from\_IT\_Program\_Review\_2014-15.pdf
- 48 IIB3\_IT\_Program\_Review\_2014-15.pdf
- 49 IIB3\_Excerpt\_Annual\_Instructional\_Program\_Review\_Forms\_2013.pdf
- 50 IIB3\_Library\_Student\_Survey\_2016.pdf

- 
- <sup>51</sup> IIB3\_Tutoring\_Center\_Survey.pdf
  - <sup>52</sup> IIB3\_Student\_Technology\_Survey\_2014\_Results.pdf
  - <sup>53</sup> IIB3\_Course\_Materials\_Adoption\_2015.pdf
  - <sup>54</sup> IIB3\_Textbook\_Adoption\_Survey\_Report.pdf

DRAFT

## 1 STANDARD IIC: STUDENT SUPPORT SERVICES

2  
3 **IIC.1 The institution regularly evaluates the quality of student support services and**  
4 **demonstrates that these services, regardless of location or means of delivery, including**  
5 **distance education and correspondence education, support student learning, and**  
6 **enhance accomplishment of the mission of the institution. (ER 15)**

### 7 8 *Evidence of Meeting the Standard*

9  
10 The College's Student Services programs, including those offered online, routinely engage in  
11 evidence-based program evaluation to assess the degree to which they support student  
12 learning and enhance the College's ability to accomplish its Mission. This evaluation leads  
13 to ongoing quality improvement that ensures the delivery of impactful support services.  
14 Each program has developed student learning outcomes which promote evidence-based  
15 policies and practices aligned with the College's Institutional Learning Outcomes.

16  
17 Each program and service, regardless of location or means of delivery, conducts ongoing  
18 self-evaluation through the program review process, which includes a [comprehensive review](#)  
19 [every six years](#)<sup>1</sup> and an [annual progress update](#).<sup>2</sup> At the core of this review is the assessment  
20 and analysis of student/program learning outcomes and related program objectives. The  
21 [program review self-evaluation report](#)<sup>3</sup> is guided by specific prompts which were designed to  
22 help programs consider internal and external factors impacting their overall effectiveness,  
23 identify areas for improvement, and document the basis for program changes. In addition to  
24 assessing student and program learning outcomes, programs may also assess their  
25 [performance](#)<sup>4</sup> as it relates to larger institutional initiatives, such as the Basic Skills or Student  
26 Equity initiatives in recent years, or the College's Key Indicators for Institutional  
27 Effectiveness, including those focused on student persistence, time to completion,  
28 certificate/degree attainment, and transfer.

29  
30 All of the College's essential student support services offer an online component to address  
31 the needs of online students, as well as the needs of students who find it difficult to visit  
32 campus to access services. These programs are summarized on the [SMCOnline website](#)<sup>5</sup> and  
33 include Admissions and Registration, Advising/Counseling, Financial Aid, and the  
34 Bookstore. In addition, students who are considering enrolling in classes online may  
35 complete an assessment tool to determine if online learning is suited to them. The College's  
36 new online educational planning tool, [MyEdPlan](#)<sup>6</sup> allows online learners, as well as all other  
37 students, the opportunity to develop a dynamic educational plan that is stored electronically  
38 and can be revisited at any time. Student support services for online learners are regularly  
39 reviewed through the program review process as part of their respective department's  
40 program review. Online services have the same student learning outcomes as on-ground  
41 services and utilize the same assessment tools.

42  
43 In addition to collecting and assessing data as part of the program review process, programs  
44 may seek additional evaluation assistance from the Office of Institutional Research to  
45 conduct both formative and summative evaluation, including evaluation of the direct impact  
46 of services on outcomes, student satisfaction with services, and feedback to improve services.

47 These research projects design studies which involve additional data collection beyond what  
48 is regularly collected as part of program review. Examples of these [ad hoc evaluations](#),<sup>7</sup>  
49 summarized in evidence, provide valuable information about student experiences and  
50 program effectiveness.

- 51 • Impact of [First Year Counseling Services](#)<sup>8</sup>
- 52 • Impact of the Enhanced [“Back to Success” Programs \(BTS\)](#)<sup>9</sup>
- 53 • Effectiveness of [VIP Welcome Day](#)<sup>10</sup>

54  
55 Regular evaluation of SSSP and Student Equity projects underway at the College will also  
56 ensure that the programs developed with this funding respond to the learning needs of  
57 students and the Mission of the College. Responding to the guidelines set forth in Senate Bill  
58 860, the Santa Monica College [Student Equity Plan](#)<sup>11</sup> Task Force began its work in Spring  
59 2014 to address gaps in student success. The development of this plan served as a means for  
60 engaging the broader college community in meaningful dialogue to improve the success rates  
61 of the College’s Black and Hispanic students and resulted in two distinct pathways of  
62 activity: 1) research and inquiry and 2) intervention and student support. Projects funded  
63 under SSSP and Student Equity are required to include anticipated outcomes and methods for  
64 evaluation built into the proposal. Evaluation results guide decisions on continued funding,  
65 allowing successful projects to be brought to scale to have a broad and significant impact on  
66 closing the achievement gap.

67  
68 **Analysis**

69  
70 Santa Monica College offers a wide variety of student support services to meet the needs of a  
71 diverse student population and support the College’s Mission. These student support  
72 services are offered throughout the College and are delivered in a variety of modalities and  
73 formats. These support services are regularly evaluated both through the program review  
74 process and through qualitative and quantitative studies designed by the College’s Office of  
75 Institutional Research. This ongoing program review is used to promote continuous quality  
76 improvement and ensure that each program maintains and enhances its quality, vitality, and  
77 responsiveness to student needs. Key to the program review process is the assessment of  
78 student learning outcomes and the development of annual and multi-year objectives to help  
79 ensure the delivery of high quality services that support students in the achievement of their  
80 educational goals.

81  
82 **Plan**

83  
84 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
85 continue to monitor its progress.

86  
87

88 **IIC.2 The institution identifies and assesses learning support outcomes for its student**  
89 **population and provides appropriate student support services and programs to achieve**  
90 **those outcomes. The institution uses assessment data to continuously improve student**  
91 **support programs and services.**

92  
93 *Evidence of Meeting the Standard*  
94

95 To achieve its Mission, the College has established as one of its Supporting Goals to provide  
96 a supportive learning environment that ensures students have access to comprehensive and  
97 innovative student support services to foster student success, such as Admissions and  
98 Records, Counseling, Assessment, Outreach, and Financial Aid. Each support service has  
99 identified student learning outcomes that align with this goal, as well as the College's  
100 Institutional Learning Outcomes, and they are regularly assessed through the program review  
101 process.  
102

103 Santa Monica College's Counseling Department was one of the first student support services  
104 to create student learning outcomes (SLOs) and has created department wide SLOs in  
105 accordance with departmental goals, which have changed over time based on student  
106 assessment data, the needs and concerns of faculty and staff, and external factors. For  
107 example, the current department-level SLOs reflect recent mandates from the Student  
108 Success Act of 2012 to focus student support services on educational planning:

- 109 • **SLO#1:** As a result of participating in a counseling session, students will articulate  
110 and prioritize the appropriate coursework needed for the subsequent term according  
111 to their stated academic goal.
- 112 • **SLO #2:** Using assessment or transcript evaluation results, students will identify their  
113 eligibility for, and the proper sequencing of, English/ESL, and math courses leading  
114 to their educational goal.

115  
116 The initiation of [MyEdPlan](#)<sup>12</sup> as the College's new online educational planner has prompted  
117 the addition of a third departmental SLO for the Counseling Department, which focuses  
118 specifically on the online learning that occurs when students use this counselor-created  
119 program:

- 120 • **SLO#3:** As a result of utilizing MyEdPlan, students will be able to articulate and  
121 prioritize appropriate coursework needed for future terms in order to achieve their  
122 stated educational goal.

123  
124 Students may also request counselors to review their educational plans. If the counselor finds  
125 that there are improvements that can be made to a student's online educational plan, the  
126 student is e-mailed specific online feedback along with encouragement to see a counselor. If  
127 a plan appears to be appropriate, the counselor will approve the plan. Counseling  
128 Department SLO #3 was developed specifically to assess the online learning that is taking  
129 place when students utilize MyEdPlan. For example, after evaluating 290 plans submitted by  
130 Matriculant 1,<sup>1</sup> Enrollment Status 1<sup>2</sup> students in Winter 2015, the online counselors found

---

<sup>1</sup> Matriculant 1: A student who is at the College with the educational goal of degree/certificate or transfer, or is a first-time college student.

<sup>2</sup> Enrollment Status 1: First time college student.



131 that 86 percent of the students successfully met the standard of SLO#3. In Spring 2015,  
132 approximately 82 percent of the students who submitted online educational plans  
133 successfully met [the standards](#).<sup>13</sup> Some additional enhancements have subsequently been  
134 made to the student version of MyEdPlan to organize and highlight key points of  
135 information.

136  
137 Several special counseling programs, including the [Latino Center](#), the [Black Collegians](#)  
138 [Program](#), the [Career Services Center](#), [Pico Promise](#), and the [Welcome Center](#) have  
139 established additional SLOs<sup>14</sup> which are unique to their programs and are assessed annually  
140 as part of program review.

141  
142 From the beginning, the counseling programs have assessed SLOs for all students, including  
143 online learners, reviewed SLO assessment results, and considered these results in making  
144 planning decisions. Typically, the Counseling Department reviews the current student  
145 learning outcomes and assessment results from the previous year in the subsequent fall or  
146 spring term. For instance, the Black Collegians counseling program reviewed its SLO  
147 assessment results at the program retreat in Fall 2014 and used the results to inform the focus  
148 and content of student workshop offerings in Spring 2015.

149  
150 In Fall 2013, to facilitate the tracking and monitoring of SLO data, the Counseling  
151 Department worked with the College's Management Information Services Department to  
152 develop a centralized reporting system to house the SLO data for counseling programs. This  
153 centralized [SLO assessment repository for student support programs](#)<sup>15</sup> was modeled after the  
154 repository that is used for instructional SLOs. Departmental SLOs are regularly assessed  
155 within the online counseling services provided. In Spring 2016, the online counselors will  
156 also work on developing an SLO that is distinct for online counseling. The Counseling  
157 Department recently revised the student satisfaction survey located in the online counseling  
158 portal.

159  
160 At the conclusion of Spring 2014, approximately 95 percent of the students assessed through  
161 the College's counseling programs successfully met the standards of SLO #1 and SLO #2.  
162 For Fall 2014, the percentage of students successfully meeting the standards for SLO #1 and  
163 SLO #2 was relatively the same. The Counseling Department continued to review and assess  
164 data for all three departmental SLOs through Fall 2015 and is evaluating the data to  
165 determine what changes in the educational planning process might be warranted.

166  
167 In addition to the Counseling Department, other student service programs have established  
168 SLOs (known as "unit outcomes" for programs that do not directly provide instruction or  
169 formal learning opportunities) and use the program review process as a means for monitoring  
170 program progress and engaging in continuous program improvements. For example, in the  
171 Financial Aid Office, SLO data revealed that students needed increased awareness of the  
172 financial aid process, as well as greater knowledge of the Satisfactory Academic Progress  
173 policy. In part, as a result of this information, the Financial Aid Office acquired a new  
174 technological resource – Banner Financial Aid – which has resulted in program  
175 improvements that include increased awareness of the financial aid process and policies, as  
176 well as streamlining the [financial aid processing](#)<sup>16</sup> time for many students.

177

178 With support from Institutional Research, the Learning Support Services areas also made  
179 improvements after SLOs were assessed as part of the 2014-2015 annual program  
180 review. As a result of the survey, the College is implementing a pilot of a tutor tracking  
181 program, WConline, which was recommended by the Academic Senate Joint Student  
182 Instructional Support Services Committee. This program will help students more easily  
183 schedule tutoring services and also enable student tutors to document their work and  
184 interventions with the students. Training will begin during Summer 2015 for all areas that  
185 offer tutoring and the program will be piloted in Fall 2016. In addition, based on the SLO  
186 data, the Dean of Learning Services is completing a thorough assessment of the College's  
187 tutoring services and has identified areas of improvement that will be implemented in the  
188 coming year.

189

190 This program-level data feeds into institutional efforts to assess the overall effectiveness of  
191 the College through its Institutional Learning Outcomes and its Supporting Goals. In the  
192 Supportive Learning category, the [Institutional Effectiveness Dashboard](#)<sup>17</sup> – a reporting  
193 format created to help the College visually monitor performance on the Key Indicators of  
194 Institutional Effectiveness – reports data on, among other things, Freshmen Orientation,  
195 Freshman Assessment, Financial Aid, and Student Counseling. Trends are noted and, when  
196 the report is presented to the District Planning and Advisory Council, discussed. Such  
197 discussions often lead to new *Master Plan* objectives designed to improve [student support  
198 services and programs](#).<sup>18</sup>

199

### 200 *Analysis*

201

202 All of the College's student services have created student learning outcomes and are actively  
203 engaged in assessing them in an effort to monitor and improve the student learning  
204 experience. The Institutional Effectiveness data report helps to identify trends which can and  
205 often lead to new *Master Plan* objectives designed to improve student support services and  
206 programs.

207

### 208 *Plan*

209

210 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
211 continue to monitor its progress.

212

213

214 **IIC.3 The institution assures equitable access to all of its students by providing  
215 appropriate, comprehensive, and reliable services to students regardless of service  
216 location or delivery method. (ER 15)**

217

### 218 *Evidence of Meeting the Standard*

219

220 The College offers a comprehensive array of student services on its main campus, as well as  
221 its five satellite sites. In most instances, students can access these services in person or  
222 online. The College's website and related online communications are typically the first point  
223 of contact for most students and may be accessed by prospective students multiple times

224 before they ever step onto the physical campus. The College makes every effort to ensure  
225 that its online communications are accessible to all users. The College also makes a  
226 concerted effort to offer appropriate, comprehensive, and reliable services to students who  
227 take classes at one of the satellite sites and for students who engage with the College solely  
228 through its online course offerings. This is particularly important since, based on Fall 2014  
229 data, roughly 7.9 percent of the College’s students enrolled exclusively in online courses,  
230 while an additional 14 percent took a combination of both online and on-ground classes.  
231 While the College’s web presence and online offerings help to make access to the College  
232 more equitable, the College takes other, proactive steps to ensure that all students have access  
233 to College’s resources.

234  
235 Outreach and Admissions: The first step in assuring equitable access is through the outreach  
236 and admissions processes. The following outlines some of the key activities the College  
237 provides to ensure equitable access to all students:

- 238 • The College invests heavily in its [Outreach Program](#)<sup>19</sup> to ensure that all local and  
239 regional high school students, regardless of socioeconomic status, have the  
240 opportunity to pursue postsecondary education.
- 241 • Through partnerships with several local high schools, including Upward Bound and  
242 Young Collegians, the College is working with low-income high school students and  
243 their families to improve academic performance and prepare for postsecondary  
244 education.
- 245 • The College attracts students from all over the region, country, and world. In  
246 recognition of the many students who are not able to come to campus to access  
247 information, the Outreach Office has initiated “Skype” appointments through which  
248 students and family members can ask [questions about the College](#).<sup>20</sup> In addition,  
249 Outreach sponsors Admitted Student Days and offers campus tours, including [a self-](#)  
250 [guided tour](#).<sup>21</sup>
- 251 • The [Admissions application](#) and other forms are now available on the college  
252 website.<sup>22</sup>
- 253 • The College has established a testing center in close proximity to the main campus to  
254 accommodate large groups of students who need to complete assessment/placement  
255 tests.
- 256 • To help students enrolled in the College’s noncredit ESL program transition to  
257 college-level courses, two part-time counseling faculty are assigned to work with the  
258 students and conduct in class workshops and presentations on postsecondary  
259 education planning, career options, and student success strategies.

260  
261 First-Time, Credit Students: Once students commit to attend Santa Monica College, they may  
262 access many of the College’s essential services and information online.

- 263 • All first-time, credential-seeking students must complete an [Online Orientation](#),<sup>23</sup>  
264 which is available in both English and Spanish and includes a [counseling/advising](#)  
265 [module](#).<sup>24</sup>
- 266 • After completing the online orientation, students are guided to “Monica,” an avatar-  
267 driven educational planning advising/counseling session that provides tailored  
268 information, based on each student’s application, on educational requirements and the  
269 enrollment. Thus equipped with information about the planning process and options

270 geared to their specific academic goals, students are then guided to the electronic  
271 educational planning tool where they complete their educational plan. The resulting  
272 [MyEdPlan](#)<sup>25</sup> becomes a permanent part of their student record and can easily be  
273 viewed and updated by both the student and counselors.

- 274 • An innovative online program, [Prep2Test](#),<sup>26</sup> was created by the Assessment Center to  
275 raise student awareness of the importance of preparation for the required English/ESL  
276 and mathematics placement tests and thus improve the percentage of students placing  
277 into college-level math and English.
- 278 • [Corsair Connect](#)<sup>27</sup> is the College's student portal, which provides easy access to select  
279 enrollment, academic, financial, and support services, as well as news-worthy  
280 information. Through Corsair Connect, students may conduct enrollment and  
281 financial transactions, apply for financial aid, view their records, and access their  
282 college-provided email account and the learning management system (currently  
283 eCollege but migrating to Canvas). Corsair Connect is also available on a mobile  
284 platform.
- 285 • The college bookstore offers online listings of required books, which are embedded in  
286 the online class schedule and enrollment processes. Textbooks may be ordered online  
287 for delivery or in-store pick-up. The College offers a rental book program, which  
288 enables students to have access to books at a 40 percent savings. The bookstore has  
289 locations at the College's satellite sites.

290

291 Ongoing Student Services: Santa Monica College offers comprehensive student support  
292 services to ensure that enrolled students have access to the information they need. Many of  
293 these services are available online to address the needs of time- and place-bound students.

- 294 1. [Counseling](#)<sup>28</sup> is provided at all of these satellite campuses, thus facilitating access to  
295 counseling services by students who visit the Main Campus less frequently.
- 296 2. Online counseling is available for all students through the [Counseling website](#),<sup>29</sup>  
297 which is maintained by the Counseling Center staff. A [Cyber Counseling Program](#)<sup>30</sup>  
298 has been in place to serve students enrolled solely in online courses. A second [online](#)  
299 [counseling resource](#)<sup>31</sup> allows all students to email questions focused on specific  
300 topics.
- 301 3. Several individual counseling offices, such as the Veterans Resource Center and the  
302 International Education Center, also offer students the opportunity to ask questions  
303 online through a web form.
- 304 4. The Career Center offers many online tools such as career/major assessment, as well  
305 as internship preparation and job searches. In addition, students may ask questions  
306 online through a web form. In 2013-2014, the Career Center responded to  
307 approximately 100 online career counseling inquiries.
- 308 5. With over 110 sections offered annually, the College's second most popular course,  
309 Counseling 20, Student Success Seminar, is a 3-unit, UC transferable, first-year  
310 experience course for new students. Approximately 20 percent of the sections are  
311 taught online, reaching about 700 students per year.

312

313 To facilitate access through the delivery of services online, the College provides a number of  
314 student support programs that serve specific student populations. While each program  
315 provides a set of similar services, each does so in a manner that reflects the specific needs  
316 and concerns of the target population. These programs include the following:

- 317 • The Veterans Resource Center (VRC) offers, among other services, a family  
318 counseling program to help veterans and their families to transition from “boots to  
319 books.”
- 320 • Guardian Scholars serves current and former foster youth. Staff identify a Guardian  
321 Scholars liaison in the Financial Aid Office who works specifically with foster youth  
322 to help sort out their often complex financial concerns.
- 323 • The Latino Center will serve any student, but it is designed to serve students of Latino  
324 heritage. It is one of the few programs on campus which offers services in more than  
325 one language, including orientation workshops for non-English speaking family  
326 members.
- 327 • The Black Collegians Program for African American and other Black students  
328 recently celebrated its 25<sup>th</sup> anniversary and works collaboratively with the nation’s  
329 historically black colleges and universities to expand transfer opportunities for  
330 program participants.
- 331 • The Pico Promise, with funding from the City of Santa Monica, provides academic  
332 and student support for low-income Santa Monica College students.
- 333 • Expanded Opportunities Programs and Services (EOPS) is a well-established, state-  
334 funded program that supports nearly 1,000 low-income students each year.

335  
336 The College also serves over 900 students who meet the [AB540 classification](#),<sup>32</sup> exempting  
337 them from nonresident tuition and providing access to several [forms of financial aid](#).<sup>33</sup>  
338 AB540 students are referred to [EOPS or the Adelante Program/Latino Center](#)<sup>34</sup> for support  
339 services.

340  
341 Likewise, the [Disabled Students Programs and Services office](#)<sup>35</sup> provide services and classes  
342 to address the needs and concerns of the disabled student population.

### 343 **Analysis**

344  
345  
346 The College provides a variety of services offered via different modalities and locations to  
347 ensure equitable access to all students. The College’s Office of Institutional Research  
348 recently administered the Community College Survey of Student Engagement (CCSSE) to  
349 assess use of and satisfaction with academic and student support services. CCSSE is a  
350 national instrument which measures student engagement through five benchmarks. Results  
351 show that services at the College have a large impact on students’ sense of engagement,  
352 particularly among Hispanic, Black, part-time, and first-time students, who reported feeling  
353 greater levels of student support.

354  
355 The CCSSE was administered to 1,076 students in 46 randomly selected class sections at the  
356 College in the Spring 2012 term. The College performed similarly to the overall national  
357 CCSSE cohort on all five benchmarks and the findings demonstrate the [effectiveness of the](#)



358 [College's services](#)<sup>36</sup> in assuring equitable access by providing appropriate, comprehensive,  
359 and reliable services to all students. Some highlights include the following:  
360 • Students' perceptions of Support for Learners, which is the CCSSE indicator for access  
361 to services, differed by ethnicity (Black and Hispanic students perceived that the  
362 College offered greater support for learners than did Asian/Pacific Islander and White  
363 students).  
364 • Part-time students were less engaged than their full-time counterparts on the Active &  
365 Collaborative Learning, Student Effort, Academic Challenge, and Student-Faculty  
366 Interaction benchmarks but not Support for Learners.  
367 • Among first-time freshmen, student engagement did not predict whether the student  
368 would persist to the subsequent fall term; however the majority of first-time freshmen  
369 (85 percent) did persist.

370  
371 Additional analysis of data further supports the effectiveness of these services. For example,  
372 state law requires that the students develop at minimum a one-semester educational plan in  
373 their first semester, and the College's MyEdPlan tool has allowed students to develop and  
374 monitor their educational plans online. However, the Counseling Department worked with  
375 the Information Technology Department to offer students the capability to complete a more  
376 comprehensive plan, an option that the majority of students are exercising: as of Fall 2015,  
377 students have completed 45,479 educational plans. Of this number, 13,850 are one-semester  
378 plans while 31,096 are comprehensive plans.

379  
380 With the development of MyEdPlan and the pending transition in course management  
381 systems for the College's Distance Education Program, the Counseling Department has  
382 begun the process of redesigning its online counseling services to better accommodate  
383 student needs.

384  
385 The Counseling Department regularly evaluates its services and will continue to do so.  
386 During the Spring 2016 semester, the Counseling Department formed an Online Counseling  
387 Services Task Force to examine the online counseling processes and developed a new SLO to  
388 evaluate them: "After utilizing online counseling, students will understand how to resolve  
389 their question/inquiry." This SLO will be assessed through an online counseling survey in  
390 which students will be asked to respond to two questions:

- 391 1. How useful was your online counseling experience?
- 392 2. Online counseling helped me to understand what I need to do to resolve my  
393 question(s).

394  
395 Based on assessment results, the Task Force will make recommendations to improve and  
396 enhance these online counseling services.

### 397 **Plan**

398  
399  
400 Based on analysis of the evidence, Santa Monica College is meeting this standard and will  
401 continue to evaluate the effectiveness of, and implement improvements for, both on-ground  
402 and online counseling services based on those evaluations.

403



404  
405 **IIC.4 Co-curricular programs and athletics programs are suited to the institution’s**  
406 **mission and contribute to the social and cultural dimensions of the educational**  
407 **experience of its students. If the institution offers co-curricular or athletic programs,**  
408 **they are conducted with sound educational policy and standards of integrity. The**  
409 **institution has responsibility for the control of these programs, including their finances.**

410  
411 **Evidence of Meeting the Standard**

412  
413 The College understands the value provided by co-curricular and athletic programs to  
414 enhance the overall student experience. As such, these programs support the institution’s  
415 Mission to promote the development and understanding of the student’s relationship to a  
416 diverse, social, cultural, political, economic, technological, and natural environment.

417  
418 Through student-led organizations, internships, and athletic teams, the College provides the  
419 structure and support, including financial controls, but allows students to take the lead and  
420 drive the co-curricular learning process (ILO #1, Personal Attributes). Through large-scale  
421 institutional and cultural events such as Earth Week, Persian New Year, Club Row, and  
422 Sukkot, students facilitate the engagement of the entire college community. These events  
423 provide students with the opportunity to connect principles that they are learning in the  
424 classroom to the real world environment, which enlivens the curriculum and allows for  
425 deeper learning that is relevant and connected to individual experiences (ILO#5, Authentic  
426 Engagement).

427  
428 The following list provides an overview of some of the College’s co-curricular activities:

- 429 • **The Associated Students (AS)**<sup>37</sup> is Santa Monica College’s student government, which  
430 provides opportunities for students to participate in leadership activities. AS members  
431 serve on district wide planning and advisory committees. The Associated Students’  
432 budget, expenditure of funds, and investment management fall under the purview of  
433 Auxiliary Services, which also provides AS officers training in budget management and  
434 fiscal responsibility. **The Inter-Club Council**<sup>38</sup> is part of the AS and oversees the  
435 nearly 70 student clubs and organizations on campus.<sup>39</sup>
- 436 • **The President’s Ambassadors**<sup>40</sup> are students selected by the President’s Office to  
437 serve as role models of professionalism, hospitality, character, and college pride.  
438 President’s Ambassadors assist at college functions, give campus tours, serve as guides  
439 for special guests of the College, and promote campus involvement and academic  
440 excellence.
- 441 • **The Student Peer Educator Program**<sup>41</sup> is a student-driven effort to educate the  
442 campus community about mental health and well-being, reducing the stigma of mental  
443 illness and increasing awareness of the services provided by the Psychological Services  
444 Department.
- 445 • **The Study Abroad Program**<sup>42</sup> provides students the opportunity to live and learn  
446 about a different culture while earning academic credit for courses taught abroad by the  
447 College’s faculty and participating in service learning projects. Students learn to  
448 contribute to the global community as they develop an understanding of their role in the  
449 world.

- 450 • **The [Internship Program](#)**<sup>43</sup> provides students the opportunity to gain work experience  
451 in areas related to their major or career interest and to connect these experiences with  
452 their academic pursuits in the classroom. **The [Dale Ride Internships](#)**<sup>44</sup> provide  
453 students the opportunity to participate in the legislative, political, and administrative  
454 processes of governmental or public service agencies, typically in Washington, DC.  
455 This program is funded and managed by the Santa Monica College Foundation.
- 456 • **Applied/Service Learning** is a form of experiential learning that integrates students'  
457 in-class activities with community service experiences.
- 458 • **The [Center for Environmental and Urban Studies \(CEUS\)](#)**<sup>45</sup> serves as the hub for  
459 the College's efforts to raise awareness of the environmental concerns facing the  
460 college community on a local, regional, and global scale and to educate and prepare  
461 students to actively engage in sustainable practices.
- 462 • **Santa Monica College Intercollegiate Athletics** provides student athletes with the  
463 opportunity to achieve personal excellence in both the academic arena and the athletic  
464 field. The department consists of 17 sports teams. The College's Athletics Department  
465 is managed by the Division of Student Affairs and is supported by both a District and  
466 an Auxiliary Services budget that provides each sport with its own sub-account. These  
467 funds are managed by the team coach in consultation with the Athletic Director.

468  
469 The Athletics Department functions under the standards set forth by the Commission on  
470 Athletics (COA), the California Community College's Western States Conference  
471 (WSC), and the Southern California Football Association. Additionally, Santa Monica  
472 College Athletics are members of the Western States Conference (WSC), California  
473 Community College Athletic Association (CCCAA) and the Commission on Athletics  
474 (COA). The Athletics Department adheres to and abides by the written constitution and  
475 bylaws of these groups, as well as other outside groups like the NCAA, NAIA, FIFA,  
476 and the federal government. Additionally, Santa Monica College is fully compliant  
477 with federal and state gender equity laws pertaining to equitable gender participation  
478 opportunities.

479  
480 As discussed in Standard IC.13, in February 2015, the former Athletic Director was  
481 made aware of a student ineligibility issue that occurred during the previous year  
482 involving the swim and dive team. After a discussion with the College's Senior  
483 Management, swift and deliberate action was taken in the form of a "[self-report](#)"  
484 [letter](#)<sup>46</sup> from the College Superintendent/President to the Athletics Commissioner  
485 documenting the incident and proposing sanctions. This was followed by [two other](#)  
486 [infractions](#)<sup>47</sup> which took place in January 2016 and March 2016. These [subsequent](#)  
487 [violations](#)<sup>48</sup> have resulted in additional sanctions, including a two-year probationary  
488 period for the entire Athletics Program.

489  
490 In response to these rulings, new efforts are underway to address myriad program  
491 issues and include updating the coaches' handbook, holding weekly coaches' meetings,  
492 and developing a system of checks and balances to ensure student athlete eligibility.

493  
494 In addition to these co-curricular offerings, the College is proud of its many programs that  
495 enable students to participate in activities that provide hands-on training and/or the

496 opportunity to perform in front of a live audience as well as learn about other cultures. Such  
 497 programs include the College's award-winning newspaper, the [Corsair](#),<sup>49</sup> and the College's  
 498 performance co-curricular programs (which include the Theatre Arts Department's  
 499 productions and [Musical Theatre Workshop](#),<sup>50</sup> the [Dance Department's ensembles](#),<sup>51</sup> and the  
 500 [Music Department's performance ensembles](#)<sup>52</sup>). These programs are coordinated by the  
 501 faculty in the department in which they reside, reviewed as part of each department's  
 502 program review, and are financially self-sustaining through ticket sales and other revenue  
 503 streams, all of which are managed through the College's Auxiliary Services.

504

505 **Analysis**

506

507 In response to the mounting evidence in research literature that suggests the positive impact  
 508 of co-curricular experiences on students' academic, career, and life goals, the College  
 509 devotes a significant amount of time, support, and resources to design, develop, and enhance  
 510 effective co-curricular opportunities for students.

511

512 Co-curriculum programs offered for credit, such as Study Abroad, Service Learning, and  
 513 performance-related productions are evaluated regularly under the corresponding programs'  
 514 regular program review cycle. Budgets for these programs are developed as part of the  
 515 College's normal budget planning cycle and are managed through the College's established  
 516 fiscal policies and procedures. The College exercises fiscal control for co-curricular  
 517 programs by adhering to college policies and administrative regulations. For example, the  
 518 Associate Dean of Student Life is responsible for authorizing expenditures and ensuring that  
 519 they are tied to the College's Mission. All requests for expenditures and disbursements are  
 520 made through the College's Auxiliary Services, a function which is audited annually.

521

522 The College continues assess, evaluate, and expand its co-curricular opportunities. The  
 523 College also takes responsibility for the unfortunate series of infractions that occurred within  
 524 the Athletics program and is committed to remedy this situation through ongoing oversight  
 525 and an institutional commitment to restore the high standards that have historically defined  
 526 the program. With leadership from the Student Affairs and Enrollment Development  
 527 divisions, the College is working to implement new policies and practices to prevent future  
 528 violations, as outlined in its [plan to the California Community College Athletic](#)  
 529 [Association](#).<sup>53</sup>

530

531 **Plan**

532

533 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
 534 continue to monitor its progress, specifically its implementation of proposed improvements  
 535 to the Athletics program.

536

| Proposed Activities  | Responsible Parties | Timeline  | Evidence/Outcomes/<br>Benchmarks for Success |
|--|---------------------|-----------|--|
| <b>Objective 1:</b> To ensure that violations of the CCCAA Constitution and Bylaws and of other athletic organizations do not occur. |                     |           |  |
| Update the Athletic  | Athletic Director   | Completed | All personnel will have a written            |

| Proposed Activities  | Responsible Parties   | Timeline  | Evidence/Outcomes/<br>Benchmarks for Success  |
|--|---|-----------|---|
| <b>Objective 1:</b> To ensure that violations of the CCCAA Constitution and Bylaws and of other athletic organizations do not occur. |   |           |   |
| Coaches' Handbook.   |   |           | reference that clearly states rules and regulations of eligible athletes, recruitment processes, and other matters pertaining to the Athletics program. |
| Develop an <a href="#">Eligibility Process Document</a> <sup>54</sup>  | Athletic Director   | Completed | All faculty understand the processes to ensure that Santa Monica College student athletes are eligible to play on intercollegiate teams.                |
| Develop a <a href="#">Recruiting Plan</a> <sup>55</sup>  | Athletic Director   | Completed | All faculty understand the requirements and restrictions associated with student athlete recruitment.   |
| Require CCCAA training for all Athletics program personnel.  | VP, Student Affairs<br>VP, Enrollment<br>Development<br>Athletic Director | 2016-2017 | All faculty and staff will pass the compliance exam and will receive a copy of the CCCAA Decorum Policy.  |
| Require that all coaches submit a monthly recruitment activity log.  | Athletic Director   | Completed | Log documents and recruitment activities.   |
| Establish monthly "Coaches' Corner" meetings.  | Athletic Director<br>Coaches  | 2016-2017 | Various topics related to maintaining adherence to CCCAA rules and regulations will be discussed and potential issues will be addressed.                |

537

538

539 **IIC.5 The institution provides counseling and/or academic advising programs to**  
540 **support student development and success and prepares faculty and other personnel**  
541 **responsible for the advising function. Counseling and advising programs orient**  
542 **students to ensure they understand the requirements related to their programs of study**  
543 **and receive timely, useful, and accurate information about relevant academic**  
544 **requirements, including graduation and transfer policies.**

545

546 **Evidence of Meeting the Standard**

547

548 The Counseling Department provides 22 unique and varied student support services to ensure  
549 that students receive timely, useful, and accurate information that are essential to student  
550 success. The department is one of the largest on campus, with 45 full-time counselors and

551 120 part-time counselors<sup>3</sup> who either counsel, teach counseling courses, or do a combination  
552 of both. The [ratio of students to counselors](#)<sup>56</sup> was 373:1 in 2014 and 361: 1 in 2015.  
553 Specialized counseling programs, documented in the [Student Guide to Counseling Services](#),<sup>57</sup>  
554 address the needs of students facing financial and economic barriers; physical and learning  
555 disabilities; childcare concerns; licensing regulations; and federal, state, and local program  
556 requirements. Additional services or benefits provided to students vary according to the  
557 target population and include book vouchers, grants, scholarships, tutoring, priority  
558 enrollment, access to specialized courses, and childcare services. Students with disabilities  
559 have access to a variety of accommodations provided through the [Disabled Students](#)  
560 [Programs and Services](#),<sup>58</sup> where specialized tutoring and other ongoing services are available.

561  
562 The College provides online and cyber counseling services for students who are taking  
563 classes solely online, while also offering limited online counseling services for students who  
564 are taking courses on-ground. The delivery of two distinct programs, each coordinated by a  
565 different group of counselors, ensures that online students have timely access to the support  
566 they need.

### 567 568 **Counseling and Academic Advising Programs Support Student Development and** 569 **Success**

570  
571 One of the strengths of the College's Counseling Department is its ability to anticipate the  
572 changing needs of students, identify external factors that will impact services, and respond  
573 proactively and in a timely manner so that student success and services are enhanced, not  
574 hindered by these changes. In recent years, the College has implemented several new  
575 initiatives to support student development and success, as outlined below:

- 576 • Educational Plan: The College began to design [MyEdPlan](#)<sup>59</sup> well before the Student  
577 Success Act of 2012 mandated that all first-time freshmen develop a first-semester  
578 plan. As a result, MyEdPlan was implemented in 2013, just a year after the mandate  
579 took effect.
- 580 • In 2013, the College's Welcome Center implemented the [First Year Experience \(FYE\)](#)  
581 <sup>60</sup> to provide additional support for first-time freshmen. Participants receive targeted  
582 counseling, guaranteed access to English and math courses, and other services during  
583 their first year.
- 584 • The College has developed a number of other programs that target specific populations  
585 in an effort to strengthen student development and success, including the following:
  - 586 ○ The [English Academy](#),<sup>61</sup> which provides developmental English students with an  
587 introduction to college writing, thinking, and research;
  - 588 ○ [VIP Welcome Day](#),<sup>62</sup> which is for first-time freshmen;
  - 589 ○ [Transitions](#),<sup>63</sup> sponsored by the Black Collegians Program, which is for Black  
590 students who are first-time college students, and
  - 591 ○ [Camino al Exito](#),<sup>64</sup> sponsored by the Latino Center, which is for Latino students  
592 who are first-time college students.

---

<sup>3</sup> Based on Fall 2015 data

594 **Preparation of Faculty and Other Personnel Responsible for the Advising Function**

595

596 All counselors hired by the College meet or exceed the minimum qualifications defined by  
597 the California Community Colleges Board of Governors and the California Education Code.  
598 All new counselors receive the comprehensive [Policies and Procedures Manual](#).<sup>65</sup> Regular  
599 training is provided to the entire counseling staff in conjunction with bi-weekly department  
600 meetings, during which counselors are informed of changes to certificate/degree and transfer  
601 requirements. Faculty from the academic programs are also invited to the meetings to  
602 provide updated information about their departments. Further training on topics that require  
603 more in-depth discussion is provided during the fall and spring semester professional  
604 development meetings.

605

606 Critical to maintaining high quality counseling services is regular evaluation of counseling  
607 faculty. To ensure that counselors are evaluated for their knowledge of effective counseling  
608 practices, technical skills in the field, and ability to connect with students, the College  
609 worked with the Faculty Association to develop unique evaluation [forms for counseling](#)  
610 [faculty](#).<sup>66</sup> To train future counselors, the College created [the California Community College](#)  
611 [Counselor \(4C\) Internship Program](#).<sup>67</sup> This intensive, unpaid internship program focuses on  
612 academic counseling at the community college level and is offered each spring depending on  
613 funding.

614

615 **Orientation of Students and Other Academic Requirements**

616

617 Information about academic requirements as they relate to graduation and transfer goals is  
618 provided to students in a variety of ways, including the following:

- 619 • **Counseling Appointments:** During the regular semesters, full counseling appointments  
620 are available for advanced booking in 22 different counseling units. The Counseling  
621 Department is structured to provide maximum accessibility to counselors, particularly  
622 during peak enrollment and application season.
- 623 • **Required Counseling:** In order to maintain eligibility, most of the College's specialized  
624 student programs require students to meet with a counselor once or twice per semester.
- 625 • **Online counseling:** Any student may access online counseling resources, including  
626 those who are taking classes on campus and those enrolled in online courses.
- 627 • **Cyber counseling:** The Counseling Department provides comprehensive online  
628 counseling for students solely enrolled in distance education courses.
- 629 • **[Comprehensive Student Educational Plans](#):**<sup>68</sup> The online educational planning tool  
630 guides students through the development of an educational plan, highlighting specific  
631 academic requirements as they pertain to all students and their selected program of  
632 study.
- 633 • **[Counseling Department Website](#):**<sup>69</sup> The Counseling Department regularly updates its  
634 website to reflect the most current academic requirements and procedures.
- 635 • **[Transfer Center and Articulation Website](#):**<sup>70</sup> The Transfer Center website provides  
636 detailed information on requirements for certificates of achievement, associate's  
637 degrees, transfer, and existing articulation agreements.
- 638 • **[Online Early Alert](#):**<sup>71</sup> This program enables instructional faculty to identify  
639 underperforming students in their classes and alert them to their lack of progress,



640 suggesting courses of action that students may take to improve their class performance.  
641 Faculty may also refer students to a counselor who assist students in developing  
642 strategies for achieving success.

- 643 • Transfer-Focused Activities: The department has integrated transfer-focused effective  
644 practices into all counseling programs so that students begin preparing for transfer as  
645 they enter the College. The department coordinates other activities, including two  
646 [college fairs](#)<sup>72</sup> each semester, attended by more than [150 colleges](#)<sup>73</sup>, and [transfer-](#)  
647 [focused workshops](#).<sup>74</sup> The department also coordinates visits by recruiters from  
648 California's public and private institutions, as well as out-of-state and international  
649 four-year colleges and universities. Lastly, a [weekly transfer bulletin](#)<sup>75</sup> is mailed to  
650 over 12,000 transfer-ready students to advertise transfer-related events.
- 651 • Counseling 20, [Student Success Seminar](#):<sup>76</sup> This course provides up to three class  
652 sessions that focus on educational planning so that students have a thorough  
653 understanding of how to chart their academic pathways to reach their desired academic  
654 goal.

655

### 656 Analysis

657

658 The College provides an extensive number of counseling programs to more than adequately  
659 support student development and success, including online counseling services. Access to  
660 these programs is actively promoted and students are regularly encouraged to participate in  
661 counseling – and they do. In a study conducted in Fall 2014, it was determined that 87  
662 percent of first-time freshmen in Fall 2013 received counseling services by the end of their  
663 first term. Furthermore, these students were 2.8 and 2.2 times more likely to persist to the  
664 subsequent spring and fall terms, respectively. In a Spring 2016 follow-up study that  
665 examined first-time as well as continuing students, it was determined that 86.8 percent of all  
666 students had at least one counseling contact through a general counseling center, specialized  
667 counseling program, enrollment in Counseling 20, or a combination of two or more of these  
668 counseling services. This same study also concluded that of the 1,325 students who received  
669 an Associate of Arts degree in 2013-2014, all but three students had at least one meeting with  
670 a counselor.

671

672 The Counseling Department strictly adheres to the state-established minimum qualifications  
673 for the discipline. Counseling faculty are thoroughly prepared and continually trained so that  
674 the advising function at the College is expertly conducted.

675

676 With funding from the [Student Success and Support Program \(SSSP\)](#)<sup>77</sup>, the Counseling  
677 Department recently relaunched the 4C Internship Program to help ensure a qualified  
678 applicant pool when hiring new full- or part-time faculty. Of the 15 interns who completed  
679 the program in 2014-2015, 12 were hired as adjunct counseling faculty.

680

681 The College ensures, through copious online and on-ground services, that students have  
682 regular, ongoing access to the most up-to-date information related to academic programs of  
683 study. The Counseling Department continuously reaches out to the student population,  
684 informing them of transfer fairs, workshops, and representative visits. As a result of these  
685 efforts, over 100,000 student counselor contacts are recorded annually. Additionally, well

686 over 4,000 students each year receive information regarding educational planning and  
687 academic requirements through the College’s Counseling 20, Student Success Seminar,  
688 which is the second highest enrolled course each fall semester. These efforts ensure that  
689 students receive timely, useful, and accurate guidance about academic requirements and  
690 graduation and transfer procedures and policies.

691

692 **Plan**

693

694 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
695 continue to monitor its progress.

696

697

698 **IIC.6 The institution has adopted and adheres to admission policies consistent with  
699 its mission that specify the qualifications of students appropriate for its programs. The  
700 institution defines and advises students on clear pathways to complete degrees,  
701 certificate and transfer goals. (ER 16)**

702

703 **Evidence of Meeting the Standard**

704

705 As part of the California Community College system, Santa Monica College has an “open  
706 door policy” that allows for anyone over the age of 18 and/or a high school graduate to attend  
707 and benefit from the College’s programs. The College also provides services for students  
708 still in high school, when appropriate, through the concurrent enrollment and dual enrollment  
709 programs.

710

711 Consistent with its Mission Statement, the College provides open and affordable access to  
712 high-quality associate’s degrees and Certificate of Achievement programs and participates in  
713 partnerships with other colleges and universities to facilitate access to baccalaureate and  
714 higher degrees. The College’s programs and services assist students in the development of  
715 skills needed to succeed in college, prepare students for careers and transfer, and nurture a  
716 lifetime commitment to learning. As such, the College serves students at various points in  
717 their educational careers: first-time college students as well as continuing/returning students  
718 who may be transferring into the College from other community colleges or four-year  
719 institutions. A multitude of programs and services are provided to students at all of these  
720 educational stages.

721




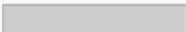

722 Students are asked in a variety of ways to define their own educational and personal goals.  
723 Initially, they are asked on their online admissions application to select an educational goal,  
724 including such options as degree completion, certificate attainment, or transfer (with or  
725 without a degree), as well as many other choices. They are also asked to indicate their major,  
726 if their goal is one of the aforementioned options. After applying to the College, students are  
727 asked to complete the online orientation, which outlines information that they will need to  
728 successfully matriculate to the College, including assistance with course selection. To help  
729 students develop their educational plan, the online orientation includes an interactive online  
730 advising session that students are required to complete. This advising session is led by  
731 “[Monica](#)”,<sup>78</sup> a computer-generated avatar. “Monica” provides students with an overview of

732 the pre-enrollment process and explains the English/ESL and math assessment results. The  
 733 tool also outlines the importance of first semester educational planning, explains how to read  
 734 a class schedule, and shows how to use the College’s student portal, Corsair Connect, to  
 735 enroll in courses.

736  
 737 Once students have completed the online advising session with “Monica,” they are ready to  
 738 use [MyEdPlan](#)<sup>79</sup> to create their first semester educational plan. All students complete an  
 739 educational plan, including online students and non-credit students. Students may complete  
 740 more than one if they have multiple educational goals and/or are not sure which educational  
 741 outcome they will ultimately complete. Students are able to access their educational plans at  
 742 any time and are able to set benchmarks to track their progress for preferred goals.

743  
 744 Counselors use the [Transcript Evaluation Request Log](#)<sup>80</sup> (a database of prior transcript  
 745 decisions), course catalogs, and consultations with the Articulation Officer to determine  
 746 transferability of previous college coursework. Information is entered into the electronic  
 747 [“Degree Audit” evaluation system](#),<sup>81</sup> which is linked to the MyEdPlan system for accuracy.  
 748

749 The following graphic provides a visual example of how students can track their progress in  
 750 meeting program and degree requirements, including IGETC, and other degree requirements.  
 751

| MyEdPlan Benchmarks   |   |               |  |   |                 |  |
|---|---|---------------|--|---|-----------------|--|
| Overall Requirements  | Progress  | Status        | Required   | Applied   | Still Needed    |  |
| <a href="#">General Education: IGETC</a>                                    |  | Incomplete    | 6 Areas  | 14 Courses (43 units), 1 Lab, 5 Areas, 3.91 GPA | 1 Area          |  |
| <a href="#">SMC Program: Liberal Arts: Social and Behavior Science (AA)</a> |  | Incomplete    | 18 Units from 2 Areas  | 4 Courses (12 units), 1 Area, 3.91 GPA          | 6 Units, 1 Area |  |
| <a href="#">Global Citizenship</a>  |  | Completed     | 1 Area   | 1 Course (3 units), 1 Area, 3.91 GPA            | -               |  |
| <a href="#">Transfer Major: Computer Science (IGETC/CSU GE Limitations)</a> |  | See Counselor | See <a href="#">ASSIST.org</a> or our <a href="#">Articulation</a> website for details | See Counselor                                   | See Counselor   |  |
| <a href="#">Required Overall &amp; Electives Units to Complete Goal</a>     |  | Completed     | 60 AA/AS Applicable Units  | <a href="#">71 AA/AS Applicable Units</a>       | -               |  |

752

753 **Analysis**

754

755 The College follows an open door admissions policy that is consistent with its stated  
756 Mission. The counseling programs and services emphasize the high priority that the College  
757 places on ensuring that students have clear pathways to their educational goals. This  
758 emphasis includes an expectation that students will work with a counselor at least once a year  
759 to monitor progress toward academic goals and update their plan as necessary. The College  
760 has recently implemented an electronic tool that allows students to request an online review  
761 of their plan(s). In the short time since the tool was launched, the Counseling Department  
762 has received more than [200 requests for an online review](#).<sup>82</sup>

763

764 The one exception to this policy is the new baccalaureate degree program in Interaction  
765 Design which has an application process. Students who complete an associate of science  
766 degree in Graphic Design with the User Experience Design Concentration at Santa Monica  
767 College, maintain a 2.8 GPA overall and 3.0 in Graphic Design classes and meet certain  
768 other criteria are automatically qualified for the baccalaureate program. Students entering  
769 the Bachelor of Science degree program will meet with an academic counselor who will  
770 advise them regarding the courses needed, as well as on any additional coursework needed to  
771 fill deficiencies in lower division preparation. While the selective admissions process  
772 ensures that students have no deficiencies in their major preparation, some may lack  
773 components of the CSU GE pattern required for the baccalaureate degree and may therefore  
774 need to take an extra course or two. The College's summer and winter intersessions provide  
775 an ideal time for students to complete these courses if needed.

776

777 MyEdPlan allows students to have multiple goals and assists in tracking the students' overall  
778 progress in meeting their desired goals. Currently, the system is not yet integrated with  
779 ASSIST, which is California's online student transfer information system that shows how  
780 course credits earned at one public California college or university can be applied when  
781 transferred to another. While it is possible to integrate MyEdPlan with ASSIST, the  
782 College's Information Technology Department is waiting for the next generation of ASSIST,  
783 which is not expected to be released until 2017. Thus, at this time, students need to meet  
784 with a counselor to ensure that they are completing the required courses for transfer. When  
785 the next version of ASSIST becomes available, the College will link MyEdPlan with ASSIST  
786 so that students will be better able to plan for and track their progress toward transfer goals.

787

788 **Plan**

789

790 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
791 continue to monitor its progress. The College will eventually link MyEdPlan with ASSIST.

792

| Proposed Activities   | Responsible Party      | Timeline  | Evidence/Outcomes/<br>Benchmarks for Success |
|---|------------------------|-----------|--|
| <b>Objective 1:</b> To develop an interface between MyEdPlan and ASSIST once the new version is released. |                        |           |  |
| Assess system requirements.   | Information Technology | 2017-2018 | Functional specifications defined.           |

| Proposed Activities        | Responsible Party      | Timeline  | Evidence/Outcomes/<br>Benchmarks for Success  |
|----------------------------|------------------------|-----------|---|
| Develop systems interface. | Information Technology | 2017-2018 | MyEdPlan communicates with ASSIST.<br>Students have ready access to transfer information. |

793

794

795 **IIC.7 The institution regularly evaluates admissions and placement instruments and**  
796 **practices to validate their effectiveness while minimizing biases.**

797

798 **Evidence of Meeting the Standard**

799

800 As an open-access community college, Santa Monica College does not have any admissions  
801 testing requirements. The College admits any student who has the capacity and motivation to  
802 benefit from higher education, who has earned a high school diploma or its equivalent, or  
803 who is at least 18 years of age. The College also admits students interested in participating in  
804 its high school concurrent enrollment or dual enrollment programs. These admissions  
805 policies and procedures are consistent and in compliance with state and federal regulations,  
806 as outlined in California’s Education Code and Code of Regulations, Title 5.

807

808 All students who enroll at the College, including online learners, are required to complete  
809 English, ESL, and mathematics assessment tests before enrolling in English, ESL, or  
810 mathematics classes for the first time or if enrolling in more than six units during their first  
811 semester. The College only uses [assessment instruments approved by the California](#)  
812 [Community Colleges Chancellor’s Office](#).<sup>83</sup> While the Assessment Center is responsible for  
813 administering the assessment tests, formal evaluation of the assessment tools and the  
814 College’s validated cut scores are conducted by the Office of Institutional Research (IR) on a  
815 six-year cycle. Although the College uses the Chancellor’s approved instruments, IR staff  
816 work directly with discipline faculty within [English](#)<sup>84</sup>, [ESL](#)<sup>85</sup>, and [Math](#)<sup>86</sup> to set and validate  
817 cut scores used in placement.

818

819 As of May 13, 2016, the College has implemented a new “multiple measures” placement  
820 process paralleling the larger effort of the Multiple Measures Assessment Project across  
821 California community colleges, following extended discussions among Enrollment Services,  
822 Assessment, Counseling, Mathematics, English, ESL, and Institutional Research staff,  
823 faculty, and administrators. Of approximately 3,300 students for whom a multiple measures  
824 recommendation was generated as of the date of launch, preliminary findings show that  
825 1,172 students were identified for a higher placement level (or course) based on multiple  
826 measures. Of these students, 390 (33 percent) qualified for a higher placement in both  
827 English and mathematics.

828

829 In addition to the “multiple measures” process, the College employs a number of other  
830 methods to place students into courses. These include the following:

- 831 • Assessment tests with embedded multiple measures items (the traditional approach)
- 832 • Completed coursework at other institutions

- 833       • Advanced Placement tests scores  
834       • California State University’s Entry Level Math/English Placement Test  
835       • 11th Grade CAASPP (California Assessment of Student Performance and Progress)  
836       results for English Language Arts/Literacy (standard met/standard exceeded) and  
837       Mathematics (standard exceeded)

838

839       *Analysis*

840

841       The Office of Institutional Research, with support from the Assessment Center staff,  
842       convenes faculty from the English, ESL, and Math departments; administrators; and students  
843       to conduct diverse studies to ensure that placement instruments are appropriate for use with  
844       the College’s student population and that no group is negatively impacted. Several studies  
845       have been conducted over the last few years to address such issues as content validity,  
846       consequential validity, cut score validity, disproportionate impact, and test bias for the math,  
847       English, and ESL. This has been accomplished as part of a systematic evaluation process  
848       and periodic effort to validate the initial placement processes and adjust them as appropriate  
849       and as a means for securing approval for locally managing select instruments.

850

851       As one of 12 pilot institutions, the College is preparing to adopt the assessment instruments  
852       developed for math, English, and ESL by the state as part of its Common Assessment  
853       Initiative. Several faculty, staff, administrators, and a Trustee are part of CAI’s numerous  
854       workgroups, including the ESL Workgroup, Technical/Platform Development Workgroup,  
855       Multiple Measures Workgroup, Steering Committee, and Vendor Selection Workgroup. The  
856       College anticipates that once an instrument and platform have been developed, the College  
857       will pilot all instruments created and use data collected to set initial local cut scores.

858

859       *Plan*

860

861       Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
862       continue to monitor its progress.

863

864

865       **IIC.8    The institution maintains student records permanently, securely, and**  
866       **confidentially, with provision for secure backup of all files, regardless of the form in**  
867       **which those files are maintained. The institution publishes and follows established**  
868       **policies for release of student records.**

869

870       *Evidence of Meeting the Standard*

871

872       Santa Monica College maintains student records in full compliance with the Family  
873       Educational Rights and Privacy Act (FERPA) of 1974, the California Code of Regulations,  
874       and the guidelines outlined in California’s Education Code chapter on Retention and  
875       Destruction of Records. Class 1 records, which are retained permanently, are scanned and  
876       indexed into a secure and confidential database only accessible by Admissions and  
877       Counseling staff members. This same standard is applied to other student service areas,  
878       including Psychological Services, Disabled Students Programs and Services, CalWORKs, the



879 Health Services Center, Student Judicial Affairs, and others. Although hardcopy records  
880 have been scanned and indexed for a number of years, they continue to be stored in a fire-  
881 proof vault protected by a fire extinguishing system. Microfiche, magnetic tape, CD-ROM,  
882 and computer imaging are utilized to ensure that all records are securely backed-up and  
883 available for the reconstruction of transcripts. Class 2 and Class 3 records, which are no  
884 longer required by Title 5 to be physically retained, are imaged, indexed, and destroyed after  
885 the approval of the Board of Trustees and in accordance with state destruction policies to  
886 ensure the security of information contained in the records.

887  
888 The Enrollment Services Division approves access to student data and records to individuals  
889 and departments on an as-needed basis as outlined in the College's Administrative  
890 Regulation 4135, Compliance with the [Family Educational Rights and Privacy Act](#)  
891 [\(FERPA\)](#).<sup>87</sup> Access to levels of student records information is governed by an employee's  
892 individual computer access code and is specific to the needs and functions of staff within that  
893 area of the College. These codes not only limit access to authorized persons but also leave a  
894 record of transactions for audit purposes. Enrollment Services staff who have daily access to  
895 student records sign a confidentiality agreement before beginning their employment. Access  
896 to more sensitive information requires higher security clearance, which is administered  
897 through employees' access codes. When employees separate from the College or are away  
898 for extended periods of time (as in the case of limited-term employees), their access codes  
899 are suspended or disabled.

900  
901 Students gain access to the student portal, Corsair Connect (a self-service system used to  
902 enroll, view records, review class schedules, add or drop classes, check fee balances, and  
903 look up grades and transcript information) through the use of a password. To improve the  
904 security of this portal, the College replaced its previous student password standard (date of  
905 birth) with a password created by the student, which must meet a specific set of standards.  
906 Students also provide responses to a number of security questions as part of the  
907 authentication process. If students forget their password, they may reset it by answering the  
908 security questions. Passwords are encrypted so that staff members do not have access to  
909 student password information.

910  
911 The College also publishes and follows established policies to govern the release of student  
912 records. The College records, at the time of application or at any time thereafter upon a  
913 student's request, a FERPA confidentiality hold on his/her records. This information is  
914 prominently displayed on the College's student information system as college staff retrieve  
915 student records. Each semester, the [students' right to privacy information](#)<sup>88</sup> is published in  
916 both the print and online versions of the schedule of classes and annually in the [college](#)  
917 [catalog](#)<sup>89</sup>, as well as on the [Admissions and Records website](#).<sup>90</sup> The information provided on  
918 the Admissions and Records website helps the college community better understand the rules  
919 governing student records, security, and policies related to the appropriate release of student  
920 information. There is also an FAQ component for parents, faculty, staff, and students. In  
921 addition, the College created two versions of a [FERPA Training and Quiz](#)<sup>91</sup> – one for  
922 students who are interested in student employment, and one for faculty, staff, and  
923 administrators.

924

925 **Analysis**

926

927 Santa Monica College has implemented policies and procedures that ensure proper  
928 authorization and authentication in the storage and access of student records. The College  
929 continues to monitor the effectiveness of its security system and makes changes as needed.

930

931 **Plan**

932

933 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
934 continue to monitor its progress.

935

936 **LIST OF EVIDENCE FOR STANDARD IIC**

---

- 1 Evidence IIC1\_Example\_of\_6yr\_Program\_Review\_Counseling\_2006-2012.pdf
- 2 IIC1\_Example\_of\_an\_Annual\_Program\_Review\_Counseling\_2014-15.pdf
- 3 IIC1\_Annual\_Instructional\_Program\_Review\_Forms\_2013.pdf
- 4 IIC1\_Counseling\_Annual\_Program\_Review\_Data.pdf
- 5 IIC1\_SMC\_Welcome\_webpage.pdf
- 6 IIC1\_MyEdPlan.pdf
- 7 IIC1\_Inst\_Research\_AdHoc\_Studies\_for\_StudentSupportServices.pdf
- 8 IIC1\_Impact\_of\_First\_Year\_Counseling\_2014.pdf
- 9 IIC1\_IRO\_Back\_to\_Success\_program.pdf
- 10 IIC1\_VIP\_Welcome\_Day\_Report\_1-13-14.pdf
- 11 IIC\_Student\_Equity\_Plan\_2014.pdf
- 12 IIC2\_Counseling\_MyEdplan\_screenshots.pdf
- 13 IIC2\_Screenshot\_CounselingSLO\_Repository\_Spring\_2015.pdf
- 14 IIC2\_Career\_Center\_SLOs.pdf
- IIC2\_Pico\_Promise\_SLOs\_email.pdf
- IIC2\_Black\_Collegians\_SLOs\_from\_Program\_Self-Study\_2014.pdf
- IIC2\_SLOs\_from\_Self\_Study\_Welcome\_Center\_2011.pdf
- IIC2\_Adelante\_program\_review\_SLOs.pdf
- 15 IIC2\_SLO\_By\_Course.pdf
- 16 IIC2\_Excerpt\_from\_Financial\_Aid\_Annual\_Program\_Review\_2014-15\_UO\_Assessment.pdf
- 17 IIC2\_2015\_Dashboard\_Report.pdf
- 18 IIC2\_Student\_Support\_Services\_MPE\_2009-10.pdf
- 19 IIC3\_Outreach\_webpage.pdf
- 20 IIC3\_SMC\_Counselor\_webpage.pdf
- 21 IIC3\_Campus\_Tours\_webpage.pdf
- 22 IIC3\_Apply\_Online\_webpage.pdf
- 23 IIC3\_Orientation\_webpage.pdf
- 24 IIC3\_Ask\_Monica.pdf
- 25 IIC1\_MyEdPlan.pdf
- 26 IIC3\_Prep2Test.pdf
- 27 IIC3\_Corsair\_Connect\_student\_homepage.pdf
- 28 IIC3\_Counseling\_Brochure\_2014-16.pdf
- 29 IIC3\_Counseling\_webpage.pdf
- 30 IIC3\_Online\_Counseling.pdf
- 31 IIC3\_Online\_Counseling\_topics.pdf
- 32 IIC3\_AB540\_Student\_Guide.pdf
- 33 IIC3\_AB540\_High\_School\_Counselor\_Update\_4-30-2013.pdf
- 34 IIC3\_AB-540\_Resources\_for\_Undocumented\_Students.pdf
- 35 IIC3\_Disability\_Resources\_webpage.pdf
- 36 IIC3\_Spring\_2014\_CCSSE\_Report.pdf
- 37 IIC4\_Associated\_Students\_webpage.pdf
- 38 IIC4\_Inter-Club\_Council\_webpage.pdf
- 39 IIC4\_ICC\_Club\_List\_Spring\_2016.pdf
- 40 IIC4\_Presidents\_Ambassadors.pdf
- 41 IIC4\_Student\_Peer\_Educator\_Program.pdf
- 42 IIC4\_Study\_Abroad.pdf
- 43 IIC4\_SMC\_Internship\_Program.pdf
- 44 IIC4\_Dale\_Ride\_Internship\_Program.pdf

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45 IIC4\_Center\_for\_Environmental\_and\_Urban\_Studies.pdf  
46 IIC4\_Athletics\_Probation\_Self\_Report\_2015-April.pdf  
47 IIC4\_Athletics\_Probation\_Sanctions\_2015.pdf  
48 IIC4\_Letter\_to\_WSC\_Commission.pdf  
49 IIC4\_The\_Corsair\_Newspaper.pdf  
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