
INSTITUTIONAL SELF-STUDY FOR REAFFIRMATION OF ACCREDITATION

**FOR
ACCREDITING COMMISSION
FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**



***SANTA MONICA COLLEGE
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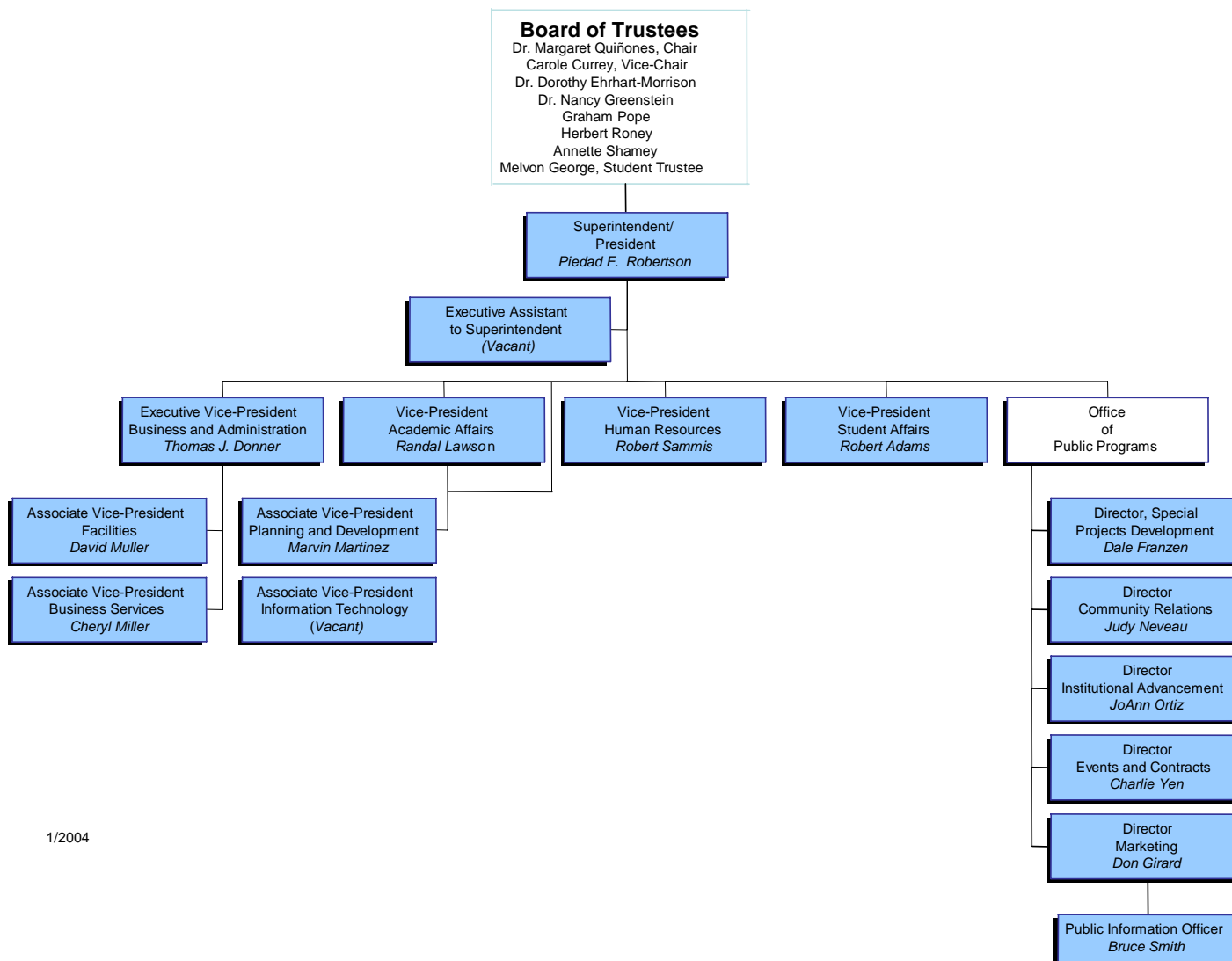
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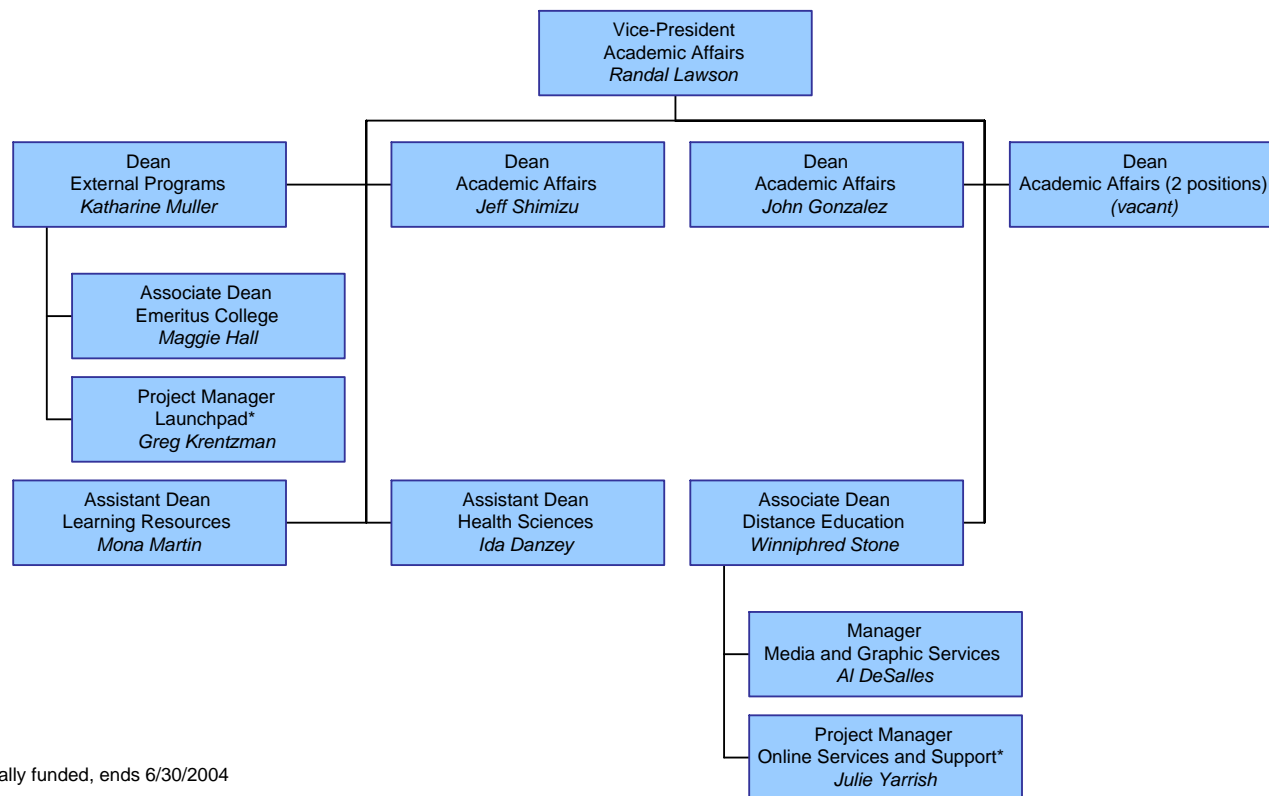
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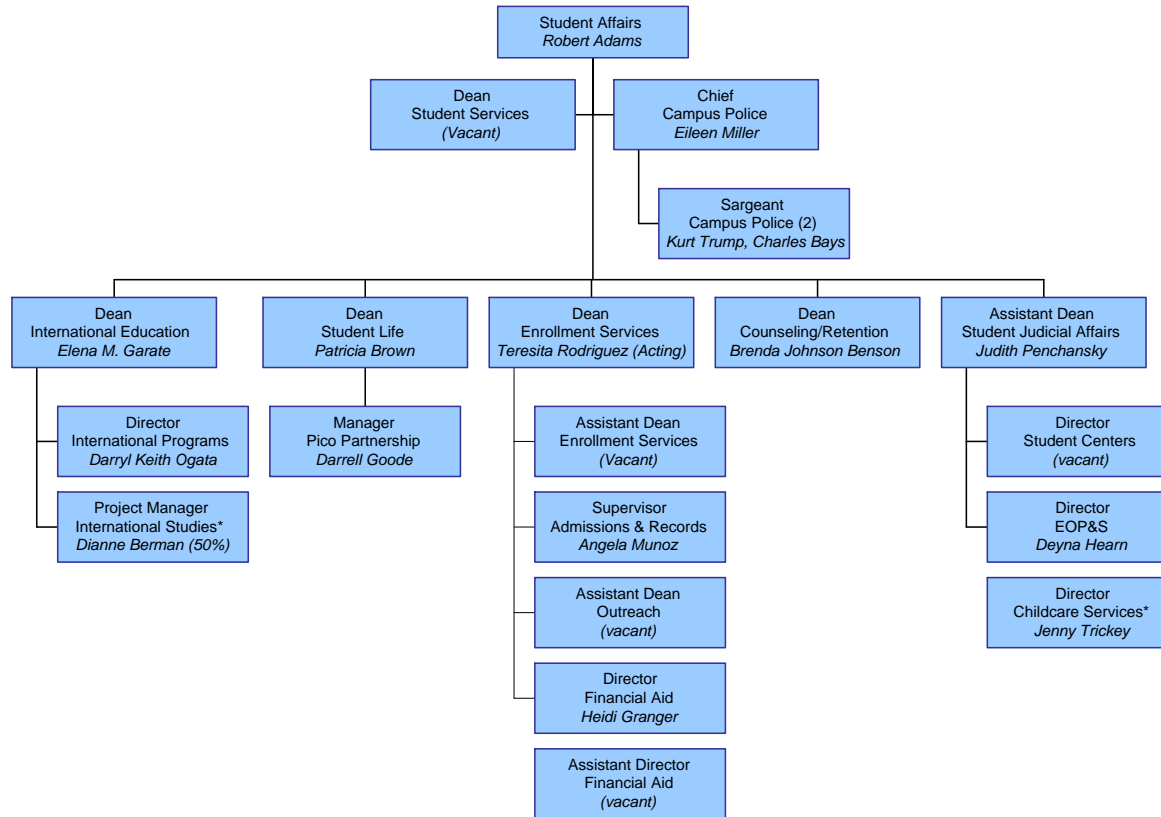
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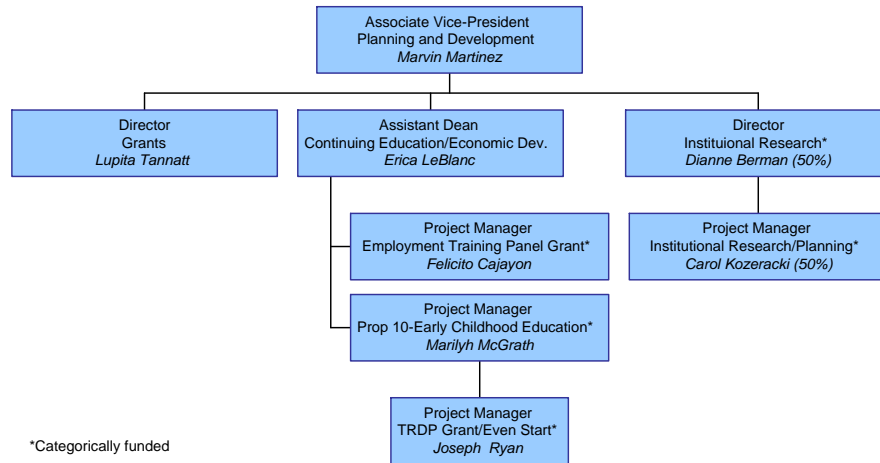


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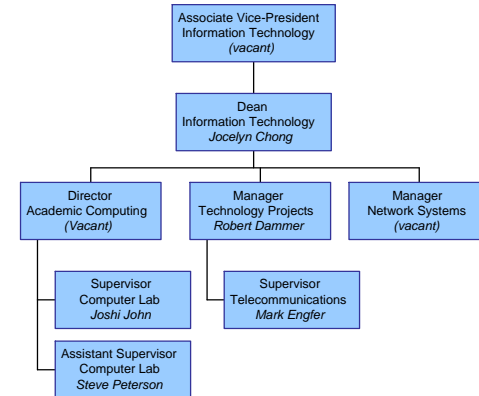
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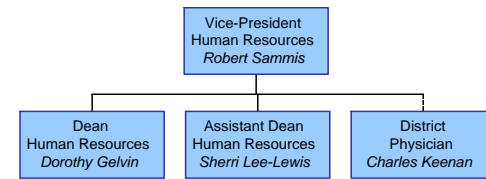
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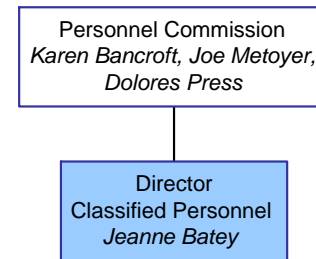
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HUMAN RESOURCES



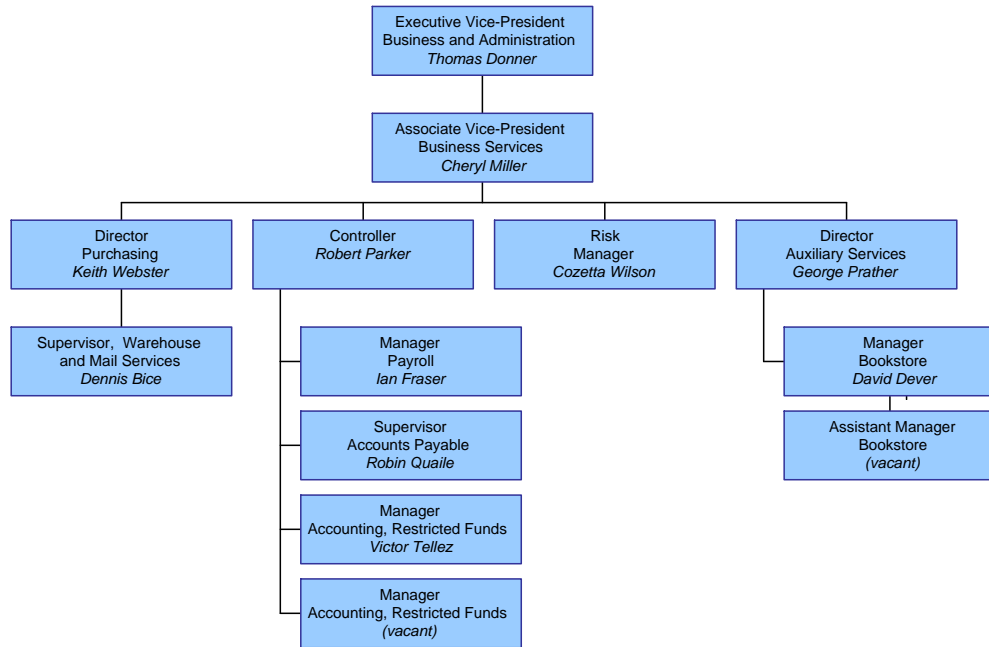
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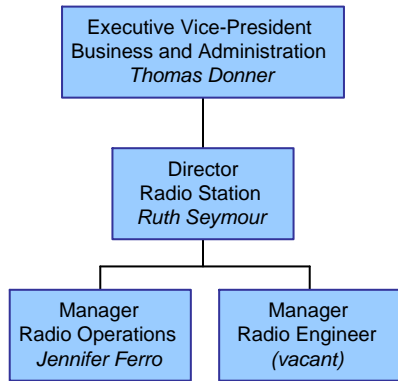
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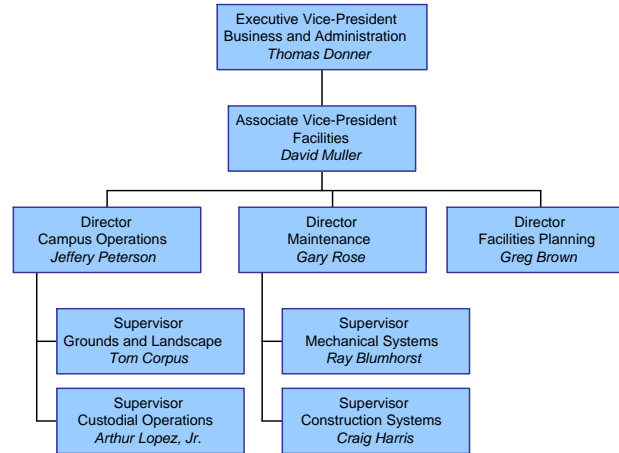
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VISION

*Santa Monica College:
Changing Lives
Through Excellence In Education*

MISSION

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

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

Santa Monica College serves, represents, and embraces the community's racial and cultural diversity. We promote the exchange of ideas in an open, caring community of learners and recognize the critical importance of each individual to the achievement of our vision.

GOALS

Student Success:

The College's learning environment will challenge, motivate, and support students. The College will use data on student outcomes to enhance educational programs and services.

Academic Excellence:

The College will uphold its tradition of academic excellence and innovation centered on a strong core of classified staff, faculty, and administrators. All are dedicated to the lifelong development of individual skills and competencies.

Community of Mutual Respect:

The College will be exemplary as a diverse community of mutual respect—a community characterized by respect for the individual, free exchange of ideas, broad collaboration, and participation in college governance.

Effective Use of Technology:

The College will promote access to technology to achieve its goals.

Community Partnerships:

The College will develop public/private partnerships to meet the educational needs of our community, ensure financial viability, and promote employment of our students and alumni.

Supportive Physical Environment:

The College will acquire, plan, develop, and maintain facilities and equipment to provide the best possible educational environment and promote the use of sustainable resources.

COLLEGE HISTORY

Four-year colleges and universities have their roots in medieval Europe, but community colleges are a uniquely American contribution to higher education.

Santa Monica College, located in the Santa Monica Community College District and operated under the California Law of 1917, is proud to be a part of that rich tradition of community service and public education.

A seven-member Board of Trustees, elected to a four-year term by the residents of Santa Monica and Malibu, governs the Santa Monica Community College District. A student-elected representative with an advisory vote serves on the board as student trustee.

Originally known as “Santa Monica Junior College,” the College opened its doors in 1929 with 153 students.

Although born on the eve of the Depression, Santa Monica College has thrived. By Fall 2002 enrollment exceeded 34,000 students. The College, which began by holding classes in Santa Monica High School, is now located on a 40-acre campus at 1900 Pico Boulevard, and has five satellite campuses.

Since it first opened, Santa Monica College has been headquartered at three locations. Classes were moved from the high school to an old elementary school building across the street. When a 1933 earthquake rendered that building unsafe, classes were held in a village of wooden-framed tents affectionately nicknamed “Splinterville.” The Technical School was founded in 1937 at 2200 Virginia Avenue, which is now the site of Virginia Park.

Corsair Stadium, the first permanent structure built on the present campus, was erected in 1948. Groundbreaking ceremonies for the first classroom building were held September 11, 1950. With the completion of the Administration, Art, Music, Library, Little Theatre, and Student Activities buildings in January 1952, all classes except the vocational ones and the science labs were located on the new campus.

Santa Monica College’s original Science Building was completed in February 1953. Three vocational buildings were added in 1957 for the cosmetology, sewing, and home economics programs, which were moved from the Technical School. The remaining classes at the Technical School were moved to the main campus in 1969.

By 1960, several new projects were built on campus: a spacious gymnasium with men’s and women’s locker rooms, a cafeteria building with classrooms, an enlarged student bookstore, and an addition to the library. The Associated Students financed the construction of Santa Monica College’s 1,500-seat Amphitheater in 1967.

Santa Monica College continued to change through the 1970s, 1980s and 1990s with new construction and the relocation of many classes to satellite campuses. Major construction projects included the Concert Hall in 1979; the Library, Learning Resources Center, and Instructional Materials Center in 1980; and the Business and Vocational Education Building in 1981. In 1983, the former library was renovated and renamed the Letters and Science Building.

A four-story parking structure was completed in 1981, two other parking structures opened in 1991, and the newest structure opened in April, 2002.

In 1988, Santa Monica College opened its first satellite campus in the former Douglas Museum and Library complex at the Santa Monica Airport. Two years later, the second satellite campus opened at the former Madison Elementary School site at 11th Street and Arizona Avenue in Santa Monica. The College opened its newest satellite facility, the Stewart Street campus, in February, 1998. This 3.5-acre site is home to the College's prestigious Academy of Entertainment and Technology.

In 2002, the College acquired two additional properties. Planning for the development of a 10.4-acre site near the Santa Monica Airport at Centinela and Airport Avenue is currently underway, with occupancy of the first building scheduled for Fall 2004. The College also purchased a 4-story office building at 1227 Second Street to serve as the permanent home for Emeritus College, a highly popular program for seniors. Emeritus College moved to the new building in Fall 2003.

The 1994 Northridge earthquake, which damaged multiple buildings on the main campus and destroyed others, served as a catalyst for several building projects and improvements to the campus. The College recently completed an \$80 million modernization program, including a new \$35 million Science Complex (replacing a building destroyed in the earthquake) which opened in Fall 1999, a \$20 million expansion of the Santa Monica College Library which re-opened in Fall 2003, new computers and telecommunications networking, and a completely reconfigured Business Building. These projects were made possible by Proposition T—a bond measure approved by local Santa Monica and Malibu residents—and earthquake restoration and other funds from the Federal and State governments.

In March 2002, Santa Monica passed Measure U, a \$160 million safety and modernization bond issue to upgrade and enhance Santa Monica College's facilities. The funds will be put to a variety of uses, including technology improvements at the main and satellite campuses, renovation of Santa Monica College's Main Stage Theater to meet modern teaching standards, a new Student Services & Administration Center, replacement of the Liberal Arts Building, and construction of a new addition to the Science Complex for nursing, environmental sciences, earth sciences, math, and related programs.

Over the years, the College has offered continuing education classes to meet the needs of the community through such programs as Emeritus College, founded in 1975 to offer

classes to people age 55 and older, and Santa Monica College's Extension and Community Services, which bring a broad range of classes, performers, films, and other special programs to the community. Another community service of which the College is justifiably proud is the College's radio station KCRW (89.9 FM). Affiliated with National Public Radio, the station is considered the best of public radio in Southern California.

Santa Monica College has responded to the needs of its increasingly diverse student body through such special programs as the Scholars program (for honors students planning to transfer to four-year institutions), Women's Center, Latino Center, African American Collegian Center, Center for Students with Disabilities, and International Education Center.

Today, Santa Monica College is the Westside's leading job trainer and the nation's undisputed leader in transfers to the University of California system, including to UCLA. Additionally, Santa Monica College's reputation for quality attracts students from more than 105 countries around the world, and currently, more international students choose Santa Monica College to begin their higher education than almost any other community college in America. The tuition international students pay helps support Santa Monica College in its efforts to recruit and retain an outstanding faculty and support staff.

ORGANIZATION FOR ACCREDITATION 2004 SELF-STUDY

Santa Monica College is pleased to submit this 2004 Institutional Self-Study as part of its application for reaffirmation of accreditation. Planning for the self-study began during the Fall 2002 Semester under the leadership of the Accreditation Self-Study Co-Chairs—the Accreditation Liaison Officer and the Academic Senate President. The Superintendent/President, in consultation with the Academic Senate, appointed a faculty member and an administrator to serve as co-chairs of committees for each of the four accreditation standards and a Computer Science and Information Systems Department faculty member to serve as the Self-Study Editor. Additionally, faculty and administrator co-chairs were appointed for subcommittees of Standards Two, Three, and Four.

An orientation meeting for the Accreditation Steering Committee—consisting of the Accreditation Self-Study Co-Chairs, the co-chairs of the four accreditation standard committees, the Classified Senate President, and the Associated Students President—was held in October 2002. A participation questionnaire, distributed to the college community via an electronic form on the college website, elicited responses from full-time and adjunct faculty members, administrators, classified staff members, classified managers, and students, expressing their interest in serving on committees or subcommittees for particular accreditation standards.

The January 2003 announcement of the Governor's 2003-2004 Budget and 2002-2003 mid-year funding reductions generated college discussions that escalated from disagreements over strategies for the College's budget response to highly contested Board actions—discontinuance of academic programs and layoffs of classified staff members. In terms of the accreditation self-study, these college controversies resulted in almost no progress being made during Spring 2003, which the original timeline assumed would be the period of greatest activity.

In Summer 2003, the Accreditation Steering Committee began meeting again. Resignations of faculty subcommittee co-chairs and reassignment of administrators to faculty roles resulted in changes to the original self-study organizational structure. The long period of inactivity forced a revised timeline that has been extremely challenging in terms of meeting the deadline for submission of the self-study and has virtually eliminated the traditional period for collegewide review. The steering committee met frequently during the summer intersession and fall semester to review the progress of each of the standard committees and, despite many heated discussions of controversial issues, was diligent in its oversight role of maintaining a focused effort to create an accurate and balanced depiction of the institution. The Office of Institutional Research collected and summarized existing data for the Statistical Support Report, as well as providing data requested by individual standard committees. The Accreditation Self-Study Co-Chairs drafted the Responses to the Recommendations of the 1998 Accrediting Team for review by the steering committee.

Throughout the process, Accreditation Steering Committee members reported frequently through the College's organizational and committee structure on the progress of the self-study. The Accreditation Self-Study Co-Chairs provided a progress update for the Board of Trustees at its July 2003 retreat and gave a presentation on the accreditation process for the college community at the Fall 2003 Opening Flex Day. The steering committee has thoroughly reviewed many drafts of the standard committee reports. Since responding to the standards has invoked a great deal of discussion about controversial issues, there has been a relatively high level of attention to the development of the self-study by college constituent groups. In the absence of the traditional review period prior to submission of the self-study, the self-study co-chairs are encouraging members of the college community to review the final document and submit comments to be compiled and included in the documentation made available to the visiting team.

At the January 30, 2004 Board of Trustees Retreat, the Superintendent/President and the Accreditation Self-Study Co-Chairs will review the completed report with the Board of Trustees and discuss the planning issues revealed in the self-study process and how they will be integrated into the planning agenda of the College. In anticipation of institutional changes that will have occurred between the completion of the self-study report and the accreditation visit, the Accreditation Liaison Officer will draft an addendum to the report to be reviewed by the Accreditation Steering Committee and mailed to the visiting accrediting team members in early March 2004.

TIMELINE FOR ACCREDITATION 2004 SELF-STUDY

| | |
|--------------------------------------|--|
| September 2002 | Development of work plans, goals, and objectives; appointment of faculty/administrator co-chairs of standard committees and members of Steering Committee |
| October 23, 2002 | Steering Committee orientation meeting |
| December 5, 2002 | Announcement to the college community of the opportunity to volunteer to serve on accreditation standard committees and subcommittees through an electronic form on the Santa Monica College website |
| January 13-18, 2003 | Review of volunteer list and appointments to standard committees and subcommittees |
| December 2002 – February 2003 | Dean, Institutional Research prepares first draft of Statistical Support Report. |
| February 28, 2003 | Steering Committee meeting—review of standard committee and subcommittee participation and first draft of Statistical Support Report |
| July 9, 2003 | Steering Committee meeting—progress reports from standard committee co-chairs and review of Standard I response |
| July 30, 2003 | Steering Committee meeting—progress reports from standard committee co-chairs and review of Standards I and II responses |
| August 22, 2003 | Opening Flex Day accreditation presentation by the Accreditation Self-Study Co-Chairs |
| August 26, 2003 | Steering Committee meeting—continuation of Standard II review |
| September 2, 2003 | Steering Committee meeting—continuation of Standard II review |
| September 16, 2003 | Steering Committee meeting—Standard I review |
| September 30, 2003 | Steering Committee meeting—review of Standard IVA response |

| | |
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| October 28, 2003 | Steering Committee meeting—review of Standard IIIC response and Statistical Support Report |
| November 4, 2003 | Steering Committee meeting—review of Standard IIID response |
| November 25, 2003 | Steering Committee meeting—review of Standard II response |
| December 2, 2003 | Steering Committee meeting—review of Standard IV response and continuation of Standard II review |
| December 9, 2003 | Steering Committee meeting—review of Standard IIIB and Standard IIID responses |
| December 16, 2003 | Steering Committee meeting—review of Standard IIIA response and the Responses to the Recommendations of the 1998 Accreditation Team |
| December 17, 2003 - January 16, 2004 | Completion of final Accreditation Self-Study Report for publication and completion of source document collection for Accreditation Team |
| January 9, 2004 | Details for campus visit arranged with Accreditation Team Chair and Assistant |
| January 13, 2004 | Steering Committee meeting—initial logistical planning for team visit; discussion of source document organization |
| January 17-20, 2004 | 150 copies of Accreditation Self-Study Report printed and bound |
| January 20, 2004 | Copies of Accreditation Self-Study Report mailed to the Accrediting Commission and the members of the Accreditation Team |
| January 23, 2004 | Accreditation Self-Study Report posted to college website (http://www.smc.edu/policies/MasterPlans/) |
| January 23, 2004 - February 16, 2004 | College community review of completed Accreditation Self-Study Report (comments to be incorporated into documentation for visiting team) |

| | |
|-----------------------------|--|
| January 30, 2004 | Board of Trustees Retreat—presentation of Accreditation Self-Study planning issues by Superintendent/President and Accreditation Self-Study Co-Chairs |
| February 11, 2004 | Joint meeting of Accreditation Steering Committee and Collegewide Coordinating Council to discuss incorporation of accreditation self-study planning issues into formation of <i>Master Plan for Education</i> institutional objectives |
| February 16-23, 2004 | Preparation of addendum to Accreditation Self-Study Report by Accreditation Liaison Officer |
| February 24, 2004 | Steering Committee meeting—review of addendum to Accreditation Self-Study Report |
| March 2, 2004 | Addendum to Accreditation Self-Study Report, along with electronic copies of major source documents, mailed to the Accrediting Commission and members of the Accreditation Team |
| March 16, 2004 | Steering Committee meeting—update on details of team visit |
| March 22, 2004 | Accreditation team members arrive at hotel for working session. |
| March 23-25, 2004 | Accreditation team visit |
| April 12-16, 2004 | Superintendent/President reviews draft accreditation report for correction of factual errors. |
| April 28, 2004 | Joint meeting of Accreditation Steering Committee and Collegewide Coordinating Council—discussion of accreditation recommendations and beginning of the process of integrating the recommendations and the self-study planning issues into the ongoing planning and evaluation activities of the College |

ACCREDITATION 2004 SELF-STUDY PARTICIPANTS

ACCREDITATION STEERING COMMITTEE

Accreditation Self-Study Co-Chairs Gordon Dossett (F)
Randal Lawson (A)

Academic Senate Presidents Lesley Kawaguchi (F, 2003-2004)
Gordon Dossett (F, 2002-2003)

Classified Senate Presidents Ana Jara (C, 2003-2004)
Lee Peterson (C, 2002-2003)

Associated Students Presidents..... Chason Smith (S, 2003-2004)
Luis Barrera (S, 2002-2003)

Standard One:

Institutional Mission and Effectiveness Co-Chairs Erica LeBlanc (A, 2003-2004)
Ruth Logan (F)
Judy Schwartz (A, 2002-2003)

Standard Two:

Student Learning Programs and Services Co-Chairs Lesley Kawaguchi (F)
Jeff Shimizu (A)

Standard Three:

Resources Co-Chairs..... Janet Harclerode (F)
Katharine Muller (A)

Standard Four:

Leadership and Governance Co-Chairs..... Fran Manion (F)
Robert Sammis (A)

A—Academic Administrator
C—Classified Staff
F—Faculty
M—Classified Manager
S—Student
*—Subcommittee Co-Chair

ACCREDITATION STANDARD COMMITTEES

Standard One: *Institutional Mission and Effectiveness*

**Erica LeBlanc (A, 2003-2004), Ruth Logan (F),
and Judy Schwartz (A, 2002-2003) Co-Chairs**

| | | |
|-------------------|--------------------------|------------------------|
| Gwen Dophna (F) | Lesley Kawaguchi (F) | Judith Penchansky (A) |
| Tina Feiger (F) | Marcella Kelly (C) | Judith Remmes (F) |
| Peter Geltner (A) | John Kennedy (F) | Christopher Stiles (F) |
| Nancy Hanson (F) | Lucy Kluckhohn Jones (F) | Esau Tovar (F) |
| Esther Hugo (F) | Carol Kozeracki (A) | Michele Ware (C) |
| Sharon Jaffe (F) | Laura Manson (F) | |
| Josh Kanin (F) | Peter Morse (F) | |

Standard Two: *Student Learning Programs and Services*

Lesley Kawaguchi (F) and Jeff Shimizu (A), Co-Chairs

| | | |
|-------------------------|-----------------------|-------------------------|
| Brenda Antrim (F) | Andi Hyman (C) | Teresita Rodriguez (A) |
| Merle Arnold (F) | Carol Kozeracki (A) | Lisa Rose (M) |
| Brenda Benson (A, IIB*) | Randal Lawson (A) | Judy Schwartz (A) |
| Patricia Burson (F) | Erica LeBlanc (A) | Peter Sierra (C) |
| Fran Chandler (F) | Sherry Lee-Lewis (A) | Howard Stahl (F) |
| Joyce Cheney (C) | Karen Legg (F, IIB*) | Susan Sterr (F) |
| Gerry Clark (C) | Emily Lodmer (F) | Winniphred Stone (A) |
| Mary Colavito (F, IIC*) | Fran Manion (F) | James Stramel (F) |
| Mahesh Cummins (C) | Mona Martin (A, IIC*) | Esau Tovar (F) |
| Ida Danzey (A) | Jennifer Merlic (A) | Sal Veas (F, IIA*) |
| Laurie Frederic (F) | Katharine Muller (A) | Muriel Walker-Waugh (F) |
| John Gonzalez (A, IIA*) | Dan Nannini (F) | Saundra Willis (C) |
| Kathleen Greer (C) | Estela Narrie (F) | Julie Yarrish (A) |
| Maggie Hall (A) | Andrew Nestler (F) | |
| Steve Hunt (F) | Judith Penchansky (A) | |

A—Academic Administrator
C—Classified Staff
F—Faculty
M—Classified Manager
S—Student
*—Subcommittee Co-Chair

Standard Three: Resources
Janet Harclerode (F) and Katharine Muller (A), Co-Chairs

| | | |
|----------------------------|-----------------------------|-------------------------|
| Merle Arnold (F) | Karl Karlshammar (S) | Judith Remmes (F) |
| Jeanne Batey (A) | Peggy Kline (F, IIIC*) | Teresita Rodriguez (A) |
| Suzanne Borghei (F, IIIB*) | Bill Lancaster (F) | Bernie Rosenloecher (C) |
| Greg Brown (M, IIIB*) | Lesley Kawaguchi (F) | Robert Sammis (A) |
| Patricia Burson (F) | Randal Lawson (A) | Christine Schultz (F) |
| Dina Cervantes (S) | Sherri Lee-Lewis (A, IIIA*) | Kathy Shamey (F) |
| Jocelyn Chong (A, IIIC*) | Emily Lodmer (F) | Brian Sher (C) |
| Tom Donner (A, IIID*) | Ruth Logan (F) | Alex Siefert (C) |
| Gordon Dossett (F) | Fran Manion (F) | Brenda Simmons (A) |
| Laurie Frederic (F) | Mona Martin (A) | Chason Smith (S) |
| Claudia Garcia (F) | Ken Mason (F) | Michael Soldatenko (F) |
| Phil Hendricks (C) | Jennifer Merlic (A) | Edie Spain (F) |
| Steve Hunt (F) | Brian Pena (C) | Howard Stahl (F) |
| Ana Jara (C) | George Prather (M) | Roger Villafuerte (C) |
| Joyce Johnson (C) | Lee Peterson (C) | John Yoder (C) |

Standard Four: Leadership and Governance
Fran Manion (F) and Robert Sammis (A), Co-Chairs

| | | |
|-----------------------------|---------------------------|----------------------|
| Robert Adams (A, IVA*) | Phil Hendricks (C) | John Samargis (C) |
| Alan Buckley (F, IVA*) | Ana Jara (C) | Barbara Siegel (C) |
| Tragan Campbell (S) | Lesley Kawaguchi (F) | Lantz Simpson (F) |
| Charles Donaldson (F, IVB*) | Marvin Martinez (A, IVB*) | Chason Smith (S) |
| Gordon Dossett (F) | Lee Peterson (C) | Richard Tahvildaran- |
| Don Girard (M) | Bill Price (F) | Jesswein (F) |

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Accreditation Self-Study Editor Gina Jerry (F)

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Carol Kozeracki (A, 2002-2003)

A—Academic Administrator
C—Classified Staff
F—Faculty
M—Classified Manager
S—Student
*—Subcommittee Co-Chair

ACCREDITATION 2004 SELF-STUDY REPORT ABSTRACT

STANDARD ONE: *INSTITUTIONAL MISSION AND EFFECTIVENESS*

The character and purpose of Santa Monica College are best exemplified in the College's Vision, Mission, and Goals statements. These statements, which provide the foundation for the College's student learning programs and services, were revised in 2002 to provide a clearer embodiment of the College's commitment to quality higher education programs and services.

The mission statement focuses on creating a learning environment that meets the needs of the College's students and fosters an open exchange of ideas. It also serves as the primary guide for college planning processes, which call for substantial participation from the college community. The Collegewide Coordinating Council, as the central planning body, functions as a conduit for receiving and disseminating information and identifies the specific planning issues to be included in the annual revision of the *Master Plan for Education*. Through the annual updates of this document, the College identifies new institutional objectives for the coming year and reports on its progress relative to the prior year's institutional objectives. Several other pivotal documents—including the *Master Plan for Technology*, the *Comprehensive Facility Master Plan*, and the budget plan—also influence the College's planning processes.

In response to a 35% increase in student enrollment between the 1998 accreditation and the 2002-2003 academic year, the College's course offerings and support programs grew tremendously. This growth has been tempered by the recent severe and ongoing budget crisis the College is facing. Course offerings have been reduced by 27% for Fall 2003 (compared to Fall 2002); several academic programs have been discontinued; several classified staff members have been laid off; and a number of student services have been reduced. Some of the decisions have resulted in discord between members of the various constituent groups and the administration and in a perception that the College's decision-making processes are not reflective of the collegewide planning process.

Institutional research plays an important role in the planning efforts of the College and in the assessment of its effectiveness in providing quality educational programs and services. The rich array of data and studies undertaken through the College's institutional research efforts provide the groundwork for self-reflective dialogue about the continuous improvement of student learning and for reviewing institutional planning and evaluation processes.

STANDARD TWO: *STUDENT LEARNING PROGRAMS AND SERVICES*

Santa Monica College welcomes students of wide-ranging backgrounds, abilities, and educational aspirations. The College meets the needs of its diverse student population

through a combination of academic programs, student support services, and comprehensive learning resources.

In accordance with its mission, Santa Monica College offers educational programs that enable students to transfer to universities, prepare for careers, develop college-level skills, and participate in educational enrichment experiences that support the concept of lifelong learning. The College consistently strives to ensure the quality of instruction. Sustaining this quality depends upon regular review and evaluation of programs, courses, instructional support, and teaching faculty. All academic programs are evaluated every six years through the program review process, and institutional research tracks a variety of student achievement outcomes. The College's curriculum approval and program review processes continue to be highly effective in ensuring instructional quality, appropriate rigor, and overall educational effectiveness for courses and programs delivered on the main campus, at satellite sites, and through distance education.

Special programs have been implemented to foster the academic success of various student groups, and in recognition of the multiplicity of learning styles and of the diverse subjects presented. A variety of instructional approaches and student-centered strategies—e.g., collaborative learning communities, intrusive counseling—have generated very positive results in terms of student success, retention, and persistence. Although some groups have adopted the effective strategies informally, these methods have not been institutionalized.

A variety of alternative instructional delivery systems and modes of instruction are utilized to meet the various needs of the College's diverse students. In addition to traditional lecture and laboratory formats, instructional modes and delivery systems include computer-assisted instruction; distance education and hybrid courses; independent study and internships; service learning; the High School Dual Enrollment Program; and—to respond to the needs of non-traditional students and lifelong learners—Community Services/Extension classes, contract education, and noncredit course offerings, including the Emeritus College. The current budget crisis has heavily impacted several of these delivery systems; most dramatically, the noncredit ESL and High School Dual Enrollment programs have been suspended for the 2003-2004 academic year.

The College engages in a number of activities that directly relate to identification of student learning outcomes. These include assessment testing; discussions of teaching strategies and pedagogy associated with research studies and pilot programs; and common departmental examinations to ensure consistent measures of success. However, the College's dialogue has not yet reached the stage of defining, explicitly stating, and assessing student learning outcomes at the course, program, and degree/certificate levels. Controversies surrounding the College's response to budget planning issues derailed the planned Spring 2003 implementation of the "Beta Project"—a promising initiative to obtain, through focus groups and other research techniques, faculty input to focus the institution on defining student learning outcomes.

The College continues to improve and update transfer resources through the Transfer/Counseling Center and its online website. Santa Monica College is the leading transfer institution to the University of California and several private four-year institutions. The College continues to work closely with baccalaureate institutions, and faculty members are actively engaged with these institutions in the curriculum planning process. The Articulation Officer has established regular online updates for all articulation agreements, and this has improved accuracy of information for students.

Although the College has had a program discontinuance policy since 1995, it had never been used until Spring 2003, when, of ten programs considered for elimination in response to the budget crisis, five were discontinued. The College's student services contacted affected students to identify possible alternatives for completing their remaining degree or certificate requirements; nearby institutions were contacted to facilitate articulation agreements for transfer of entry-level students; and, for students near completion of degrees or certificates, sections of advanced classes were offered during Summer 2003.

The College updates its website in a timely manner to provide accurate and current information regarding scheduling, curriculum offerings, transfer/degree/certificate requirements, and other educational resources. A new *Schedule of Classes* is produced, in both hardcopy and online formats, for each semester and intersession. The college catalog is published on an annual basis, and the Articulation Officer is responsible for immediate updates of all transfer information. Through its Vision, Mission, and Goals statements, Board of Trustees policies, and administrative regulations, the College addresses issues of academic integrity of the teaching-learning process and specific codes of conduct for staff, faculty, administrators, and students.

Santa Monica College prides itself on the quality and range of student support services that are delivered to students. With well over thirty such programs currently in existence, access to and quality of services are crucial tasks taken seriously by those involved in their planning and delivery. The quality of student support services is assured through many avenues, including the College's program review process. New technology has enhanced the College's student services programs. An electronic student education plan and computerized assessment testing are two examples of how technology is enhancing the College's ability to track and address student performance. The College has also taken steps to make its student support services more accessible; for example, students can now apply, be oriented, enroll, and purchase textbooks online. Some student services programs also address specific populations, including probationary students, first-time college students, underprepared students, and those who face multiple challenges to their academic success. These achievements have been mitigated to a large degree by the current budget crisis, which has resulted in the reduction of counseling and other student services.

The development of human potential is a goal of Santa Monica College. The Office of Student Life, through the Associated Students, provides opportunities for student involvement that enhances student retention, assists with definition and clarity of

personal and educational goals, and stimulates goal attainment through a commitment to academic excellence. The College's co-curricular programs strive to foster student involvement, leadership development, civic responsibility, and student retention.

Counseling Department faculty support and lead counseling services in almost two dozen unique and varied student support programs. Each program offers academic, personal, and vocational counseling. Specialized counseling programs exist to address the unique needs of students facing financial and economic barriers, physical and learning disabilities, childcare issues, licensing regulations, and federal, state, and local program requirements. Since the last accreditation self-study, the Counseling Department has undertaken a variety of initiatives to further increase opportunities for student success, including a redesign of the orientation process, development of a department website, and implementation of a Transfer/Articulation website. Professional development of Counseling staff has also been addressed. A complete policies and procedures manual for counseling has been developed, and new counselors complete a counseling internship by serving in each counseling services area.

As an open access community college, Santa Monica College has no formal admissions testing requirements. However, first-time students are mandated to complete the Santa Monica College assessment process. The Assessment Center has the primary responsibility for assessing students' reading, writing, and mathematics skills when they enter the College. To ensure that placement instruments are appropriate for use with the Santa Monica College student population and that no one group is negatively impacted, diverse studies are conducted on a regular basis.

Santa Monica College maintains student records in full accordance with the California Education Code and secures them in full compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and the guidelines in the Title 5 chapter on Retention and Destruction of Records. The College has always been concerned about the security and confidentiality of student records and has implemented policies and procedures that ensure proper authorization and authentication in the storage and access of student records.

Evaluation of student support services takes place through four main processes—program review; fulfillment of state/federal reporting requirements; internal evaluations; and collegewide surveys undertaken to determine student satisfaction with these services.

Santa Monica College is very proud of its new expanded and remodeled Library, which supports the College's student learning programs with a state-of-the-art computer classroom for library instruction, 21 group study rooms, over 200 computers for student use, and over 1,300 seats configured in a variety of ways to meet differing learning styles. Library resources are selected, catalogued, and maintained by professional librarians and a paraprofessional staff. Of concern are the adequacy of the resource collections and the staffing available to service the new facility.

Santa Monica College has a number of ongoing efforts to develop and support skills in information competency. The Information Competency Task Force has explored the many issues surrounding information competency, and an information competency course—designed to assist educators and education students in developing the ability to interpret, evaluate, and critically analyze information for the purpose of infusing information competency skills into their curricula—has been developed, approved, and offered. Learning Resource Center staff members make themselves available to assist students in acquiring information and developing critical thinking skills.

Student computing facilities support student learning by providing plentiful access to computers and networked resources; today, more than 1,200 computers are used in the College's computer labs and classrooms. Technology resources also support the College's online learning arena through a variety of instructional methods. These include online courses, hybrid courses (which include both online and on-ground components), and online supplements to traditional classes.

The Learning Resource Center has been decentralized to build a stronger bond with the students and faculty served. Components include the English and Humanities Center, the Math Center, the Modern Language Tutoring Center (new since the last accreditation), the Health Sciences Center, and the Science Tutoring Center. As an example of its commitment to student success, Santa Monica College offers free tutoring services to all enrolled students. These services are designed to improve student success and include both individual and small group tutoring sessions. A downside of decentralization is that the College lacks standard policies, consistent training programs, and a clearly defined organizational structure to support tutoring services.

Over the past six years, the Library has increased the number of electronic resources available via remote access. These services are of benefit to both on-ground and distance education students and are available, through the Library website, 24 hours a day, 7 days a week. Services, such as electronic reference, that were originally designed with the distance education student in mind, have also been embraced by on-ground students. The Library has made a concerted effort to ensure that all of its electronic resources, including its website, are accessible to students with disabilities. The College maintains service agreements for crucial hardware and software systems used in the Library and for other learning support services. One concern, however, is that most of the computers on campus are now out of warranty and at an age when repairs become necessary.

All library and learning support services participate in the College's program review process. Adequacy of Learning Resource Center resources and services are evaluated informally through faculty feedback and suggestions to staff about the need for updated and additional materials to support curricula.

STANDARD THREE: *RESOURCES*

Santa Monica College's rich but finite array of human, physical, technological, and

financial resources provide comprehensive support for the College's programs and services.

The College employs individuals in several employment categories. Each category has unique rules and regulations governing selection and employment. Faculty positions include individuals assigned to classroom and non-classroom assignments (e.g., as librarians and counselors). Faculty assignments may be either full-time or part-time. Classified positions comprise all staff positions, including full-time, part-time, and limited-term positions. In addition, the College employs academic administrators and classified managers.

The College has well-defined procedures that govern the selection of faculty, staff, and administrators. The process for the selection of full-time faculty has worked effectively, resulting in the selection of highly qualified faculty members. However, some controversy has surfaced regarding the size and composition of hiring committees. Additionally, the processes governing the hiring of part-time faculty are not consistently adhered to, due largely to the cumbersome nature of the process and the frequent need to hire part-time faculty quickly. The Santa Monica College Personnel Commission is responsible for determining the qualifications for all classified positions, including classified management positions. Merit Rules govern the hiring of classified staff and classified managers.

Non-tenured (probationary) faculty evaluation follows a four-year process, and the evaluation is a clearly outlined fifteen-week process of meeting with, observing, and evaluating the new faculty member. Once tenured, faculty continue to be evaluated every three years by the department chair or a panel. Part-time faculty are evaluated at least once during every four semesters of employment. Although department chairs are evaluated under the faculty evaluation process as faculty, there is currently no formalized process for evaluating their performance specifically in the role of department chair.

Classified employees are evaluated by the employee's immediate supervisor on an annual basis. Although the evaluation form provides some guidance for rating, it is a generic, "one-size-fits-all" form that does not adequately address the wide variety of classified jobs and duties within the College. The evaluation process for academic administrators consists of a self-evaluation and a final evaluation by the supervising administrator.

The College does not have a single code of ethics applicable to all college constituents. Instead, constituent groups (faculty and administrators/managers) have developed separate codes of ethics. To date, no code of ethics has been developed for classified staff. Personnel policies and procedures are set forth in Board policies, administrative regulations, collective bargaining agreements, and the Personnel Commission Merit Rules. Personnel files are secure, and all employees are provided the right to access their personnel files.

The College is committed to employing and maintaining a diverse workforce and has achieved growth in the employment of individuals from underrepresented groups. Due to

severely limited hiring in the past two years, any changes in the diversity of staff and faculty have been primarily the result of retirements and other separations.

The College has provided professional development opportunities in a number of formats and venues, supported primarily through state funds designated for these activities. Although the College is clearly committed to professional development, many of these activities have recently been curtailed or eliminated due to funding reductions. Despite the lack of funding, the College continues to provide opportunities for professional development for faculty in a number of ways—various flex activities, sabbaticals, and fellowships. A primary source for planning and supporting professional development is the Academic Senate Joint Professional Development Committee. For the past two years, the State has provided no professional development funds, but the committee has judiciously used funds carried over from prior years to provide limited funding for individual conference attendance and to support the Institutional Flex Day.

At the time of the last accreditation visit in 1998, facilities planning was focused primarily on earthquake recovery. Since then, the College has placed heavy emphasis on the development of the *Comprehensive Facility Master Plan*, a long-range plan which is an outgrowth of the primary planning document for the College, the *Master Plan for Education*. The *Comprehensive Facility Master Plan* looks at facilities issues with a focus on specific projects needed to meet the goals set in the *Master Plan for Education* and ensure that programs and services are adequately provided for and maintained. The College has also conducted a facilities assessment report, which concluded that Santa Monica College will need to complete a number of replacement and modernization projects to meet current and future needs.

Facilities projects are supported through several funding streams, including the State's scheduled maintenance funds, federal appropriations, grants and other fundraising for specific projects, and bond measures. In March 2002, the Santa Monica/Malibu community approved, by an overwhelming 69.99%, Measure U, a bond that will be used to complete projects prioritized in the facilities assessment report and *Comprehensive Facility Master Plan*.

Ensuring that facilities are constructed and maintained to assure access, safety, security, and a healthful learning and working environment, while meeting instructional and institutional goals, is the primary focus of all facilities planning. All new and remodeled facilities are fully accessible and meet or exceed all ADA standards and building codes. The College maintains a safe environment through the use of trained security professionals and technology. The College has an ongoing maintenance program, and funding has been provided for major maintenance projects through the state scheduled maintenance program. Until recent budget cuts and the resulting reductions in maintenance staff, the College had a staff sufficient to perform daily routine maintenance tasks and repairs to district facilities. However, the impact of the recent personnel cuts has severely taxed the maintenance staff, allowing only for emergency repairs.

To ensure a healthful learning and working environment, the College has developed a

comprehensive recycling program, including a Vermitech machine, which uses worms to naturally recycle food wastes. The College is also incorporating sustainable, environmentally responsible building concepts into new construction projects.

Despite the extensive processes that govern planning undertaken to develop the prioritized facilities projects, misunderstandings about the relationship between plan development and decision-making to affect plan objectives have contributed to a sense that all voices and opinions have not been heard.

Santa Monica College is committed to providing access to technology and to using technology effectively to reach its goals. All college departments promote and support the use of technology to improve student learning outcomes and create a more efficient operational environment. The Information Technology departments design and implement effective technology solutions to support the College's mission and goals.

Processes for developing technology services are designed to ensure that technology is distributed systematically and equitably and that technical solutions are effective in meeting user needs. The *Master Plan for Technology* is updated annually by the Academic Senate Joint Information Services and District Technology committees.

A comprehensive training program was developed to provide the assistance and documentation needed by college employees to make appropriate and efficient use of technology. Training is tailored to the Santa Monica College computing environment and includes instruction on making electronic information accessible to disabled users. Unfortunately, drastic reductions in state funding have forced the temporary suspension of the Technology Training Program.

Maintenance of the College's technical infrastructure is performed according to documented procedures designed to optimize performance and efficiency. Replacing and upgrading equipment is accomplished under a cyclical schedule that accommodates the College's various technology needs. Security policies have been established to protect the integrity of the information resources of the College. The College maintains student records permanently, securely, and confidentially.

In an institution the size of Santa Monica College with a reputation for academic excellence, the demand for continuous improvement and innovation exceeds the capacity of financial resources. Thus, the importance of linking financial planning to institutional planning is critical. As with other college resource planning, the *Master Plan for Education* serves as the basis for financial planning. The two main planning bodies that make recommendations to the College's administration regarding financial decisions are the Collegewide Coordinating Council and the Budget Committee. Both committees are primarily recommending bodies, with final decisions and accountability resting with the Superintendent/President.

Due to insufficient information from the State prior to adoption of the annual budget and the certainty of the State making revisions to the budget during the funding cycle, the

financial planning process is, by necessity, flexible. Increases in liabilities and obligations covered by the General Fund, such as the costs of health and retirement benefits, worker's compensation insurance, and energy rates, have been hard to project and have a great impact on financial planning. Therefore, the College's financial planning has also been conservative, and issues have been raised as to how conservative budget projections should be. Also, not all constituents of the college community agree on the priorities established and revised each year. The allocation of financial resources and the accuracy of budget data interpretation form the primary focus for discontent and disagreement.

Despite these disagreements, the College has historically been adept at achieving projections and has thus been able to maintain operations and stability, except in truly abnormal circumstances. From 1997-1998 through 2000-2001 the College maintained reserves of 5% or higher. However, due to the current budget crisis, the 2002-2003 reserves were 1.8% of the expenditures. The College took immediate steps to reduce expenditures by cutting discretionary budgets, reducing course offerings, discontinuing five academic programs, and eliminating several classified and administrative positions. Not surprisingly, there is strong disagreement between the faculty and administration over the necessity and efficacy of the program discontinuance.

Business Services establishes and maintains internal control procedures that support financial integrity and ensure that financial resources are being used for institutional programs and services. In the six years since the 1997-98 accreditation review, the College has received satisfactory audits. The College contracts with the Los Angeles County Office of Education to maintain computerized accounting. On July 1, 2003, the County changed from their existing software system to a PeopleSoft-based system, which is heavily impacting college purchasing and accounting operations.

STANDARD FOUR: LEADERSHIP AND GOVERNANCE

At the present time, the college administration and constituent groups have different definitions of the phrase "participatory governance" and do not agree upon what constitutes an appropriate balance between the concept of participatory governance and the ultimate authority of the Board of Trustees.

Vehicles for constituent participation in planning and policy development at Santa Monica College fall loosely into three categories—major planning bodies including the Academic Senate joint committees, the Collegewide Coordinating Council, and the Budget Committee; operational planning through the College's administrative/departmental structure; and the various constituent organizations.

Each college constituent group has elected leaders who participate in college decision-making, sometimes advancing proposals on behalf of their organizations and, at other times, on collegewide matters. Within the administrative structure, decision-making occurs hierarchically by requests flowing from departmental units through deans and managers to the senior administrative staff. The district planning committees and the

organizations also recommend courses of action to the Superintendent/President. For major decisions, the sole decision-making authority rests with the Superintendent/President and the Board of Trustees.

Santa Monica College encourages a broad base of participation in the preparation of the accreditation self-study. This participation reflects the diversity of the faculty, staff, and students and the belief of the institution that a fair and accurate self-study is one of the best tools for improving the quality of education the College offers its students. The College has consistently demonstrated honesty and integrity in its relationships with the Accrediting Commission and the many other external agencies with which it has relationships.

There is currently no formal process in place to evaluate the integrity and effectiveness of the College's governance and decision-making structures and processes in a global manner, although the setting of institutional objectives through annual updates of the *Master Plan for Education* consistently yields initiatives to evaluate portions of the structure. The current self-evaluation being undertaken by the Collegewide Coordinating Council has the potential to evolve into a global process, since it already includes an examination of that body's interactions with the Budget Committee, District Technology Committee, Academic Senate joint committees, and the College's administrative/departmental structure. Given the current impasse of purpose and atmosphere of mistrust regarding governance, it is clear that the College would benefit from a systematic evaluation of its decision-making processes and structures.

The Santa Monica Community College District Board of Trustees, elected at large by Santa Monica and Malibu residents, consists of seven members who represent the local community and a Student Trustee. Historically, with the exception of the annual change in student trustee, there has been limited turnover in the membership of the Board. Since the last accreditation, there have been two new Board members elected and a recent one-year appointment to fill a vacancy. The Board of Trustees carries out its responsibility for educational quality through the establishment of policies consistent with the College's mission and meets its legal and fiduciary obligations. However, members of the college community have expressed concern that the Board does so in a manner that minimizes the ability of constituent groups to influence decision-making.

All Board policies are aimed at supporting the College's mission to ensure the quality, integrity, and improvement of student learning programs and services. All Board policies and many administrative regulations have been updated since the 1998 accreditation. The Board of Trustees appropriately delegates district operations to the Superintendent/President and evaluates the Superintendent/President's performance on an annual basis. Recent events have caused college constituencies to question the precise criteria used for the evaluation of the Superintendent/President and to request the ability to provide input for this process. Specifically in question is the Board's renewal of the Superintendent/President's contract in light of the July 2003 vote of no confidence in her leadership by the faculty and staff.

The Superintendent/President is the Chief Executive Officer of the District and provides leadership and guidance in policy development and strategic planning to the College's various units of governance. The Superintendent/President is directly supported by a senior staff consisting of the Executive Vice President, Business and Administration and the vice presidents for Academic Affairs, Human Resources, and Student Affairs. They are responsible for providing vision and leadership for all college operations. Faculty and staff have voiced concerns that the administration is larger than necessary, despite recent reductions due to budget cuts.

The Superintendent/President presents balanced budgets that support personnel and operational expenditures to the Board of Trustees on a yearly basis. However, concerns exist about effective budget control. Cost overruns and financial forecasts that vary widely over short periods of time have caused campus constituencies to question the accuracy of the budget data provided.

The Superintendent/President meets separately with the leadership of the Academic Senate, Classified Senate, CSEA, Faculty Association, and the Associated Students, as well as attending meetings of deans, department chairs, and the Management Association. She also meets with the General Advisory Board and the Associates, the college-affiliated community advisory groups. The Superintendent/President is a member of many community-based and national organizations and boards and has taken a very active role in the local community.

CERTIFICATION OF ELIGIBILITY REQUIREMENTS

ACCREDITATION 2004 CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

As evidenced by this institutional self-study report in support of reaffirmation of accreditation, Santa Monica College continues to comply with all eligibility requirements:

1. **Authority:**

Santa Monica College is a state, public two-year community college, one of 108 such institutions comprising the California Community Colleges system and authorized by the State of California. Therefore, Santa Monica College operates under the auspices of the Board of Governors of the California Community Colleges and, like all California community colleges, is governed by a locally elected Board of Trustees.

2. **Mission:**

Santa Monica College's mission statement, as recently revised, was adopted by the Board of Trustees in August 2002. This statement forms the basis for the College's goals and the annual institutional objectives published in the *Master Plan for Education*. The mission statement is included in the college catalog, *Schedule of Classes*, and other significant publications. The statement appropriately reflects the College as an open access institution, offering associate degree and occupational certificate programs that "prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning." (For supporting information, see Standard IA of this institutional self-study.)

3. **Governing Board:**

The Santa Monica Community College District Board of Trustees, elected at large by Santa Monica and Malibu residents, consists of seven members who represent the local community and a Student Trustee, elected by the student body to represent student issues and concerns. The Board establishes policies consistent with the College's mission and is responsible for the institution's financial integrity and stability. All regular and special meetings are open to the public; all Board actions are taken in public, except where state law provides otherwise; and an opportunity for members of the public to address the Board is provided at each meeting. All Board members are expected to adopt and adhere to the principles and standards defined by its Code of Ethics, which prohibits conflicts of interest. (For supporting information, see Standard IVB.1 of this institutional self-study.)

4. **Chief Executive Officer:**

The Santa Monica College Board of Trustees has the responsibility for hiring and evaluating the Chief Executive Officer of the College and delegates full authority to the Superintendent/President to administer Board policy and to oversee the general operations of the institution. (For supporting information, see Standard IVB.1 of this institutional self-study.)
5. **Administrative Capacity:**

The Superintendent/President is directly supported by a senior staff consisting of the Executive Vice President, Business and Administration and the vice presidents for Academic Affairs, Human Resources, and Student Affairs. The vice presidents are responsible for providing vision and leadership for all college operations. They, in turn, are supported by various deans, associate and assistant deans, directors, managers, and supervisors, who are responsible for specific departments or operations. All administrators meet or exceed the minimum qualifications for their positions in terms of educational preparation and experience. (For supporting information, see Standard IIIA.1 and Standard IVB.2 of this institutional self-study.)
6. **Operational Status:**

In Fall 2002, Santa Monica College served more than 34,000 students, including 29,341 students enrolled in credit courses and 4,691 enrolled in noncredit courses. 53.8% of students enrolled in credit courses identified a goal of meeting Associate in Arts degree, occupational certificate, or transfer requirements. Fall 2003 student enrollment was 25,551, with 23,199 students enrolled in credit courses. (For supporting information, see Standard IA.1 and Standard IIA.1 of this institutional self-study. Also, see the Statistical Support Report and demographic summary.)
7. **Degrees:**

In Fall 2002, 53.8% of students enrolled in credit courses identified a goal of meeting Associate in Arts degree, occupational certificate, or transfer requirements. The vast majority of the College's credit courses are applicable to the Associate in Arts degree and/or meet requirements for occupational certificates. Of those courses that are not degree applicable, most fulfill the College's mission of basic skills development. (For supporting information, see Standard IA.1 and Standard IIA.1 of this institutional self-study.)
8. **Educational Programs:**

In accordance with its mission, Santa Monica College offers educational programs that enable students to transfer to universities, prepare for careers, and develop college-level skills. The College currently offers courses in more than sixty fields of study for which the primary objective is to prepare students for transfer to four-year institutions and/or for completion of the requirements for the Associate in Arts degree. Students also have the opportunity to prepare for employment or retrain to maintain state-of-the-art skill levels in more than thirty

occupational education fields of study for which professional certificates are awarded upon successful completion of requirements in the major. Santa Monica College is nationally and internationally known for the high quality of its academic programs and its success in preparing students for university transfer. This reputation is substantiated by the fact that the College transfers more students than any other community college to the University of California, the University of Southern California, and Loyola Marymount University and by its many specific articulation agreements with four-year institutions nationwide. All degree and most certificate programs are two academic years in length. (For supporting information, see Standard IIA.1 of this institutional self-study.)

9. **Academic Credit:**

The College follows the Carnegie unit policies and practice for awarding course credit. (For supporting information, see Standard IIA.2 of this institutional self-study.)

10. **Educational Objectives:**

The educational objectives for each Santa Monica College degree or certificate program are defined through the College's curriculum approval process and published in the College's printed and online catalogs. (For supporting information, see Standard IIA.6 and Standard IIB.2 of this institutional self-study.)

11. **General Education:**

Santa Monica College Associate in Arts degree programs require the successful completion of at least sixty units of course work beyond the basic skills level. Each degree requires completion of at least twenty units in a major field of study. In addition to the major requirements, Santa Monica College requires a minimum of eighteen units of general education in Natural Science, Social Science, Humanities, Language and Rationality, and American Cultures. Students receiving the Associate in Arts degree demonstrate competency in the use of language by either successfully completing English 1 (Freshman Composition) or an English or ESL course that results in eligibility to enroll in English 1. Competence in computation is demonstrated by completing a mathematics course at or above the level of Math 20 (Intermediate Algebra) or passing the mathematics proficiency exam and completing one course from a list provided in Language and Rationality, Group B of the Associate in Arts Degree General Education Pattern. The general education core curriculum forms the basis for transfer requirements, and Santa Monica College is nationally and internationally known for the high quality of its academic programs and its success in preparing students for university transfer. (For supporting information see Standard IIA.1 and Standard IIA.6 of this institutional self-study.)

12. **Faculty:**

In Fall 2003, Santa Monica College employed 319 full-time faculty members. Faculty hiring processes have been effective in the selection of highly qualified

and appropriately experienced full-time faculty members. The duties of a faculty assignment are set forth in administrative regulation and in the faculty collective bargaining agreement. (For supporting information see Standard IIIA.1 and Standard IIIA.2 of this institutional self-study.)

13. **Student Services:**

As an open access community college serving diverse missions and student interests, Santa Monica College prides itself on the quality and range of student support services that are delivered to students in a multifaceted and timely manner. With well over thirty such programs currently in existence, access to and quality of services are crucial tasks taken seriously by those involved in their planning and delivery. Counseling services are offered in almost two dozen unique and varied student support programs. Each program offers academic, personal, and vocational counseling. Specialized counseling programs exist to address the unique needs of students facing financial and economic barriers, physical and learning disabilities, childcare issues, licensing regulations, and federal, state, and local program requirements. The College also provides opportunities for student involvement that enhances student retention, assists with definition and clarity of personal and educational goals, and stimulates goal attainment through a commitment to academic excellence. (For supporting information, see Standard IIB.1 and Standard IIB.3 of this institutional self-study.)

14. **Admissions:**

As an open access community college, Santa Monica College has no formal admissions testing requirements. However, students are mandated to complete the Santa Monica College assessment process. Management and oversight of the assessment/placement process at Santa Monica College resides with the Assessment Center, which has the primary responsibility for assessing students' reading, writing, and mathematics skills when they enter the College. (For supporting information, see Standard IIB.3 of this institutional self-study.)

15. **Information and Learning Resources:**

The Santa Monica College Library currently has 99,220 books, 160 periodical subscriptions, and 1,447 videos and DVDs. With regard to electronic resources, the Library currently has 6,025 electronic books and subscribes to 23 databases, which provide access to over 3,000 full-text periodicals. The Library has a state-of-the-art computer classroom for library instruction, 21 group study rooms, over 200 computers for student use, and over 1,300 seats configured in a variety of ways to meet differing learning styles. The College's student computing facilities provide access to approximately 1,200 computers in drop-in labs, in computer classrooms, and in some facilities used in both ways, according to posted schedules. The College's Learning Resource Center has been decentralized to build a stronger bond with the students and faculty served. Components include the English and Humanities Center, the Math Center, the Modern Language

Tutoring Center, the Health Sciences Center, and the Science Tutoring Center.
(For supporting information, see Standard IIC.1 of this institutional self-study.)

16. **Financial Resources:**

The Superintendent/President presents balanced budgets that support personnel and operational expenditures to the Board of Trustees on a yearly basis. She provides regular reports that outline to the Board of Trustees and the college community the budget's possible impact and ramifications. The annual budget of Santa Monica College meets the expenditure requirements of state law. (For supporting information, see Standard IIID.1 and Standard IVB.2 of this institutional self-study.)
17. **Financial Accountability:**

Santa Monica College undergoes an annual financial audit, conducted in accordance with the requirements of the California Community Colleges Chancellor's Office. Audit findings support the overall preparation of the budget and financial statements of the College as conforming to accepted accounting principles. Corrections are responded to in a timely manner, and an annual audit report is presented to the Board of Trustees at a regularly scheduled public meeting, providing the opportunity for public comment. (For supporting information, see Standard IIID.2 of this institutional self-study.)
18. **Institutional Planning and Evaluation:**

Santa Monica College's mission serves as the primary guide for college planning processes, which call for substantial participation from the college community. The Collegewide Coordinating Council, as the central planning body, functions as a conduit for receiving and disseminating information and identifies the specific planning issues to be included in the annual revision of the *Master Plan for Education*. Through the annual updates of this document, the College identifies new institutional objectives for the coming year and reports on its progress relative to the prior year's institutional objectives. Several other pivotal documents—including the *Master Plan for Technology*, the *Comprehensive Facility Master Plan*, and the budget plan—also influence the College's planning processes. Institutional research plays an important role in the planning efforts of the College and in the assessment of its effectiveness in providing quality educational programs and services. The rich array of data and studies undertaken through the College's institutional research efforts provide the groundwork for self-reflective dialogue about the continuous improvement of student learning and for reviewing institutional planning and evaluation processes. (For supporting information, see Standard IB.2 and Standard IB.4 of this institutional self-study.)
19. **Public Information:**

The Santa Monica College Catalog (printed and online), *Schedule of Classes* (printed and online), and the online *Student Planning Guide To Success* are primary sources of college information. General information about Santa Monica College, including the mission statement, course/program/degree offerings, student support services, and various educational resources are listed in numerous online and hardcopy publications. Major policies affecting students such as grievance and complaint procedures, sexual harassment, nondiscrimination, and

other academic regulations are widely published as well. The college catalog identifies the Board of Trustees and the names of and degrees held by academic administrators, full-time faculty, and associate faculty members. Because requirements for transfer change frequently, students are directed to access ASSIST to obtain the most current information. For the most up-to-date Associate in Arts degree and occupational certificate requirements, students are directed to the Counseling Department website. Every effort is made to ensure that the College is represented with precise, accurate, and current information. (For supporting information, see Standard IIB.2 of this institutional self-study.)

20. **Relations with the Accrediting Commission:**

Santa Monica College has consistently demonstrated honesty and integrity in its relationships with the Accrediting Commission. The College is in full compliance with the standards, policies, guidelines, and public disclosure requirements of the Accrediting Commission. The Accreditation Liaison Officer prepares the annual institutional reports through which compliance with Commission standards is reaffirmed, and substantive institutional changes are described. (For supporting information, see Standard IVA.4 of this institutional self-study.)

Signed _____
Dr. Margaret Quiñones Chair, Board of Trustees

Dr. Piedad F. Robertson Superintendent/President

CERTIFICATION LETTER

CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

January 16, 2004

TO: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

FROM: Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405-1628

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

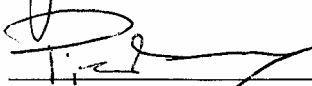
We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

Signed



Dr. Margaret Quiñones

Chair, Board of Trustees



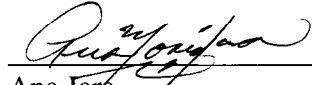
Dr. Piedad F. Robertson

Superintendent/President



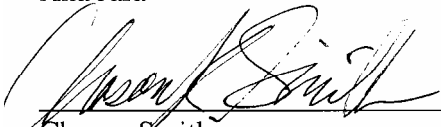
Dr. Lesley Kawaguchi

President, Academic Senate



Ana Jara

President, Classified Senate



Chason Smith

President, Associated Students

SANTA MONICA COLLEGE DEMOGRAPHIC DATA

SANTA MONICA COLLEGE

Enrollment Information Fall 2003

"Snapshot" Data as of September 10, 2003

| Total Enrollment | | 25551 |
|------------------|-------|-------|
| Graded | 23199 | 90.8% |
| Ungraded | 2352 | 9.2% |

| Graded Enrollment by Ethnicity | | |
|--------------------------------|-------|-------|
| Total Minority | 14608 | 63.0% |
| White Non-Hispanic | 8591 | 37.0% |

| Graded Enrollment by Gender | | |
|-----------------------------|-------|-------|
| Men | 10132 | 43.7% |
| Women | 13067 | 56.3% |

| International Students | | |
|------------------------|------|-------|
| Enrollment | 2524 | 10.9% |

| Time of Day - Graded | | |
|----------------------|-------|-------|
| Day | 20399 | 87.9% |
| Extended Day | 2800 | 12.1% |

| Enrollment by Unit Load | | |
|-------------------------|-------|-------|
| Full Time | 7690 | 33.1% |
| Part Time | 15509 | 66.9% |

| Active Graded Enrollment | | |
|--------------------------|-------|-------|
| Freshmen | 12564 | 54.2% |
| Sophomore | 7206 | 31.1% |
| Associate Arts | 805 | 3.5% |
| Bachelors | 2624 | 11.3% |

| Educational Goals of Students | Full Time | Part Time | Total |
|-------------------------------|-----------|-----------|-------|
| Transfer | 71.7% | 50.5% | 57.2% |
| Undecided | 10.5% | 12.6% | 11.9% |
| Personal Interest (Gen.Ed.) | 4.1% | 10.9% | 8.6% |
| On Job Skills / Prof. Dev. | 2.3% | 10.3% | 7.6% |
| Voc. Cert. or AA | 3.1% | 4.1% | 3.7% |
| AA No Transfer | 2.4% | 1.7% | 1.9% |
| Other | 5.9% | 11.2% | 9.4% |

Total Graded Enrollment by Ethnicity

| Ethnicity | Spr 01 | | Fall 01 | | Spr 02 | | Fall 02 | | Spr 03 | | Fall 03 | |
|--------------------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|--------------|-------|
| Asian | 5626 | 21.0% | 5687 | 20.5% | 5671 | 20.6% | 5732 | 20.5% | 5516 | 20.3% | 4757 | 20.5% |
| Black | 2764 | 10.3% | 2848 | 10.3% | 2683 | 9.8% | 2712 | 10.9% | 2547 | 9.4% | 2185 | 9.4% |
| Filipino | 695 | 2.6% | 737 | 2.7% | 661 | 2.4% | 728 | 2.7% | 712 | 2.6% | 631 | 2.7% |
| Latino | 6942 | 25.9% | 7127 | 25.7% | 7164 | 26.1% | 7381 | 25.6% | 7163 | 26.3% | 6197 | 26.7% |
| American Indian | 154 | 0.6% | 159 | 0.6% | 156 | 0.6% | 161 | 0.6% | 168 | 0.6% | 110 | 0.5% |
| Other Non-White | 690 | 2.6% | 770 | 2.8% | 714 | 2.6% | 775 | 2.6% | 931 | 3.4% | 728 | 3.1% |
| White Non-Hispanic | 9967 | 37.1% | 10381 | 37.5% | 10445 | 38.0% | 10493 | 37.1% | 10182 | 37.4% | 8591 | 37.0% |
| Total | 26838 | | 27709 | | 27494 | | 27982 | | 27219 | | 23199 | |

Total Graded Enrollment by Age

| Age | Spr 01 | | Fall 01 | | Spr 02 | | Fall 02 | | Spr 03 | | Fall 03 | |
|--------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| Under 18 | 1229 | 4.6% | 1174 | 4.2% | 1257 | 4.6% | 1353 | 4.8% | 1343 | 4.9% | 927 | 4.0% |
| 18 | 2328 | 8.7% | 3264 | 11.8% | 2396 | 8.7% | 3124 | 11.2% | 2370 | 8.7% | 2706 | 11.6% |
| 19 | 3474 | 12.9% | 3382 | 12.2% | 3356 | 12.2% | 3418 | 12.2% | 3272 | 12.0% | 2916 | 12.6% |
| 20 | 3065 | 11.4% | 3105 | 11.2% | 3149 | 11.5% | 2842 | 10.2% | 3006 | 11.0% | 2629 | 11.3% |
| 21 | 2257 | 8.4% | 2245 | 8.1% | 2513 | 9.1% | 2395 | 8.6% | 2451 | 9.0% | 2003 | 8.6% |
| 22 | 1764 | 6.6% | 1694 | 6.1% | 1837 | 6.7% | 1861 | 6.7% | 1989 | 7.3% | 1654 | 7.1% |
| 23 | 1446 | 5.4% | 1366 | 4.9% | 1445 | 5.3% | 1435 | 5.1% | 1508 | 5.5% | 1307 | 5.6% |
| 24 | 1225 | 4.6% | 1249 | 4.5% | 1280 | 4.7% | 1215 | 4.3% | 1246 | 4.6% | 1037 | 4.5% |
| 25 to 29 | 3892 | 14.5% | 3916 | 14.1% | 3967 | 14.4% | 4010 | 14.3% | 4067 | 14.9% | 3134 | 13.5% |
| 30 to 34 | 2174 | 8.1% | 2270 | 8.2% | 2305 | 8.4% | 2312 | 8.3% | 2246 | 8.3% | 1761 | 7.6% |
| 35 plus | 3984 | 14.8% | 4044 | 14.6% | 3989 | 14.5% | 4017 | 14.4% | 3721 | 13.7% | 3125 | 13.5% |
| Average Age | 26 | | 26 | | 26 | | 26 | | 26 | | 25 | |
| Median Age | 22 | | 22 | | 22 | | 22 | | 22 | | 22 | |