



Santa Monica Community College District
District Planning and Advisory Council
MEETING – JUNE 11, 2014
AGENDA

A meeting of the Santa Monica Community College District Planning and Advisory Council (DPAC) is scheduled to be held on Wednesday, **June 11, 2014** at 3:00 p.m. at Santa Monica College, Drescher Hall Room 300-E (the Loft), 1900 Pico Boulevard, Santa Monica, California.

I. Call to Order

II. Members

Randal Lawson, Administration, Chair Designee
Jeff Shimizu/Marcy Wade, Administration Representative

Greg Brown, Management Association President
Katharine Muller/Erica LeBlanc, Management Association Representative

Eve Adler, Academic Senate President, Vice-Chair
Janet Harclerode, Academic Senate Representative

Mitra Moassessi, Faculty Association President
Peter Morse, Faculty Association Representative

Robert Hnilo, CSEA Representative
Leroy Lauer, CSEA Representative

Ty Moura, Associated Students President
Hasun Kahn, Associated Students Representative

III. Review of Minutes: May 28, 2014

A. Planning Subcommittees

- Budget Planning: Bob Isomoto and Howard Stahl, Co-Chairs:
- College Services Planning: Mike Tuitasi and Ty Moura, Co-Chairs:
- Facilities Planning: Greg Brown and Lee Peterson, Co-Chairs:
- Human Resources Planning: Sandy Chung and Patricia Burson, Co-Chairs
- Technology Planning: Lee Johnston and Sal Veas, Co-Chairs

B. Academic Senate Joint Committees

1. Curriculum: Guido Davis Del Piccolo, Chair and Georgia Lorenz, Vice-Chair
2. Program Review: Jamey Anderson, Chair and Katharine Muller, Vice-Chair
3. Student Affairs: Esau Tovar, Chair, and Denise Kinsella, Vice-Chair
4. Institutional Effectiveness: Christine Schultz, Chair, and Hannah Lawler, Vice-Chair

C. ACUPCC (American College and University President's Climate Committee) Task Force

D. Associated Students

V. Agenda

Public Comments

Individuals may address the District Planning and Advisory Council (DPAC) concerning any subject that lies within the jurisdiction of DPAC by submitting an information card with name and topic on which comment is to be made. The Chair reserves the right to limit the time for each speaker.

- A. Election of Vice-Chair, 2014-2015
- B. Institutional Imagination Initiative (I³) Projects Update
- C. Master Plan for Education Update – Review the following:
 - Institutional Effectiveness Report (*attached*)

VI. Adjournment

Meeting schedule through June, 2014 (second and fourth Wednesdays each month at 3 p.m.)

<u>2014</u> June 25

VII. Council of Presidents Meeting

The Council of Presidents will set the agenda for the June 25, 2014 DPAC meeting.

2013-2014 INSTITUTIONAL OBJECTIVES

OBJECTIVE 1

To develop definitions and templates for planning processes and outcomes assessment to ensure data interpretation and planning recommendations align based on consistent standards.

OBJECTIVE 2

To allocate resources sufficient to support the ongoing maintenance of technology, equipment, and facilities.

OBJECTIVE 3

To incorporate flexibility in all facilities planning and resource allocation processes to allow for nimble responses to future changes.

OBJECTIVE 4

Develop tools to assess students' level of engagement in the education process and use assessment data to look at the relationship between student engagement and retention, perseverance, and student success.

OBJECTIVE 5

To further implement the Institutional Imagination Initiative (I³) by demonstrating acknowledgment of and support for innovative thinking, first by identifying current creative projects/initiatives in progress

OBJECTIVE 6

To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.

OBJECTIVE 7

To develop and implement plans to improve the College's safety and emergency preparedness systems and procedures.

OBJECTIVE 8

To develop and implement strategies to improve and maintain the college's facilities and overall physical environment

OBJECTIVE 9

To develop a plan to implement EMERGE, the SMC Information, Communication, Technology and Entertainment (ICTE) Initiative to align education with emerging careers and entrepreneurial ventures in the local and regional economy.

**DPAC REVIEW OF PROGRAM REVIEW PLANNING SUMMARY
COMMITTEE RECOMMENDATIONS BASED ON OVERARCHING TRENDS**

2014

Items with an asterisk ** have previously been identified by the Program Review Committee as overarching issues and continue to surface as significant concerns.

**Institutional
Objective
Refer/Assign**

Report Section	RECOMMENDATION	REFERRAL
Recommendations for Institutional Support for Specific Programs	<ol style="list-style-type: none"> 1. Explore ways to serve the CalWORKS population without the onus of the reporting requirements linked to current funding contracts. (CalWORKS) 2. Include “living campus signage” in the college signage plan, where appropriate, to explain the environmental and sustainable practices employed throughout the college. (Center for Environmental & Urban Studies) 3. Support the need for additional technology resources to address the mandates of SB 1456. (Counseling) 4. Develop a means for electronic capture of positive attendance and arranged hours to replace paper rosters for non-credit classes and reduce the possibility of incomplete data for FTES reporting. (ESL) <i>Note: this recommendation applies to all non-credit programs</i> 5. Investigate the value of maintaining the SMC cable station. (Media & Reprographics Services) 6. Explore discussions with UCLA, at a higher administrative level, regarding the large number of international students interested in committing to a Scholars transfer program. (Scholars) 	<p>#1-#5 In Progress</p> <p>#6 Refer to Academic Affairs</p>
Recommendations Based on Overarching Trends		
Outcomes and Assessment	<ol style="list-style-type: none"> 7. Determine the efficacy centralizing the documentation of administrative program unit outcomes. 8. Refine the ISIS SLO portal to allow programs to sort SLO data more specifically. 9. Consider ways in which broad SLO information can be aggregated for utilization by appropriate planning bodies. 10. Implement training in the new on-line program review process. 11. Review the methods by which committees and planning bodies document processes and outcomes and make this information available. 	<p>#7 Refer to IEC</p> <p>#8 Refer to IR, IT, dept chairs</p> <p>#9 Refer to IR</p> <p>#10 Done</p> <p>#11 ??</p>

Report Section	RECOMMENDATION	REFERRAL
Technology	<p>12. **Ensure an appropriate level of technology and instructional equipment maintenance and support is included in the district budgeting process every year.</p> <p>13. **Include technology maintenance for CTE programs in the annual Technology Plan (CTEA funds cannot be used for maintenance).</p> <p>14. **Investigate methods for providing students access to laptops and mobile technology pre-loaded with program applications for reasonable purchase or lease.</p> <p>15. **Develop training and implement strategies for assisting programs to maintain a web and social media presence.</p> <p>16. Consider adding web and social media maintenance to job descriptions, where appropriate.</p> <p>17. Develop a plan for monitoring and oversight of updates to and links between all college social media sites.</p>	<p>#14 In progress</p> <p>#15-#17 ??</p>
Curriculum	<p>18. Identify a process for engaging the broader college community in dialogue focused on means to improve the success rates of Black and Hispanic students and identify research questions to inform this dialogue.</p>	<p>I.O. Update former I.O and focus on student equity (referred to Georgia Lorenz)</p>
Support Services	<p>19. **Identify proven effective practices implemented with target populations and evaluate scalability to the larger college population.</p> <p>20. Explore modifications and additions to the tutoring tracking system desired by the tutoring staff.</p> <p>21. Identify spaces that can be consistently allocated for SI sessions.</p> <p>22. Review and refine the parameters used to determine the impact of student and instructional support services on student success.</p>	<p>#19 Include in I.O. #18</p> <p>#20-#21 I.O. for Learning Resources</p> <p>#22 Refer to IR</p>
Budget	<p>23. **Ensure an appropriate level of facilities maintenance and support is included in the district budgeting process every year.</p> <p>24. Assess older buildings expected to remain in use for the foreseeable future and upgrade where possible.</p> <p>25. **Investigate methods for assessing total cost of ownership.</p> <p>26. **Include in budget planning the additional staffing, training, and equipment needed to adequately maintain new buildings with more complex systems and increased square footage as they come on line.</p> <p>27. **Inventory ongoing contracts for services that are critical to maintain and identify as non-discretionary.</p>	<p>#23 Refer to Facilities</p> <p>#24 Possible IO</p> <p>#25 ??</p> <p>#26 Refer for Facilities and HR</p> <p>#27 ??</p>
Other	<p>28. **Develop a marketing plan that includes targeted marketing such as to promote CTE programs.</p> <p>29. **Develop promotional pieces for aggregated types of programs (ex. arts programs) that can serve multiple programs in a variety of ways.</p>	<p>#28 Add pathways</p> <p>#29 Possible IO</p>
	<p>30. Investigate development of an electronic positive attendance system.</p>	<p>Done</p>
	<p>31. **Explore methods for capturing more accurate information on the reasons students enroll in specific courses.</p>	<p>??</p>
	<p>32. **Explore a broader institutional approach to creating databases for tracking student achievement and success after SMC.</p>	<p>Leave in to consider</p>

Report Section	RECOMMENDATION	REFERRAL
	33. **Units whose functions and responsibilities require records to be kept should have a plan to sort, weed out, digitize and appropriately store records. The institution should explore options for document scanning and storage as well as off-site storage of items that require only intermittent access.	In progress. Related to storage facility on 14 th Street
	34. ** Provide resources to support section 508 compliance; assign someone to serve as the 508 compliance officer to ensure the college meets federal compliance regulations. 35. **Explore strategies for succession planning, especially in areas where the loss of long-time staff can be anticipated, as well as encouraging and training future leadership at all levels of the institution. 36. **Explore the efficacy of and the efficiencies to be achieved by creating a student account system.	#34 Hire low cost consultant to assess priorities/conduct audit #35 to be determined by area #36 Have explored; issue is being addressed

Recommendations from the Institutional Effectiveness Committee

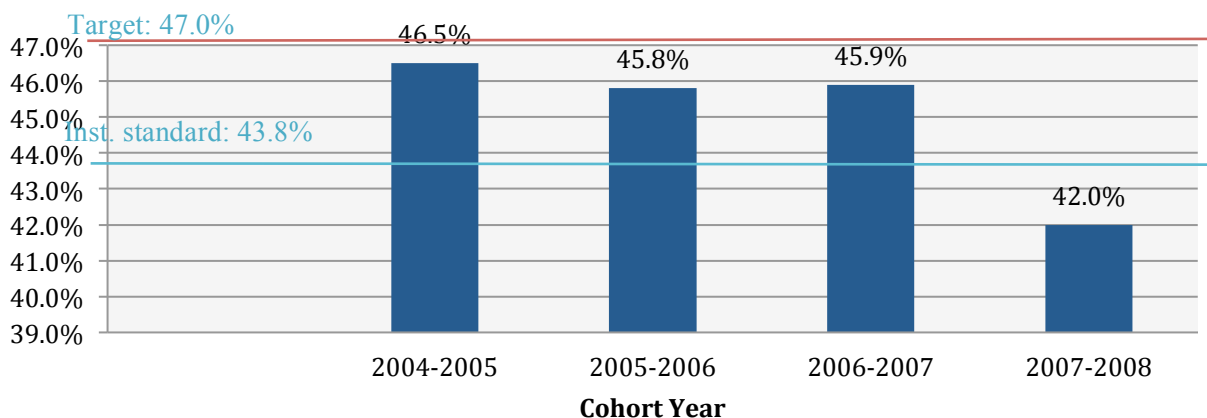
June 11, 2014

The Academic Senate Joint Institutional Effectiveness Committee (IE Committee) works with all district units to achieve and sustain proficiency in the formulation, assessment, and analyses of multiple effectiveness measures in order to inform the Program Review and Institutional Planning processes. During the 2013-2014 academic year, the IE Committee examined the College's performance on the 2014 Institutional Effectiveness Dashboards, analyzed Institutional Learning Outcomes (ILO), Core Competency, and degree/certificate program data, and reviewed the College's process of assessing and documenting Student Learning and Unit Outcomes (SLO/UOs). The Committee presents five recommendations to the College's central planning body, the District Planning and Advisory Council (DPAC), for consideration in the development of the 2014-2015 Master Plan for Education Institutional Objectives. The recommendations were informed by significant trends observed in the college data and committee discussion related to improving the collection, analyses, and use of college and program-level data.

Recommendation #1: Career Technical Education (CTE) Completion

CTE Completion Rate is calculated by dividing the number of students in the CTE cohort who earn a Certificate of Achievement, Associate Degree, or transfer to a four-year institution within six years of entry by the number of students in the CTE cohort. The CTE cohort is defined as first-time freshmen who earned 12 or more credits and attempted an advanced occupational course within six years of entry. The data indicate that the College's performance on the CTE Completion Rate on the Institutional Effectiveness Dashboard falls below both the institution-set standard and the target goal (see Figure 1). **The IE Committee recommends that the College investigate and implement strategies to increase the CTE completion rate.** Examples of strategies to consider include submitting departmental certificates data to the Chancellor's Office Management Information Systems (MIS), automatically awarding certificates and degrees to students who meet the award requirements, and improving the advertisement of the CTE award requirements.

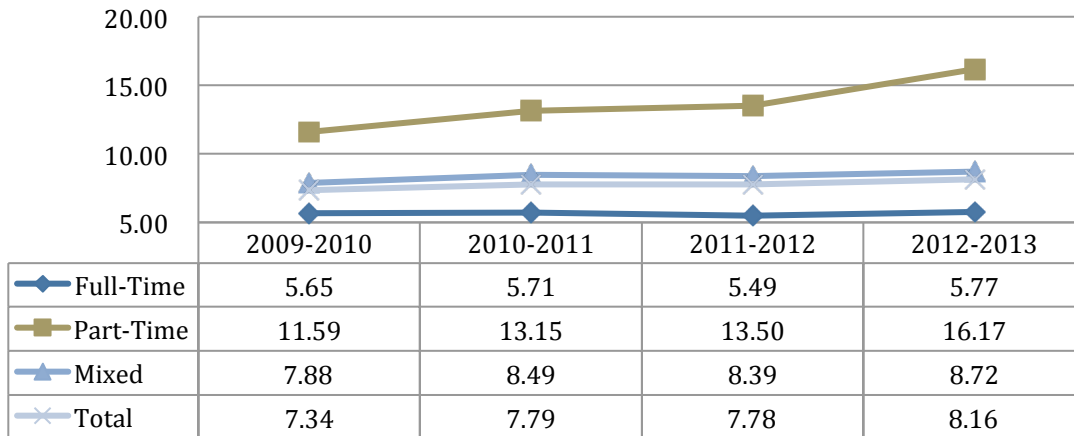
Figure 1. CTE Completion Rates, Cohorts 2004-2005 to 2007-2008



Recommendation #2: Semesters to Associate Degree Completion

The College began to report performance on the Semesters to Associate Degree Completion Institutional Effectiveness metric for the first time in the 2014 Institutional Effectiveness Report/Dashboard. The data indicate that among students who earned an Associate Degree in 2012-2013 (and exclusively attended SMC), the average number of semesters to complete the degree was 8.16 and the figure has increased by 0.82 semesters over the last four years (see Figure 2). **The IE Committee recommends that the College further examine the Average Semesters to Associate Degree Completion data in order to gain a better understanding of how external factors impact students' progress towards degree completion and to determine an appropriate institution-set standard for this indicator.**

Figure 2. Average Semesters to Associate Degree Completion



Recommendation #3: Student Equity

The IE Committee initially analyzed preliminary longitudinal data on core and ILO mastery rates for all course SLOs and broad-based degrees by student demographic variables. The data revealed that for all core competencies and ILOs, gaps in outcomes performance exist for African American and Hispanic students, but the impact was greatest for African American students. Upon further analyses, the IE Committee found that the trend existed, even among African American and Hispanic students placed into college-level courses (see Figures 3 and 4), suggesting that the gap in outcomes performance may be attributed to factors other than English and math preparedness. **The IE Committee recommends that the College further investigate and implement strategies to increase the learning outcomes of African American and Hispanic students.**

Figure 3. ILO Mastery Rates by Ethnicity/Race and English Placement Level

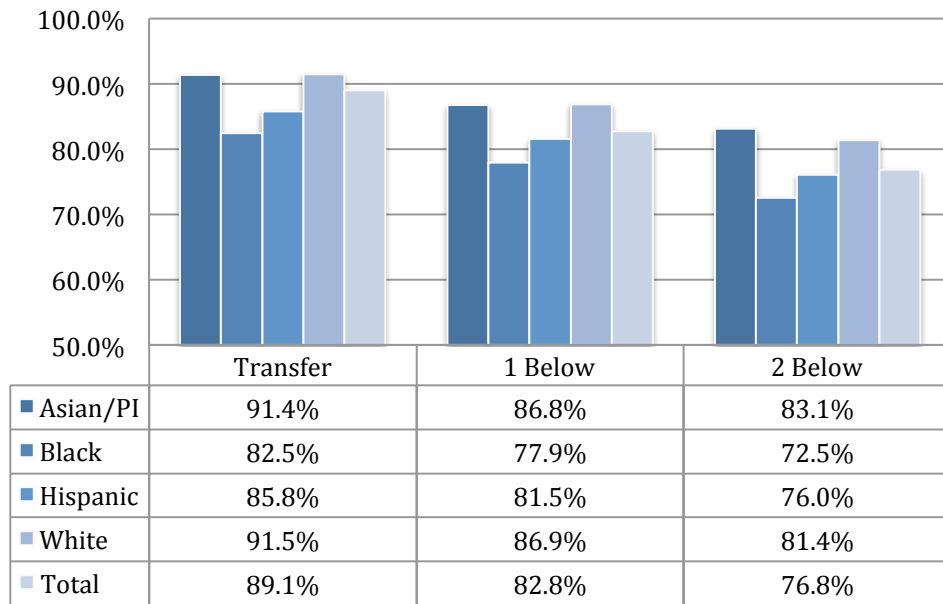
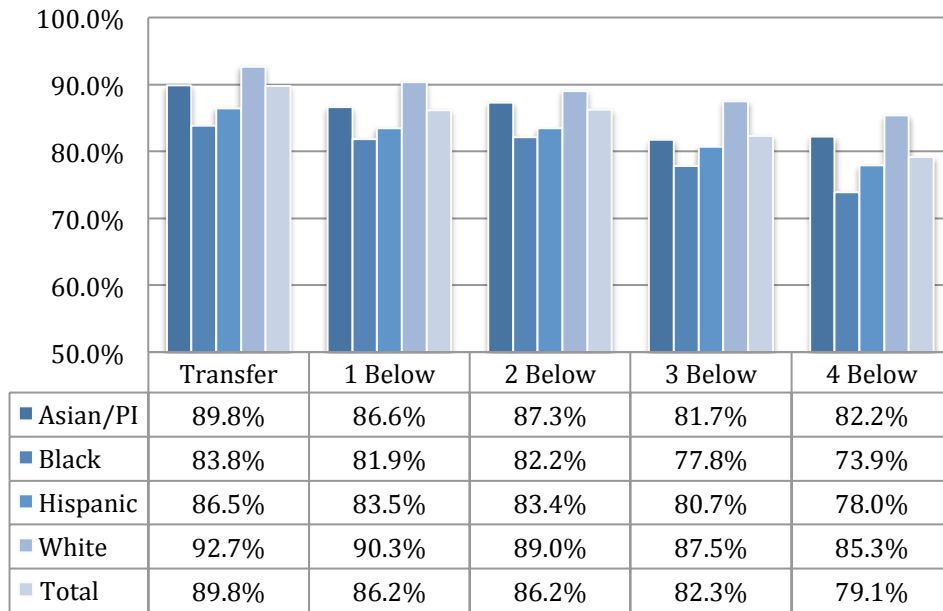


Figure 4. ILO Mastery Rates by Ethnicity/Race and Math Placement Level



Recommendation #4: Professional Development Data

It has been a challenge to assess the effectiveness of professional development activities reliably and systematically, as there are currently no mechanisms in place to collect data systematically for these indicators. The effectiveness of professional development is a future key indicator of the Supportive Collegial goal. This indicator is important as one of the recommendations from SMC's 2010 accreditation visit directly relates to establishing a professional development evaluation process that "recognizes and serves all members of the college community and that leads to the improvement of teaching and learning". **The IE Committee recommends that the College investigate and implement procedures to collect professional development evaluation data systematically.**

Recommendation #5: Administrative Unit Outcomes Content Repository

The development of the ISIS portal to collect student-level course and counseling SLOs has increased analyses and use of SLO data to inform program planning. However, the system does not currently accommodate the documentation of non-counseling student and academic support services and administrative Unit Outcome (UO) statements and results because these outcomes are not assessed at the student level and so cannot be tied to student identification numbers nor can they be mapped to Institutional Learning Outcomes that are assessed at the student level as well. In order to increase access to unit outcome data for these programs, **the IE Committee recommends that the College adopt a technology tool that organizes and stores UO statements and summary data to assist programs in assessment and evaluation activities.**