Santa Monica College Academic Senate
EXECUTIVE COMMITTEE AGENDA
TUESDAY, FEBRUARY 22, 2011
11:15 – 12:35 – HSS 261
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I.   Call to Order

II.   Action Items:

1.    Approval of the Minutes for Spring Retreat, February 4, 2011
   - Minutes for February 4, 2011
2.    Student Success Measures (See below)

III.  Information Items:

1.    President’s Report – Eric Oifer
   a.    Budget
   b.    Senate 2010-11 Objectives and Long Term Goals
2.    Committee Reports
   a.    SB 1440, Transfer Model Curricula- Guido Davis Del Piccolo, Chair Curriculum

IV.   Announcements

V.    Adjournment

Next Scheduled Meeting: March 8, 2011
ACTION ITEM NO. 1 – Approval of the Minutes for Spring Retreat, February 4, 2011

ACTION ITEM NO. 2 – Student Success Measures

Ways to define student success:

- students will successfully meet the 4 ILOs
- students who desire to transfer will successfully do so
- student who transfer will succeed after transfer
- students will acquire the skills they need to succeed
- students will achieve the timely completion of their desired degree or certificate or sequence
- student accumulation of excess units will be contextualized and more deeply understood
- student with the goal of career placement will achieve that
- students will take initiative in setting, clarifying and achieving their goals
- students will set and meet realistic expectations and goals
- students will be aware of services and make use of those that will help them
- students will develop education plans
- students will persist
- students will achieve literacy (e.g. ecological, information, media, cultural, etc.)
- students will develop commitments to lifelong learning
- students will have satisfaction with their experience at SMC
- the number of students on probation will decrease
- student success measures will include students’ ultimate success rates
- the College will develop cohort based standards to measure student success.

Innovative and Responsive Academic Environment
Santa Monica College strives to create an innovative and responsive academic environment by continuously developing curricular programs, learning strategies, and services to meet the evolving needs of students and the community. This area of institutional effectiveness measures how well the college is doing in helping students achieve academic success and meet their educational goals. Performance indicators in the area measure student progress, success in courses, achievement of awards and transfer, and global citizenship.

Supportive Learning Environment
Santa Monica College strives to create a supportive learning environment by providing access to comprehensive student learning resources such as library, tutoring, and technology and by providing access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach and financial aid. This area of institutional effectiveness measures how well the college is doing in serving diverse student populations, responding to community educational needs, and achieving student equity. Performance indicators in the area measure enrollment of in district students from historically underrepresented populations, response to community educational needs, and student equity.

Supportive Collegial Environment
Santa Monica College (SMC) strives to create a supportive collegial environment by improving and enhancing decision making and communication processes in order to respect the diverse needs and goals of the entire college community. This area of institutional effectiveness attempts to measure how well the college is doing in supporting campus stakeholders and other constituents in program improvement, assessment of Student Learning Outcomes, and engaging in a culture of inquiry. In its first edition, the current Institutional Effectiveness Report will report only one performance indicator for supportive collegial environment: comparison of employee demographic profile with the student population. Future reports will expand this area and include additional performance indicators such as the percent of staff who participate in professional development opportunities.