

**Executive Committee**

Eric Oifer  
President  
310-434-8912

Janet Harclerode  
President Elect  
310-434-4569

Carol Womack  
Recording Secretary  
310-434-4635

Dianne Berman  
Treasurer  
310-434-4071  
\*\*\*\*\*

Jamey Anderson x 3180

Greg Brookins x 8510

Mary Colavito x4710

Tim Cramer x 8218

Guido Davis Del Piccolo x 3561

Nancy Hanson x

Tina Feiger x4490

John Henderson x 8229

Janie Jones x 4599

Amber Katherine x 3539

Steve Kaufman x 8461

Lesley Kawaguchi x 4516

Lucy Kluckhohn-Jones x 4713

Laura Manson x 3530

Jennifer Merlic x 4616

Mitra Moassessi x 4057

Pete Morris x 8654

Melody Nightingale x4568

Wendy Parise x 4704

Christine Schultz x 4940

Gary Todd, x 4097

Esau Tovar x 4012

Sal Veas x4617

**Santa Monica College Academic Senate  
EXECUTIVE COMMITTEE AGENDA  
FRIDAY, FEBRUARY 4, 2011  
8:00 a.m. to 2:00 p.m.  
Back on the Beach  
445 PCH, Santa Monica 90402**

8:00 - 8:30 Continental Breakfast

8:30 - 9:50 Morning Topics

- Getting Reacquainted and Hot Topics
- SLO Pilot
- Title 5
- Prerequisites
- Common Assessment/Tutoring

10:00 - 10:50 Budget Discussion with Dr. Tsang and Senior Staff

- [District Budget Impact](#)
- [LAO Report on Higher Education](#)

11:00 - 2:00 BRIC/TAP (Joint Discussion with BRIC team & Administration)

- Institutional Effectiveness/Dashboard Measures
  - [Institution Effectiveness Report](#)
  - Working Document (see below)
- **Working Lunch** (to begin around noon)
- Review Senate Goals

College's Supporting Goals	Student Input	Environment	Performance Indicators
<p><b>1) Innovative and Responsive Academic Environment</b></p>	<p><i>IA. Unduplicated Student Headcount</i>  <i>IB. Student Educational Goal</i>  <i>IC. Full/Part-time Status</i>  <i>ID. Percent First-time Students Taking Math Placement</i>  <i>IE. First-time Student Math Placement Results</i>  <i>IF. Percent First-time Students Taking English Placement</i>  <i>IG. First-time Student English Placement Results</i>  <i>IH. Percent First-time Students Taking ESL Placement</i>  <i>II. First-time Students ESL Placement Results</i>  <i>IJ. First-time Students and Basic Skills Status</i></p>	<p>Description of Instructional Support/Tutoring Centers</p>	<p><b>Progress</b>  1.1 Percent of Students Earning 30 Units Within Six Years  1.2 Fall-to-Spring Persistence  1.3 Fall-to-Fall Persistence  1.4 Progress through Basic Skills  <b>Course Success</b>  1.5 College-wide Course Success Rate  1.6 First-time Student Course Success Rate  1.7 Course Success Rates in Transferable Courses  1.8 Course Success Rates in Basic Skills Courses  1.9 Course Success Rates in Career Technical Education Courses  1.10 Course Success Rates by Mode of Instruction  1.11 College-wide Course Retention Rates  1.12 First-time Student Course Retention Rates  1.13 Cumulative GPAS  <b>Achievement</b>  1.14 Progress and Achievement Rate  1.15 Certificates Awarded  1.16 Associate Degrees Awarded  1.17 Time to Certificate/Degree  1.18 Transfers to Public 4-Year Institutions  1.19 Transfer Rates  <b>Global Citizenship</b>  1.20 Study Abroad Participation  1.21 International Students Term-to-Term Persistence  1.22 Enrollment in Global Citizenship Courses</p>
<p><b>2) Supportive Learning Environment</b></p>	<p><i>2A. Last High School Attended</i>  <i>2B. Residence Status</i>  <i>2C. Student Gender</i>  <i>2D. Student Ethnicity/Race</i>  <i>2E. Student Age Group</i>  <i>2F. Financial Aid Recipient Status</i>  <b>Emeritus Profile</b>  <i>2G. Emeritus Gender</i>  <i>2H. Emeritus Ethnicity/Race</i>  <i>2I. Emeritus Age Group</i></p>	<p>Description of Student Support Services</p> <p>Description of Enrollment Services</p> <p>Description of Other Services and Activities</p> <p><b>2J. Number of Student Support Center/Service Visits</b></p> <p><b>Profile of Students Utilizing Selected Student Support Services</b>  <b>2K.</b> Unduplicated Headcount of Center/Service Users  <b>2L.</b> Center/Service Users by Gender  <b>2M.</b> Center/Service Users by Ethnicity/Race  <b>2N.</b> Center/Service Users by Age Group</p>	<p><b>Enrollment of Historically Underrepresented Students in District</b>  <b>2.1</b> Percent of District High School Graduates Enrolling at SMC  <b>2.2</b> Percent of Historically Underrepresented Populations in District Enrolled at SMC  <b>2.3</b> Ratio of Low-Income Populations in District Enrolled at SMC  <b>Response to Community Needs</b>  <b>2.4</b> Enrollment in Emeritus Courses  <b>2.5</b> Enrollment by Course Time Length  <b>2.6</b> Enrollment in Distance Learning Courses  <b>2.7</b> Enrollment in Transferable Courses  <b>2.8</b> Enrollment in Basic Skills Courses  <b>2.9</b> Count of Dual Enrollment Students  <b>2.10</b> Enrollment in Non-Credit ESL Courses  <b>2.11</b> Enrollment in Intensive English Program (IEP) Courses  <b>Student Equity</b>  <b>2.12</b> Fall-to-Fall Persistence by Ethnicity/Race  <b>2.13</b> Fall-to-Fall Persistence by Gender  <b>2.14</b> Course Success Rates by Ethnicity/Race  <b>2.15</b> Course Success Rates by Gender  <b>2.16</b> Certificates/Degrees Awarded by Ethnicity/Race  <b>2.17</b> Certificates/Degrees Awarded by Gender  <b>2.18</b> Transfers to UC/CSUs by Ethnicity/Race  <b>2.19</b> Transfer Rates by Ethnicity/Race  <b>2.20</b> Transfer Rates by Gender</p>

College's Supporting Goals	Background	Performance Indicators
<b>3) Supportive Collegial Environment</b>	<p><b>Employee Demographic Profile</b></p> <p><b>3A.</b> Employees by Job Classification</p> <p><b>3B.</b> Employees by Gender</p> <p><b>3C.</b> Employees by Ethnicity/Race</p> <p><b>3D.</b> Employees by Age Group</p> <p><b>New Hires Demographic</b></p> <p><b>3E.</b> New Hires by Job Classification</p> <p><b>3F.</b> New Hires by Gender</p> <p><b>3G.</b> New Hires by Ethnicity/Race</p> <p><b>3H.</b> New Hires by Age Group</p> <p><b>3I.</b> Years of Service</p>	<p><b>3.1</b> Employee/Student Demographic Profile Comparison</p>
<b>4) Stable Fiscal Environment</b>	<p>Description of Current Economic State in Education</p>	<p><b>4.1</b> Percent of Total Expenditures Spent on Salaries and Benefits</p> <p><b>4.2</b> Cost of Instruction (Cost per FTES)</p> <p><b>4.3</b> Ratio of Fund Balance to Total Expenditures</p> <p><b>4.4</b> Federal, State, and Local Grants &amp; Restricted Programs Revenue</p> <p><b>4.5</b> Compliance with the 50 Percent Law</p>
<b>5) Sustainable Physical Environment</b>	<p>Description of Sustainable Practices</p>	<p><b>5.1</b> Total Waste Tonnage Disposal</p> <p><b>5.2</b> Annual Employee Per Capita Waste Disposal</p> <p><b>5.3</b> Annual Student Per Capita Waste Disposal</p>

## 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.

## Stable Fiscal Environment

Santa Monica College (SMC) strives to create a stable fiscal environment by responding to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources. This area of institutional effectiveness attempts to measure how well the college is doing in terms of generating revenue and spending monies on instruction and support services. In its first edition, the current Institutional Effectiveness Report will report on five performance indicators. Future reports will expand this area and include additional indicators.

## Sustainable Physical Environment

Santa Monica College (SMC) strives to create a sustainable physical environment by applying sustainable practices to maintain and enhance the colleges' facilities and infrastructure including grounds, buildings, and technology. This area of institutional effectiveness attempts to measure how well the college is doing in employing sustainable practices. The current report includes on three performance indicators. Future reports will expand this area and include additional measures for sustainable physical environment.