A meeting of the Santa Monica Community College District Planning and Advisory Council (DPAC) was held on Wednesday, **February 25, 2015** at Santa Monica College, Drescher Hall Room 300-E (the Loft), 1900 Pico Boulevard, Santa Monica, California.

 I. Call to Order - 3:08 p.m.

 II. Members Present
    Teresita Rodriguez, Administration Representative, Chair
    Eve Adler, Academic Senate President, Vice-Chair
    Georgia Lorenz, Administrative Representative
    Fran Chandler, Academic Senate Representative
    Bob Dammer, Management Association Representative
    Katharine Muller, Management Association Representative
    Mitra Moassessi, Faculty Association President
    Peter Morse, Faculty Association Representative
    Associated Students Representative

    Others Present
    Brenda Benson
    Eric Oifer
    Laurie Guglielmo
    Lee Johnston
    Lee Peterson
    Christine Schultz
    Howard Stahl

    DPAC Coordinator
    Lisa Rose

 III. The minutes of the DPAC meeting on February 11, 2015 were accepted. Fran Chandler abstained.

 IV. Agenda

    Public Comments: None

    A. Strategic Initiatives: GRIT and I[3] Projects Update:

     Eric Oifer provided an overview of the GRIT Spring 2015 Report. The report is organized by two major categories – Authentic Engagement and Social Support. Some minor revisions were made to the report which is scheduled to be presented to the Board at its meeting on March 3rd.

     Vice-President Georgia Lorenz presented the Institutional Imagination Initiative (I[3]) Projects Update. Since the list was last presented, one project has been removed (Intensive Preparatory English as a Foreign Language) and two projects have been added (Baccalaureate Degree-Interaction Design and LAHITECH Grant). There was discussion about the criteria for projects to be added to the list, and it was decided that the topic will be included on the agenda for the next DPAC meeting.

B. Revision to Vision, Mission and Goals Statement:

The proposed revisions are in response to the college offering a baccalaureate degree as part of the Chancellor's Pilot program. Each constituency president was asked to present the proposed revisions to their respective constituencies for input and report back at the next DPAC meeting. The plan is to present the revised statement to the Board of Trustees for approval at its meeting on April 7th.

VII.   Adjournment: 3:51 p.m.

Meeting schedule through June, 2015 (second and fourth Wednesdays each month at 3 p.m.)

2015
March 11, 25
April 8, 22
May 13, 27
June 10, 24

VIII. Council of Presidents Meeting
The Council of Presidents set the agenda for the March 11, 2015 DPAC meeting.

Agenda
A. Reports

- Planning Subcommittees
- Academic Senate Joint Committees
- ACUPCC Task Force
- Associated Students
- Accreditation Update
- Response from Superintendent/President on DPAC recommendation(s), if any

B. Criteria for inclusion on I-Cubed Project List

C. Revised Vision, Mission and Goals – Input from Constituencies

D. Superintendent/President Search Process

Recommendations from DPAC Planning Subcommittees to be included on agenda
for consideration by DPAC need to be submitted to Lisa Rose one week before the meeting.

GRIT (Growth/Resilience/Integrity/Tenacity) Spring 2015 Report

From its inception, the GRIT Initiative has sought to enhance student success and enrich the college community by facilitating the integration of non-cognitive factors into the work of the College. Now in its third year, the GRIT Initiative has undertaken and supported program activities that coalesce around two general principles: authentic engagement and social support. Below is a summary of some key activities taking place under each of those categories:

Authentic Engagement:

- ILO #5: Understanding this component of the Initiative must begin with ILO #5, which defines authentic engagement as a demonstration of a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom. The four competencies supporting the ILO are a) Interest (enjoyment of the learning process), b) valuing the academic task beyond the task itself, c) self-efficacy/empowerment (belief in one's ability to achieve a goal or an outcome), and d) professional relevance (application of course content to possible professional life).

    o In Fall 2013, the College had 12,570 course SLO assessments of ILO #5. 11,150 of those mastered the SLO (88.7 %). In Fall 2014, the College had 23,692 assessments of ILO #5. 20,661 of those mastered the SLO (87.2 %).
    o The following 13 departments have assessed course SLOs mapped to ILO #5: Art, Business, Counseling, Earth Science, Education/ECE, English, Health Science, Math, Music, Philosophy/Social Science, Photo – Fashion, Physical Science, Theater Arts

- Service Learning: Service learning and community service programs involve students in activities that address community needs, while developing students' academic skills and commitment to their community. Service learning can be applied across the curriculum and used in all disciplines and levels of coursework, from introductory basic skills courses to career training courses to transfer level course. Done properly, it can advance racial, ethnic, and cultural understanding, meet unmet community needs, provide contextualized learning, and encourage student empowerment.

    o Objective 9 in the 2014-15 Master Plan for Education update tasked the GRIT Workgroup with developing infrastructure to support experiential/service learning. During the summer and fall, the workgroup conceptualized and sought to institutionalize this infrastructure. The GRIT workgroup recommended that a Service Learning and Community Service Office be housed within the Career Services Office. This new office would support two types of activities: volunteer service engagement, and classroom-based service and civic engagement.
    o The workgroup determined that to run this program, the office would need a full-time classified Learning/Community Service Advisor and a faculty leader. The classified advisor would have responsibilities both external and internal to the College. Externally, this person would build community relationships, maintain contracts with sites and do site visits, develop letters of agreement, and meet with advisory boards. Internally, this person would maintain documentation and relevant paperwork for placements, provide student guidance and advisement, and prepare a campus volunteer fair, as well as workshops and speakers presentations. The faculty leader would liaison with faculty members using service learning,

provide professional development for faculty members wanting to use service learning, do classroom presentations and orientations, provide student guidance and advisement, and help support the development of learning objectives and outcomes.

- o The classified position has been approved by the Personnel Commission. GRIT sought funding for the classified position through Equity Funds. However, the request was not funded. The GRIT Work Group continues to pursue possible alternative funding sources.

- Professional Development: During the Spring 2015 flex day, GRIT will be offering a workshop titled "Producing Authentic Engagement". Attendees will hear what some of their colleagues are doing to help students become authentically engaged in ways defined by the competencies under ILO #5 (spelled out above). Presentations will be followed by a discussion with those in attendance seeking ways to do this themselves.

- Mini granMini-grants: During winter, the workgroup initiated GRIT mini-grants, intended to financially support projects that are designed to help students be authentically engaged in their education. Awards will be given to support collaboration with students to create an activity, experience, or project that will do at least one of the following: a) motivate people to address a real-world problem (e.g. a public health campaign), b) help others see or think about the world in a new way (e.g. poetry slam, public information campaign), c) offer something beautiful or fascinating to inspire others to see themselves and the world differently (e.g. art installation, musical performance), d) help others get through challenges they face in college and/or life (e.g. students offer tutoring or peer mentoring in their communities).

  - o Proposals are being accepted on a rolling basis. During winter, four grants were awarded. One, Nick Mata will use funds to support an experiential learning excursion for EOPS students at the UCLA Challenge Course. Two, Paul Wissman will work with the Physical and Life Science Departments' Art Committees, and the Art Department to acquire and display art in the Sciences building with the intention of motivating and inspiring students with the beauty and wonder of nature on the microscopic and planetary level. Three, David Burak, working with Black Collegians, the English Department, and Film Studies will organize a screening and discussion of *Fruitvale Station*. Four, Hari Vishwanada will organize a weeklong, campus-wide celebration of Shakespeare, highlighted by Salty Shakespeare's performances of scenes at various campus locations and Sonnet Man's hip hop performance of several sonnets.

Social Support:

- SuccessNavigator and You+1 Coaching Program: In fall 2012, SMC partnered with ETS (Educational Testing Service) to conduct a pilot study assessing the relationship between students' non-cognitive skills and student outcomes, including GPA and course credit completion rate. The study used SuccessNavigator, a non-cognitive assessment tool developed by ETS, to measure students' skills in four non-cognitive domains: academic skills, motivation/commitment, self-management, and social support. The study found that when controlling for the impact of gender, race/ethnicity, parental education, and academic ability, non-cognitive skills positively impacted GPA and course credit success.
  - o During the 2014-15 academic year, SMC is administering SuccessNavigator to students enrolled in Counseling 20, as well as students in the following programs – Black Collegians, Adelante, TRIO SSS, and CEUS. By the end of fall, 1444 students had taken the instrument and received non-cognitive domain scores. An adjunct GRIT counselor has been hired to administer the tool, interpret results for Counseling 20 classes and individual students, and train other counselors in the uses of the instrument and of the relevance of non-cognitive skills. This program essentially pilots a new approach to counseling that prioritizes engaging and counseling students in terms of non-cognitive skills.

- o Students who are found to have a "low" score in one or more domains, Academic, Self-Management, or Social Support, and who have identified themselves as a first-generation college student will be invited through the GRIT Initiative to participate in the You + 1 coaching program in spring 2015.

- o 399 students qualified and were asked to participate. They received a mailed letter from Dr. Tsang, followed by an email inviting them to an orientation and kickoff event on February 19. At this event, students heard moving stories about the benefits of coaching from Vice President Lorenz and Dr. Tsang, as well as Edna Chavarry and Bobby Simmons. As of the submission of this written report, students were still being recruited and enrolled. We will use this pilot to consider new recruitment strategies and ways to grow participation in the program.

- o For those students who could not name a coach from their lives we found them SMC faculty and staff willing to serve as coaches. YOU+1 will send weekly emails throughout the semester to coaches, sharing suggestions in the forms of videos, articles and helpful messages about how to support the student throughout the semester. Coaches are able to choose to receive the messages in English or Spanish. Additionally, coaches receive a meal gift card with a message suggesting they take their student out for a meal.

- Professional Development:
  - o During Fall 2014 Opening Day Daniel Cano, Eric Oifer, and Esau Tovar twice offered a breakout sponsored by GRIT titled "Why Should SMC Help Students Feel Validated and Connected and How Can We Do It?" Research in higher education has found that if students feel connected to the campus community and have their capacity to learn validated they will feel that they matter to the institution and be more likely to reach their goals. This workshop provided attendees some sample classroom activities and student services that can improve student learning and positively impact the equity gap by helping students feel connected and validated. Additionally, those attending this session were given some questions to consider as they seek to help their students learn and feel like they matter.

  - o During Spring 2015 Flex Day GRIT is offering a breakout titled "Student Non-Cognitives and GRIT Counseling". At this breakout, attendees will hear how their colleagues in counseling and student services are using SuccessNavigator to assess students' non-cognitive skills and use those assessments to counsel students. Presenters will explain the tool and discuss how it's being used to help students develop their strengths and overcome some of their challenges.

Vision, Mission, and Goals

**Santa Monica College: Changing Lives in the Global Community
Through Excellence in Education**

Vision

Santa Monica College will be a leader and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation**,** academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability.

Mission

Santa Monica College provides a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes the critical importance of each individual's contribution to the achievement of this mission.

Santa Monica College provides open and affordable access to high quality ~~associate~~ <u>undergraduate</u> degree<u>s</u> and certificate of achievement programs and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees. The College's programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.