



Santa Monica Community College District

**2021-2022 ACTION PLANS TO SUPPORT THE
INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES**

<p>ACTION PLAN 1</p> <p>Reduce racial equity gaps and increase completion of Academic and Career Paths through a critical review of practices for developing, approving, and assessing Program Learning Outcomes (PLOs) and course-level Student Learning Outcomes (SLOs)</p> <p><i>Revised: 4-28-2021</i></p>	<p>Lead Person: Vice-President, Academic Affairs</p> <p>Responsible Area(s): Academic Affairs Academic Senate Department Chairs</p>
<p>Map to 2017-2022 Strategic Initiatives</p>	
<ul style="list-style-type: none"> ■ Close Gaps in educational outcomes ■ Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability 	
<p>Map to Institutional Planning Documents</p>	
<ul style="list-style-type: none"> ■ Board of Trustees Core Priorities # <u>1</u> <input type="checkbox"/> Academic Senate Objectives # _____ <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report ■ Student Equity Plan Activities¹ # <u>2</u> ■ Guided Pathways Redesign Goals² # <u>1, 4, 8</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard # _____ 2. Quality Focus Essay ■ Institutional Learning Outcomes Supporting Goals³ # <u>1, 2</u> ■ CCC Chancellor's Office Vision for Success⁴ # <u>1, 2, 3, 4, 5, 6</u> <input type="checkbox"/> Other (specify):
<p>Methods to Accomplish the Annual Action Plan (<i>include timeline</i>)</p>	
<ul style="list-style-type: none"> • Engage with the Curriculum Committee and Program Review Committee to co-construct equity-informed practices for the development, approval, and assessment of Program and Course-Level Learning Outcomes (PLOs and SLOs, respectively) • 	
<p>Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college's goal of eliminating equity gaps:</p>	
<ul style="list-style-type: none"> • An equity-informed critical review and revision of the practices used to develop, approve, and assess both Program Learning Outcomes and course-level Student Learning Outcomes will result in a curriculum design more responsive to the needs and goals of our racially minoritized student populations and thus help to reduce the racial equity gaps and increase completion. • 	

Status of Action Plan		
<p>Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services</p> <p>Date: January 13, 2021 April 28, 2021 (revised version)</p>	<p>Fiscal/Budget Committee Response</p> <p>In order to engage with the Curriculum Committee and Program Review Committee to co-construct equity-informed practices for the development, approval, and assessment of Program and Course-Level Learning Outcomes (PLOs and SLOs, respectively), we need to provide professional development that equals to 24 hours for 24 Curriculum and Program Review members.</p> <p>Program review= 7 members +1 chair=8 Curriculum= 15 members +1 chair=16</p> <p>24 people total 24 hours anticipated</p>	
<p>Action Plan Submitted to Superintendent/President</p> <p>Date May 12, 2021</p>	<p>Superintendent/President's Response</p> <p><input type="checkbox"/> Approved <input type="checkbox"/> Consider* <input type="checkbox"/> Not Approved*</p> <p><i>*If checked, an explanation will be provided in writing.</i></p>	<p>_____</p> <p>Superintendent/President</p> <p>Date:</p>



Santa Monica Community College District

2021-2022 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

<p>ACTION PLAN 2</p> <p>Reduce Equity Gaps</p> <p>Reduce racial equity gaps in course success for largest gateway courses via professional development in equity-minded teaching practices and curricular development.</p>	<p>Lead Contact Person: Jennifer Merlic</p> <p>Responsible Area(s): Academic Affairs Academic Senate Professional Development Committee Redesign Implementation Team Discipline Faculty EGC Leads Dean, Equity, Pathways and Inclusion Center for Teaching Excellence</p>		
<p>Map to 2017-2022 Strategic Initiatives</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Close Gaps in educational outcomes <input checked="" type="checkbox"/> Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability 			
<p>Map to Institutional Planning Documents</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities # <u>1</u> <input checked="" type="checkbox"/> Academic Senate Objectives #1 <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report <input checked="" type="checkbox"/> Student Equity Plan Activities¹ # <u>2,4</u> <input checked="" type="checkbox"/> Guided Pathways Redesign Goals² # <u>4,8</u> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard # _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals³ # <u>1, 2</u> <input checked="" type="checkbox"/> CCC Chancellor's Office Vision for Success⁴ #2, 3, 4, 5, 6 <input type="checkbox"/> Other (specify): </td> </tr> </table>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities # <u>1</u> <input checked="" type="checkbox"/> Academic Senate Objectives #1 <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report <input checked="" type="checkbox"/> Student Equity Plan Activities¹ # <u>2,4</u> <input checked="" type="checkbox"/> Guided Pathways Redesign Goals² # <u>4,8</u> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard # _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals³ # <u>1, 2</u> <input checked="" type="checkbox"/> CCC Chancellor's Office Vision for Success⁴ #2, 3, 4, 5, 6 <input type="checkbox"/> Other (specify):
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities # <u>1</u> <input checked="" type="checkbox"/> Academic Senate Objectives #1 <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report <input checked="" type="checkbox"/> Student Equity Plan Activities¹ # <u>2,4</u> <input checked="" type="checkbox"/> Guided Pathways Redesign Goals² # <u>4,8</u> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard # _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals³ # <u>1, 2</u> <input checked="" type="checkbox"/> CCC Chancellor's Office Vision for Success⁴ #2, 3, 4, 5, 6 <input type="checkbox"/> Other (specify): 		
<p>Methods to Accomplish the Annual Action Plan (<i>include timeline</i>)</p> <ul style="list-style-type: none"> • Implement professional development program (developed in 2020-2021) to offer training at-scale • Add related to curricular development (assessment tools/COR) 			
<p>Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college's goal of eliminating equity gaps:</p> <ul style="list-style-type: none"> • Reducing the racial equity gap in gateway courses will significantly reduce the overall college racial equity gap. Gateway courses set the stage for a student's future. Moreover, many gateway courses are also our most popular General Education courses for students pursuing a different Academic and Career Path, thus they make up some of the highest enrolled courses. • This Action Plan will be ongoing over several years and will require significant investment in professional development. This investment will likely be recouped based on improved retention and completion rates (i.e., return on investment). 			
<p>Describe what data, if any, will be requested of Institutional Research to conduct an assessment of the action plan.</p>			

Status of Action Plan		
<p>Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services</p> <p>Date: January 13, 2021</p>	<p>Fiscal/Budget Committee Response</p> <p>Reducing the racial equity gap in gateway courses will significantly reduce the overall college racial equity gap. Gateway courses set the stage for a student's future. Moreover, many gateway courses are also our most popular General Education courses for students pursuing a different Academic and Career Path, thus they make up some of the highest enrolled courses.</p> <p>SEAP: Stipends for 480 ECAP participants total and 36 Equity Coaches for Summer 2021-Spring 2022</p> <p>Guided Pathways: ECAP Leads compensation (Tyffany Dowd and Chante DeLoach) for Summer 2021-Spring 2022 (4 semesters, includes intersessions) 2 External Speakers for Fall 2021 and Spring 2022 semesters and 4 internal presenters</p>	
<p>Action Plan Submitted to Superintendent/President</p> <p>Date April 28, 2021</p>	<p>Superintendent/President's Response</p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Consider* <input type="checkbox"/> Not Approved*</p> <p><i>*If checked, an explanation will be provided in writing.</i></p>	<p>Superintendent/President</p> <p>Date: May 12, 2021</p>



Santa Monica Community College District

2021-2022 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

<p>ACTION PLAN 3</p> <p>Reduce Equity Gaps</p> <p>Reduce racial equity gaps and increase success in AB 705 mathematics courses</p>	<p>Lead Contact Person Colleen McGraw</p> <p>Responsible Area(s): Academic Affairs Mathematics Counseling Student Instructional Support Institutional Research Classified Professional Development Committee</p>
<p>Map to 2017-2022 Strategic Initiatives</p>	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Close gaps in educational outcomes <input type="checkbox"/> Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability 	
<p>Map to Institutional Planning Documents</p>	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities #1 <input checked="" type="checkbox"/> Academic Senate Objectives #1 <input type="checkbox"/> Program Review Observations <input checked="" type="checkbox"/> Institutional Effectiveness Dashboard Report <input checked="" type="checkbox"/> Student Equity Plan Activities¹ #2, 4 <input checked="" type="checkbox"/> Guided Pathways Redesign Goals² #4, 8 	<ul style="list-style-type: none"> <input type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard # _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals³ #2, 5 <input checked="" type="checkbox"/> CCC Chancellor’s Office Vision for Success⁴ #2, 3 <input type="checkbox"/> Other (specify):
<p>Methods to accomplish goal:</p> <ul style="list-style-type: none"> • Conduct research with Math faculty including extent and method of implementation of “just in time remediation” to achieve a greater degree of consistency in faculty implementation. (SPRING 2021) <ul style="list-style-type: none"> ○ Based on research results, identify best practices which improve learning and successful course completion in Math for Black and Latinx students (SUMMER 2021) <ul style="list-style-type: none"> ▪ Develop an “Equitable Practices Course” for instructors ○ Provide training and support for instructors in teaching strategies shown to improve learning and successful course completion in Math for Black and Latinx students (FALL 2021) <ul style="list-style-type: none"> ▪ Instructors receive 1 LHE release time or stipend to participate in Equitable Practices Course. (FALL 2021) ▪ Instructors receive 1 LHE release time or stipend to implement new practices acquired in the Equitable Practices Course and be trained to become future “equity coaches” for the department. (SPRING 2022) • Conduct research with students to gain deep understanding of effective practices and barriers faced by Black and Latinx students in completing Math AB705 courses and identify the support necessary to close racial equity gaps. (SPRING 2021) <ul style="list-style-type: none"> ○ Determine effectiveness of support programs including: <ul style="list-style-type: none"> • instructional assistants • embedded tutors • embedded counselors • math lab (non-embedded) tutoring • basic needs support 	

<ul style="list-style-type: none"> • Develop TWO professional learning communities for courses with support: [Math 2+2C, 3+3C, 4+4C, 26+26C], and [21+21C, 54+54C] (2021-2022) <ul style="list-style-type: none"> ○ PLC to assess and improve the materials created for these courses to better serve Black and Latinx students. ○ PLC to share equity best practices so infuse such practices into the culture of the department. • Maintain a seat cap of 35 in the support courses (Math 2+2C, 3+3C, 4+4C, 26+26C, 21+21C, 54+54C, 1, 1B, 1C and 50) (2021-2022) • Collaborate with the Student Care Team / Title V work team and Instructional Support to integrate “peer navigator functions” within the scope of work of embedded tutors in all support courses. (SUMMER 2021)
<p>Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college’s goal of eliminating equity gaps:</p> <p>Reducing the racial equity gap in AB 705 math courses will significantly reduce the overall college racial equity gap. Transfer-level mathematics courses set the stage for a student’s academic success. Along with English 1, these mathematics courses are part of nearly every Academic and Career Path. Moreover, having all instructors become more active participants in improving the course materials by viewing them through an equity lens and participating in equity coaching will enhance the experience of learning mathematics for Black and Latinx students.</p>
<p>Describe what data, if any, will be requested of Institutional Research to conduct an assessment of the action plan.</p>

Status of Action Plan		
<p>Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services</p> <p>Date: January 13, 2021</p>	<p>Fiscal/Budget Committee Response</p> <p>30 LHE for full-time faculty and 160 hours of peer navigator</p> <p>The plan indicates that this spring research will determine effectiveness of and make recommendations regarding support programs. Including: instructional assistants, embedded tutors, embedded counselors, math lab (non-embedded) tutoring, basic needs support. Additional funding will be needed to grow some of these resources. Portions of this request may be one-time, but the PLC and support services needed to help our Black and Latinx students will be on-going. With these support services it is our we hope that our students will be successful on their mathematical paths at SMC and will take that success and their new skills as they move on to their 4 year institutions and as a result SMC will continue to be a leader in this work.</p>	
<p>Action Plan Submitted to Superintendent/President</p> <p>Date April 28, 2021</p>	<p>Superintendent/President’s Response</p> <p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> Consider*</p> <p><input type="checkbox"/> Not Approved*</p> <p><i>*If checked, an explanation will be provided in writing.</i></p>	<p>Superintendent/President</p> <p>Date: May 12, 2021</p>



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**2021-2022 ACTION PLANS TO SUPPORT THE
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ACTION PLAN 4 Reduce Equity Gaps Reduce racial equity gaps and increase success in English 1 (including English 1 + 28)		Lead Contact Person Elisa Meyer Responsible Area(s): Academic Affairs English Counseling Library Student Instructional Support Institutional Research Classified Professional Development Committee
Map to 2017-2022 Strategic Initiatives		
<input checked="" type="checkbox"/> Close gaps in educational outcomes <input type="checkbox"/> Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability		
Map to Institutional Planning Documents		
<input checked="" type="checkbox"/> Board of Trustees Goals and Priorities #1 <input checked="" type="checkbox"/> Academic Senate Objectives #1 <input type="checkbox"/> Program Review Observations <input checked="" type="checkbox"/> Institutional Effectiveness Dashboard Report <input checked="" type="checkbox"/> Student Equity Plan Activities ¹ #2, 4 <input checked="" type="checkbox"/> Guided Pathways Redesign Goals ² #4, 8	<input type="checkbox"/> Accreditation Recommendations 1. Indicate Standard # _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals ³ #2, 5 <input checked="" type="checkbox"/> CCC Chancellor's Office Vision for Success ⁴ #2, 3 <input type="checkbox"/> Other (specify):	
<ul style="list-style-type: none"> • Conduct qualitative research with English faculty (SPRING 2021) <ul style="list-style-type: none"> ○ Determine targeted professional development (SUMMER 2021) ○ Provide training and support for instructors in teaching strategies shown to improve learning and successful course completion rates for Black and Latinx students. (FALL 2021) • Conduct qualitative research with students to gain deep understanding of effective practices and barriers faced by Black and Latinx students in completing English 1 and identify the AB 705 support necessary to close racial equity gaps. (SPRING 2021): <ul style="list-style-type: none"> ○ Determine effectiveness of and make recommendations regarding support programs including: <ul style="list-style-type: none"> • instructional assistants • embedded tutors • embedded counselors • embedded librarian • additional hours at the WHTC • Smarthinking online tutoring • basic needs support • technological support • Develop and implement “English 1 + 28-specific training” for Peer Navigators and Student Care Team members to better support students to successful completion of transfer-level English. (SUMMER 2021) • Utilize English 1 and English 1 + 28 Professional Learning Communities (PLC) (2021-2022) 		

<ul style="list-style-type: none"> ○ assess and improve course content, material, and teaching practices to better serve Black and Latinx students. ○ collect, organize, and share equity best practices to infuse such practices into the culture of the department.
<p>Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college’s goal of eliminating equity gaps.</p> <p>Reducing the racial equity gap in English 1 will significantly reduce the overall college racial equity gap. Transfer-level English sets the stage for a student’s academic success. The result would be:</p> <ol style="list-style-type: none"> 1) the college would have in place more research-based practices and supports to address the academic needs of Black and Latinx students, increase successful course completion, and create a sense of belonging on campus; and 2) as more English faculty engage in equity-focused professional development directly tied classroom best practices, their pedagogy and curriculum will elicit improved academic outcomes for Black and Latinx students.
<p>Describe what data, if any, will be requested of Institutional Research to conduct an assessment of the action plan.</p>

Status of Action Plan		
Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services Date: January 13, 2021	Fiscal/Budget Committee Response 18 LHE for full-time faculty and 160 hours of peer navigator supervision. The plan indicates that this spring research will determine effectiveness of and make recommendations regarding support programs. Including: instructional assistants, embedded tutors, embedded counselors, math lab (non-embedded) tutoring, basic needs support. Additional funding will be needed to grow some of these resources. Portions of this request may be one-time, but the PLC and support services needed to help our Black and Latinx students will be on-going. With these support services it is our we hope that our students will be successful on their mathematical paths at SMC and will take that success and their new skills as they move on to their 4 year institutions and as a result SMC will continue to be a leader in this work.	
Action Plan Submitted to Superintendent/President Date April 28, 2021	Superintendent/President’s Response <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Consider* <input type="checkbox"/> Not Approved* <i>*If checked, an explanation will be provided in writing.</i>	Superintendent/President Date: May 12, 2021
Status of Action Plan		



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2021-2022 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

<p>ACTION PLAN 5</p> <p>Increase persistence, retention and completion</p> <p>Increase persistence, retention, and completion among racially minoritized students via the SMC GPS (Gateway to Persistence and Success) technology tool</p>	<p>Lead Contact Person: Michael Tuitasi Janet Robinson</p> <p>Responsible Area(s): Student Affairs Academic Affairs MIS Institutional Research Redesign Implementation Team</p>		
<p>Map to 2017-2022 Strategic Initiatives</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Close Gaps in educational outcomes <input type="checkbox"/> Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability 			
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<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities # <u>1</u> <input checked="" type="checkbox"/> Academic Senate Objectives # <u>1</u> <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report <input checked="" type="checkbox"/> Student Equity Plan Activities¹ # <u>2, 3, 4</u> <input checked="" type="checkbox"/> Guided Pathways Redesign Goals² # <u>3, 7, 8, 9</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard # _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals³ # <u>1, 2</u> <input checked="" type="checkbox"/> CCC Chancellor's Office Vision for Success⁴ # <u>2, 3, 4, 5, 6</u> <input checked="" type="checkbox"/> Other (specify): 		
<p>Methods to Accomplish the Annual Action Plan (<i>include timeline</i>)</p> <ul style="list-style-type: none"> • Expand the use of GPS among instructional faculty and counseling faculty as well as student support services providers <ul style="list-style-type: none"> ○ GPS faculty ambassadors will be selected to serve during 2021-22 academic year with marketing, training, and encouraging faculty to use the system. • Develop predictive analytics/retention scores in collaboration with Starfish consulting team and MIS Department • Use predictive scores to engage in proactive outreach to students less likely to complete and persist 			
<p>Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college's goal of eliminating equity gaps:</p> <p>The expanded utilization of GPS, the launch of predictive analytics, and the resulting pro-active outreach to students to result in:</p> <ul style="list-style-type: none"> • Increased usage of campus services/resources among racially minoritized students • Increased retention among racially minoritized students • Increased degree and transfer completion for racially minoritized students 			
<p>Describe what data, if any, will be requested of Institutional Research to conduct an assessment of the action plan.</p>			

Status of Action Plan		
<p>Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services</p> <p>Date: January 13, 2021</p>	<p>Fiscal/Budget Committee Response</p> <p>(4) Faculty Ambassadors and (2) Faculty Ambassador Leads will be needed to support implementation of the GPS Starfish system at SMC. They will help generate enthusiasm for the GPS retention tool and help with training and troubleshooting across the college as needed.</p> <p>Faculty Ambassadors will meet bi-weekly during the Fall and Spring semesters to aid in the planning, tracking, marketing, training and outreach to instructional and counseling faculty. Both Faculty Ambassador Leaders will devote their time to providing trainings, promotional materials, scheduling, emailing, etc. to aid instructional and counseling faculty in the use of GPS and to provide oversight and direction to the Faculty Ambassador team.</p> <p>Each Faculty Ambassador will receive a stipend in Fall and Spring for the support services provided. Each Ambassador will receive a \$3250 stipend in both fall and spring semester (winters/summers are excluded). $\\$3250 \times 4$ (number of ambassadors) = $\\$13,000 \times 2$ (twice a year) = $\\$26,000$. The Lead Instructional GPS Faculty Ambassador will receive 6 hours of release time (3 LHE), Fall/Spring, and a 36 hour task assignment in Winter/Summer (6 hrs/wk for 6 weeks). The Lead Counseling/Tutoring Faculty Ambassador will receive a 6 hour overload, Fall/Spring, and a 36 hour task assignment in Winter/Summer (6 hrs/wk for 6 weeks).</p> <p>Lead Instructional GPS Ambassador with 6 weekly hours \times 36 weeks (Fall/Spring) = 216 hours \times \$100 = \$21,600 + \$7560 (benefits estimated at 35%) = \$29,160. And 36 hours \times \$60 (Winter/Summer) = \$2160 + \$756 (benefits at 35%) = \$2,916</p> <p>Lead Counseling GPS Ambassador with 6 weekly hours \times 36 weeks (Fall/Spring) = 216 hours \times \$108.14 = \$23,358 + \$8175 (benefits @ 35%) = \$31,533. And 36 hours \times \$70.46 (Winter/Summer) = \$2537 + \$888 (benefits @ 35%) = \$3,425.</p> <p>The amounts for the Faculty Ambassador Leaders above are estimates based on the faculty members currently in place. However, this may change if new ambassador leads are selected and then the actual amounts will be based on the faculty members' respective hourly rate and contract pay rate(s).</p>	
<p>Action Plan Submitted to Superintendent/President</p> <p>Date April 28, 2021</p>	<p>Superintendent/President's Response</p> <p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> Consider*</p> <p><input type="checkbox"/> Not Approved*</p> <p><i>*If checked, an explanation will be provided in writing.</i></p>	<p>Superintendent/President</p> <p>Date: May 12, 2021</p>



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<p>ACTION PLAN 6</p> <p>SMC Online Education</p> <p>Increase the number of online degree and certificate completions by African American and Latinx students.</p>	<p>Lead Contact Person: Tammara Whittaker</p> <p>Responsible Area(s): Academic Affairs Distance Education Distance Education Committee Department Chairs or designees Academic Senate Institutional Research Redesign Team Marketing</p>
<p>Map to 2017-2022 Strategic Initiatives</p>	
<ul style="list-style-type: none"> ■ Close Gaps in educational outcomes ■ Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability 	
<p>Map to Institutional Planning Documents</p>	
<ul style="list-style-type: none"> ■ Board of Trustees Goals and Priorities #1, # 2 ■ Academic Senate Objectives #1 <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report ■ Student Equity Plan Activities¹ #2, #3 ■ Guided Pathways Redesign Goals² # 3, #4, #5, #6, #7, #8 	<ul style="list-style-type: none"> <input type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard #_____ 2. Quality Focus Essay <input type="checkbox"/> Institutional Learning Outcomes Supporting Goals³ #_____ ■ CCC Chancellor’s Office Vision for Success⁴ #1 #2 # 4 <input type="checkbox"/> Other (specify):
<ul style="list-style-type: none"> • Develop a structure for professional development of online instructors (Fall 2021) <ul style="list-style-type: none"> - Sustain a local peer online course review (POCR) team using the CVC-OEI rubric (Fall 2021) - Establish instructional designer position (Spring 2022) - Sustain Online Teaching & Design (OTD) certification course for current and future online faculty (Fall 2021) - Sustain Online Teaching Winter Institute for current and future online faculty (Winter 2022) - Create professional development communities focused on racial equity and culturally responsive pedagogy in an online environment (Planning Fall 2021, Implementation Spring 2022) • Regularly collect online course success and degree progress data, disaggregated by race and ethnicity, to monitor progress toward closing inequitable gaps in African American and Latinx student achievement data (Fall 2021) • Refine and enhance student services available to online learners (Spring 2022) <ul style="list-style-type: none"> - Explore peer navigator/online success coaching model for online education (Spring 2022) - Increase support services offered to online learners (Spring 2022) - Explore services and related software to support closing the racial equity gap for African American and Latinx students in an online learning environment (Spring 2022) • Identify resources for ongoing support to ensure the long-term integrity of new and continuing online programs, with a sustained focus on closing racial equity gaps (Fall 2021) • Explore software and/or online tools to foster an online community and promote student engagement (Fall 2021) 	

<ul style="list-style-type: none"> Identify a process and expanded support with various campus stakeholders to establish agreements with states to increase non-resident F'TES (Fall 2021)
<p>Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college's goal of eliminating equity gaps:</p> <ul style="list-style-type: none"> Increased access for students to higher education Increased online degree and certificate completion by African American and Latinx students and reduced equity gaps for these metrics There will be a larger pool of well-qualified online instructors to expand the number of degree-required course sections in preparation for expanded marketing of our fully online programs Recommendations for online student support services
<p>Describe what data, if any, will be requested of Institutional Research to conduct an assessment of the action plan.</p>

Status of Action Plan		
<p>Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services</p> <p>Date: January 13, 2021</p>	<p>Fiscal/Budget Committee Response</p> <p>These funds will be used to provide individual support and professional development focusing on effective online teaching practices will be offered to all faculty, with a particular focus on new and first-time DE instructors. Also, to promote and foster online community and student engagement, a campus license for a pilot to explore the service, Pronto, is requested.</p> <p>Hosts/Presenters for DE Trainings & Workshops - \$65/hr for workshops/trainings and online teaching winter institute presentations Pronto Campus License Pilot - Approximately \$1.50 per fte</p> <p>SEAP funds are used to fund the ongoing professional development needs of online faculty to support SMC's transition to temporary online instruction.</p> <p>DE/POCR Accessibility expert- Shawn Jordison (6 hrs/wk*30wks*76.33hr) OTD Facilitator - 2 facilitators per semester (\$6240 per facilitator* 3 semesters)</p> <p>While the previous proposal included a temporary part-time instructional designer (\$47,863.50/10months), we will fund presenters/trainers on a project basis to reduce costs this upcoming year (which includes funding presenters for the annual online teaching winter institute).</p>	
<p>Action Plan Submitted to Superintendent/President</p> <p>Date April 28, 2021</p>	<p>Superintendent/President's Response</p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Consider* <input type="checkbox"/> Not Approved*</p> <p><i>*If checked, an explanation will be provided in writing.</i></p>	<p>Superintendent/President</p> <p>Date: May 12, 2021</p>



Santa Monica Community College District
**2021-2022 ACTION PLANS TO SUPPORT THE
 INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES**

<p>ACTION PLAN 7</p> <ul style="list-style-type: none"> ● Implement Counseling and support staff clusters for all Areas of Interest (AOI) (At Scale) ● Student Care Teams (SCT): Reduce racial equity gaps in persistence, retention, and completion through the implementation of a “case management approach” for racially minoritized students. 	<p>Lead Contact Persons: Michael Tuitasi Janet Robinson Nick Mata Jose Hernandez Laurie Guglielmo Deyadra Blye</p> <p>Responsible Area(s): Redesign Implementation Team Student Affairs Academic Affairs Enrollment Development Institutional Research Information Technology Title V Grant</p>
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<p>Map to 2017-2022 Strategic Initiatives</p> <ul style="list-style-type: none"> ■ Close Gaps in educational outcomes ■ Educational & career opportunities, and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration, and staffing <input type="checkbox"/> Ensure long-term fiscal stability
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<p>Map to Institutional Planning Documents</p>	
<ul style="list-style-type: none"> ■ Board of Trustees Goals and Priorities #1 ■ Academic Senate Objectives #1 & 2 <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report ■ Student Equity Plan Activities¹ #3 ■ Guided Pathways Redesign Goals² #3 	<ul style="list-style-type: none"> <input type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard # _____ 2. Quality Focus Essay ■ Institutional Learning Outcomes Supporting Goals³ #1 & 2 ■ CCC Chancellor’s Office Vision for Success⁴ #3 <input type="checkbox"/> Other (specify):

<p>Methods to Accomplish the Annual Action Plan (<i>include timeline</i>)</p> <p><u>Area of Interest- Counseling Clusters:</u></p> <ul style="list-style-type: none"> ● Implement Area of Interest Counseling and support services clusters in all AOP’s (Academic and Career). ● Utilize GPS as a tool for proactive outreach and intervention. ● Implement a Classified Staff- Coaching model that is financially sustainable. ● Expand consistent, high touch, and proactive outreach utilizing Peer Navigators. <p><u>Student Care Teams:</u></p> <p>Implement Student Care Teams in Health Science and Business Areas of Interest.</p> <ul style="list-style-type: none"> ● Implement Year 2 and 3 Objectives for Title V Grant “Navigating the Pathways to Student Success”. ● Use high impact practices and research gathered from the STEM Area of Interest cohort and hire additional Peer Navigators to populate Student Care Teams for First Time in College (FTIC) students in the Health Science and Business Areas of Interest. (Summer 2021) ● Expand access to technology for the Peer Navigator Program. ● Explore how Peer Navigators can support AB705 efforts (English and Math). ● Identify an online platform for Peer Navigators to communicate successfully with student cohorts. Explore Get-Set, People Grove, and Canvas platforms.

<ul style="list-style-type: none"> • Re-envision a “homebase” model for supporting students on-ground and online. • Implement a “case management approach” via the SCT model and Starfish/GPS for FTIC students in the STEM, Health Science, and Business Areas of Interest. (Fall 2021) • Assess the impact of the SCT model on student success, retention, and completion. (Summer 2021) • Work with Special Programs to develop SCT’s and a case management model.
<p>Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college’s goal of eliminating equity gaps:</p> <ul style="list-style-type: none"> • All students will be assigned to a Counseling cluster based on their AOI. <ul style="list-style-type: none"> ○ Increase a sense of belonging and connectedness for Black and Latinx students, which will lead to feelings of mattering, importance, and validation. • SCTs and a “case management approach” will provide our racially marginalized students (Black and Latinx) with pro-active, wrap around services resulting in increased success, retention, and completion.
<p>Describe what data, if any, will be requested of Institutional Research to conduct an assessment of the action plan.</p>

Status of Action Plan		
<p>Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services</p> <p>Date: January 13, 2021</p>	<p>Fiscal/Budget Committee Response</p> <p>For the Six Area of Interests that will be launched by 2021-22- a full time counselor lead for each A.O.I. will devote an average of six hours per week to coordinate all counseling activities and counselors who are part of each A.O.I. for Fall and Spring terms. Coordination will include but not be limited to: providing A.O.I. specific training, meeting regularly with assigned A.O.I. group managing an A.O.I counselor team in microsoft outlook for sharing resources and communication, working with all members of the A.O.I. such as career counselors, peer mentors, financial aid and on-boarding team members, acting as liaison between A.O.I affiliated departments and A.O.I counselors.</p> <p>Career Counselor- 14 hours per week- needed so that Career Center can allocate six career counselors to each A.O.I. Career counselors will assist with: Major selection, educational goals related to career goals, experiential learning (internships), Job search strategies, etc.</p> <p>Peer Navigators - proactive outreach to and support of FTIC African American & Latinx students within each AOI</p> <p>Peer Navigator Counseling Leads - liaison with depts within each AOI, support Peer Navigator work with all members of AOI/SCT to support and advocate on behalf of the needs of FTIC African American & Latinx students.</p> <p>For Area of Interest Counseling Clusters- We will need: 6 Full Time Counselor Leads, six hours per week, for the Fall and Spring terms.</p> <p>6 FT Counselors X 6 weekly hours= 36 hours per week X 36 weeks (Fall/Spring) =1296 Hours X \$76 per hour= \$98,496.00 +\$196,999.2 (benefits estimated at 20%)= \$118,195.2</p> <p>One 14 hr per week PT Counselor X 36 weeks (Fall/Spring) = 504 hours X \$76 per hour=\$38,304.00 + \$7660.80 (benefits estimated at 20%)= 45,964.80</p> <p>Total Combined Request for A.O.I. Counseling Clusters, 2021-22 = \$164,160.00</p> <p>Peer Navigator Program: 3 PT Counselors x 52 weeks = 2,132 hours x \$76 per hour + estimated 20% benefits = \$194,438.40</p> <p>- 27 Peer Navigators (student hires) x 10 hrs/wk + 5% estimated benefits: The grant provides 134,400 during 2021-2022 academic year</p> <p>For the A.O.I. Counseling Clusters, the SEAP funding was already approved for Fall 2020/Spring 2021 for seven A.O.I. Counselor leads and one additional 14 hour per week Career Counselor- this request is for six A.O.I. counselor leads and one additional 14 hour per week career counselor for 2021-22.</p>	
<p>Action Plan Submitted to Superintendent/President</p> <p>Date April 28, 2021</p>	<p>Superintendent/President’s Response</p> <p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> Consider*</p> <p><input type="checkbox"/> Not Approved*</p> <p><i>*If checked, an explanation will be provided in writing.</i></p>	<p>Superintendent/President</p> <p>Date: May 12, 2021</p>



Santa Monica Community College District

2021-2022 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

<p>ACTION PLAN 8</p> <p>Human Resources Staffing Plan</p> <p>Research and assess costs associated with developing a human Resources staff plan which supports student success by achieving benchmark levels of full-time faculty, classified staff and administrators.</p>	<p>Lead Contact Person: Sherri Lee-Lewis Vice-President, Human Resources</p> <p>Responsible Area(s): Human Resources Academic and Student Affairs Business Services Academic Senate</p>		
<p>Map to 2017-2022 Strategic Initiatives</p> <p><input type="checkbox"/> Close Gaps in educational outcomes</p> <p><input type="checkbox"/> Educational and career opportunities and pathways</p> <p><input type="checkbox"/> Long-term and integrated planning linked to resource allocation</p> <p><input checked="" type="checkbox"/> Human Resource plan which supports student success</p> <p><input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing</p> <p><input type="checkbox"/> Ensure long-term fiscal stability</p>			
<p>Map to Institutional Planning Documents</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities #₂3 <input checked="" type="checkbox"/> Academic Senate Objectives # 3 <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report <input type="checkbox"/> Student Equity Plan Activities¹ # _____ <input checked="" type="checkbox"/> Guided Pathways Redesign Goals² #3 </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard # _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals³ #2 <input checked="" type="checkbox"/> CCC Chancellor's Office Vision for Success⁴ #2 & #3 <input type="checkbox"/> Other (specify): </td> </tr> </table>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities #₂3 <input checked="" type="checkbox"/> Academic Senate Objectives # 3 <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report <input type="checkbox"/> Student Equity Plan Activities¹ # _____ <input checked="" type="checkbox"/> Guided Pathways Redesign Goals² #3 	<ul style="list-style-type: none"> <input type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard # _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals³ #2 <input checked="" type="checkbox"/> CCC Chancellor's Office Vision for Success⁴ #2 & #3 <input type="checkbox"/> Other (specify):
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities #₂3 <input checked="" type="checkbox"/> Academic Senate Objectives # 3 <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report <input type="checkbox"/> Student Equity Plan Activities¹ # _____ <input checked="" type="checkbox"/> Guided Pathways Redesign Goals² #3 	<ul style="list-style-type: none"> <input type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard # _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals³ #2 <input checked="" type="checkbox"/> CCC Chancellor's Office Vision for Success⁴ #2 & #3 <input type="checkbox"/> Other (specify): 		
<p>Methods to Accomplish the Annual Action Plan (<i>include timeline</i>)</p> <p>During 2020-2021 fiscal year, the District's procurement office in conjunction with the office of human resources, will research and assess the costs associated with developing a staffing plan to assist the college in systematically identifying and prioritizing staffing (faculty, staff and management) needs, pending the outcome of restructuring the organization due to the supplemental retirement plan) SRP, the Pathways redesign efforts and budget considerations. A cost estimate will assist with planning and the creation of a realistic timeline for completion.</p> <p>Other efforts related to this Action Plan will include:</p> <ul style="list-style-type: none"> Re-evaluating the faculty ranking process; consider integrating the 75-25 in the ranking process Coordinating with Pathways Redesign Team to develop a staffing plan <p>Comment: This is the first stage of a 3-5 year staffing plan designed to fully support all college operations and ensure conditions that optimize student success and eliminate equity gaps. The plan will also address the issue of increasing the number and percentage of full-time instructional and non-instructional faculty. The staffing plan for facilities and information technology have already been completed but should be revisited during the assessment process to reflect any updates, especially as they relate to the Pathways redesign and the loss of personnel due to the SRP.</p>			
<p>Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college's goal of eliminating equity gaps:</p> <p>The cost to develop a human resources staffing plan will be determined.</p>			
<p>Describe what data, if any, will be requested of Institutional Research to conduct an assessment of the action plan.</p>			

Status of Action Plan		
<p>Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services</p> <p>Date: January 13, 2021</p>	<p>Fiscal/Budget Committee Response</p> <p>Funds are necessary to hire a consultant to inform, organize and work with Human Resources to create and develop a comprehensive staffing plan. Please note that \$125,000 is an estimate and may need to be adjusted.</p> <p>The Dean of Human Resources and the Vice-President of Human Resources will need at least 50 hours to work with a consultant to collaborate, prioritize and develop a staffing plan that meets the needs of all department areas in the District – academic and non-academic. Coordination of this effort will also need to include the participation of the Pathways Redesign Team for approximately 10 hours. Plan completion is undetermined at this time.</p>	
<p>Action Plan Submitted to Superintendent/President</p> <p>Date April 28, 2021</p>	<p>Superintendent/President's Response</p> <p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> Consider*</p> <p><input type="checkbox"/> Not Approved*</p> <p><i>*If checked, an explanation will be provided in writing.</i></p>	<p>Superintendent/President</p> <p>Date: May 12, 2021</p>