



*Santa Monica Community College District*

## Student Equity Update 2016-17

Santa Monica College has an enduring commitment to achieve equity in educational outcomes for all students. The funding for Student Equity from the state has given the College new opportunities to bring about significant change. This year, the requirement for submission of an Equity Plan has been suspended by the Chancellor's Office while plans are finalized for a more integrated approach to reporting on Student Success and Support Programs, Equity, and Basic Skills Planning efforts across the state. In anticipation of this new integrated plan, Santa Monica College's SSSP, BSI, and Equity committees will develop a cohesive strategy for bringing these planning efforts together.

In October 2016 SMC received a \$1,950,876 allocation from the state to address equity gaps. The overall scope of the Santa Monica College Equity plan is to improve student equity outcomes by supporting three major areas of focus:

- 1) **Research and Inquiry:** In partnership with the Minority Male Community College Collaborative, SMC has completed a campus wide survey of students (CCSM), student focus groups both campus wide and in math specifically, faculty interviews, and classified staff focus groups. A summary of the data collected will be disseminated in 2017.
- 2) **Develop an Equity Framework and Mission Statement:** The Student Equity Committee will develop a strong equity mission statement and framework in order to guide the College's equity plan. The committee plans to link the development of an equity mission statement and framework with strategic planning and the accreditation action project to develop an "Integrated Student Equity and Success" plan. This will allow data on student equity outcomes to better guide discussions across major divisions and planning units at the college.
- 3) **Instructional and student support programs.** For the last two funding cycles, the Equity plan included pilot programs driven by programs, departments and individual faculty. In year three, the Student Equity Committee will shift focus from proof of principle to assisting with bringing successful interventions to scale. All previously funded and newly funded projects will be required to complete a "logic model" as part of their proposal process. Institutional research and the Student Equity Committee will facilitate this work.

## SMC Student Equity Committee

The SMC Student Equity Committee is charged with identifying target populations experiencing achievement gaps on five indicators: Access, Basic Skills and ESL Completion, Course Completion, Degree and Certificate Completion, and Transfer. Although the requirement that Santa Monica College submit a separate equity plan to the Chancellor's Office has been suspended for 2016, the Student Equity Committee continues to work with Institutional Research to closely monitor progress on each of the equity indicators. The full data report is included on the IR webpage at: <http://www.smc.edu/1617StudentEquityData>

The overarching goals for the Santa Monica College (SMC) Student Equity Committee for 2016-17 are:

1. To build institutional capacity to address the achievement gaps experienced by target group students by building a strong equity framework that can be adopted across the institution.
2. To assess and evaluate all equity funded projects to determine the most effective practices for closing the achievement gaps identified in campus-based research and through the use of "logic models" for intervention assessment.
3. To communicate evaluation results widely, and develop plans for the expansion and scaling of best practices, leveraging projects to maximize the impact on target group students.
4. To assess and provide recommendations to improve the campus climate for students, faculty, and staff who identify with the target populations identified in SMC's campus based research.

### **Developing an Equity Framework**

The 2016 Equity Summit speaker, Dr. Veronica Neal, and partners will continue to work with SMC on building cultural competency and a comprehensive equity framework in 2017. A contract with Dr. Neal and other experts, which will include several 2017 visits, is currently being finalized.

Central to developing the equity framework and mission statement is continuing to build an Equity Leadership community at SMC. Equity funding supported over 16 faculty, staff, and administrators to attend the National Conference on Race and Ethnicity, the [3CSN Equity Institute](#), and other equity-focused conferences. After attending these conferences, participants participated in a Fall FLEX Day workshop/discussion to share with faculty colleagues how unconscious bias and issues of race affect student outcomes in the classroom. The long term goal for sponsoring this kind of development is to create equity core team leaders in each department/program who are trained to communicate equity minded perspectives when discussing all aspects of the college.

Finally, the equity framework and core teams will need student representation. Therefore in addition to faculty, administrators and staff, equity sponsored immersive leadership experiences for Black and Latino students are also being offered. The development of future leaders who can guide discussions and policy is critical to the success of the SMC Equity Plan. Three student focused conferences sponsored by student equity in 2016 included: the Umoja Conference for faculty, staff and students, the Men of Color Leadership Institute, and the A2Mend Conference.

### **Research and Inquiry**

The SMC student Equity Plan has focused on research and inquiry on the campus environment and policies that may be adversely affecting Black and Hispanic students. These student groups experience significant achievement gaps across basic skills, course completion, and transfer indicators. On average, the equity data reveal that male students attain the desired outcomes at lower rates than their female counterparts. As a result, many of the equity-related development and research activities focus on reducing the equity gaps experienced by *male* Black and Hispanic students.

To close the achievement gap among Black and Hispanic students a strong foundation must be established to educate the SMC community about unconscious bias, to address institutionalized racism, and to reduce the effects of negative stereotypes across campus. In addition it is important for members of the campus community to take an *inquiry* approach to the equity data as well as their own practices. For example, the Student Equity Committee has incorporated lessons from the Equity Summit, data gathered in the Community College Survey of Men (CCSM), student reflections, as well as experiences of faculty and staff to address the SMC campus culture. The goal of the resulting discussions has been to identify and address practices that may adversely affect the success of all marginalized populations at the college with sustained and consistent effort.

Ongoing professional development based on relevant data and research is an important element of this work. The following activities provide professional development opportunities to positively impact the climate on campus as well as in the classroom:

- The Minority Male Community College Collaborative (M2C3). As of 11/30/16, M2C3 and SMC have finalized: Community College Survey of Men, student focus groups (both specific to math and general to SMC), classified staff focus groups, and faculty interviews. The full written report of all findings from the focus groups conducted will be sent to SMC for initial review on 12/16/16. Drs. Frank Harris III and Luke Wood will also return to SMC in 2017 to discuss findings. Additional research to be completed will include the *Community College Instructional Development Inventory* (CC-IDI) instrument for SMC faculty.
- The Equity Project Manager (50%) is working with the Center for Teaching Excellence to secure a speaker for the Winter 2017 Equity Summit. A larger venue will be needed for this year's event, as last year over 75 faculty, staff, administrators, and Board of Trustee members participated in the Summit. Keynote speakers recommended by faculty who attended the conferences listed above (e.g., 3CSN, NCORE) will be identified.
- "Equity Brown Bag" discussions and "SMC Equity Case Studies" presented monthly.
- English department FLEX day Equity Training facilitated by Dr. Karen Gunn—included discussion of disaggregated success data for individual faculty members and a panel discussion with Black Collegian students.
- Math Department faculty discussion with African American and Latino students—faculty heard from the students' perspective the best practices that have made them successful in math courses.
- Center for Teaching Excellence—Student/Faculty Conversations and "Pedagogy of the Oppressed" book club.
- Fall FLEX Day workshop on stereotypes facilitated by Karen Gunn.
- Fall FLEX Day faculty forum on the "Teaching Men of Color in the Community College" online professional development course. This course is based in large part on the research of Dr. Frank Harris and Dr. Luke Wood. Faculty who completed the course shared their experiences and best practices that they implemented in the classroom as a result.
- Dr. Frank Harris facilitated an open forum on the "Teaching Men of Color" course on 11/30/2016 to engage faculty on how they have been implementing the skills they learned after completing the course and how to better engage men of color in the classroom.
- Faculty Summer Institute and Center for Teaching Excellence—workshops that focused on Equity and Unconscious Bias facilitated by external experts.

## Instructional and Student Support Interventions

The most significant impact on closing the equity gaps will occur in the classroom. Therefore, the SMC Student Equity Plan focuses on improving teaching and learning experiences in the classroom as well as diminishing those challenges that act as barriers to student success such as financial constraints, mental health, and access to critical support services. Students experiencing psychological distress, for example, are not ready to learn when they enter the classroom. For several of the equity-funded projects individuals have been hired to deliver direct student support. Improving outcomes for low income, Black and Hispanic students requires an increase in service and understanding from the SMC campus. The following are supported using student equity funding:

- Mental Health Counseling: Veterans, EOP&S, Guardian Scholars, Black Collegians, and Adelante.
- With the support of the Equity Project Manager, “Teaching Men of Color” from the Center for Organizational Responsibility and Advancement (CORA) online modules are being administered. 72 faculty have completed summer and fall CORA trainings, and 48 faculty are still in progress. Selected faculty who completed the training during the summer participated in a workshop to share best practices with their faculty colleagues. This was an important outreach effort that was instrumental in encouraging other faculty members to complete the fall CORA training. Additional trainings will be offered in Winter and Spring. The Center for Teaching Excellence and Equity will partner to bring faculty who complete the training together each semester to discuss changes in practice that have led to a more inclusive classroom environment. CORA training will be an important factor in forming the Equity Leads and core teams.

**Equity Logic Models:** In order to insure that all equity projects work directly to close achievement gaps identified in the data for Black and Hispanic students across the college as a whole, new internal processes have been put in place to secure 16-17 Equity funding. All current projects will complete a “logic model” that enables each funded program to directly tie the interventions being administered to equity data and how the projects lead to measurable short and medium term outcomes. The committee is also prioritizing programs that scale and impact more students associated with the target populations described in the data, while paying close attention to long-term sustainability. Logic models are also a common requirement for several grant programs. Thus, by having all equity interventions and projects complete logic models, the Student Equity Committee is assisting each program/intervention to build a strong rationale for external funding opportunities. Each program/intervention proposed in 2017 will be scored on its ability to:

- Specifically address the target populations identified in SMC data,
- Measure short and long term outcomes directly tied to the intervention,
- Scale the intervention to increase the target populations reached,
- Provide a sustainable model for the intervention.

## SMC Equity Gap Data: 3-year Trends

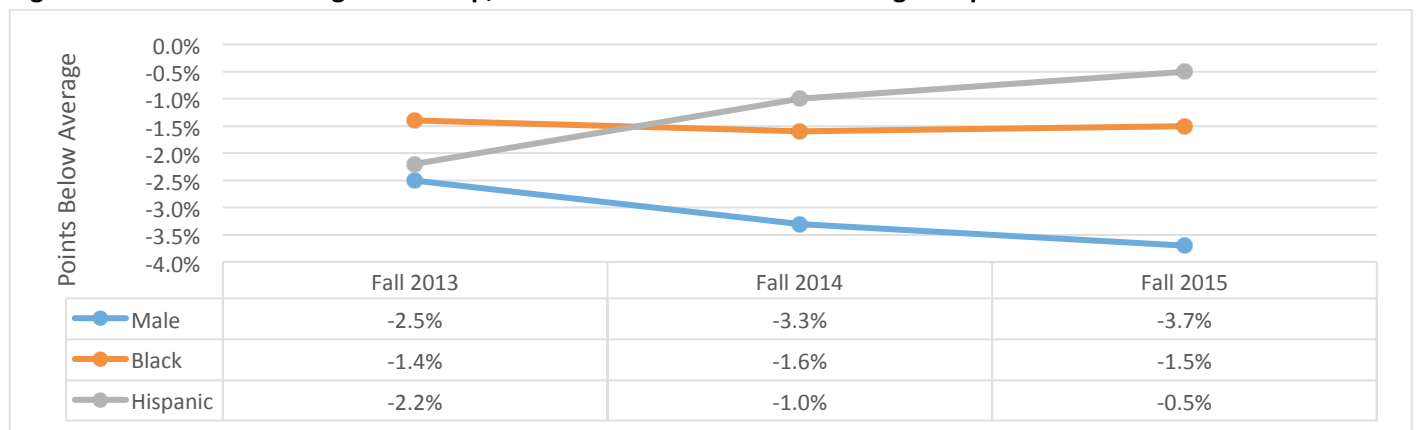
**A) Access:** The California Community College Chancellor’s Office (CCCCO) broadly defines “access” as the extent to which a population group is represented equally in the college enrollment and the group’s representation in the adult population within the community served. Santa Monica College attracts a diverse student population, including large numbers of international and out-of-state students. In addition, the College attracts a large population of students from neighboring districts. As a result, “community served” was defined beyond the district borders to include the geographic area of the 30 feeder high schools sending the largest numbers of students to the College. Due to the complexity of the service area, this metric is not well defined for Santa Monica College. The Equity Committee therefore recommended that SMC internally define access as connecting target populations with student support services to increase success.

*Equity Activities:*

- **Support for Outreach** (30% Associate Dean)
- **Student Support Services.** Equity funds to support student service specialists, student service assistants, psychologists, and counselors have been allocated to existing special programs (DSPS, Guardian Scholars, CalWorks, Veterans Resource Center, Black Collegians, and the Latino Center) to increase access among the target group students to the services provided by these programs.

**Summary:** Figure 1.3 compares past performance to this year’s performance on this metric in terms of percentage point gaps for three target populations. The data reveal that the College is making progress towards the 2020 goal for the Black and Hispanic student populations, reducing the gap by 0.1% and 0.5%, respectively. However, the percentage point gap for male students increased by 0.4% from -3.3% in Fall 2014 to -3.7% in Fall 2015.

**Figure 1.3 Access Percentage Point Gap, Fall 2013 to Fall 2015 for the Target Populations**



**B) Basic Skills/ESL Completion:** ESL and basic skills completion describes the percentage of credit students tracked for six years who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2009-2010 and **completed** a college-level course in the same discipline. Based on the largest percentage point gap, the following student groups were identified as the focus of the equity-related activities for the basic skills ESL completion metric:

- Black (17.8% percentage point gap)
- Hispanic (14.4% percentage point gap)

Basic Skills Student Outcomes and Transformation Grant Alignment: Further planning with respect to this indicator will also come from the Basic Skills Student Outcomes and Transformation (BSSOT) grant. The Student Equity Committee will continue to work with members of this group to insure the following:

1. Any data analyzed are disaggregated by the same categories used for student equity
2. Equity best practices are shared
3. Outcomes for new interventions sponsored by student equity funding are collectively discussed.

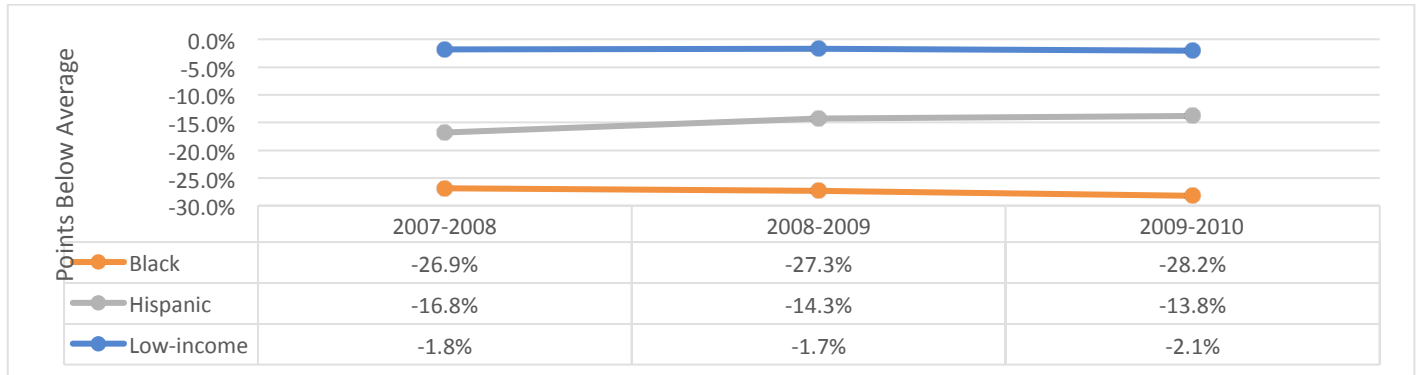
SSSP Alignment: With the adoption of multiple measures in assessment as well as the implementation of the Common Assessment, interventions and curricular revisions focused on accelerating student progress from pre-collegiate to collegiate coursework in English and math will need to be studied. For example, summer programs intended to accelerate and/or prepare students for success in pre-collegiate courses may need to be revised to insure they are not duplicating what multiple measures and the Common Assessment would achieve without additional intervention.

**Equity Activities:**

- Instructional Assistant: Black Collegians/Adelante
- Instructional Assistant: Veterans/DSPS
- English Academy to prepare students for English 1

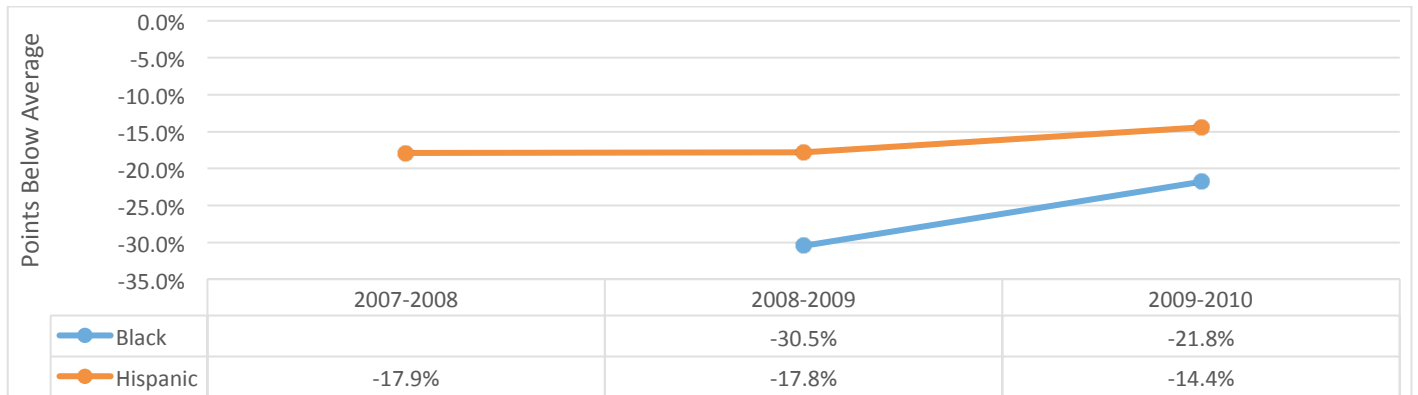
Figures 3.6 – 3.8 compare last year’s performance to this year’s performance on the basic skills and ESL completion metric in terms of percentage point gaps for the target populations.

**Figure 3.6 Basic Skills English Completion Percentage Point Gap, 2007-2008 to 2009-2010 Cohorts for the Target Populations**



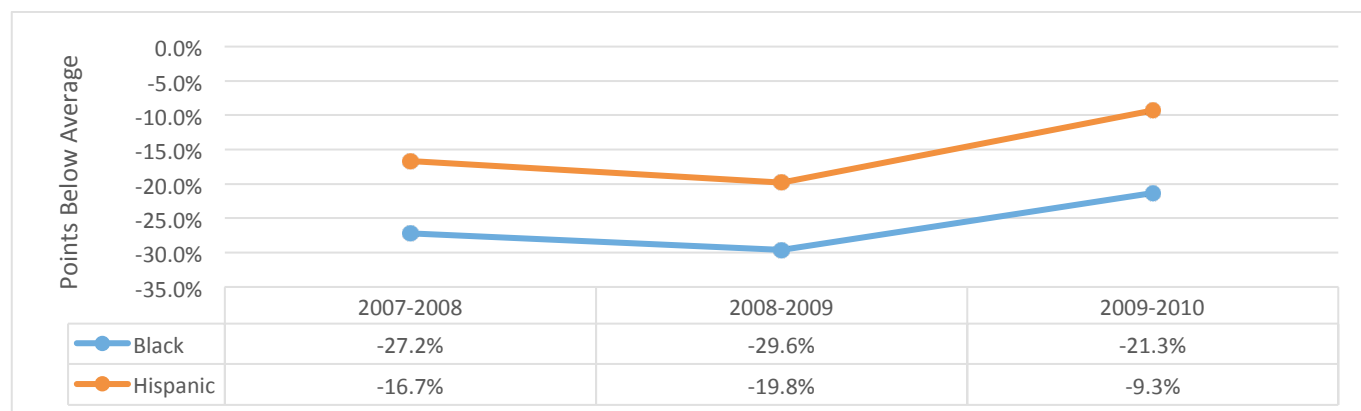
**Summary:** The data reveal that the College remained relatively stable on the basic skills English completion metric and experienced a small increase in the percentage point gaps for Black (0.9%) and low-income (0.4%) students. The equity gap for the Hispanic students was reduced by 0.5% percentage point gap during the same time period.

**Figure 3.7 Basic Skills ESL Completion Percentage Point Gap, 2007-2008 to 2009-2010 Cohorts for the Target Populations**



**Summary:** The data reveal that in the last two years, the College made progress towards closing the equity gap for the ESL completion metric for Black and Hispanic students, reducing the gap by 8.7% and 3.4% points, respectively.

**Figure 3.8 Basic Skills Math Completion Percentage Point Gap, 2007-2008 to 2009-2010 Cohorts for the Target Populations**



**Summary:** In the last two years, the data reveal that the College made progress towards closing the equity gap for the basic skills math completion metric for Black and Hispanic students, reducing the gap by 8.3% and 10.5% points, respectively.

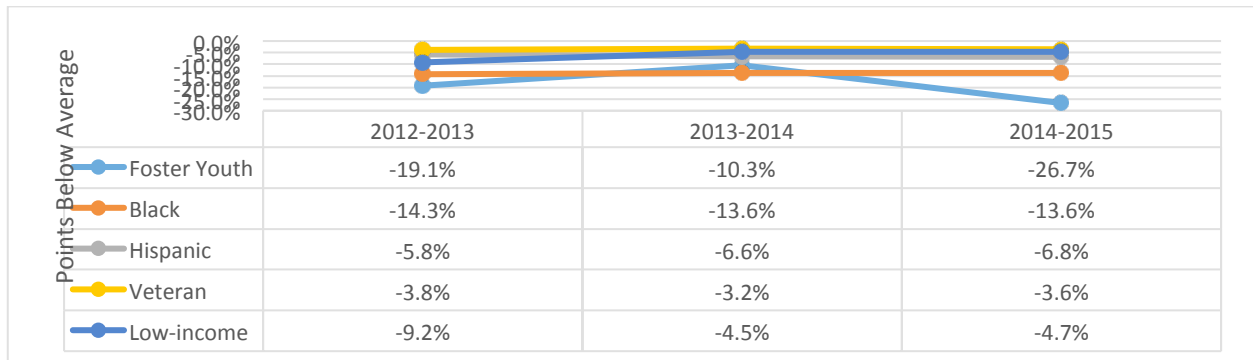
**C) Course Completion:** Course completion describes successful completion in credit courses. The course completion metric analyses indicate that the three groups experiencing the greatest equity gap are current or former foster youth (-26.7% point gap), Black or African American students (-13.6% point gap), and Hispanic or Latino/a students (-6.8% point gap). These groups and others experiencing an equity gap (low-income, -4.7% point gap; veterans, -3.6% point gap) are targeted in the activities focused on improving course completion.

*Equity Activities:* Instructional Support and Academic Interventions to support successful course completion.

- Supplemental Instruction: Student Services Specialist and Administrative Assistant
- Instructional Assistant: Black Collegians/Adelante
- Instructional Assistant: Veterans/DSPS
- Sociology coaching program
- History Peer Mentoring program
- Embedded tutoring (STEM/SI Learning Center) for Math 31-11 levels, Chemistry 10, 11, 12, and Physics 21, 22, 23.
- Chemistry 10 and Math 31/20 boot camps
- Tutoring Tracking: iPads to support the learning centers implementation of online tutoring tracking/usage data.

**Summary:** Figure 2.7 compares last year’s performance to this year’s performance on this metric in terms of percentage point gaps for the five target populations. The data reveal that the College’s performance on the course completion metric has declined, and the equity or point percentage gap has increased for four of the target groups (foster youth, Hispanic, veterans, and low-income students). The equity gap has remained stable for the Black or African American student group with this group performing 13.6% lower than the college average of 69.3%. The equity gap widened the most for current/former foster youth students with an increase in the percentage point gap of 16.4%, from 10.3% in 2013-2014 to 26.7% in 2014-2015.

**Figure 2.7 Course Completion Percentage Point Gap, 2012-2013 to 2014-2015 for the Target Populations**



**D) Transfer:** Transfer describes the percentage of transfer-directed students who first enrolled in college in 2009-2010 and successfully transferred to a four-year college/university within six years. The transfer metric analyses indicate that the two groups experiencing the greatest equity gap are Black (-15.7% point gap), multi-racial (-14.0% point gap), and Hispanic or Latino students (-13.3% point gap). These groups are targeted in the activities focused on improving transfer.

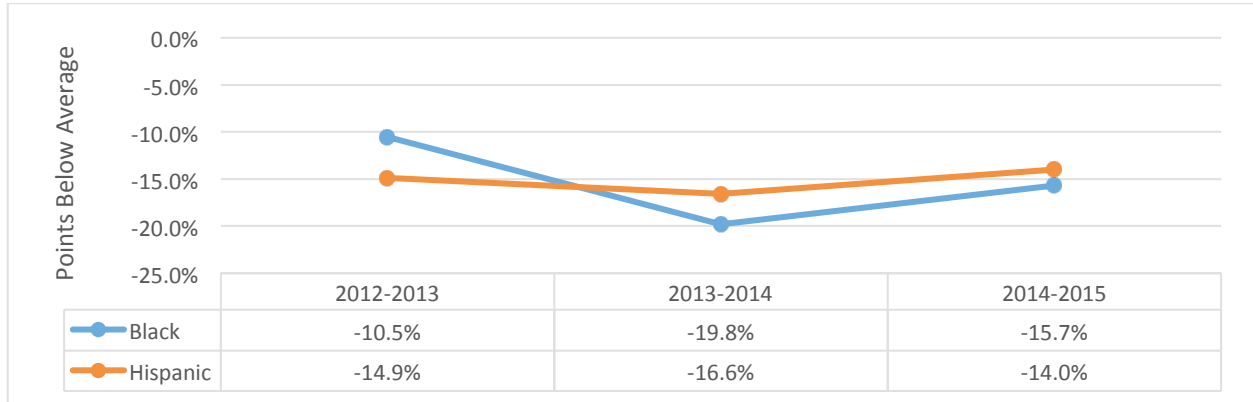
*Activities:* Equity focused Transfer Immersion Programs are highlighted below, but equity also continues to support transfer counseling in each of the areas under **Access** as described above.

- Black Collegians and the Latino Center have partnered with Loyola Marymount University to fund the Undergraduate Research Summer Academy for 28 SMC students to participate in a ten-day research residency at LMU.
- Transfer Center College Tours
- HSI-STEM Grant: 10 week paid research internships at UCLA have been completed by 46 MSC STEM students since 2013. Continued funding to support this partnership with UCLA and additional non-academic internships was awarded to SMC in 2016 by the US Department of Education.



**Summary:** Figure 5.5 compares last year’s performance to this year’s performance on this metric in terms of percentage point gaps for two of the three target populations. The data reveal that over the past two cohorts, the College experienced a decrease in the percentage point gaps for Black and Hispanic students, reducing the equity gap by 4.1% and 2.6% percentage points, respectively.

**Figure 5.5 Transfer Rate Percentage Point Gap, 2007-2008 to 2009-2010 Cohorts for the Target Populations**



**E) Degree and Certificate Completion:** Degree and certificate completion describes the percentage of CTE students who successfully completed a degree, certificate, apprenticeship, or transfer-related outcome within six years. The success rate for the degree and certificate completion metric reveal that the historically underrepresented student groups, Black, Hispanic, and low-income students, are not disproportionately impacted and they do not experience an equity gap in terms of CTE completion. The findings from this metric will be the focus of the equity-related activities for the degree and certificate completion metric, including the investigation and application of factors that have led students from historically disproportionately impacted groups to be successful on this metric.

**Ethnicity/Race**

Table 4.2: Degree and Certificate Completion Rate by Ethnicity/Race

Ethnicity/Race	Cohort		Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
	2009-2010	% of Cohort						
Asian/Pacific Is.	489	20.7%	239	20.6%	0.99	48.9%	-6.0%	-29
Black	236	10.0%	118	10.2%	1.02	50.0%	-4.9%	-11
Hispanic	536	22.7%	294	25.3%	1.11	54.9%	--	--
Two or more races	43	1.8%	17	1.5%	0.80	39.5%	-15.3%	-6
White	898	38.1%	411	35.4%	0.93	45.8%	-9.1%	-81
Unreported	148	6.3%	78	6.7%	1.07	52.7%	-2.1%	-3
Total*	2,357	100.0%	1,161	100.0%	--	49.3%	--	--

\*Includes Native Am, n<10

**Low-income Status**

Table 4.4: Degree and Certificate Completion Rate by Low-income Status

Low-income Status	Cohort		Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
	2009-2010	% of Cohort						
Not low inc.	994	42.2%	370	31.9%	0.76	37.2%	-20.8%	-206
Low-income	1363	57.8%	791	68.1%	1.18	58.0%	--	--
Total	2357	100.0%	1161	100.0%	--	--	--	--