

Santa Monica College 2017-19 Integrated Plan

1. Assess your college’s previous program efforts:

a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
<i>Credit SSSP</i>	
Facilitate progression and degree completion via the utilization of Prep2Test and multiple measures by increasing the number of students placing into college-level courses.	Continued to work on a new interface for an accessible Prep2Test application . Prep2Test increases student self-reported preparedness for assessment and decreases the need for retesting Multiple Measures: 33% of students assessing in English or mathematics boosted their placement level from remedial to college based on the use of high school academic achievement indicators and coursework completed.
Provide entry contacts (Welcome Center) and summer bridge activities to increase academic success and persistence for first-time freshmen through: intrusive counseling, financial aid assistance, enrollment assistance, group counseling, workshops, interventions for students on probation and/or disqualification, abbreviated and comprehensive student educational planning.	Black Collegians Adelante Bridge Programs: Black Collegians and Adelante specific summer bridge programming to increase outreach to Black and Latinx students at SMC. Welcome Center (WC): The goal of Increasing part time counselor coverage is to provide new, continuing, and returning students between 0-30 units with the academic counseling, group counseling sessions and student follow up services Freshman Year Experience (FYE): Provide students with the Academic Counseling to follow up services of the First Year Experience program, and peer support (student workers) to outreach to underrepresented populations.

Develop counselor **training programs** designed to increase student access to SMC SSSP Services. Increase counselor hours to provide intrusive counseling, financial aid assistance, enrollment assistance, group counseling, workshops, interventions for students on probation and/or disqualification, abbreviated and comprehensive student educational planning, and transfer resources.

Counselor Professional Development Programs:

4C counselor program: program provides new counselors with a comprehensive understanding of what's involved in community college counseling.

Conducted 3 training sessions specifically for new counselors hired as of summer 2016. Topics included Career Planning, Probation & DQ, Financial Aid, MyEdPlan, and Transfer Basics.

Provide focused trainings to address issues of counselor confidence and effectiveness in working with students to provide orientation, and education planning.

Expand Counseling Support:

Provision of counselors to work on probationary/disqualified student projects with a focus on Latinx and African American students.

Promote counseling services in the first semester for students enrolled in development English and ESL classes to increase utilization of Counseling services.

Initiated online counselor review request feature for students in the MyEdPlan program. When comparing prior to implementation of online review (Winter 2015) with Winter 2016 (post implementation), the number of counselor-approved educational plans nearly doubled.

Counselor Preliminary Transcript evaluation for reverse transfer students service launched Spring 2016. Data from Summer 2016 indicates that out of the 130 preliminary evaluations processed, 78% of those students who utilized the service subsequently enrolled in future term(s).

Transfer-focused Completion Counselor: provides intrusive counseling in the form of timely phone calls and emails to answer questions, provide

	<p>direction, and remind students about transfer-related deadlines and requirements.</p>
<p>Increase access to Career Planning services and Student Success Seminar courses. Increased the number of students who take Counseling 12 (Career Planning) and Counseling 20 (Student Success Seminar), and see a career counselor to help with major and career decision making.</p>	<p>2013-2014, 877 students took Counseling 12 by 2014-2015, 1,238 took the class.</p> <ul style="list-style-type: none"> • 62% increase in number of students seeking individual career counseling during or after taking Counseling 12. • 83% increase in Counseling 20 students who saw a career counselor <p>2013-2014, 191 First Year Experience students saw a Career Counselor by 2015-2016, 2086 FYE students saw a Career Counselor.</p> <p>Contacted undecided students individually to make an appointment with a career counselor. In 2013-2014 1,720 students sought career counseling and by 2015-2016 there was a sharp increase in students seeking services (4,549 students).</p>
<p>Increase the overall number, percentage of students over 22 years old, and representation of Latinx/African American, basic skills, and first-generation students that apply and participate in the transfer-focused Scholars Program.</p>	<p>Targeted populations, enrolled and/or assessed in basic skills English courses: (1151 total attendees since Fall 2014); presentations to Tier 1 high school juniors/seniors; C20 classes; Latino and AACC Orientations; VIP Welcome Day and Super Saturday events.</p> <p>Total Number of Students: Fall 2014- Fall 16 overall # of scholars students increased from 890 to 1196. 22% Increase in applications from Fall 2014 (321) to Fall 2016 (413); and 34% increase Spring 2014 (179) to Spring 2016 (265).</p> <p>Counseling Contacts: Scholars Counseling contacts have increased from 1514 in Spring 2014 to 2083 in Spring 2017.</p> <p>Students Over the Age of 22: Increase from 9% in Spring 2015 to 22% in Fall 2017.</p> <p>First Generation Status: 67%, 69% and 75% first generation college</p>

	<p>student status for incoming Spring 2015, Fall 2015 and Spring 2016 cohorts, respectively.</p> <p>Underrepresented students: 1% Increase in African American, 2% increase in Latinx and multi-race populations from Fall 2014 to Fall 2017.</p>
<p>Facilitate student progression and completion of degree/certificate/and transfer goals by developing innovative, responsive, and well-integrated technologies used by counselors and students throughout the student life cycle.</p>	<p>MyEdPlan: Between May 2014 when MyEdPlan was first launched, and through the beginning of August 2017, over 123,000 education plans have been created by students and counselors.</p> <p>Perceptive Intelligent Capture for Transcripts: scan and capture transcript data in real-time to record course-level information into MyCAP.</p> <p>Salesforce/TargetX CRM: Facilitate communication with students at scale via email and SMS.</p> <p>MyCAP (My Course Articulation Program): Track all courses captured through Perceptive and MyEdPlan to facilitate education planning and degree progression. Over 38,000 courses have been captured through Perceptive and over 36,000 articulation rules have been created.</p> <p>SMC GO: August 2017- SMC GO is the official SMC app to facilitate students' engagement with the college, and send push notifications to students.</p> <p>QLess: cloud-based software to assist Counseling Department Offices and Assessment to manage lines</p> <p>Redesigned Online Orientation: Aimed at facilitating the transition of students to the College by making orientation accessible on mobile devices.</p> <p>SuccessNavigator project: Provide students with concrete information about non-cognitive skills set and how to improve areas that are under</p>

	<p>developed and connect them to campus resources that align with their non-cognitive score report.</p>
<p>Increase the number of Latinx/African American students who apply and participate in SMC African American Collegian Center/Black Collegians and Latino Center/Adelante programs. Provide intrusive counseling, financial aid assistance, enrollment assistance, group counseling, workshops, career counseling, interventions for students on probation and/or disqualification, abbreviated and comprehensive student educational planning, and transfer resources to Latinx and African American students.</p>	<p>Provision of student workers to assist with outreach to African American and Latinx students resulted in steady increase in numbers of students who attended orientations and were enrolled in both the programs since Summer 2015.</p> <p>Latino Center/Adelante and Black Collegian counselors provided a series of workshops on academic probation/disqualification, and resources to assist students in obtaining good academic standing.</p> <p>Increased the number of African American and Latinx Students who have a “declared” college major. In 2014-2015, 59% of students from the Latino Center and 83% of students from the African American Collegian Center who met with a career counselor went on to declare a college major. In 2015-2016, the percentages for these were 74% and 79% respectively.</p>
<p>Provide one day “catch-all” events that allow high school seniors to familiarize themselves with SMC centers, complete assessment tests, and meet with counselors to create educational plans. Goal: Increase the number of students who enroll in postsecondary education at SMC for the Fall and Spring terms.</p>	<p>Super Saturday: The event provided students an opportunity to learn about additional support services and apply to select programs available on campus, including; First Year Experience, Scholars Program, Adelante, Black Collegians, SMC STEM, and Educational Opportunity Program & Services (EOPS). While the target number of students was 200, actual participation was 399.</p> <p>Admitted Students’ Days: Host SMC admitted high school students to take Math and English/ESL assessments, a guided campus tour, and have a counseling session. IPADs were purchased to give students a hands-on experience of navigating Corsair Connect and MyEdPlan and thereby creating an abbreviated education plan. Completed. In Spring 2016, 994 new SMC students from 35 high schools participated in</p>

Admitted Student Days.

Goal	Progress
Noncredit SSSP	
<p>All new noncredit ESL students will attend Orientation prior to their first enrollment, including students referred by community partners and Adult Education Block grant consortium(AEBG).</p> <p>All new, prospective noncredit ESL students will receive information re: noncredit programs, classes, student support services, facilities, academic expectations, registration procedures, enrollment requirements and SMC academic calendar.</p>	<p>Beginning Winter 2016, weekly orientations are held year-round to accommodate all new incoming students. Saturday options have been made available as of Spring 2017.</p> <p>An online orientation is under development.</p>
<p>All new noncredit ESL students will complete CASAS appraisal and pre-testing prior to their first enrollment, including students referred by community partners and AEBG consortium (SMMUSD-Adult Ed Center).</p>	<p>Beginning Spring 2015, assessments were administered to all students in the classroom per a pre-approved testing schedule. Beginning Spring 2016, assessments are conducted, using CASAS eTesting, during Orientation and results are communicated to each student to inform appropriate course enrollment.</p>
<p>All new noncredit ESL and short-term vocational/workforce prep students will create an abbreviated educational plan prior to their first enrollment.</p>	<p>Beginning Winter 2016, all incoming students created an educational plan prior to their first enrollment.</p>
<p>All noncredit ESL and short-term vocational/workforce prep students are advised to meet with a noncredit Counselor in their first semester for educational planning, transition (to credit) services, career advisement, etc.</p>	<p>Priority enrollment is given to students who have completed a comprehensive educational plan with a Counselor.</p>
<p>Development of "Transition to Credit" Counseling course.</p>	<p>Course intended to serve students who are at Advanced ESL levels and seeking transition to credit programming. Course is open to AEBG partners as part of consortium efforts. <i>Projected local and state approval in early Fall 2018.</i></p>
<p>All noncredit ESL students will be given the opportunity to tour the main campus, services, programs, etc.</p>	<p>Pilot began Summer 2017, and to be offered during regular semesters beginning Fall 2017.</p>

Goal	Progress
Student Equity	
Improve access for disproportionately impacted students including male, Black, and Latinx students.	Male student enrollment dropped by 1.4%, Black enrollment dropped by 0.4%, and Latinx student enrollment improved by 6.2%.
Improve course completions rates for Black, Latinx, low-income, and Veteran students.	Black student outcomes improved by 0.4%; Latinx outcomes declined by 0.8%; low-income student outcomes improved by 4.1%; and Veteran student outcomes improved by 0.3%.
Improve the percentage of Black and Latinx students who first enrolled in a basic skills class and complete a college level math course within six years.	Black student outcomes improved by 1.2%; Latinx student outcomes improved by 3.9% compared to the baseline year.
Improve the percentage of Black, Latinx, and low-income students who first enrolled in a basic skills class and complete a college level English course within six years.	Black student outcomes declined by 5.5%; Latinx student outcomes improved by 0.2%; low-income student outcomes improved by 1.8%.
Improve degree and certificate completion for Black and Latinx students.	Black student outcomes improved by 0.3%, and there was no equity gap experienced by Latinx students as compared to the baseline year.
Improve the percentage of Black and Latinx students who transfer.	Black student outcomes improved by 4.8%, and Latinx student outcomes declined by 0.9% as compared to the baseline year.
To build institutional capacity to address the achievement gaps experienced by target group students.	Evidence of progress includes wide participation in professional development opportunities; use of data disaggregated by student characteristics across programs and divisions; engagement in research related to target group students identified in institutional data; integration of equity in educational outcomes in institutional planning, program evaluation, and accreditation.
To assess and evaluate all equity funded projects to determine the most effective practices for closing the equity gaps identified in campus-based research.	Evidence of progress includes adoption of effective methods for acceleration from basic skills to college-level courses.
To communicate evaluation results widely and develop plans for expansion of best practices, leveraging projects to maximize impact on target group students.	Evidence of progress includes the institutionalization of annual Equity Summits, the Faculty Summer Institute, and equity as a core theme for all-campus professional development days.
Goal	Progress

Basic Skills Initiative	
The percentage of students who begin at four and/or three levels below college transferable math and successfully complete college level math within three years will increase by 15% over Fall 2009-Spring 2012 baseline by 2016-2017.	Modest gains have been achieved, but additional work is necessary. The mathematics faculty are engaged in implementing new curriculum and piloting the use of adaptive learning technology in the classroom.
The percentage of students who begin at the lowest level of English and successfully complete college level English within a three year period will increase by 15% over Fall 2009-Spring 2012 baseline by 2016-17.	There has been an increase of 14.2% of students completing transfer level English within three years when placed at the lowest levels. New curriculum and support services are being explored to further increase student success.
Increase the rate at which students who place at one level below college level English successfully complete college English within a year. The percentage of students who begin one level below college level English and successfully complete college level English within a year will increase by 12% over Fall 2011-Spring 13 baseline by 2018-19.	There has been an increase of 11.2% of students completing transfer level English. New curriculum, including a companion course, and support services are being explored to further increase student success.
The percentage of pre-college first year students receiving counseling services will increase by 25% over the 11-12 academic year baseline by 2016-17.	Upon further review of the data it was discovered that students testing into/enrolling in basic skills courses do so at the same rate as all other first time students.

1 (b). To what do you attribute your overall success or lack thereof? (This answer can be narrative or bullet; 100 words maximum.)

SMC attributes the success experienced thus far to targeted professional development focused on equity in educational outcomes. This includes annual Equity retreats and conferences, engagement with the Center for Organizational Responsibility and Advancement, and the SMC Center for Teaching Excellence. One of the greatest challenges has been to move from pilot projects to fully scaled initiatives to impact student

populations that have yet to be reached. While tools have been developed to assess each intervention implemented, it is difficult to determine the best approach to scale. Finally, it is challenging to intervene with target group students in the high schools.

1 (c). In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Accelerate student progress through the developmental sequences in English and math.	Implementation of “multiple measures” in assessment. “Prep2Test” tool launched to promote accurate placement on assessment test.	Implementation of the “English Academy” summer program to accelerate Latinx and African American students from developmental English into transfer level English in two-week, “boot camp” style program.	“Math Academy” launched summer 2017 to help students move up one level from original placement. Development of accelerated courses in English and math.

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

A strategy that has been implemented across several disciplines that is resulting in positive outcomes is the use of short term, intensive, “boot camp” style academic interventions for a target discipline or course. For example, Chem 10, Introductory General Chemistry, is a gateway course for students pursuing STEM fields. For many students it serves as a *gatekeeper* course, and the outcomes are differentiated between racial/ethnic groups. To enhance success in this course and subsequent chemistry courses in the sequence, faculty members created a Saturday boot camp for students in target groups and who are struggling with course content. The data reveal that Black students who participated in the boot camp earned C or better grades in Chem 10 at a rate 11% higher than other Black students, and Latinx/Hispanic boot camp participants earned C or better grades in Chem 10 at a rate 18% higher than other Latinx/Hispanic students. STEM Skills is a two-week, intensive preparation for students in the STEM program to prepare for success in math and science curricula.

SMC has begun utilizing two weeks in the late summer for programs that either help a student to succeed in their initial English and math courses or help a student to jump one level of math or English to accelerate progress toward college level work. The English Academy targets students who assess just below college level English (English 1). They permit students to enroll for fall in English 1, and then engage the students in an intensive, two week writing course in late summer. The English Academy placed an additional 413 students (since Summer 2015) directly into English 1 (those who were placed below), including 48 Black and 268 Latinx/Hispanic students. In addition, English Academy students who were bumped into English 1 completed the course a rate similar to others. This is now a two-unit course. In Summer 2017 SMC launched the Math Academy. This is a two-week intensive math workshop that permits students to re-assess and have the opportunity to place in a higher level course for the fall semester. Over 53% of students placed into a higher level math course (at retest) after participating in Math Academy. An overwhelmingly large number (over 90%) of Math Academy participants felt the academy strengthened their math skills and helped prepare them for future math courses.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
1. Santa Monica College will embrace student equity as a core value for which all will take responsibility.	Develop “equity core teams” among those delivering SSSP services including outreach, general counseling, admissions, and assessment.	Develop “equity core teams” across instructional and learning support areas.	Develop “equity core teams” in basic skills English, math, and ESL, including instructional support in these areas.	<ul style="list-style-type: none"> ✓ Access ✓ Retention ✓ Transfer ✓ ESL/Basic Skills Completion ✓ Degree & Certificate Completion ○ Other: _____
	Host day long retreats customized for particular campus groups. Consultant to facilitate.	Host day long retreats customized for particular campus groups. Consultant to facilitate.	Host day long retreat for basic skills English, math, and ESL faculty. Consultant to facilitate.	
	Regularly conduct disproportionate impact analyses to determine gaps in SSSP core service delivery. Present results with the aim to improve service delivery to students.	Develop resources for faculty and staff in the Center for Teaching Excellence to promote “equity-mindedness” and improve practice.	ESL department to conduct internal study of retention and success by race/ethnicity.	
	Promote counseling services in the first semester for all students,	Implement a professional development program (Data Coaching) to train	In collaboration with the Counseling Department, sponsor counseling	

	including all Latino and African-American students, enrolled in developmental English, Math and ESL classes. Follow-up by offering counseling appointments.	staff and faculty on compiling, analyzing, and interpreting equity data in courses and programs.	classroom visitation project to introduce students in developmental English courses to counseling resources.	
	Provide focused training to new counselors, staff, and interns to ensure service to students with an equity focus.		Provide student success and retention data for individual courses disaggregated by race/ethnicity in faculty portals to increase awareness and self-reflection. Pilot in English, math, and ESL.	

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
2. Decrease the time to completion for degree, certificate, employment outcomes, and transfer, particularly for groups experiencing equity gaps.	Systematically provide career information and career counseling to new students. Introduce pathways /exploratory tracks relevant to student career interests. Expand technology-based career resources available to students. Proactively reach out to undecided	Support the implementation of guided academic pathways.	Redesign the basic skills curriculum in math and English to accelerate to college level per AB 705.	<ul style="list-style-type: none"> ○ Access ○ Retention ○ Transfer ✓ ESL/Basic Skills Completion ✓ Degree & Certificate Completion Other: _____

	students and offer career-related counseling.			
	Develop a robust data warehouse to identify students in need of academic or personal intervention. Integrate college data sources.	Support the implementation of more short-term classes in the major semester to propel momentum and unit accrual.	Explore and pilot a computer-mediated, accelerated basic skills math curriculum.	
	Engage in ongoing research to refine the use of multiple measures in assessment to increase the number of students placing at college level initially.		Provide placement test preparation to more first-time freshmen students in partnership with high school faculty in English and math.	
	Integrate placement test preparation into events and resources for new students.		Explore additional opportunities to help high school students use the senior year to become "college ready."	
	Develop a "What if" algorithm in educational planning tool to help students determine how their coursework applies to any degree, certificate, or transfer program. Periodically communicate to students their progress toward completing their program.			
	Notify students when seats are available in courses that meet their			

	educational plan requirements.			
	Use technology tools to aid in the evaluation and recording of external coursework into SMC's MyCAP (My Course Articulation Program). Create articulation rules to guide applicability of coursework to degrees, certificates, and General Education patterns. Publish established articulation rules.			
	Integrate articulation rules into educational planning and degree audit tools.			
	Finalize and use MyCAP's course evaluation request workflow to replace the Transcript Evaluation Request program and Log.			
	Develop a mechanism to automatically utilize students' external coursework stored in MyCAP to meet prerequisites and facilitate enrollment. Develop a waiver workflow using MyCAP data to initiate waiver			

	requests by allowing students to upload backup documents, including transcripts and course descriptions, and/or syllabi.			
	Integrate the MyCAP database to improve the accuracy of educational plans and promote the completion of degrees/transfer for students with previous college units.			
	Encourage and promote use of the educational plan online review feature and workshops (on ground and online). Evaluate the effectiveness of these services in reducing time to completion for our target populations.			
	Provide onboarding assistance to new students and transition services to continuing students to complete required SSSP core services, particularly through proactive and intrusive services.			

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
3. Increase the persistence, completion, and success in all courses, particularly the ESL and English and math sequences, for African-American and Latino/a/x students and other groups experiencing equity gaps.	Provide summer orientation activities structured around meta majors or “exploratory tracks.” Build social capital, confidence, and familiarity with the campus and student resources.	Identify key gateway and gatekeeper courses for majors and “exploratory tracks.” Explore replicating intensive, boot camp style academic interventions for these courses.	Contextualize basic skills courses around “exploratory tracks” in support of the Guided Pathways framework.	<ul style="list-style-type: none"> ○ Access ✓ Retention ○ Transfer ✓ ESL/Basic Skills Completion ○ Degree & Certificate Completion Other: _____
	Utilize the “SMC GO” app to send push notifications to students on key areas promoting student success and retention, including timely enrollment, meeting with counselors, meeting with instructional faculty, financial aid deadlines, and tutoring.	Implement intensive professional development for faculty in the summer with a focus on equity in educational outcomes across disciplines.	Develop support courses in math and English to promote success for students in college level courses and to accelerate students to college level.	
	Promote awareness of “non-cognitive” skills such as help-seeking through the use of SuccessNavigator in the Student Success Seminar	Implement embedded tutoring, Supplemental Instruction, and other learning support.		

	and special programs.			
	Utilize an intrusive counseling/case management model for Santa Monica High School seniors who are identified as SMC bound. Ensure these students have completed all matriculation steps by the end of their senior year, including the creation of an educational plan and introduction to a special program.			
	Provide intrusive counseling assistance to facilitate the return of probationary students to good academic standing.			

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
4. Increase the overall number of degrees and certificates awarded and successful employment outcomes for African-American and	In collaboration with MIS, Academic Records Evaluators will proactively reach out to students to notify them of progress toward their academic goal and remaining requirements. Advise students of opportunities	Support the implementation of guided academic pathways.	Support the implementation of guided academic pathways.	<ul style="list-style-type: none"> ○ Access ○ Retention ○ Transfer ○ ESL/Basic Skills Completion ✓ Degree & Certificate Completion

Latino/a/x students and other groups experiencing equity gaps.	for “degree stacking.”			<i>Other:</i> _____
	Enhance the “auto award” system by including Department Certificates, Certificates of Achievement, and new Associate degrees as these are created and approved through the curriculum process.		Integrate information about degree and certificate completion into basic skills courses.	

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
5. Increase the overall number of students who are transfer prepared and successfully transfer among African-American and Latino/a/x students and other groups experiencing equity gaps.	Integrate ASSIST Next Generation into the educational planning tool once it is available to colleges through web services.	Develop transfer preparation programs and activities to ensure student success at the transfer destination.	Integrate transfer information and tasks into basic skills courses.	<ul style="list-style-type: none"> ○ Access ○ Retention ✓ Transfer ○ ESL/Basic Skills Completion ○ Degree & Certificate Completion <i>Other:</i> _____
	Use predictive analytics to identify factors and characteristics that	Develop guided academic pathways for top transfer majors integrated with		

	<p>predict student behaviors and outcomes that impact transfer readiness. Develop a data dashboard for counselors. Align intentional interventions to the risk factors.</p>	<p>strong student support services. Explore development of online courses to assist students in the transition to the university.</p>		
	<p>Expand the use of the "Transfer Completion Counselor" model.</p>	<p>Develop SMC alumni networks at universities to support students in transition.</p>		
	<p>Develop a mechanism to integrate SMC MyCAP (My Course Articulation Program) articulation rules into degree audit and MyEdPlan to help students determine how soon they will meet transfer requirements.</p>			

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max).

Santa Monica College (SMC) is centering the achievement of equitable outcomes in the Integrated Plan goals. The college is committed to integrating SSSP, basic skills, and student equity initiatives by working as a collective group to develop an equity framework that will act as a rubric to measure cultural shifts and improved outcomes among underserved student populations. In addition to an equity framework, SMC will establish equity core teams that focus on implementing best practices to address unconscious bias and embed critical race theory in each phase of the SMC Integrated Plan. In combination with the effort to equitize SMC's institutional practices and policies, the basic skills, equity and student success committees will continue to implement high impact practices aimed at improving assessment, accelerating the transition from basic skills to college level course work, streamlining orientation, offering welcoming events and bridge programs to incoming students, expanding the use of innovative technologies to support student matriculation and transfer, increasing access to student support programs for underserved populations, expanding student and instructional support programs that target African American and Latinx students with a focus on increasing transfer, and continuing to build strong, career-focused courses and programs.

Previous Student Equity, SSSP, and BSI efforts at SMC have consistently supported and incorporated equity-related programs including Disabled Student Programs and Services, the Veterans Center, Guardian Scholars, Black Collegians, the Latino Center, and others. Funding has been provided for counseling, learning support services, special projects, and activities promoting transfer-readiness. This coordination will continue by including faculty and staff from these programs in the planning processes, conducting campus-wide calls for proposals to achieve plan goals, and regularly reporting on activities to the campus community.

The synergy of equity focused professional development activities and innovative educational programming will enable SMC to create a culturally responsive educational community that upholds the values of equity, inclusion, and social justice as a pathway to personal and academic excellence.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including postsecondary transitions and employment (250 words max).

Noncredit ESL courses are being revised to include college and career readiness skills at all levels, to incorporate English Literacy and Civics education, and to provide contextualized instruction in workforce preparation, digital literacy, and transition to post-secondary education and/or work.

The Santa Monica Regional Consortium (SMRC) is creating a transition process for enrolled adults to continue their education. The SMRC has identified community and business partners to establish pathways to gainful employment. Noncredit SSSP has provided dedicated counseling support services to noncredit students. Other critical services include workshops, comprehensive educational planning, a career fair, and transitional services. Courses entitled "Transition to College" and "Career Transitions" are under development to aid adult learners in the noncredit to credit transition process. Once

approved, SMC will offer new short-term vocational and workforce preparation courses in a variety of disciplines. A new Basic Computer Literacy course is scheduled to begin this fall since adult learner's ability to successfully reach workforce and academic goals often depends on computer literacy. Future noncredit courses/certificates will improve skills and confidence by providing students the basic skills for entry-level employment required to be successful in any job, as well as career ladder training opportunities through CTE credit programming.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

SMC will utilize professional development to empower equity champions in the classroom and across the campus. Dr. Veronica Neal will assist the integrated planning team to create an equity framework and equity core teams. Equity work will focus on unearthing how unconscious biases impact student outcomes and how to implement high-impact practices to reduce the achievement gaps experienced by students of color. SMC will center equity at institutional days; hold an equity summit; offer equity workshops year-round; train "data coaches" to facilitate conversations about student success data; and hold a Faculty Summer Institute that is grounded in critical race theory.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

The evaluation of goals is integrated into the college's annual institutional effectiveness (IE) process which involves stakeholders analyzing key performance metrics related to student success and monitoring progress toward target goals. The metrics on the college's IE Dashboard are informed by the goals and activities of the integrated plan including, for example, momentum points such as persistence, unit accumulation, and completion of college math/English as well as outcomes such as degree/certificate completion. Metrics are disaggregated by demographics to monitor equity gaps. Lastly, the college will conduct semester/annual formative, process, and summative evaluation to assess each plan activity.

8. N/A

9. Budget Planning

See attached.

10. Executive Summary

See:

<http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Integrated%20Plan%20Executive%20Summary.pdf>

11. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

The transformational institutional and cultural change required in our institutions to reach the goals of the “Vision for Success” and to close our local equity gaps is significant. The employees of the California Community Colleges will need to do their important work differently to achieve different outcomes. Opportunities to develop skills for managing and leading institutional change as well as practices such as “appreciative inquiry” provided by the Chancellor’s Office will be critical. Such training cannot be accomplished in one gathering; sustained and ongoing training with the curriculum spanning an academic year may be required. Reading and other resources should be shared prior to the sessions in order to maximize the learning to take place. Perhaps such training could be distributed via the regional organization of the colleges. It would also be helpful for the Chancellor’s Office to develop a list of facilitators and speakers across the state for colleges to call upon. Colleges could find resource people in the local area, vetted by the Chancellor’s Office, to bring to the campus for sustained and ongoing training of faculty, staff, and administrators.

The SMC Integrated Plan work group also discussed the idea of standardizing more processes across the system. This will be heavily debated, but should the system consider statewide “meta majors?” What kinds of resources for transfer students could be centralized? The centralized contracting and launch of Canvas seems to be a success, and there are mechanisms by which each campus can customize this resource. Are there other operating systems or resources that could be purchased “in bulk” for the system that would be as effective? Each college/district seeks out solutions for curriculum management, predictive data analytics, student portal systems, and more. If there were statewide options for some of these critical resources, the time and energy spent at each college researching and making these selections could be redirected to student success goals. This may be a topic for discussion at Consultation Council and the various statewide meetings of the Academic Senate, Chief Instructional Officers, Chief Student Services Officers, and Chief Executive Officers.

12. Point of Contact at SMC.

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Santa Monica College Integrated Plan 2017-19 Budget

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 212,900	\$ 776,334	\$ 2,609,000	\$ 4,839,955	\$ 40,834	\$ 43,914	
2000	Classified and Other Nonacademic Salaries	\$ 101,000	\$ 474,477	\$ 1,481,000	\$ 974,295	\$ 16,437	\$ 16,437	
3000	Employee Benefits	\$ 101,900	\$ 346,985	\$ 833,700	\$ 1,484,969	\$ 18,930	\$ 19,901	
4000	Supplies & Materials	\$ 12,354	\$ 17,700	\$ 80,000	\$ 9,295		\$ 500	
5000	Other Operating Expenses and Services	\$ 49,000	\$ 263,424	\$ 1,050,337	\$ 70,995		\$ 2,000	
6000	Capital Outlay			\$ 50,000	\$ 2,127		\$ 171	
7000	Other Outgo		\$ 115,850					
	Program Totals	\$ 477,154	\$ 1,994,770	\$ 6,104,037	\$ 7,381,636	\$ 76,201	\$ 82,923	
					Match		Match	
		BSI, SE, & SSSP Budget Total						\$ 8,652,162