

Santa Monica College

Student Equity Plan

December 1, 2015

SANTA MONICA COLLEGE STUDENT EQUITY PLAN

Table of Contents

	Page Number
Signature Page	4
Executive Summary	13
Target Groups	
Goals	
Activities	
Student Equity Funding and Other Resources	
Contact Person/Student Equity Coordinator	
Planning Committee and Collaboration	13
Access	14
<i>Campus-Based Research</i>	
Overview	
Indicator Definitions and Data	
Conclusions: Disproportionately Impacted Student Groups	
<i>Goals, Activities, Funding and Evaluation</i>	
Access Baseline Data and Goals	
Activities to Improve Access for Target Student Groups	
Expected Outcomes for Target Student Groups	
Course Completion	32
<i>Campus-Based Research</i>	
Overview	
Indicator Definitions and Data	
Conclusions: Disproportionately Impacted Student Groups	
<i>Goals, Activities, Funding and Evaluation</i>	
Course Completion Baseline Data and Goals	
Activities to Improve Course Completion for Target Student Groups	
Expected Outcomes for Target Student Groups	
ESL and Basic Skills Completion	52
<i>Campus-Based Research</i>	
Overview	
Indicator Definitions and Data	
Conclusions: Disproportionately Impacted Student Groups	

Goals, Activities, Funding and Evaluation

ESL and Basic Skills Completion Baseline Data and Goals
Activities to Improve ESL and Basic Skills Completion for Target Student Groups
Expected Outcomes for Target Student Groups

Degree and Certificate Completion **70**

Campus-Based Research

Overview
Indicator Definitions and Data
Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

Degree and Certificate Completion Baseline Data and Goals
Activities to Improve Degree and Certificate Completion for Target Student Groups
Expected Outcomes for Target Student Groups

Transfer **79**

Campus-Based Research

Overview
Indicator Definitions and Data
Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

Transfer Baseline Data and Goals
Activities to Improve Transfer for Target Student Groups
Expected Outcomes for Target Student Groups

Other College- or District-wide Initiatives Affecting Several Indicators **88**

Goals, Activities, Funding and Evaluation

Goals Addressed by Activities
Activities, Funding and Evaluation to Improve Outcomes for Target Student Groups

Summary Budget **99**

Summary Budget spreadsheet

Summary Evaluation Plan **105**

Attachments

Evaluation Presentation (A)
CCSM report (B)
STEM Equity: Embedded Tutoring (C)
STEM Equity: Chemistry and Math Bootcamps (D)

Santa Monica College Student Equity Plan Signature Page

District: Santa Monica College **Board of Trustees Approval Date:** 12/1/2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature]

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Executive Summary

EXECUTIVE SUMMARY

Santa Monica College has been committed to achieving equity in educational outcomes for all students for decades. This is evident in many of the College's longstanding practices and programs. The funding for Student Equity from the state has given the College new opportunities to bring about significant change in a more dramatic and efficient manner than ever before. And Santa Monica College's commitment to student equity has never been stronger.

The overarching goals for the Santa Monica College Student Equity plan for 2015-16 are:

1. To build institutional capacity to address the achievement gaps experienced by target group students.
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.
3. To communicate evaluation results widely and develop plans for expansion of best practices, leveraging projects to maximize the impact on target group students.

These overarching goals will be accomplished through two pathways: 1. Research and inquiry and 2. Intervention and student support. In Year One (2014-15) the College selected Indicator C, ESL and Basic Skills Completion as its primary focus, although all indicators were supported in the Equity Plan. In Year Two (2015-16) the College will continue to prioritize ESL and Basic Skills Completion but will also focus on Indicators A (Access) and B (Course Completion), although, again, all indicators are supported in the plan. The rationale for focusing on these three indicators is that by making significant progress on these, there will be a positive impact on degree and certificate completion as well as transfer. The activities related to Indicators A, B, and C have significant overlap.

Overall the campus-based research indicates that the target group students who experience the greatest disproportionate impact are African American and Latino/a students, particularly males. There are also areas in which foster youth, veteran students, and students with disabilities experience gaps in achievement.

Student Equity is an institutional priority at Santa Monica College. This priority has been communicated to the campus community through the Master Plan for Education; the annual Equity Summit; institution-wide Flex days with student equity as the theme; year round professional development on research and pedagogical techniques to improve outcomes for target group students; funding for conferences focused on student equity; highlighting impactful equity projects in campus newsletters as well as the local press; and presentations to the Academic Senate, Classified School Employees Association Chapter 36, and the Board of Trustees. To continue to build capacity as a College to address this challenge, student equity has been integrated in institutional planning, program evaluation and improvement, accreditation, and professional development.

Santa Monica College accomplished two of the goals in the Year One Student Equity plan by establishing a Student Equity committee with representation from all campus constituencies and by developing consensus on the performance measures for monitoring progress toward achieving the desired outcomes and establishing target dates for achieving these outcomes.

“Scaling up” the most effective practices is a challenge that all colleges face. To truly eliminate gaps in achievement for target group students requires sweeping, fundamental change in the institution and its practices. As explained in Redesigning America’s Community Colleges: A Clearer Path to Student Success¹, limited interventions or “inoculations” in one segment of the student’s college experience will have a limited impact. That is, if a foster youth student is able to access financial aid successfully but is not able to access tutoring for pre-collegiate math, the impact on that student’s outcomes will be reduced. Fundamental change in how colleges offer services and education is required, and that will take time and significant effort. Based upon the successes of the pilot projects represented in this plan, SMC will strategize to leverage technology and fiscal and human resources to scale those successful practices to thousands of students.

Santa Monica College’s faculty and staff believe that the biggest difference in closing the equity gaps will be in the classroom, which is the one place that all community college students share in common. Therefore the SMC Student Equity Plan is focused 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 many of the equity-funded projects individuals have been hired. To improve outcomes requires an increase in service and people to perform the high touch, high engagement work that will bring about results.

The Student Equity committee experienced some challenges in developing the Student Equity Plan. First, it is difficult to parse the activities of the plan cleanly into the various indicators because many of these activities will have a positive impact on multiple indicators. For example, by promoting access to the Guardian Scholars program and its services, foster youth will experience greater success in Course Completion, ESL and Basic Skills Completion, as well as Degree/Certificate/Transfer completion. In addition the data under consideration for some indicators does not reflect results of current interventions and activities. For Indicator D, Degree and Certificate Completion, the 2008-09 cohort is examined. In 2014-15 SMC implemented an innovative strategy, leveraging technology and in-house data to award degrees and certificates to students who did not realize they were eligible. Those results are not yet reflected in these data.

Below are the identified target group students, current gaps, goals, and timeline for each of the indicators as well as a brief overview of funded activities and the equity funds to be expended for each indicator.

¹ Bailey, T.R.; Jaggars, S.S.; & Jenkins, D. (2015). Redesigning America’s community colleges: A clearer path to student success. Harvard University Press: Cambridge, MA.

Indicator A: Access

Target Population(s)	Current gap, year	Goal*	Goal Year
Male and Caucasian Students	-3.3 and -4.0%, 2014	Increase Enrollment	2020
Latino/Hispanic Students	-1.0%, 2014	Increase Enrollment	2020
African American Students	-1.6%, 2014	Increase Enrollment	2020

Access was defined as access to the institution as well as access to critical services. The target groups identified in the data are part of the programs represented in these activities.

- **DSPS and Veterans Collaborative:** Improve outreach to Veterans to offer disability screenings.
- **Veteran Resource Center Service Expansion:** Increase capacity for connecting Veterans at SMC to centralized psychological and counseling services in the Veterans Resource Center.
- **Guardian Scholars:** Provide Guardian Scholars (foster youth) with a dedicated program coordinator to connect participants with student support services and closely monitor academic progress.
- **African American Collegians/Latino Centers:** a Student Services Assistant, Counselors, Social Worker to provide program support, expanded academic and personal counseling, referrals to mental health and other community-based resources.
- **Outreach and SMMUSD Collaborative:** Develop a model to be applied across feeder high schools to reduce the number of target group students matriculating to SMC at the basic skills level by articulating curriculum and developing interventions in the senior year of high school.

Total funding: \$573,649

Indicator B: Course Completion

Target Population(s)	Current gap, year	Goal *Average	Goal Year
African American Students	-13.6%, 2014	No Gap: 2388 successful enrollments	2021
Latino/Hispanic Students	-6.6%, 2014	No Gap: 4710 successful enrollments	2021
Low-Income, Veterans, Foster Youth	-4.5%, -3.2%, -10.3%, 2014	Close Gap: 5219, 100, 9 successful enrollments respectively	2021

- **Supplemental Instruction (SI), Tutoring, and Learning Centers:** Expand SI, tutoring, and learning center support to improve access and quality of service across disciplines. Instructional Assistant support for African American Collegian and Latino Centers/Math Lab, Coordinator for tutoring in Business and Computer Science programs, Student Services Specialist in SI.
- **Embedded Tutoring in Intersession:** Provide student tutors to individual sections during the short-term, intensive winter and summer intersessions. Targeted tutoring to cohorts to promote course success.
- **History Peer Learning Program:** Establish a peer-learning program to build upon and expand on the history department’s reading and writing skill building workshops.
- **Sociology Coaching Program:** Faculty coach to promote successful course completion among African American and Latino/a students.
- **Early Childhood Education (ECE) Lending Library:** Provide books for ECE courses to target group students.
- **Chemistry/Math “Bootcamps”:** Boost math/chemistry skills that lead to successful course completion.

Total funding: \$422,191

Indicator C: ESL and Basic Skills Completion

Target Population(s)	Current gap, year	ESL Goal*	Goal Year
Latino/Hispanic Students	-26.7%, 2014	+26.7% (32 Students)	2020
Male Students	-4.7%, 2014	+4.7% (27 Students)	2020

Target Population(s)	Current gap, year	Basic Skills <u>English</u> Goal*	Goal Year
African American Students	-24.9%, 2014	+24.9% (155 Students)	2020
Latino/Hispanic Students	-8.0%, 2014	+8.0% (190 Students)	2020

Target Population(s)	Current gap, year	Basic Skills <u>Math</u> Goal*	Goal Year
African American Students	-34%, 2014	+34% (174 Students)	2020
Latino/Hispanic Students	-20.9%, 2014	+20.9% (383 Students)	2020

- **English Academy Summer Acceleration Program:** Two week, intensive workshops to accelerate placement for students placed in pre-collegiate English into transfer-level English, saving students up to two semesters of remedial coursework.

- **Black Collegians/Latino Center instructional support:** Hired a full time Math Instructional Assistant to provide support in these centers for target group students. Developed a peer mentor program.
- **Mathematics Faculty Professional Development:** Engaged in targeted research using the Community College Survey of Men and interviews and focus groups with math faculty and students to promote understanding and change. Project is ongoing.

Total funding: \$182,080

Indicator D: Degree and Certificate Completion

Target Population(s)	Current gap, year	Goal*	Goal Year
African Americans	-28.2%, 2014	No gap (10 Students)	2016
Hispanic/Latinos	-13.5%, 2014	No Gap (17 Students)	2016

- **MyEdPlan integrated with Counseling services:** Educational planning tool integrated with degree audit to give students clear pathways for degree and certificate completion.
- **Integration of Career Services in Black Collegians/Latino Center programs:** Provided comprehensive career services in the center where target group students receive other services.

Total funding: primarily funded via SSSP

Indicator E: Transfer

Target Population(s)	Current gap, year	Goal *Highest Performing Group	Goal Year
African American Students	-26.5%, 2014	Target: 68 Students	2020
Latino/Hispanic Students	-26%, 2014	Target: 225 Students	2020
Male Students	-4%, 2014	Target: 56 Students	2020

- **LMU Transfer Program and Black Collegians/Adelante Research Projects:** Summer Research Academy at Loyola Marymount University and Library Research Projects conducted at University of California, Los Angeles promote transfer and preparation for success at a university.
- **Northern California College tours:** Provide the opportunity for students to explore transfer options outside of the immediate geographic area, maximizing opportunities for transfer.
- **Scholars Program outreach:** The Scholars program conducts focused outreach to target group students eligible for this important transfer program.

Total funding: \$44,580

Indicator F: Other District-wide initiatives affecting several indicators

- **Ongoing Equity Research:** Senior Analyst directs and assists with evaluation of interventions and provides critical data and information to inform planning.
- **Minority Male Community College Collaborative (M²C³):** conducted the Community College Survey of Men, interviews, and focus groups. Will use results to inform institutional change, professional development, and student success workshops.
- **Professional Development:** Ongoing professional development focused on culturally responsive pedagogy and high impact practices.
- **Learning Resources and Academic Support Service Tracking System:** Identification of a tracking system to assess efficacy of services, frequency of use and impact on student outcomes, as well as curriculum development to address student needs.
- **Equity Summit, Student Equity Committee, and Informational Materials/Web Development:** Planning and communication activities to promote student equity and related activities at the College.

Total funding: \$609,000

The Santa Monica College Student Equity Plan contact for Santa Monica College is Dr. Melanie Bocanegra. She can be reached at 310-434-3992 or bocanegra_melanie@smc.edu.

Planning Committee and Collaboration

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Melanie Bocanegra	Associate Dean, STEM and Equity Initiatives	Student Equity, STEM, Academic Affairs
Sherri Bradford	Counselor, Faculty Lead African American Collegians Center	Counseling, Student Affairs, Student Support services
Georgia Lorenz	Vice President, Academic Affairs	Academic Affairs, Instruction
Hannah Lawler	Dean of Institutional Research	Enrollment Development
Daniel Berumen	Research Analyst, Student Equity	Enrollment Development
Nick Mata	Director of Special Programs	EOPS, Foster Youth
Maria Martinez	Counselor, Faculty Lead Adelante Program	Counseling, Student Affairs, Student Support services
Ed Markarian	Professor, English	Pre-collegiate English/Basic Skills course completion
Christine Schultz	Chair Philosophy/Social Sciences department; Professor, Political Science; Chair Institutional Effectiveness Committee; Faculty Lead Center for Teaching Excellence	Institutional Effectiveness, institutional assessment, Instruction, Faculty Professional Development
Jason Beardsley	Chair, English department; Professor, English; Chair Student Instructional Support committee	English, Instructional Support
Mitra Moassessi	Chair, Mathematics department; Chair of Chairs	Mathematics, all department chairs and faculty coordinators of special programs
Precious Onuah	Student, African American Collegians Program	Student
Marco Enriquez	Student	Student
Edna Chavarry	Interim Director Academic Affairs Initiatives	Faculty Professional Development, Student equity-related special projects
Vanan Yahnian	Student Services Specialist, STEM and Equity	Classified staff, STEM and Equity programs
Carolyn Baugh	Administrative Assistant, Philosophy/Social Sciences Department	Classified staff, instruction
Belen Vacarro	Financial Aid	Classified staff, student services

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. The CCCCCO recommends that colleges define this metric, commonly conceptualized as the “participation rate”, based on its local characteristics including service area, district boundaries, zip codes, demographics of feeder high schools, socioeconomic factors, and educational access and attainment.

Santa Monica College attracts a diverse student population, including large numbers of international (11%) and out-of-state students (6%). In addition, the College attracts a large population of students from neighboring districts; nearly 95% of credit students attended a high school outside of the district area of Santa Monica/Malibu. Consequently, a large majority of the College’s population do not come from the district community area. 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.

DATA SOURCE

The SMC population data were obtained from the college’s Management Information Systems (MIS) database. The service area demographic data were obtained from the most recent United States Census Bureau Survey in 2010.

METHODOLOGY

Equity was measured by using two different calculation methods—the equity ratio and the percentage point gap for gender (female, male) and ethnicity/race (American or Alaskan Native, Asian, Black, Hispanic, Native Hawaiian or other Pacific Islanders, White, or More than one race) groups. Disability, low-income, veteran, and foster youth status data were not available for the community area; therefore, access was not calculated for these demographic groups.

Equity Ratio Methodology

The equity ratio for the access metric was calculated by dividing the percentage of each group in the SMC population (Fall 2014) by the percentage of the same group represented in the community area (census year 2010).

Percentage Point Gap Methodology

SMC also utilized the percentage point gap methodology to compare the percentage of students in a disaggregated subgroup who succeed in an outcome with the percentage of *all* students who succeed in the same outcome. Percentage point gap measurements for Access were calculated by subtracting the percentage of a demographic represented in the SMC student population by the percentage of the same demographic group represented in the community area. The difference in the two percentage figures results in a percentage point gap. Negative values of percentage point gaps indicate that an equity gap exists for a demographic group.

In addition to the percentage point gap, the total number of students “lost” is calculated to illustrate the number of additional students from a specific group that need to be represented in the SMC population in order for the gap to not exist.

The SMC population included students who met both of the following criteria:

- Enrolled in a credit course at Santa Monica College in Fall 2014; and,
- A California resident (excludes international and out-of-state students).

The community included the cities of Santa Monica and Malibu of the local district (Santa Monica-Malibu Unified District or SMMUSD) and the geographic areas represented by the 28 zip codes of the physical location of the non-SMMUSD feeder higher schools enrolling the largest numbers of students at the College.

CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Gender

Table 1. Access by Gender

Gender	Service Area Population Census 2010	% of Total Service Area	SMC Population Fall 2014	% of SMC Population	Equity Ratio (Access)	Percentage Gap (Modified)	Students Lost (Modified)
Female	705,960	50.5%	13,353	53.8%	1.07	+3.3%	--
Male	692,725	49.5%	11,468	46.2%	0.93	-3.3%	378
Total	1,398,685	100.0%	24,821	100.0%	--	--	--

The data indicate that a little over half of the SMC population is female (54%). Male students are slightly underrepresented in the SMC population when compared to the percentage of males in the community. The percentage point gap calculation reveals that the percentage of male students in the SMC population is 3 percentage points lower than the percentage of males in the service or community area. In order to close the equity gap for the male gender group, an additional 378 male students need to enroll at the College.

Ethnicity/Race

Table 1.2 Access by Ethnicity/Race

Ethnicity	Service Area Population Census 2010	% of Total Service Area	SMC Population Fall 2014	% of SMC Population	Equity Ratio (Access)	Percentage Gap (Modified)	Students Lost (Modified)
American Indian	2,261	0.2%	55	0.2%	1.37	0.0%	--
Asian	111,361	8.0%	2,839	11.4%	1.44	+3.4%	--
Black	172,255	12.3%	2,653	10.7%	0.87	-1.6%	42
Hispanic or Latino	608,391	43.5%	10,554	42.5%	0.98	-1.0%	103
More than one race	32,387	2.3%	1,132	4.6%	1.97	+2.3%	--
Pacific Islander	2,337	0.2%	352	1.4%	8.49	+1.2%	--
White	464,583	33.2%	7,236	29.2%	0.88	-4.0%	289
Total	1,398,685	100.0%	24,821	100.0%	--	--	--

When compared with the service area, the Black (ratio = 0.87), White (ratio = 0.88), and Hispanic or Latino (ratio = 0.98) groups are less prevalent in the SMC student population. The percentage point gap calculation reveals that these groups are disproportionately impacted. The percentages of Black, White, and Hispanic students in the SMC population are 1.6, 4.0, and 1.0 points lower, respectively, than the percentage of these groups represented in the service area. In order to close the equity gap for these groups, an additional 42 Black, 103 Hispanic, and 289 White students need to enroll at the College.

The results of the percentage point gap analyses reveal that the three student groups experiencing the greatest equity gaps are the White (-4.0%), male (-3.3%), and Black (-1.6%) students. However, the target goals focus on the male, Black, and Hispanic student population.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

SMC’s data illustrates that students are not experiencing a significant disproportionate impact in accessing the institution relative to the make-up of the populations from which the College draws students. SMC is very committed to maintaining a student body that reflects the greater Los Angeles region and would like to address the minimal but important decrease in males, and Hispanic/Latino and African American students accessing the institution. SMC is also concerned with promoting *access* to college level coursework and reducing the proportion of target group students who assess at the pre-collegiate level. Research has illustrated again and again that students who begin in pre-collegiate English and math are less likely to reach their academic goals. Thus, equity activities that support connecting students from at-risk populations (Veterans, DSPS, and Foster Youth) with student academic support programs that focus on these student populations exclusively will also be included in the Access portion of the plan. This approach will strengthen student awareness of and engagement within the diverse opportunities for programmatic support for Veteran, DSPS, Foster Youth, and basic skills students at SMC.

Target Population(s)	Current gap, year	Goal*	Goal Year
Male and Caucasian Students	-3.3 and -4.0%, 2014	Increase Enrollment	2020
Latino/Hispanic Students	-1.0%, 2014	Increase Enrollment	2020
African American Students	-1.6%, 2014	Increase Enrollment	2020

ACTIVITIES: A. ACCESS

A.1: SMC Outreach

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.1	Males Caucasian, Latino, and African American Students	TBD

• **Activity Implementation Plan:** SMC has a strong Outreach department in the division of Enrollment Development and robust student support programs in the divisions of Student and Academic Affairs. SMC’s sustained outreach and student support efforts are designed to help students from all backgrounds obtain a sense of belonging on campus. To increase the engagement of students from underserved subgroups, Outreach is collaborating with the Welcome Center to respond to recommendations from the First Year Student Workgroup, which was formed as a result of SSSP. The aim of the group is to identify which students are *not* utilizing student services aimed at first year students in order to insure access is improved. These are services verified to improve student outcomes. SMC’s commitment to creating a supportive environment for all students is demonstrated by sponsoring the following ongoing, institution- or categorical/grant-funded outreach and orientation activities:

- **VIP Welcome Day:** A campus-wide orientation day and resource fair designed to introduce first year students to SMC campus resources and services.
- **Pico Promise Transfer Academy** is a collaborative program established with the City of Santa Monica to provide academic, career, and wellness counseling; assistance with enrollment and early registration, FAFSA, scholarship research, textbook vouchers; Northern and Southern California College tours. This program targets low-income students.
- **The Welcome Center:** The Welcome Center is a one-stop shop for new students which eases student transition to the college. Enrollment, counseling, and financial aid are all available at the Welcome Center for students to get started on the right foot.
- **First Year Experience:** The First Year Experience (FYE) program is a student success program through which participating students receive guaranteed English and Math classes for the year by participating in a mandatory orientation and follow-up workshops.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	July 2015-Ongoing	\$52,000: 25% Salary and Benefits: Associate Dean Outreach/Student Success	SSSP Funding 75% Salary Associate Dean Outreach /Student Success
A.1	VIP Welcome Day (Annually)	--	\$51,000 District Funding/SMC Foundation/Associated Students
A.1	Pico Promise Transfer Academy Ongoing	--	\$150,000 Grant Funding
A.1	The Welcome Center/First-Year Experience 2010-Ongoing	\$40,000 Counseling and Admin Support for Summer Programs	\$614,000 BSI/General Fund/SSSP

- **Link to Goal:** In combining the SMC Outreach office efforts with programs supported by both Student Equity and SSSP, SMC plans to engage students early in the application/assessment and outreach process. This approach will strengthen student awareness of and engagement with in the diverse opportunities for programmatic support for African American, Latino/a, Veteran, DSPPS, Foster Youth, and basic skills students at SMC. Each of these programs has specific workshops designed for male students and those students will be encouraged to persist after being connected to one of these special programs.

- **Evaluation:** The Outreach office is evaluated annually through program review and all activities are reported in the SMC SSSP plan.

A.2 SMC and SMMUSD partnership

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.2	Students matriculating from SMMUSD to SMC who place into pre-collegiate math and/or English	60.4%, 122 students in pre-collegiate English; 63.7%, 130 students in pre-collegiate Math

- Activity Implementation Plan:** SMC will engage in a pilot project with the Santa Monica Malibu Unified School District (SMMUSD) to promote access to the College such that more target group students matriculate at the college level for math and English. Recent institutional research shows that over 60% of students from SMMUSD who enroll in SMC assess at the pre-collegiate level in math or English or both. At a joint meeting of both Boards of Trustees in September 2015 the School District and the College outlined goals and activities to markedly improve these numbers. SMC will engage with SMMUSD to develop a model program that will then be deployed at other major feeder high schools.

Small working groups of faculty in English and math will be formed. These groups will work together to research, evaluate, and define what it means to be “college ready” in each discipline by reviewing curriculum, entrance and exit skill requirements, student work, assessment rubrics, and other relevant materials. The faculty will then make recommendations to connect SMMUSD with adapted interventions derived from English and/or STEM Academies, Chemistry boot camps, and Summer Jams, and FYE to be employed for students who are considered “college ready” as assessed by the Early Assessment Program (EAP) or California Assessment of Student of Student Performance and Progress (CAASSP) at the end of their junior year of high school. The results of this work will be presented at a joint Board meeting of SMC and SMMUSD in September 2016.

While this activity clearly involves research and evaluation and curriculum/course development or adaptation, it will also create meaningful professional development for the faculty involved. The following ongoing activities of high-school to SMC pathways/programs will be incorporated into this work:

- **CTE LA HI-TECH Grant:** Development of high school partnerships to connect students to career pathways.
- **High school Programs:**
 - *Young Collegians:* Collaborative program between SMC and the Santa Monica-Malibu Unified School District (SMMUSD) aimed at improving college-going rates. The program gives high school students the opportunity to participate in college courses at SMC beginning in the summer after their freshman high school year and to continue enrolling in courses each subsequent summer until they graduate.
 - *Concurrent enrollment:* The High School Concurrent Enrollment program allows high school students to take college level courses on the Santa Monica College campus.
 - *Dual enrollment:* College courses held at the high school.
 - *Upward Bound:* Assists high school students in developing skills to succeed in high school and ultimately in college.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	<ul style="list-style-type: none"> • Fall 2015—Initiate discussions and gather materials. • Winter 2016—review materials • Spring 2016—faculty work together to accomplish goals • Fall 2016—present results to both Boards of Trustees • Spring 2016—implement interventions for students who are not “college ready” based on EAP and CAASSP results 	<ul style="list-style-type: none"> • Reassigned time for Faculty Lead at 0.2 for Spring 2016. \$10000 • Stipends for participating faculty. \$1000 each for 15 faculty members. \$15,000. • Food for meetings: \$1000 	--
A.2.	CTE LA-HITECH	--	\$352,000 Grant Funded
A.2.	Young Collegians/Concurrent Enrollment	--	\$135,500 District Funded
A.2.	Upward Bound	--	\$223,500 Grant Funded

- **Link to Goal**

This pilot project links directly to the goal because it will increase the number of target group students who assess at the college level in English and math upon enrolling at SMC. Once the best-fit model is developed, SMC can deploy it at all feeder high schools.

- **Evaluation**

The project will be evaluated annually by reviewing the number and percentage of target group students who matriculate from SMMUSD to SMC and assess at or below college level English and math. In addition those students who engage in recommended interventions in their senior year of high school will be followed in order to determine if they are more likely to assess into college level coursework upon their matriculation to SMC every fall semester. Institutional Research will also follow these students as they progress through their coursework at SMC to evaluate their ongoing achievement in each of the five indicators of our Student Equity Plan.

A.3. Disabled Student Programs and Services (DSPS) Brochure

- **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.3	DSPS Students	1500 Handbooks distributed

- **Activity Implementation Plan DSPS Brochure.** The goal of the DSPS Equity Proposal was to create a comprehensive handbook to increase access to and awareness of DSPS support programs and services for all students and faculty/staff. In addition to serving as an informative guide and resource, the DSPS Handbook also aims to address student success by encouraging increased counselor contact and early intervention to seek accommodations in a timely manner, thereby increasing student retention. For new DSPS students, the initial meeting with a DSPS Counselor can be overwhelming. The majority of new incoming students were not aware of DSPS services and programs. The handbook is a

useful tool for DSPS counselors when explaining services and programs in detail. Upon leaving the counseling session, students stated that the handbook provided them with a clearer understanding of the services and resources offered by DSPS. As a result, new and continuing DSPS students have returned for early intervention including accommodations, academic counseling, and educational planning. Services and accommodations assist students with academic performance, retention, and completion of courses, accelerating their progress towards certificates, degrees and or transfer.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.3	Brochure	\$2500	None
A.3	Faculty Workshop Support 2015-Ongoing	\$1000: Continue to offer print versions of handbook and training for faculty.	None

- **Link to Goal** Per the results of the equity gap study performed at SMC, DSPS students were less likely to persist in math and had lower transfer rates compared to the overall student population on-campus. In-service trainings were provided for faculty and staff in which the DSPS Handbook was a helpful tool to assist faculty and staff and promote understanding of DSPS services, college legal obligations per the Americans with Disabilities Act (ADA), as well as how to make appropriate student referrals to the program.
- **Evaluation Since the brochure was offered in June 2015.** There has been an increase in counselor contact, request for Testing Accommodations and use of the Proctor Room. This comprehensive and informative handbook enabled students to efficiently discover and access DSPS services and programs to help facilitate their success at Santa Monica College in a timely manner. Every year, DSPS counselors provide an orientation to our feeder high schools. Students and counselors verbally reported that the handbook was a helpful tool as they transition from high school to post-secondary education. DSPS office will continue to track usage of the handbook and its impact on the center in Program Review and the Equity Report.

A.4 Veteran Resource Support Expansion

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.4	Veterans	120 Students

• **Activity Implementation Plan:** The Veterans program hired a psychologist to provide direct services to students who use the Veterans Resource Center. The psychologist meets with students for individual therapy and provides a series of workshops that address issues known to be problematic to students in general and veterans in particular. The psychologist will facilitate panel presentations through which veteran students will be able to share their experiences transitioning from the military to college with our faculty. Topics will include: Dialing Down Stress, Study Skills, Time Management, Balancing School with Family and Friends, and Communication 101. Through equity funding, the Veterans Resource Center will develop a toolkit to effectively identify PTSD and TBI. During individual appointments with the veterans, the psychologist will address therapeutic issues.

Equity funding was also used to hire a Student Services Assistant for the Veterans Resource Center. The individual in this position has an understanding of veterans' issues, Veterans Administration policies and procedures, familiarity with campus policies and procedures, as well as an ability to relate to our veteran students. The veterans who come into this office are pleased to be able to speak to another veteran who has experiences similar to theirs. Confirmation of initial enrollments and changes to enrollments throughout the semester have been processed and sent to the VA faster than in the past due to the hiring of the Student Services Assistant, giving the students much better service and allowing them to receive their monthly stipends on time in most cases. This drastically cuts down on the students' stress, enabling them to be more focused on their studies. Referrals are made for on and/or off-campus resources such as tutoring, housing, financial planning and educational planning. Probationary students are encouraged to have at least 3 contacts with the VRC by meeting one on one with a VRC

counselor, or psychologist, attending a workshop or activity sponsored by the VRC, or meeting with one of our tutors or with a representative from one of the veterans' service organizations (VSO's.) By the time enrollment begins for the next session/semester, these students will have a valid education plan that takes into consideration their individual needs and challenges. The plan must be updated every semester and the education plan confirms that the veteran student is eligible to receive benefits from the V.A. The Student Services Assistant facilitates all of the activities which allows counselors to focus on counseling. This has essentially led to an increase in counseling hours and more time to work with veteran students in need. The equity funds also supports an Instructional Assistant who has provided academic support to promote the success and retention of veteran students. Providing this service at the Veterans Resource Center is invaluable because it is a place where the veterans feel safe and supported and are willing to seek help.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds*
A.4.	Fall 2015-Ongoing Veterans	\$158,475 Student Services Assistant, Instructional Assistant, Counseling and Psychological Services	District

- **Link to Goal:** Increases access to the Veteran’s Resource Center and personal and academic support services, which also addresses the target goals (male, Hispanic, and African American students).
- **Evaluation.** Feedback from students indicates that the therapy and the groups have been helpful. The students report they like working with the psychologist and state, "it is good to have someone on campus so we don't have to go to the VA." To date, 120 students have attended the student workshops, 80 faculty members have attended the panel discussions (professional development), and 214 students have seen the psychologist for individual counseling. The workshop series provided by the psychologist will be expanded in 2015-16.

The Student Services Assistant has proven extremely helpful in connecting students to the resources offered. Students who came to the office completed a survey. Of the respondents, 90% agreed that the Veterans Resource Center (VRC) staff provided information they needed; 100% indicated the VRC staff is knowledgeable about services available to the students; 100% of the respondents indicated they found the VRC staff courteous and friendly; 97% indicated their overall experience was satisfactory; and 88% indicated the VRC helped them achieve their academic goals. Based on the total percentage of agreement, ninety-five percent of the veterans responding who received services in the VRC agreed that the services provided were helpful. The main concern indicated by the veterans (a write-in answer) was the need for more space in the VRC.

Additional counseling hours enabled us to expand our office hours and services. Probationary students were invited to workshops dealing with academic and progress probation - how to get off of probation and become a more successful student; scheduling, time management. Rates of student success and persistence will be monitored on an ongoing basis.

A.5 Foster Youth Outreach-SMC Guardian Scholars Program

- **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.5.	Foster Youth Access	75 Students Race/ethnicity make-up: White 9%, Hispanic 49%, African American 28%, Asian/Pacific Islander 5%, American Indian 0%, Two or More 9%, Unknown 0%, Gender: Male 37%, Female 63%

- **Activity Type(s): *Guardian Scholars Coordinator and Counseling:*** To provide Guardian Scholars (current or foster youth) with a dedicated program Student Service Specialist and Counselor in order to connect participants with support services and closely monitor academic progress. The Specialist has been able to specifically provide outreach, enrollment services, advising, and referrals which in turn promotes connecting to resources and help which these students that often have difficulty accessing. Since a majority of foster youth test into pre-collegiate Math and English, the specialist has been able to provide and connect program participants with tutoring and other academic support to assist them in being successful in their coursework. The tutoring has been either offered through Guardian Scholars or referrals have been made to the other free tutoring options on campus. The supplemental programs and services that the Guardian Scholars Specialist has created and implemented have provided participants the tools they need to complete their degree or certificate or transfer. While the

Counseling they receive from the program will keep them on track academically, it is the other services that are just as crucial for foster youth such as: assistance with meals, purchasing textbooks, paying for bus cards or gas, connecting to free or low-cost health care, referrals to psychological services, etc. The Specialist has been able to be that consistent contact with the program for their needs. In addition, the specialist has planned college success workshops, planned college visits (UCLA, LMU, CSUN), and provided guidance on completing transfer and financial aid applications.

Student Equity will be able to provide extensive counseling for Guardian Scholars participants in the 2015-16 year. Additional counseling hours will increase the number of students who complete and/or revise the student educational plan. The counselors will also work with participants on academic probation by providing them one-on-one counseling and coordinating student success workshops. Counselors will work in collaboration with the Guardian Scholars Specialist and the Director of Special Programs to develop a series of Student Success Workshops for program participants. Some of the topics will include: How to Choose a Major, Understanding Test Anxiety, When to Get Tutoring, Stress Management, and more. The content of the workshops take into consideration the needs and perspectives of foster youth students so they are relevant to the participants' unique experiences and needs.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.5	Director of Special Programs	--	\$153,000 District/EOPS
A.5.	Guardian Scholars Specialist: June 2014-Ongoing	\$70,691	--
A.5.	Direct Student Support: July 2015-Ongoing	\$12,000	Grant Funding: \$12,000 Through June 2016
A.5.	Counseling and Psychological Services: July 2015-Ongoing	\$87,803	Grant Funded: \$76,360 Through June 2016

- **Link to Goal:** Participants in the SMC Guardian Scholars Program belong to multiple target groups, including foster youth, low-income, Hispanic, and Black. The hiring of the Student Services Specialist improved equity in educational outcomes by providing improved access to higher education to foster youth and former foster youth. The data indicate that a majority of program participants are Hispanic or Black and low-income.

• **Evaluation:** In spring 2015, the Guardian Scholars program conducted an online, anonymous survey to assist in evaluating how effective the program has been to date. All Guardian Scholar participants were invited to complete the survey. The results showed the following:

- 64% of students were continuing students, and had been in the Guardian Scholars program for 2 semesters or more.
- 91% of students indicated that their primary educational goal was transfer to a four-year school.
- 100% of those surveyed had decided on a major.
- 82% used their priority registration.
- 100% indicated that they would be returning to the SMC Guardian Scholars Program in the Fall 2015 semester.
- 91% had already applied for/renewed their financial aid and Chafee Grant for the upcoming 2015-2016 academic year.
- 55% of students were referred to housing services.
- 63% of students met with a Guardian Scholars counselor at least 2 or more times during the spring semester, and 37% of students met with a counselor 4 or more times during the semester.
- 100% of students felt that the Guardian Scholars staff understood the needs of foster youth.
- 82% of students utilized tutoring services.
- 91% of students felt that the Guardian Scholars staff were clear in explaining the services offered.
- 92% felt that were helpful in developing a comprehensive educational plan.

When asked how the Guardian Scholars program could better serve students, most listed: more information pertaining to internships and scholarships, more campus tours and events, and consistent emails reminding them of services available. The data received has been used to update and improve the program and services offered by Guardian Scholars for 2015-16. The counselors will also document services in the student information system to capture the data for state reporting purposes.

2014-15 data on Guardian Scholars who participated in counseling services and workshops indicated the following:

- The average GPA for SMC's Guardian Scholars was 2.29.
- 63% of students had a 2.0 GPA or higher.
- 53% of students currently live within a 10 to 15 miles of SMC.
- 82% of students had decided on a major.
- Six students graduated and transferred to a four-year institution.

A.6. Black Collegians and Latino Center Equity Initiatives:

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Programs		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.6	African American/Latino(a) Students	500

• **Activity Implementation Plan:** The Black Collegians Program at SMC is designed to assist students of African descent in transferring to four-year universities and obtaining their Associate degree. The Latino Center/Adelante Program is a network of faculty, students, classes and essential services to promote Latino student success. Each of these programs provides a wide range of services including: Support for the Adelante and Black Collegians Club; academic, career, and personal counseling; assistance with the development of students’ skills that are necessary for college success; educational and cultural activities in which students can participate; teaching students to develop a life plan that involves personal, social and academic responsibilities; a selection of general education courses that are transferable to the UC and CSU systems as well as pre-collegiate level courses in English and math; and scholarships for active participants.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.6.	Spring 2015-Ongoing	\$123,180 (Student Services Assistant, Counseling, Psychology Services)	

- **Link to Goal: Black Collegians and Latino Center Equity Initiatives:** Support Black Collegians and Adelante students with improving their academic performance by: providing **Counselors** to utilize the experience of students who have participated in Black Collegians and Adelante program activities to counsel and motivate new SMC students. Hiring a licensed **social worker** to address the specific mental health and community connection needs of Latino and Africa American students and a **student services assistant** to increase contacts between students and counselors in these centers. These student populations experience a wide-range of factors that negatively affect their academic performance. These positions were created to provide resources for mental health issues located within the communities where these students reside and in the Santa Monica community. These team members will disseminate information about community resources that can include mental health services, programs for low-income families (for access to resources such as housing, food, financial assistance, and domestic abuse), as well as gay/lesbian resources. The goal is to help students address these issues, which will ultimately promote retention, persistence, course completion, transfer, and degree attainment.
- **Evaluation:** Counseling contacts will be tracked throughout the year to look at an increase in volume as a result of these key positions. Due to the sensitive nature of these services, anonymous individual surveys are currently being developed with the assistance of Institutional Research. The centers will protect the identity of students who utilize social worker counseling but provide aggregated data on persistence, retention, and course success for students served by these centers.

Success Indicator: Course Completion

Course Completion (*Retention*²)

Course completion describes the percentage of successful completion in credit courses by the following student characteristics:

- **Gender**
- **Ethnicity/race**
F-1 visa international students were considered a distinct group as SMC enrolls a large percentage of international students
- **Disability status**
Students who received services from Disabled Students Programs & Services (DSPS) were classified as having a disability;
- **Low-income status**
Students were identified as being low-income if they met one or more of the following criteria:
 - Received a BOG fee waiver,
 - Received a Pell grant,
 - Reported being a CalWORKs student and/or,
 - Reported being a disadvantaged student on the Perkins Career and Technical Education Improvement Act Programs survey
- **Veteran**
Students who self-identified as being a veteran of the branch of the U.S. military on the college application and/or received services from the Veteran's Center were identified as being a veteran student.
- **Former/Current Foster Youth**
Students who self-identified as currently in or have ever been in a court-ordered out-of-home placement (for example, foster home, group home, or court-ordered placement with a relative) were identified as being a current or former foster youth student.

² Although Title 5 refers to "retention" the term "course completion" is deemed to embody that term in the guidelines.

DATA SOURCE

The data were obtained from the college's Management Information Systems (MIS) database.

METHODOLOGY

Equity was measured by using two different calculation methods, the equity ratio and the percentage point gap for each of the demographic variables. Course completion was defined as A, B, C, and P grades earned. Grades of RD (report delayed) and IP (in progress) were excluded from the analyses.

Equity Ratio Methodology

The equity ratio for the Course Completion metric was calculated by dividing the percentage of successful course grades earned by a student subgroup by the percentage of credit course enrollments from the same subgroup in the 2013-2014 academic year (including summer, fall, winter, and spring terms).

Percentage Point Gap Methodology

SMC also utilized the percentage point gap methodology to compare the percentage of students in a disaggregated subgroup who succeed in an outcome with the percentage of *all* students who succeed in the same outcome. Percentage point gap measurements for Course Completion were calculated by subtracting the average course completion rate from the course completion rate of a disaggregated subgroup. The difference in the two percentages results in a percentage point gap. Negative values of percentage point gaps indicate that an equity gap exists for a demographic group.

In addition to the percentage point gap, the total number of enrollments "lost" is calculated to illustrate the number of additional successful course completion grades that need to be earned by a specific student subgroup in order for the gap to not exist. The enrollments lost figure is calculated by multiplying the total number of courses enrolled by a subgroup by the percentage point gap. Enrollments lost is only calculated for student subgroups experiencing a disproportionate impact for the metric.

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Gender

Table 2.1 Course Completion by Gender

Gender	Course Enrollment 2013-2014	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Average)	Enrollments "Lost"
Female	102,724	51.9%	73,138	53.3%	1.03	71.2%	+1.9%	
Male	95,349	48.1%	64,037	46.7%	0.97	67.2%	-2.1%	-2,002
Total	198,073	100.0%	137,175	100.0%	--	69.3%		

The data reveal that male students experience a small equity gap for the Course Completion metric; they are less prevalent in the “successful” outcome group when compared to their representation in the total course enrollments (ratio = 0.97). The course completion rate of male students is 2.1% lower than the overall average course completion rate of 69.3% for the 2013-2014 academic year. In order to close the equity gap, an additional 2,002 successful course grades need to be earned by male students

Ethnicity/Race

Table 2.2 Course Success Rate by Ethnicity/Race

Ethnicity/Race	Course Enrollment 2013-2014	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Average)	Enrollments "Lost"
F-1 Student	29,186	14.7%	22,960	16.7%	1.14	78.7%	+9.4%	--
Asian	21,284	10.7%	15,896	11.6%	1.08	74.7%	+5.4%	--
Black	17,556	8.9%	9,782	7.1%	0.8	55.7%	-13.6%	-2,388
Hispanic	71,365	36.0%	44,719	32.6%	0.9	62.7%	-6.6%	-4,710
Native Am.	384	0.2%	233	0.2%	0.88	60.7%	-8.6%	-33
Pac. Islander	495	0.2%	337	0.2%	0.98	68.1%	-1.2%	-6
Two or more races	7,725	3.9%	5,096	3.7%	0.95	66.0%	-3.3%	-255
White	47,871	24.2%	36,553	26.6%	1.1	76.4%	+7.1%	--
Unreported	2,207	1.1%	1,599	1.2%	1.05	72.5%	+3.2%	--
Total	198,073	100.0%	137,175	100.0%	--	69.3%	--	--

The Hispanic or Latino student subgroup represents the largest number of course enrollments in 2013-2014 (71,365) when compared with other ethnicity/race groups. This group successfully completed courses at a rate that is 6.6% points lower than the overall college average of 69.3%. In order to eliminate this gap, Hispanic students need to successfully complete an additional 4,710 classes. The Black or African American student population experiences the largest disproportionate impact in terms of successful course completion. Black students complete courses at a rate of 55.7%, 13.6% points lower than the overall average of 69.3%. In order for the equity gap to be eliminated for this group, Black students need to successfully complete an additional 2388 classes.

Disability Status

Table 2.3: Course Success Rate by Disability Status

Disability Status	Course Enrollment 2013-2014	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Average)	Enrollments "Lost"
No disability	191,985	96.9%	132,871	96.9%	1.00	69.2%	-0.1%	-192
Disability	6,088	3.1%	4,304	3.1%	1.02	70.7%	+1.4%	--
Total	198,073	100.0%	137,175	100.0%	--	69.3%	--	--

The equity ratio and percentage point gap analyses reveal that students with disability are not disproportionately impacted in terms of course completion.

Veteran Status

Table 2.4: Course Success Rate by Veteran Status

Veteran Status	Course Enrollment 2013-2014	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Average)	Enrollments "Lost"
Non-Veteran	194,940	98.4%	135,105	98.5%	1	69.3%	0.0%	--
Veteran	3,133	1.6%	2,070	1.5%	0.95	66.1%	-3.2%	-100
Total	198,073	100.0%	137,175	100.0%	--	69.3%	--	--

Veteran students represent approximately 1.6% of the total course enrollments and 1.5% of successful course grades earned which indicate that veteran students are slightly less prevalent in the successful course outcome when compared to their representation in the total course enrollment count (percentage point gap -3.2%). The veteran student group falls slightly below equity (ratio = 1.0) for the course completion metric.

Current or Former Foster Youth

Table 2.5: Course Success Rate by Foster Youth Status

Foster Youth Status	Course Enrollment 2013-2014	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Average)	Enrollments "Lost"
Non-foster	197,990	100.0%	137,126	100.0%	1.0	69.3%	0.0%	--
Foster Youth	83	0.0%	49	0.0%	0.9	59.0%	-10.3%	-9
Total	198,073	100.0%	137,175	100.0%	1.0	69.3%	--	--

In 2013-2014, current or former foster youth successfully completed 59.0% of their courses, approximately 10% points below the overall college average. This group experiences an equity gap for this metric. In order to achieve equity, current/former foster youth need to successfully complete an additional 9 classes.

Low-Income Status

Table 2.6: Course Success Rate by Low-income Status

Low-income Status	Course Enrollment 2013-2014	% of Course Enrollment	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Average)	Enrollments "Lost"
Not low-inc.	82,089	41.4%	61,960	45.2%	1.09	75.5%	+6.2%	--
Low-income	115,984	58.6%	75,215	54.8%	0.94	64.8%	-4.5%	-5,219
Total	198,073	100.0%	137,175	100.0%	--	69.3%	--	--

The course completion rate for low-income students was 64.8%, 4.5% points lower than the overall college average of 69.3%. A total of 5,219 enrollments were "lost" for this student group.

The Course Completion metric analyses indicate that the three groups experiencing the greatest equity gap (and account for a large percentage of students) are Black or African American students (-13.6% point gap), foster youth (-10.3% point gap), and Hispanic or Latino students (-6.6% point gap). These groups, and other groups experiencing a percentage point gap larger than 3, are targeted in the activities focused on improving course completion.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

SMC's sustained outreach and recruitment efforts have demonstrated commitment to student access. However, once students arrive their likelihood to achieve academic success is highly dependent on their experience in the classroom. The data illustrate that the greatest disproportionate impact in the student success indicator for Course Completion was for African American students who had an equity index of 0.79 and a percentage point gap difference from the average of -13.6%. Likewise, SMC data show that Hispanic/Latino(a) students experience disproportionate impact, with an equity index of 0.90 and a gap -6.6%. Low Income, veteran, and foster youth students are also experiencing significant gaps. The goal to assist these target group students with accessing SMC resources is listed in Part A, Access, and will be used to expand efforts to reduce the equity gaps experienced.

SMC offers students a myriad of support services, programs, and supplemental learning activities. The Equity Plan professional development and research objectives will be supported through the SMC Center for Teaching Excellence (see Part F) in collaboration with Equity faculty leads and the Director of Academic Affairs Initiatives. The research sponsored by equity funds will enable SMC to specifically address the effectiveness of these support services in reaching African American and Hispanic/Latino(a) students and to create a repository of proven instructional and classroom strategies through the partnership with the Center for Teaching Excellence. This research will be vital to the understanding of *why* these students experience disproportionate impact, despite the extensive support services/programs offered. In 2014-2015, the SMC Student Equity Task Force supported the development of discipline-specific pilot programs aimed at promoting course completion for specific target groups. Proposals for such interventions are included under "Equity Funded Activities," and comprehensive evaluation plans for the projects were developed at the Equity Summit in 2015. The Equity Committee will share the results of these evaluations and scale successful intervention during our Winter Equity Summit in January 2016.

Thus, in 2016 SMC plans to:

- Assess the overall efficacy of student instructional support services and better promote their use among groups experiencing disproportionate impact in course completion.
- Develop a rigorous plan for faculty and staff professional development to address the issues contributing to academic underperformance of Latino/a, African American, Veteran, and male students.

- Additionally, SMC will utilize departmental program reviews to assist in making the equity measure more meaningful across all disciplines which will allow for more meaningful performance and progress tracking.

Target Population(s)	Current gap, year	Goal *Average	Goal Year
African American Students	-13.6%, 2014	No Gap: 2388 successful enrollments	2021
Hispanic Students	-6.6%, 2014	No Gap: 4710 successful enrollments	2021
Low-Income, Veterans, Foster Youth	-4.5%, -3.2%, -10.3%, 2014	Close Gap: 5219, 100, 9 successful enrollments respectively	2021

ACTIVITIES: B. COURSE COMPLETION

B.1: Supplemental Instruction (C: Basic Skills, D: Degree and Certificate, and E: Transfer)

• Activity Type(s)

Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	Professional Development		

• Target Student Group(s) & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
B.1	African American Students	116
B.1.	Hispanic/Latino	886

- **Activity Implementation Plan:** Supplemental Instruction (SI) is an academic assistance program at Santa Monica College in which SI leaders engage students in interactive group activities to help them learn course concepts, prepare for exams, and learn effective study skills. Tutoring capacity was increased across campus, and equity funds provided a Student Service Specialist to target African American and Hispanic/Latino students for both SI and tutoring services. SMC employs the use of best practices such as acceleration models in English and Math, Supplemental Instruction, tutoring labs, Summer Jams, and First Year Experience to promote course completion among target group students. The importance of continuing to push for active student interventions to boost student performance in basic skills so that they complete transfer coursework is a priority.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	May 2015-Ongoing Student Services Equity Specialist	\$108,000 Student Equity	
B.1	2011-Ongoing SI Program Consists of: Director, Admin Support, Student Help/Tutoring	--	\$350,000 (STEM Title III, BSI, General Fund)

- **Link to Goal:** The Student Services Specialist and administrative support for Supplemental Instruction (SI) promote utilization of support services by African American and Latino(a) students specifically. Basic skills completion and progression to transfer level coursework is a major focus of the annual Master Plan for Education and the SI program is a key component of achieving student success and equity.
- **Evaluation:** Attendance rosters for SI are taken at each session and evaluated every semester. Results are presented to funding source groups including STEM, BSI, and SMC governance groups annually. The SI Director reports to the Equity Committee on achievement gap progress annually at the Equity Summit and through reporting outcomes via the Student Equity Plan. SI also provides data that is connected to the Learning Resources Program Review.

B.2: History Peer Learning Program: (D. Degree and Certificate, and E. Transfer)

• **Activity Type(s)**

Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	X	Direct Student Support
Research and Evaluation	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.2	African Americans and Hispanic/Latino Students	102

• **Activity Implementation Plan:** The History Peer Learning Program seeks to treat the skills associated with history as those that can be learned, improved and mastered rather than as innate skills. The program offers 20 to 25 hours of peer tutoring per week for students enrolled in selected sections. The courses currently attached to the program include world and U.S. history which are major transfer courses that fulfill IGETC and CSUGE and local GE requirements. Faculty trained “peer mentors” in a one-to-one and small group environment. The role of the peer mentor is to facilitate the student's learning process through the promotion of effective study skills. For example, peer mentors are trained to assist students in building their literacy skills by utilizing Reading Apprenticeship exercises such as "Read Aloud." In addition, peer mentors help students to practice useful annotation note-taking skills introduced by the professor during the regular class period. Peer mentors also host task-specific sessions to assist students in practicing and improving upon a necessary skill attached to a quiz, exam, or written assignment. For example, U.S. history peer mentor sessions focus on preparing students to successfully complete a five to six page analytical paper by first discussing the essay prompt, then working collectively on how to organize an essay outline the following week, and finally culminating in a peer-editing exercise of rough drafts. On other occasions, peer mentoring sessions host practice quizzes to help students identify possible areas in which their command over course content is weak and test-taking skills before taking a graded quiz.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Spring 2015-Ongoing	\$27,500 (Faculty Lead Stipends, Peer Mentors)	--

- Link to Goal:** Based on Spring 2015 courses, all students who participated in two or more tutoring sessions successfully passed the course. Future funding will be directed toward increasing the support for the most at-risk students (D and F) who did not participate in the program despite early alert emails, in-class study skills diagnostic exercises, and individual outreach by the professor. History Peer mentors will be experimenting with “growth mindset” and On-Course teaching tools to see if a change in classroom culture (i.e., motivational exercises, meta-cognition exercises) will encourage more at-risk students to participate in 2015-16.
- Evaluation:** Currently, the History Peer Mentoring Program is being tracked using sign-in sheets. The program will submit the student identification numbers to Institutional Research for accuracy in identifying target populations. Those students will also be tracked and progress will be reported annually at the SMC Equity Summit, quarterly at department and Equity committee meetings, and included in program review. Ongoing efforts to link our project with District and Equity/SSSP-funded instructional support activities will be supported by the Equity committee.

B.3 Sociology Coaching Program (D. Degree and Certificate, and E. Transfer)

• **Activity Type(s)**

Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	X	Direct Student Support
Research and Evaluation	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.3	African American and Latino Students	165

- **Activity Implementation Plan:** All faculty teaching Sociology 1 were encouraged to make use of SMC’s Early Alert System with a customized message for all students earning less than a “C” on any given assessment. Those students were referred to the SCP program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	February 2015-Ongoing	\$38,000 (Faculty Leader Stipends and Release Time)	--

- **Link to Goal:** Of the 726 students enrolled in Sociology 1 sections taught on campus, approximately 302 students (42%) were referred to the Sociology Coaching Program (SCP). Of the 302 students referred to the SCP, 31% (n=93) attended at least 1 SCP session while 28% (n=72) attended 2 or more sessions. Of the 72 students who attended 2 or more SCP sessions, 91% earned a passing grade (A, B, or C), while 8% did not earn a passing grade in the course. For comparison purposes, of the students referred to the program who did not attend any SCP sessions, 64% earned a passing grade (A, B, or C), while 36% did not earn a passing grade in the course.

- **Evaluation:** Student sign-in sheets for activities/workshops and course grades/retention information were collected by the instructor facilitating the program. Progress will be reported annually at the SMC Equity Summit, quarterly at department and equity standing committee meetings, and included in program review. Ongoing efforts to link this project with District and Equity/SSSP-funded instructional support activities will be supported by the Equity committee.

B.4 Learning Centers and Tutoring (C: Basic Skills, D. Degree and Certificate, and E. Transfer)

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.4.	African American and Latino Students	TBD

• **Activity Implementation Plan:** The Math lab, Humanities Writing Center, Modern Language lab, Science Learning Resource Center, Business and Computer Science, and Student Centers (STEM, African American Collegians Center, Latino Center/Adelante Program, Veterans) will receive additional coordination and tutoring support through student equity. Student service coordinators and assistants will be linked to professional development efforts at SMC that target classified, faculty, and administrators (Part F).

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.4.	Spring 2015-Ongoing	\$35,978 (Business/CS Tutoring Coordinator)	\$35,978 (District)

• **Link to Goal:** To provide more sustained instructional support services for African American and Latino Students, the Math Lab and Business lab need full time support. A full time math Instructional Assistant and Business/CS lab coordinator, trained in equity-minded interventions are critical to creating key tools for student success across campus.

- **Evaluation:** Full time Instructional Assistants and coordinator will assist SMC in providing a scaled way of tracking tutoring and center usage data. Currently, students log in for mandatory hours in the math lab and sign in for tutoring at both the business and math zone areas on campus. These data will also be included in both the annual program review of the learning support services areas as well as instructional departments. Ongoing efforts to link this project with District and Equity/SSSP-funded instructional support activities will be supported by the Equity committee.

B.5 Early Childhood Education (ECE) Book Exchange (D. Degree Certificate Completion, E. Transfer)

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.5.	African American, Hispanic/Latino, Low Income, First Generation students	50

- **Activity Implementation Plan:** A list of students who are Early Childhood Education (ECE) majors and who are Black or African American, Hispanic or Latino, and low income was created to specifically target those in need. A form was created and sent out to the email list of students who met these criteria. Over 500 ECE students were contacted, and an online book form was date stamped.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.5.	Spring 2015-Ongoing ECE Lending Library	\$24,000: Purchase of Textbooks to stock the Lending Library for student use	--

- **Link to Goal:** Not having the funding to purchase books is a critical impediment for many students in the ECE program. The goal of creating a lending library at SMC is to increase completion of ECE courses by obtaining essential textbooks at no cost.

Evaluation: The list of students who received books was sent to the Institutional Research to determine course success. Long term, it is anticipated that there will be an increase in ECE target group students who obtain their degree and certificates/transfer. Progress will be reported annually at the SMC Equity Summit and quarterly at department and equity committee meetings. Any data made available by this project will also be included in the annual program review of the department.

B.6 STEM Academy and Black Collegians/Adelante Chemistry Bootcamp

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.6.	African American/Latino Students	400

- **Activity Implementation Plan:** The *Science and Research Initiative* (SRI) is an academic support program designed to help traditionally underrepresented students interested in STEM careers successfully complete their studies at SMC, transfer to a four year research-oriented baccalaureate program, and/or enter the STEM workforce. Activities include: STEM Sponsored *Transfer-COACH-ella*, UCLA SMC/STEM Days on the quad, STEM/SRI specific counseling, priority registration, SRI specific sections, SI/tutoring, specialized STEM courses, paid UCLA Research Internships and residential program, and STEM Skills Week. The grant-sponsored activities promote the successful course completion of math and chemistry courses by offering intensive faculty-led algebra workshops and intersession peer instruction (STEM Embedded Tutoring) for

African American and Hispanic/Latino(a) SMC STEM students exiting basic skills math. This intervention was conducted in collaboration with the SMC African American Collegiate and Latino/Adelante Centers.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.6.	Winter 2015-Fall 2016	\$162,428 (Stipends for Faculty Bootcamp Leaders, Peer Instructors and Mentors, Embedded Math Tutors, Student Service Specialist, Counseling)	\$665,000 Title III HSI-STEM Funds \$15,000 (SMC Foundation Sponsor Cultural Diversity Themed Lunches)

- **Link to Goal:** Embedded tutoring (Math, Chemistry and Physics) provides much needed academic support during winter and summer sessions. Due to reduced instructional support services (Faculty Office hours, and Tutoring Centers) student options for seeking help are less available during these intersessions. Embedded tutors are trained, peer instructors that are linked to a specific math, chemistry, and physics courses.

Chemistry and Math Bootcamps are intensives that provide direct instructional support for students. Chemistry bootcamps were directed toward Chemistry 10, a gateway course to the discipline. Math bootcamps focused on elementary and intermediate algebra courses for which the student learning outcomes and exit skills prove critical to success in many gateway STEM courses. In 2015-16, SMC-STEM will target African American and Latino(a) students more specifically for embedded tutoring and create a sustainable plan to scale the Chemistry/Math bootcamp interventions.

- **Evaluation:** The STEM program provided detailed analysis of the initial pilot programs of embedded tutoring and Math/Chemistry Bootcamps. Winter embedded tutoring results showed approximately 287 students were enrolled in math, chemistry, and physics classes with an embedded tutor. 51% of students who enrolled in sections with embedded tutoring received a grade of A or B, compared to 39% of students who earned a grade of A or B in sections without embedded tutoring. Although this intervention shows promise, more work needs to be done to target African American and Latino students specifically, and the intervention must be repeated to generate statistically significant data. (See attachment C.)

The STEM Program also planned Math and Chemistry bootcamps, in collaboration with the African American and Latino Collegians Centers in Spring 2015. The Chemistry pilot intervention focused on the gateway course Chemistry 10 as well as selected math courses, Elementary and

Intermediate Algebra. The Adelante Program/Black Collegians special sections of chemistry served as the initial target sections for the pilot in 2014-15. Results from 5 weeks of sustained Saturday Chemistry bootcamps demonstrated that those who attended bootcamps were far more likely to succeed. According to the equity ratios calculated, African American and Latino students who attended the intervention were more likely to succeed than those that did not. If targeted effectively and scaled department-wide, this intervention could produce compelling evidence for the closing the achievement gap in Chemistry 10.

2. CHEM 10 Equity Ratios by Ethnicity

Ethnicity	Attended	Did Not Attend	All CHEM 10	Spring 2014 Sections
Asian/PI	1.48	2.40	1.25	1.33
African-American/Black	0.93	0.60	0.74	0.84
Hispanic/Latino	0.89	0.27	0.69	0.79
White	1.27	1.92	1.28	1.74
Total*	1.00	1.00	1.00	1.00
Count	40	24	795	65

**Includes students reported as "Native American", "Two or more" and "Unknown"*

Math bootcamp data also showed promise, however, because the intervention was not tied directly to a specific course section, it was difficult to determine its efficacy in closing the achievement gap. Further iterations of these interventions will be performed to generate statistically significant data and develop a scalable model that will assist the Math department in reaching their equity goals. (See attachment D for full report).

B.7 Black Collegians and Latino Center Equity Initiatives:

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.7	African American/Latino Students	250

• **Activity Implementation Plan:** The Black Collegians Program at SMC is designed to assist students of African descent in transferring to four-year universities and obtaining their Associate degree. The Latino Center/Adelante Program is a network of faculty, students, classes and essential services to promote Latino student success. Each of these programs provides a wide range of services including support for the Adelante and Black Collegians Club; academic, career, and personal counseling; assistance with the development of students' skills that are necessary for college success; educational and cultural activities in which students can participate; teaching students to develop a life plan that involves personal, social and academic responsibilities; a selection of general education courses that are transferable to the UC and CSU systems as well as pre-collegiate level courses in English and math; and scholarships for active participants.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.7.	Spring 2015-Ongoing	\$73,706 (Instructional Assistant, Supplies, Stipends to faculty for instructional interventions and mentorship.	District, SSSP

- **Link to Goal: Black Collegians and Latino Center Equity Initiatives** will support Black Collegians and Adelante students with improving their academic performance by hiring a full time Math Instructional Assistant to serve in these centers. The college has identified that math is a discipline where African American and Latino students disproportionately perform at a lower rate. An Instructional Assistant is being provided to assist students in all levels of math and offer individual and group tutoring sessions Monday through Friday (40 hours per week). The Instructional Assistant is housed in the Latino Center/African American Collegian Center, a setting that is comfortable and frequented by African American and Latino students.
- **Evaluation:** Sign-in-sheets will be used in the short term to track tutoring participation by student. Reports on this activity will be shared annually at the Equity Summit and through the equity plan, biannually at department trainings, and through program review.

B.8. DSPS and Veterans Equity Collaboration

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.8.	DSPS and Veteran Students	50 students (300 Contact Hrs)

- **Activity Implementation Plan:** The Equity for Vets Program seeks to increase the course success rate of veteran students by offering additional academic support through recruitment, tutoring, study strategies, and assessment. The course success rates for veterans at SMC has an equity ratio of 0.92. The goal is to improve this number to equity or 1.00. To achieve equity the Learning Disabilities Program is working closely with the Veterans Resource Center to identify student veterans who have undiagnosed learning disabilities and mild brain injuries and/or PTSD.

These students are under-represented among DSPS participants for many reasons. Study strategies, tutoring and academic accommodations are vital for veterans with undiagnosed disabilities as is true for all students with disabilities. In fact, there is no equity gap in course success rates for students with learning disabilities who are receiving academic accommodations, despite being an at-risk population. This demonstrates the effectiveness of these services, and the same can be expected for veteran students that are successfully identified. The challenge is recruiting veteran students and overcoming the culture of resisting help. The Veteran's Resource Center has been a good partner to help overcome this resistance, but there is still much work to be done. 160 student service contacts have been conducted since Winter 2015. These contacts include intake interview, tutoring appointments, assessment appointments and guidance appointments.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.8.	Spring 2015-Ongoing	\$26,285 (Faculty Lead Stipend, Testing Materials, Instructional Assistant, Counseling)	--

- **Link to Goal:** By identifying veteran students who may be challenged by learning disabilities and addressing the need for accommodations, veteran students' course completion rates will improve.
- **Evaluation:** Learning Disability specialists track student use of the services via the student information system as well as through developed office procedures. Those veteran students who use the services will be tracked in terms of course completion and grades earned before and after the intervention on an ongoing basis.

Success Indicator: ESL and Basic Skills Completion

C. ESL and Basic Skills Completion.

Course completion describes the percentage of students who began their sequence of courses in basic skills who enroll in a degree-applicable course in the same discipline by the following student characteristics.

- **Gender**
- **Ethnicity/race**
F-1 visa international students were considered a distinct group as SMC enrolls a large percentage of international students;
- **Disability status**
Students who received services from Disabled Students Programs & Services (DSPS) were classified as having a disability;
- **Low-income status**
Students were identified as being low-income if they met one or more of the following criteria:
 - Received a BOG fee waiver,
 - Received a Pell grant,
 - Reported being a CalWORKs student and/or,
 - Reported being a disadvantaged student on the Perkins Career and Technical Education Improvement Act Programs survey
- **Veteran**
Students who self-identified as being a veteran of the branch of the U.S. military on the college application and/or received services from the Veteran's Resource Center were identified as being a veteran student.

The ESL and Basic Skills Completion metric was not examined by foster youth status as the size of this subgroup represented fewer than 10 students.

DATA SOURCE

The data were obtained from the college's Management Information Systems (MIS) database.

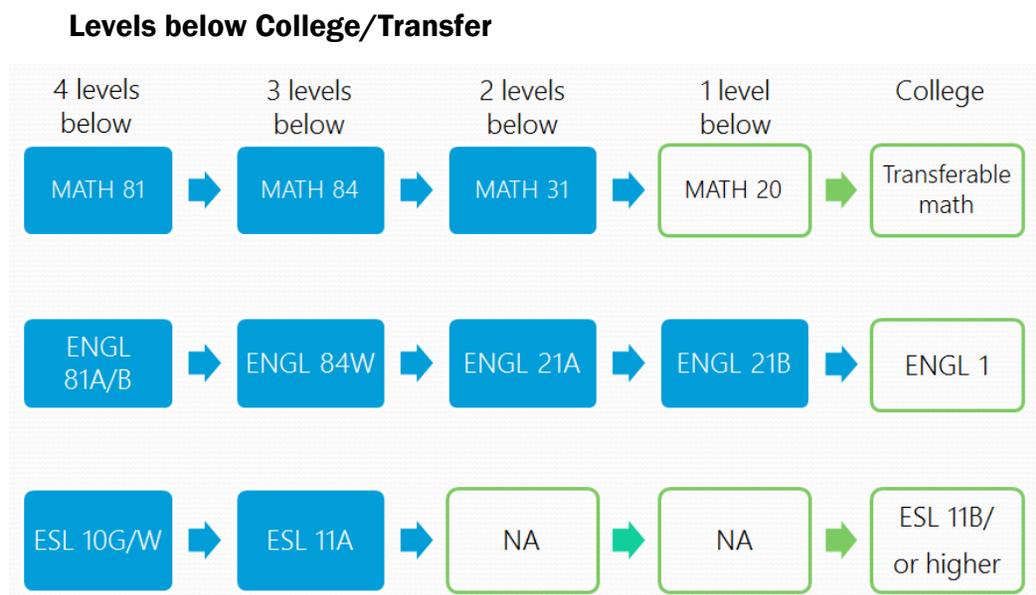
METHODOLOGY

Equity was measured by using two different calculation methods—the equity ratio and the percentage point gap for each of the demographic variables. ESL and basic skills completion was calculated by dividing the number of students in the cohort by the number of students who successfully completed the outcome:

- Denominator (Cohort %): Percentage of a population subgroup who met the following criteria:
 - Enrolled in a basic skills course for the first time in academic year 2011-2012, including one of the following:
 - ENGL 20, ENGL 21A, ENGL 21B, ENGL 81A, ENGL 81B, ENGL 84W, or ENGL 85;
 - ESL 10, ESL 10G, ESL 10W, ESL 11A, ESL 11B, ESL 21A, or, ESL 21B;
 - MATH 81, MATH 84, MATH 85, or MATH 31; and,
 - Was not a special-admit student (high school student concurrently enrolled in a community college) at the time of the initial basic skills course enrollment.
- Numerator (Outcome %): Percentage of population subgroup in the cohort who enrolled in a degree-applicable course in the same discipline within three years.

ESL AND BASIC SKILLS COURSE SEQUENCE

The following chart describes the course sequence for ESL, English, and math by course levels below the first college-level or transferable course.



Students who began their ESL, English, or math course sequence in one of the following courses were included in the cohort:

- ▶ Math³: MATH 81 (Basic Arithmetic), MATH 84 (Pre-Algebra), or MATH 31 (Elementary Algebra)
- ▶ English⁴: ENGL 81A (Paragraphs to Essay), ENGL 81B (The Basic Essay – Plus), ENGL 21A (English Fundamentals 1), or ENGL 21B (English Fundamentals 2)
- ▶ ESL: ESL 10G (Listening, Speaking, and Grammar), or ESL 10W (Reading and Writing)

³ Two current basic skills math courses, MATH 85 and MATH 49, were not offered at the time of the cohort study.

⁴ Two current basic skills English courses, ENGL 85 and ENGL 20, were not offered at the time of the cohort study.

Equity Ratio Methodology

The equity ratio for the ESL and Basic Skills Completion metric was calculated by dividing the percentage of students in a subgroup represented in the outcome by the percentage of students in the same subgroup represented in the cohort.

Percentage Point Gap Methodology

SMC also utilized the percentage point gap methodology to compare the percentage of students in a disaggregated subgroup who succeed in an outcome with the percentage of *all* students who succeed in the same outcome. Percentage point gap measurements for the ESL and Basic Skills Completion metric were calculated by subtracting the rate of the highest achieving group from the completion rate of a disaggregated subgroup. However, percentage point gaps for the math discipline for the ethnicity/race variable were calculated by subtracting the rate of the highest, *non-F1* group from the completion rate of a disaggregated subgroup. The difference in the two percentages results in a percentage point gap. Negative values of percentage point gaps indicate that an equity gap exists for a demographic group.

In addition to the percentage point gap, the total number of students “lost” is calculated to illustrate the number of additional successful students in the cohort needed in order to close the equity gap for the metric. The students lost figure is calculated by multiplying the total number of cohort students in a subgroup by the percentage point gap. Students lost is only calculated for student subgroups experiencing a disproportionate impact for the measure.

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

Basic Skills English Completion

Gender

Table 3.1a: Basic Skills English Course Completion Rate by Gender

Gender	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Female	2,060	51.1%	983	55.9%	1.09	47.7%	--	--
Male	1,970	48.9%	776	44.1%	0.9	39.4%	-8.3%	-164
Total	4,030	100.0%	1,759	100.0%	--	43.6%	--	--

About 39% of male students who began their English coursework in basic skills successfully completed the outcome and enrolled in English 1 within three years. This rate is more than 8% points lower than the rate achieved by female students, representing 164 students lost.

Ethnicity/Race

Table 3.2a: Basic Skills English Course Completion Rate by Ethnicity/Race

Ethnicity/Race	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
F-1 Student	23	0.6%	8	0.5%	0.80	34.8%	-18.4%	-4
Asian	269	6.7%	143	8.1%	1.22	53.2%	0.0%	--
Black	623	15.5%	176	10.0%	0.65	28.3%	-24.9%	-155
Hispanic	2,373	58.9%	1,073	61.0%	1.04	45.2%	-8.0%	-190
Two or more races	135	3.3%	54	3.1%	0.92	40.0%	-13.2%	-18
White	575	14.3%	294	16.7%	1.17	51.1%	-2.1%	-12
Unreported	19	0.5%	9	0.5%	1.09	47.4%	-5.8%	-1
Total*	4,030	100.0%	1,759	100.0%	--	43.6%	--	--

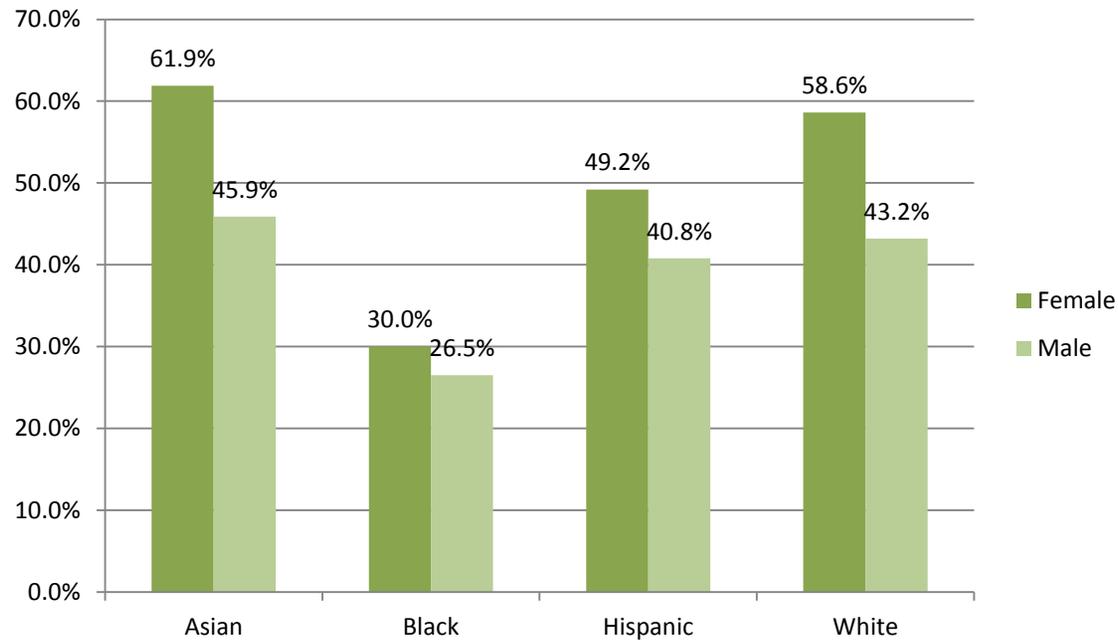
*Includes Native Am and Pac Islander, n<10

Asian students in the basic skills English cohort successfully completed the outcome at the highest rate (53.2%). Black/African American and Hispanic or Latino students experienced the largest numbers of students lost as these students completed the outcome at 24.9% and 8%, respectively, below the Asian student performance.

Ethnicity/Race and Gender

Figure 3.3a presents the percentage of students in the English cohort and those students in the cohort who enrolled in a degree-applicable English course within three years, disaggregated by gender and ethnicity/race for the four largest ethnicity/race groups (Asian, Black/African American, Hispanic/Latino, and White).

Figure 3.3a Basic Skills English Completion Rates by Ethnicity/Race and Gender



The success rate data by ethnicity/race and gender reveal a pattern: female students for all ethnic/racial groups perform at higher rates in terms of basic skills English completion when compared to their male counterparts.

Disability Status

Table 3.4a: Basic Skills English Course Completion Rate by Disability Status

Disability Status	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
No disability	3,851	95.6%	1,697	96.5%	1.01	44.1%	0.0%	--
Disability	179	4.4%	62	3.5%	0.79	34.6%	-9.5%	-17
Total	4,030	100.0%	1,759	100.0%	--	43.6%	--	--

About 4% of students in the basic skills English cohort have disabilities. Students with disabilities complete the basic skills English outcome at a rate of 34.6%, 9.5% points lower than the rate achieved by students without disabilities. In order to eliminate the equity gap, an additional 17 students with disabilities in the cohort need to successfully complete the outcome and enroll in English 1 or higher course.

Table 3.5a: Basic Skills English Course Completion Rate by Veteran Status

Veteran Status	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Non-Veteran	3,981	98.8%	1,739	98.9%	1.00	43.7%	0.0%	--
Veteran	49	1.2%	20	1.1%	0.94	40.8%	-2.9%	-1
Total	4,030	100.0%	1,759	100.0%	--	43.6%	--	--

The equity ratio and percentage point gap analyses reveal that Veteran students are not disproportionately impacted in terms of basic skills English completion.

Low-income Status

Table 3.6a: Basic Skills English Course Completion Rate by Low-income Status

Low-income Status	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Not low inc.	1,151	28.6%	549	31.2%	1.09	47.7%	0.0%	--
Low-income	2,879	71.4%	1,210	68.8%	0.96	42.0%	-5.7%	-164
Total	4,030	100.0%	1,759	100.0%	--	43.6%	--	--

Low-income students in the basic skills English cohort successfully completed the outcome at a rate of 42.0%, nearly 6% points lower than the rate achieved by students who are not low-income. In order to achieve equity for this group, an additional 164 low-income students need to successfully complete the English outcome.

ESL Completion

Gender

Table 3.1b: Basic Skills ESL Course Completion Rate by Gender

Gender	Cohort 2011- 2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Female	804	53.8%	398	56.3%	1.05	49.5%	0.0%	--
Male	690	46.2%	309	43.7%	0.95	44.8%	-4.7%	-32
Total	1,494	100.0%	707	100.0%	--	47.3%	--	--

Male students are slightly underrepresented among the ESL students who enrolled in a college-level English or ESL course when compared with their representation in the ESL cohort; however, the difference is small (percentage gap of -4.7% or 32 students).

Ethnicity/Race

Table 3.2b: Basic Skills ESL Course Completion Rate by Ethnicity/Race

Ethnicity/Race	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
F-1 Student	971	65.0%	512	72.4%	1.11	52.7%	0.0%	--
Asian	209	14.0%	87	12.3%	0.88	41.6%	-11.1%	-23
Hispanic	100	6.7%	26	3.7%	0.55	26.0%	-26.7%	-27
White	189	12.7%	71	10.0%	0.79	37.6%	-15.1%	-29
Total*	1,494	100.0%	707	100.0%	--	47.3%	--	--

*Includes Black, Native Am, Pac Islander, Two or More Races, Unreported, n<10

Hispanic students experience the largest percentage point gap (26%) for the Basic Skills ESL Completion metric; however, they represent a small percentage of students in the cohort (6.7%). Asian and White students are disproportionately impacted in terms of this metric. Each of these three groups need about 25 additional successful students in order to eliminate the equity gaps.

Low-income Status

Table 3.3b: Basic Skills ESL Course Completion Rate by Low-income Status

Low-income Status	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Not low inc.	1,210	81.0%	580	82.0%	1.01	47.9%	0.0%	--
Low-income	284	19.0%	127	18.0%	0.94	44.7%	-3.2%	-9
Total	1,494	100.0%	707	100.0%	--	47.3%	--	--

Nineteen percent of students in the ESL cohort are low-income. However, this group represents 18% of ESL students who successfully completed the outcome. Students with low-income status are slightly less prevalent in the outcome group when compared with the cohort group with 9 students lost.

Basic skills ESL course completion was not examined by foster youth or veteran status as the cohort sizes for these groups were less than 10.

Basic Skills Math Completion

Gender

Table 3.1c: Basic Skills Math Course Completion Rate by Gender

Gender	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Female	1,854	52.9%	555	54.6%	1.03	29.9%	0.0%	--
Male	1,650	47.1%	462	45.4%	0.96	28.0%	-1.9%	-31
Total	3,504	100.0%	1,017	100.0%	--	29.0%	--	--

Male students are less prevalent in the successful outcome group (45.4%) when compared to their representation in the basic skills math cohort group (47.1%), resulting in 31 students lost.

Ethnicity/Race

Table 3.2c: Basic Skills Math Course Completion Rate by Ethnicity/Race

Ethnicity/Race	Cohort		Successful		Equity Ratio	Success Rate	Percentage Gap (Highest, Non-F1)	Students "Lost"
	2011-2012	% of Cohort	Outcome Count	% of Outcome				
F-1 Student	181	5.2%	86	8.5%	1.64	47.5%	+7.0%	+13
Asian	157	4.5%	58	5.7%	1.27	36.9%	-3.6%	-6
Black	512	14.6%	69	6.8%	0.46	13.5%	-27.0%	-138
Hispanic	1,832	52.3%	488	48.0%	0.92	26.6%	-13.9%	-255
Two or more races	120	3.4%	35	3.4%	1.00	29.2%	-11.3%	-14
White	661	18.9%	268	26.4%	1.40	40.5%	0.0%	-
Unreported	27	0.8%	9	0.9%	1.15	33.3%	-7.2%	-2
Total*	3,504	100.0%	1,017	100.0%	--	29.0%	--	--

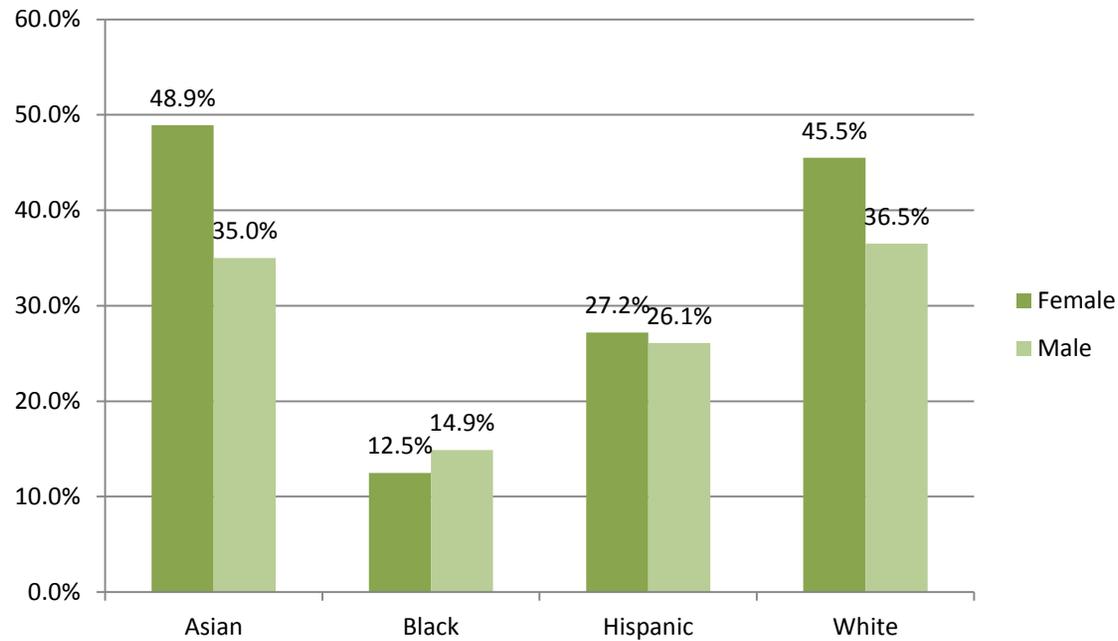
*Includes Native Am and Pac Islander, n<10

The equity ratio analyses reveal that when compared to their representation in the cohort, Black/African American (ratio = 0.46) and Hispanic/Latino(a) (ratio = 0.92) are less prevalent in the successful outcomes group. These two student groups experience the largest percentage point gaps and numbers of students lost (Black = 138 students lost; Hispanic/Latino(a) = 255 students lost).

Gender and Ethnicity/Race

Figure 3.3c presents the percentage of students in the math cohort and those students in the cohort who enrolled in a degree-applicable or higher level math course, disaggregated by gender and ethnicity/race for the four largest ethnicity/race group (Asian, Black/African American, Hispanic/Latino, and White).

Figure 3.3C Basic Skills Math Completion Rates by Ethnicity/Race and Gender



The success rate data by ethnicity/race and gender reveal that for the Asian and White groups, female students outperform their male counterparts in terms of basic skills math completion. However, the gender difference in basic skills math completion for the Black/African American and Hispanic/Latino student groups is small.

Disability Status

Table 3.4c: Basic Skills Math Course Completion Rate by Disability Status

Disability Status	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
No disability	3,356	95.8%	990	97.3%	1.02	29.5%	0.0%	--
Disability	148	4.2%	27	2.7%	0.63	18.2%	-11.3%	-17
Total	3,504	100.0%	1,017	100.0%	--	29.0%	--	--

Students with disabilities are disproportionately impacted in terms of the basic skills math completion metric; a smaller percentage of students who successfully enroll in the degree-applicable or higher level math course are disabled (2.7%) when compared with the percentage of students in the cohort who are disabled (4.2%). The difference results in a percentage point gap of -11.3% or 17 DSPS students lost.

Veteran Status

Table 3.5c: Basic Skills Math Course Completion Rate by Veteran Status

Veteran Status	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Non-Veteran	3,428	97.8%	992	97.5%	1.00	28.9%	-4.0%	-137
Veteran	76	2.2%	25	2.5%	1.13	32.9%	0.0%	--
Total	3,504	100.0%	1,017	100.0%	--	29.0%	--	--

The equity ratio and percentage point gap analyses reveal that Veteran students are not disproportionately impacted in terms of basic skills math completion.

Low-income Status

Table 3.6c: Basic Skills Math Course Completion Rate by Low-income Status

Low-income Status	Cohort 2011-2012	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Not low inc.	1,115	31.8%	375	36.9%	1.16	33.6%	0.0%	--
Low-income	2,389	68.2%	642	63.1%	0.93	26.9%	-6.7%	-160
Total	3,504	100.0%	1,017	100.0%	--	29.0%	--	--

Students who are low-income are less prevalent in the successful outcome group (63.1%) when compared with their representation in the cohort group (68.2%), resulting in a percentage point gap of -6.7% or 160 students lost. Basic skills math course completion was not examined by foster youth status as the cohort sizes for this group was less than 10.

Based on the largest numbers of students lost, the following student groups experience the greatest disproportionate impact for the Basic Skills Completion metric and are the focus of the equity-related activities:

- English
 - 155 Black students lost
 - 164 male students lost
 - 164 low-income students lost
 - 190 Hispanic students lost
- Math
 - 138 Black students lost
 - 160 low-income students lost
 - 255 Hispanic students lost

The College is targeting Hispanic and male students (-26.7% and -4.7% point gaps, respectively) for the ESL completion metric.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

In examining our campus-based research it became clear that the most significant disparities were in basic skills English and math completion, and African American and Hispanic/Latino(a) students experience the greatest disproportionate impact. Therefore African American and Hispanic/Latino(a) students will serve as our “target groups” for this indicator.

Only 15.2% of African American students and 25.9% of Latino/a students who began in a basic skills math course successfully completed a college-level math course. The highest performing group, Asian, had a 45.2% success rate. The equity/proportionality index was 0.53 for African American students and 0.91 for Hispanic/Latino. Comparing these success rates to the average would yield mediocre outcomes at best for these students; therefore, SMC used the average of the highest performing group to calculate our goals.

In basic skills English, African American students’ success rate was 30.2%. For Hispanic/Latino students the success rate was 40.3%. The highest performing group was Asian again at 58.7%. The equity index for African American students was 0.71 and for Hispanic/Latino/a it was 0.95. Basic Skills and ESL are the gateway courses to college level coursework. A bottleneck at this stage will prevent us from moving forward with long-term degree completion and transfer goals.

The success rates for the highest performing groups (45.2% and 58.7%) are unacceptable, thus our strategy is to research and identify successful practices and interventions for the target groups that can be applied to all Basic Skills and ESL students. For the ESL/Basic Skills completion indicator our goal is to improve student success rates in basic skills English and Math over the next five years for African American, Hispanic/Latino(a) students through intense research and pilot interventions.

Target Population(s)	Current gap, year	ESL Goal*	Goal Year
Latino/Hispanic Students	-26.7%, 2014	+26.7% (32 Students)	2020
Male Students	-4.7%, 2014	+4.7% (27 Students)	2020

Target Population(s)	Current gap, year	Basic Skills English Goal*	Goal Year
African American Students	-24.9%, 2014	+24.9% (155 Students)	2020
Latino/Hispanic Students	-8.0%, 2014	+8.0% (190 Students)	2020

Target Population(s)	Current gap, year	Basic Skills <u>Math</u> Goal*	Goal Year
African American Students	-34%, 2014	+34% (174 Students)	2020
Latino/Hispanic Students	-20.9%, 2014	+20.9% (383 Students)	2020

*Equity Goals Compared to Highest Performing Group

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1: English Academy Summer Acceleration Program

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	African American and Latino Students	350

- **Activity Implementation Plan:** The English Academy Summer Acceleration program addresses the overrepresentation of Latino/a and African American students in Basic skills English classes by offering 10 faculty led workshops aimed at increasing course success, and accelerating their progress to transfer level English 1. This program worked collaboratively with both the English department faculty and the First Year Experience Program at SMC (see Access A.1). Other model programs at SMC that focus on Basic Skills is Summer Jams. Summer Jams is a bridge program that helps first time college students with their transition from high school into college. Selected students will participate in 10 days of fun, dynamic activities designed to strengthen reading, writing, math and study skills for a head start toward a college degree or career certification.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Summer 2015-Ongoing: English Academy	\$162,080 (Faculty Lead Stipends, Faculty-led Intervention Stipends, Supplies, Food, Student Help, Clerical Support)	--
C.1	Summer 2012-Ongoing: Summer Jams and FYE	\$20,000 (Counseling and Support)	BSI, District

- **Link to Goal** Latino/a and African American students are over-represented in Basic Skills classes. This program seeks to accelerate the progress of these students, moving them into English 1 in the fall, rather than English 21a and then, possibly, English 21b. Latino/a students currently make up 39% of the SMC student body and made up 61% of the first English Academy cohort. However, only 4.9% of the English Academy students were African American, which fell under the college make up of 18.3%. Focus in the next year will be on recruiting higher percentages of African American students with the help of the Outreach office and Black Collegians program.
- **Evaluation:** Pre/Post feedback surveys were taken throughout the intervention, evaluation of the students' equity focused research proposals were used to accelerate into English 1, and course grades/retention information will be collected at the end of every semester to monitor student achievement and progress. These results will be part of the departmental program review and will also be included in equity planning and scaling projects.

C.2 Black Collegians and Latino Center Equity Initiatives:

- **Activity Type(s)**

Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.7	African American and Latino Students	250

- **Activity Implementation Plan:** The Black Collegians Program at SMC is designed to assist students of African descent in transferring to four-year universities and obtaining their Associate degree. The Latino Center/Adelante Program is a network of faculty, students, classes and essential services to promote Latino student success. Each of these programs provides a wide range of services including: support for the Adelante and Black Collegians Club; academic, career, and personal counseling; assistance with the development of students’ skills that are necessary for college success; educational and cultural activities in which students can participate; teaching students to develop a life plan that involves personal, social and academic responsibilities; a selection of general education courses that are transferable to the UC and CSU systems as well as pre-collegiate level courses in English and math; and scholarships for active participants.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2.	Spring 2015-Ongoing	\$73,706 (Instructional Assistant, Supplies, Stipends to faculty for instructional interventions and mentorship.)	District/SSSP

- **Link to Goal: Black Collegians and Latino Center Equity Initiatives:** Support Black Collegians and Adelante students with improving academic performance by: hiring a dedicated Math Instructional Assistant to serve in their centers and providing Peer Mentors to utilize the experience of students who have participated in Black Collegians and Adelante program activities to motivate new SMC students.
- **Evaluation:** Sign-in-sheets will be used in the short term to track tutoring participation by student. Reports on this activity will be shared annually at the equity summit/through the equity plan, biannually at department trainings, and through program review.

See Parts F for research and Evaluation Activities that are focused on basic skills

Success Indicator: Degree and Certificate Completion

D. Degree and Certificate Completion

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor⁵.

Degree and certificate completion describes the percentage of CTE students who successfully achieved an award or transferred to a four-year institution by the following student characteristics:

- **Gender**
- **Ethnicity/race**
F-1 visa international students were considered a distinct group as SMC enrolls a large percentage of international students
- **Disability status**
Students who received services from Disabled Students Programs & Services (DSPS) were classified as having a disability;
- **Low-income status**
Students were identified as being low-income if they met one or more of the following criteria:
 - Received a BOG fee waiver,
 - Received a Pell grant,
 - Reported being a CalWORKs student and/or,
 - Reported being a disadvantaged student on the Perkins Career and Technical Education Improvement Act Programs survey

The Degree and Certificate Completion metric was not examined by veteran and foster youth status as the sizes of these subgroups represented fewer than 10 students.

DATA SOURCE

The course completion data were obtained from the college's Management Information Systems (MIS) and California Community College Chancellor's Office Data-on-Demand databases.

METHODOLOGY

⁵ College may also use the Scorecard definition for indicating student matriculation goal: taking a degree or certificate applicable course.

Equity was measured by using two different calculation methods—the equity ratio and the percentage point gap for each of the demographic variables. Degree and certificate completion was calculated by dividing the number of CTE students in the cohort by the number of students in the cohort who successfully earned a degree/certificate or transferred to a four-year institution.

Denominator (Cohort %):

Percentage of a population subgroup who met all of the following criteria:

- Enrolled in college for the first time after high school in academic year 2008-2009;
- Enrolled at SMC as their first college;
- Earned 12 or more credit units within six years; and,
- Attempted an advanced occupational course (CTE course with a SAM priority code of B or A) within six years.

Numerator (Outcome %):

Percentage of population subgroup in the cohort who achieved one or more of the following outcomes within six years of the initial CTE course:

- Transferred to a four-year institution (including public, in state private, and out-of-state institutions); and/or,
- Earned an Associate degree or Chancellor’s Office approved Certificate of Achievement at SMC.

The SAM priority code is used to indicate the degree to which a course is occupational and to assist in identifying course sequences in occupational programs.

Equity Ratio Methodology

The equity ratio for the Degree and Certificate Completion metric was calculated by dividing the percentage of students in a subgroup represented in the outcome by the percentage of students in the same subgroup represented in the CTE cohort.

Percentage Point Gap Methodology

SMC also utilized the percentage point gap methodology to compare the percentage of students in a disaggregated subgroup who succeed in an outcome with the percentage of *all* students who succeed in the same outcome. Percentage point gap measurements for the Degree and Certificate Completion metrics were calculated by subtracting the rate of success of the highest performing group from the specific rate of a disaggregated subgroup. The difference in the two percentages results in a percentage point gap. Negative values of percentage point gaps indicate that an equity gap exists for a demographic group.

In addition to the percentage point gap, the total number of students “lost” is calculated to illustrate the number of additional successful students in the cohort needed in order to close the equity gap for the metric. The students lost figure is calculated by multiplying the total number of cohort students in a subgroup by the percentage point gap. Students lost is only calculated for student subgroups experiencing a disproportionate impact for the metric.

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Gender

Table 4.1: Degree and Certificate Completion Rate by Gender

Gender	Cohort 2008-2009	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Female	267	56.9%	148	63.0%	1.11	55.4%	0.0%	--
Male	202	43.1%	87	37.0%	0.86	43.1%	-12.3%	-25
Total	469	100.0%	235	100.0%	--	50.1%	--	--

Male students are underrepresented in the successful outcome group (37%) when compared to their representation in the CTE cohort (43.1%). The data reveal that 43.1% of male students successfully complete the CTE outcome, more than 12% points lower than female students, resulting in 25 lost students.

Ethnicity/Race

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

Ethnicity/Race	Cohort 2008-2009	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
F-1 Student	83	17.7%	43	18.3%	1.03	51.8%	-5.8%	-5
Asian	33	7.0%	19	8.1%	1.15	57.6%	0.0%	--
Black	34	7.2%	10	4.3%	0.59	29.4%	-28.2%	-10
Hispanic	127	27.1%	56	23.8%	0.88	44.1%	-13.5%	-17
White	138	29.4%	78	33.2%	1.13	56.5%	-1.1%	-2
Unreported	28	6.0%	11	4.7%	0.78	39.3%	-18.3%	-5
Total*	469	100.0%	235	100.0%	--	50.1%	--	--

*Total includes Native Am, Filipino, Other, Pac Islander, Other, n<10

Black/African American and Hispanic/Latino(a) students have the lowest equity ratio which suggests that these groups are less prevalent in the successful outcome variable when compared with their representation in the cohort. Black and Hispanic experience an equity gap for the Degree and Certificate metric, resulting in 10 and 17 students lost, respectively.

Disability Status

Table 4.3: Degree and Certificate Completion Rate by Disability Status

Disability Status	Cohort 2008-2009	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
No disability	455	97.0%	230	97.9%	1.01	50.5%	0.0%	--
Disability	14	3.0%	5	2.1%	0.71	35.7%	-14.8%	-2
Total	469	100.0%	235	100.0%	--	50.1%	--	--

Students with disabilities are disproportionately impacted in terms of the Degree and Certificate Completion metric. However, the equity gap experienced (-14 percentage point gap) only results in 2 students lost due to the small number of students in the CTE cohort with disabilities.

Low-income Status

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

Low-income Status	Cohort 2008-2009	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Not low inc.	291	62.0%	149	63.4%	1.02	51.2%	0.0%	--
Low-income	178	38.0%	86	36.6%	0.96	48.3%	-2.9%	-5
Total	469	100.0%	235	100.0%	--	50.1%	--	--

Low-income students are slightly underrepresented among successful CTE students when compared to their representation in the cohort. The small equity gap results in a small percentage point gap (-2.9%) and only 5 students lost.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

Career Technical Education (CTE) departments have created innovative programming that seeks to recruit and retain students from diverse backgrounds by connecting them with professional opportunities. CTE faculty and administrators have successfully created career pathways that combine theory with applied learning experiences. This approach has been especially effective in promoting degree completion for Hispanic/Latino(a), disabled, and low income students.

One example of innovative CTE programming is “Promo Pathway,” an immersive one-year program aimed at training students to write, produce and edit television programming. With the support of the Los Angeles HiTech grant, programs like Promo Pathway will be developed and expanded into area high schools with SMC serving as a hub.

It will be important to continue the success of CTE programs by closing the equity gap for Black/African American and Hispanic/Latino students. We plan to specifically address this disparity in Year 3; however, we believe that continuing to focus on Basic Skills and Course Completion rates in 2015-16 will lay the groundwork for greater degree and certificate completion rates for African American and Latino/a Students. The student subgroups experiencing the largest numbers of students lost for the Degree and Certificate Completion metric are the African American/Black and Hispanic/Latino(a) student groups. These students are the focus of the target goal for the metric.

Target Population(s)	Current gap, year	Goal*	Goal Year
African Americans	-28.2%, 2014	No gap (10 Students)	2016
Hispanic/Latinos	-13.5%, 2014	No Gap (17 Students)	2016

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1: SMC General Counseling (A: Access, B. Course Completion, C. Basic Skills/ESL Completions, E. Transfer)

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.1	SMC-Wide Efforts: Each Center and Program will be utilizing MyEdPlan.	

- **Activity Implementation Plan: General Counseling:** SMC has a strong commitment to counseling. Counselors meet individually with students to create comprehensive education plans in order to help them complete their degrees and/or certificates. With the support of SSSP funds, MyEdPlan is currently being implemented. MyEdPlan is a new online tool developed at SMC available via the student portal, “Corsair Connect.” Students can use this tool to create an abbreviated or comprehensive education plan, which is connected directly to Degree Audit. This tool helps students map their course taking in order to complete their degrees and/or certificates in a timely manner.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Spring 2015-Ongoing	--	District and SSSP Funds

- **Link to Goal:** Connecting MyEd Planning tools with each student’s degree audit will increase student awareness of degree earning potential. With the additional counseling support provided by both SSSP and Student Equity funds, students will be able to petition for degree certificates and graduation in a timely manner once notified about their status via MyEdPlan.
- **Evaluation:** The college wide evaluations of MyEd Plan are being completed in conjunction with Enrollment Development, Student Affairs, and SSSP. These results are part of an institutional wide effort to increase student success across campus. Equity will focus on ensuring these tools are utilized by target groups identified in all aspects of the SMC equity plan.

D.2 SMC Career Center Black Collegians/Adelante Collaborative (A: Access, B. Course Completion, C. Basic Skills/ESL Completions, E. Transfer)

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
D.2	African American and Latino Students	

- **Activity Implementation Plan SMC Career Center:** One stop shop for career advising, employment/internship placement and major advisement. With the support of SSSP funding, SMC Career Center activities were provided directly to Black Collegians and Latino Center/Adelante students including: career counseling; *Cool Careers Workshops* featuring a wide range of career panelists; Counseling 12 (Career Planning) and Counseling 15 (STEM Job Search Strategies) Courses; and Jobs Skill counseling including employment and Internship placement, resume writing, informational interview skills.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Fall 2014-Ongoing	--	\$175,000 (SSSP)

• **Link to Goal:** One counselor was placed in the African American Collegian Center. One Counselor was also placed in the Latino/Adelante Center. These counselors were dedicated to seeing students from these two centers. They each received lists of students in these programs and then both emailed them and phoned them to invite them in to meet with them to discuss college majors and potential career ideas. They also approached students sitting in the center to discuss majors and careers and connected to as many students as possible to build a rapport. They spoke to students as part of the Black Collegian and Adelante program orientations, and conducted workshops for the programs during the year. This was successful and will be repeated in this next academic year.

- In 2013-2014, 211 Adelante students met with a career counselor.
- In 2014-2015, 1099 Adelante students met with a career counselor.

This was an increase of 80%.

- In 2013-2014, 56 Black Collegian students met with a career counselor.
- In 2014-2015, 567 Black Collegian students met with a career counselor.

This was an increase of 90%.

Although this intervention was not funded by equity specifically, this is an excellent example of how SMC has connected and integrated the goals of equity and SSSP to establish institutional practices that maximize student service resources.

• **Evaluation:** The outcomes of this intervention will be incorporated into the Career Center and African American Collegians/Latino Center program reviews. Additionally, the results of this outreach effort to increase degree completion and goal setting will be communicated at department meetings, equity committee meetings, and the SSSP report.

Transfer

E. Transfer

Transfer describes the percentage of first-time students with intent to transfer who successfully transferred to a four-year institution by the following student characteristics:

- **Gender**
- **Ethnicity/race**
- **Disability status**

Students who received services from Disabled Students Programs & Services (DSPS) were classified as having a disability;

The Transfer metric was not examined by veteran, foster youth, and low-income status as the data source (the Chancellor's Office Transfer Velocity Database) did not provide the relevant information to identify these student populations.

DATA SOURCE

The data were obtained from the California Community College Chancellor's Office Data Mart.

METHODOLOGY

Equity was measured by using two different calculation methods—the equity ratio and the percentage point gap for each of the demographic variables. Transfer was calculated by dividing the number of transfer-intended students who transferred to a four-year institution within six years by the number of transfer-intended students.

Denominator (Cohort %):

Percentage of a population subgroup who met all of the following criteria:

- First-time freshmen in the year 2008-2009;
- Completed 12 or more credit units (with a grade of D or better) at any California Community College within six years;
- Completed the largest proportion of credit units at SMC (regardless of whether they began their postsecondary education at SMC or another California Community College);
- Attempted a transfer-level math and/or English course; and,
- Reported a valid Social Security Number (SSN), which consequentially excludes international and AB540 students from the cohort.

Numerator (Outcome %):

Percentage of population subgroup in the cohort who transferred to a four-year institution within six years of entry into the California Community College system.

Equity Ratio Methodology

The equity ratio for the Transfer metric was calculated by dividing the percentage of students in a subgroup represented in the outcome by the percentage of students in the same subgroup represented in the cohort.

Percentage Point Gap Methodology

SMC also utilized the percentage point gap methodology to compare the percentage of students in a disaggregated subgroup who succeed in an outcome with the percentage of *all* students who succeed in the same outcome. Percentage point gap measurements for the Transfer metric were calculated by subtracting the rate of success of the highest performing group from the specific rate of a disaggregated subgroup. The difference in the two percentages results in a percentage point gap. Negative values of percentage point gaps indicate that an equity gap exists for a demographic group.

In addition to the percentage point gap, the total number of students “lost” is calculated to illustrate the number of additional successful students in the cohort needed in order to close the equity gap for the metric. The students lost figure is calculated by multiplying the total number of cohort students in a subgroup by the percentage point gap. Students lost is only calculated for student subgroups experiencing a disproportionate impact for the metric.

CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

Gender

Table 5.1: Transfer Rate by Gender

Gender	Cohort 2008-2009	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Female	1,490	51.4%	696	53.7%	1.04	46.7%	0.0%	--
Male	1,408	48.6%	601	46.3%	0.95	42.7%	-4.0%	-56
Total	2,898	100.0%	1,297	100.0%	--	44.8%	--	--

Male students are slightly underrepresented in the transfer outcome (ratio of 0.95, percentage point gap -4.0%, or 56 students lost) when compared with the cohort group.

Ethnicity/Race

Table 5.2: Transfer Rate by Ethnicity/Race

Ethnicity/Race	Cohort 2008-2009	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
Asian	320	11.0%	181	14.0%	1.26	56.6%	0.0%	--
Black	256	8.8%	77	5.9%	0.67	30.1%	-26.5%	-68
Filipino	61	2.1%	33	2.5%	1.21	54.1%	-2.5%	-2
Hispanic	864	29.8%	264	20.4%	0.68	30.6%	-26.0%	-225
Pac. Islander	22	0.8%	10	0.8%	1.02	45.5%	-11.1%	-2
White	1,009	34.8%	541	41.7%	1.2	53.6%	-3.0%	-30
Unreported	359	12.4%	189	14.6%	1.18	52.6%	-4.0%	-14
Total*	2,898	100.0%	1,297	100.0%	--	44.8%	--	--

*Total includes Native Am, n<10; F-1 status data not available for this metric

White students represent the largest proportions of students in the cohort (34.8%) and outcome (41.7%) groups. Black/African American (ratio = 0.67, percentage point gap -26.5% or 68 students lost), and Hispanic (ratio = 0.68, percentage point gap of -26% or 225 students lost) students are disproportionately impacted in terms of the transfer metric; disproportionately fewer students in these groups successfully transfer when compared to their representation in the cohort. *An equity gap exists for these three ethnicity/race groups for the transfer metric.*

Disability Status

Table 5.3: Transfer Rate by Disability Status

Disability Status	Cohort 2008-2009	% of Cohort	Successful Outcome Count	% of Outcome	Equity Ratio	Success Rate	Percentage Gap (Highest)	Students "Lost"
No disability	2,765	95.4%	1,243	95.8%	1	45.0%	0.0%	--
Disability	133	4.6%	54	4.2%	0.91	40.6%	-4.4%	-6
Total	2,898	100.0%	1,297	100.0%	--	44.8%	--	--

Students with disabilities represent a disproportionately smaller number of students (4.2%) who transferred when compared with their representation in the transfer cohort (4.6%). In order to achieve equity for this group, an additional 6 students with disabilities would need to transfer.

The data reveal that Black/African American, Hispanic/Latino, and male students experience the largest disproportionate impact in terms of the transfer metric and the largest number of lost students. These student subgroups are the focus of the target goals.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

Santa Monica College has a strong history of success in transferring students to both CSU and UC systems. SMC has consistently transferred the highest number of African American and Hispanic/Latino students to the UC system, with 31 and 141 students transferring in 2013 from each group respectively. Despite being one of the state’s top performing schools in transfer, California community college transfer numbers as a whole remain low.

White students represent the largest proportion of students in the cohort (35.7%) and the transfer outcome (42.8%) groups. The following students experience inequities: Black/African American (8.2% cohort/5.9% outcome, ratio = 0.72), American Indian/Alaskan Native (.6% cohort/.5% outcome, ratio = 0.83), and Hispanic/Latino(a) (28.4% cohort/18.5% outcome, ratio = 0.65). These students are disproportionately impacted in terms of the transfer metric. SMC data show that the low transfer numbers can be attributed to the proportion of students progressing from the Basic Skills level through transfer level courses. The college has a number of programs geared towards promoting transfer, however, course completion rates, particularly in the basic skills, impact this goal. We plan to learn more about the barriers to student outcomes in basic skills while working on pilot programs targeting acceleration and use of instructional support in 2015-16.

Thus, SMC plans to utilize the institutional equity plan to:

- Assess the overall efficacy of our student transfer support services in promoting their use among groups experiencing disproportionate impact.
- Develop a rigorous plan for faculty and staff professional development to address the issues contributing to academic underperformance of Latino/a, African American, Veteran, and Disabled students with regards to transfer metrics.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal *Highest Performing Group	Goal Year
African American Students	-26.5%, 2014	Target: 68 Students	2020
Latino/Hispanic Students	-26%, 2014	Target: 225 Students	2020
Male Students	-4%, 2014	Target: 56 Students	2020

ACTIVITIES: E. TRANSFER

E.1. Black Collegians and Latino Center Equity Initiatives:

• **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.1.	African American/Latino Students	30

- **Activity Implementation Plan:** Students will be given workshops conducted by SMC Librarian to assist students in learning the skills needed to conduct research for their academic classes. This will be followed by a field trip to UCLA to visit several libraries on that campus to learn the proper way to conduct research on a university campus. This issue addressed the low numbers of African American and Latino students who learn the how to conduct research, which could immediately impact their performance in their general education and major courses. Through the Undergraduate Research Scholars Academy (URSA) at Loyola Maymount University, African American and Latina/o students had the opportunity to gain social capital (networking, public speaking, etc.) that is often restricted to the aforementioned groups due to their lack of interactions with institutional agents (LMU/SMC faculty and staff; and graduate students).

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.1.	Summer 2015-Summer 2016	\$29,580 (LMU Research Program)	--

- **Link to Goal: Black Collegians and Latino Center Equity Initiatives:** Support Black Collegians and Adelante students with improving their academic performance by: creating Library Projects to assist students who are interested in transferring to learn how to utilize undergraduate libraries for research either at SMC or their transfer-destination university. Increasing the number of students motivated to pursue transfer by offering placements in a residential Undergraduate research program at Loyola Marymount University. In addition, through these intense research projects, student’s confidence in evidence-based research was greatly improved. In regards to research skills, the SMC URSA Scholars have gained skills that have placed them at an advantage compared to most university students (transfer and non-transfer), which will impact their future transfer goals and experience.
- **Evaluation:** Students participation is carefully tracked and participants will complete pre- and post-tests to assess overall skills gained and impact on transfer perceptions after completing the program. The summer-end symposium serves as the platform for students to share their research. This activity will continue to report outcomes in the equity plan and share information across the counseling department.

E.2. SMC Scholars Program

- **Activity Type(s):**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
E.2.	African American/Latino Students	250

- **Activity Implementation Plan Scholars** The Scholars Program offers special transfer agreements with top four-year colleges and universities. Student benefits to participation in this program are: specialized counseling; designated course sections with a rigorous writing focus and lower seat counts; priority consideration for admissions to the UCLA College of Letters and Science (TAP), UC Irvine, Loyola Marymount University, and many more. This program is essential to promoting transfer, and African American and Latino Students would benefit immensely from exposure to institutions beyond the LA area.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.2.	Ongoing: Institutional Program	--	\$325,000 District

- **Link to Goal:** There are identified barriers to increasing the participation of Latino and African American students at SMC in this program. Preliminary research shows African American and Latino/a students are not aware of their potential eligibility to participate in this program and therefore do not apply. The Scholars Program is currently working with a full time counselor to methodically recruit all eligible African American and Latino/a students as well as inform potential students of their future eligibility.
- **Evaluation:** The data on increases of African American and Latino student participation in the Scholars program will be reported annually in program review. Additionally, the Scholars program will be reporting their progress at student service meetings regularly.

E.3. Transfer Center

- **Activity Type(s):**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.3.	African American/Latino Students	60

- **Activity Implementation Plan:** The Transfer Center offers transfer counseling, TAG assistance, and transfer workshops. The transfer center activities include the SMC Transfer Fair every semester, bringing hundreds of schools that represent wide range specialties to speak directly with students about their next steps. TAG-Santa Monica College students can get guaranteed admission to a variety of UC, CSU, and private colleges. Transfer Workshops are conducted on an ongoing basis by counselors and college admissions representatives from all over the nation.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.3.	Summer 2016: Transfer Center	\$15,000: Northern CA University Tour	District, SSSP (Counseling and Admin Support)

- **Link to Goal:** Although SMC conducts several activities that engage students with universities, many underrepresented/under-resourced students at SMC never leave the Los Angeles area. Therefore, students eligible to transfer to lesser known, out of area universities tend to delay transfer or accept more convenient options closer to home. The goal of the equity-funded trips will be to expose potential opportunities beyond the Los Angeles to African American/Latino students who come from traditionally underserved areas. Potential collaborations for this activity with other special programs and populations will be explored in order to maximize the opportunity for target populations at SMC.
- **Evaluation:** Pre and post survey data will be collected to measure general knowledge gains and perceptions of Northern California schools. Students who participate will be tracked short term while at SMC and over time to determine degree certificate and transfer rates. Data from this activity will be reported annually at the Equity Summit/through the equity plan, at department meetings/trainings, and at Equity committee meetings.

Other College- or District-wide Initiatives Affecting Several Indicators

Members of our Equity Standing Committee will plan to provide equity-specific trainings and speakers to increase professional development as well as leadership for future peer-led inquiry groups (Indicators A, B-D and F). This year (2015-16) we will continue to implement interventions, practices, and professional development activities identified in our first plan and determine the effectiveness of these activities through the use of practitioner-led inquiry groups. Activities identified as having the greatest impact on African American and Latino student success in English and Math basic skills completion will be expanded. In (2016-17) we will bring the most successful interventions to scale while engaging in the evaluation of all funded activities and related outcomes. In order to accomplish these ambitious goals, several key activities will be essential to provide a long-term equity framework at SMC that provides support to reach the following goals.

- 1) SMC must Improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact. Therefore our priorities will be to:
 - Develop a set of activities to address the achievement gap for African American and Latino/a students in basic skills Math and English.
 - Answer “second level” research questions with quantitative and qualitative data in practitioner research/inquiry groups.
 - Establish a tool that will allow us to track the usage of our tutoring/learning support centers and explore the effectiveness of these support centers (LRC, Math Lab, and programs like Supplemental Instruction) with respect to basic skills students.
 - Utilize the Community College Survey of Men (CCSM) instrument to inform the institution and math department about the perceived climate at SMC. Follow up work will focus on identifying strategies to engage male students from traditionally underserved backgrounds.

2) Course Completion/Degree and Certificate Completion and Transfer: Success in closing the Basic Skills achievement gap will translate into an increase in the number of students who enter into the cohorts for subsequent indicators. This means that careful evaluation by SMC inquiry groups and the Student Equity committee must be made to determine long term goals for closing achievement gaps in course completion/degree and certificate completion/transfer as we reach our intended Basic Skills/Access outcomes in 2020.

- Program evaluation of direct impact activities had on reducing equity gaps with respect to transfer. Scaling up of most successful equity proposals developed (starting in Year 1).
- Increase dialogue and collaboration across campus and departments through the Equity Summit (annually beginning Year 1), and follow-up professional development activities.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1: Center for Teaching Excellence and Equity Leadership Training

• **Indicators/Goals to be affected by the activity:**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s):**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.1	African American/Latino Students	SMC-wide #'s

• **Activity Implementation Plan:** The Center for Teaching Excellence is funded by the U.S. Department of Education, Title V – Hispanic Serving Institutions (HSI) Program. The aim of this project is to support low-income, Latino/a, and other traditionally underrepresented students as they pursue their academic and career goals. At the heart of this grant is SMC's new Center for Teaching Excellence (The Center), which offers an annual Faculty Summer Institute, quarterly seminars for all faculty, departmental workshops that target career-specific improvements in math, English, and content specific-courses, and customized individual and small group support. Equity funding will used to pay for the stipend of SMC faculty members to participate in the Faculty Summer Institute. All FSI faculty members are expected to participate in at least 4 more additional workshops in the following 9 months. One of these events is a peer-to-peer teaching observation. Additional funding will be

provided for professional development and applied learning strategies such as reading apprenticeship, flipped classrooms, and culturally responsive pedagogy strategies.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Fall 2015-Onoing (Campus Flex Days, Departmental Flex Days, Equity Summit, Faculty Summer Institute, Guest Speakers, Reading Apprenticeship)	\$50,000 (Director of Academic Affairs Initiatives)	\$600,000 Department of Education Funds

- Link to Goal:** During the Faculty Summer Institute, faculty explored issues of pedagogy and practice, exchanged ideas, studied new approaches and tested innovative strategies for building student skills and understanding. Experts and practitioners in the field of education shared research-based strategies that increase student success. Reading Apprenticeship and Flipped classrooms have been identified as best teaching practices and are proven strategies at reducing equity gaps in the classroom. Additionally, SMC plans to utilize the Center for Teaching Excellence as a repository for successful tools developed to address equity gaps and will utilize the repository when prioritizing projects that must be brought to scale.

The Center for Teaching Excellence will also provide faculty with Equity leadership and pedagogical training through the support of relevant conference attendance, sustained planning efforts, and guest speaker identification. Target audiences will include: Professional Development Committee, Academic Senate, Department flex days, and Departmental Chairs meetings.

- Evaluation:** The Center for Teaching Excellence is evaluated annually. Equity goals will be assessed as part of the equity plan and shared with general SMC community via the Equity Summit and scheduled professional development days. Individual activities hosted by the Center are assessed regularly with faculty surveys, and activity levels are tracked with sign in sheets.

F.2. Equity Research Analyst:

• **Indicators/Goals to be affected by the activity :**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s):**

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation		Professional Development	

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.2	SMC Equity Plans/Interventions	SMC Wide

• **Activity Implementation Plan:** Through our Basic skills Math and English research activities in year one, we plan to build a framework to assess equity, set achievement goals for the campus, and determine the effectiveness of interventions and practices. This framework can then be applied across disciplines and indicators. A critical component SMC plan has included hiring a dedicated research analyst to assist the Student Equity committee and inquiry groups in identifying baseline data for equity performance measures and determining standards for achievement.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Fall 2014-Ongoing	\$109,000 Equity Research Analyst, Survey Supplies	\$350,000 SSSP, District Funding

• **Link to Goal:** The Equity Research Analyst will provide research support, professional development, and leadership for future inquiry groups (Indicators A, B-D and F). This year (2015-16) the interventions, practices, and professional development identified

in the first equity plan will continue and be evaluated for the effectiveness of these activities through the use inquiry groups. Activities as having the greatest impact on African American and Latino/a student success in English and math basic skills completion. In year 3 (2016-17) the most successful interventions will be brought to scale while engaging in the evaluation of all funded activities and related outcomes.

Evaluation: The Research Analyst will be engaged in all levels of equity planning and the research community at SMC. The performance of the analyst will be evaluated with the support of the SMC Dean of Institutional Research.

F.3. SMC Equity Committee and Planning Support:

• **Indicators/Goals to be affected by the activity**

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.3	Equity Focused Targets	SMC Wide

• **Activity Implementation Plan:** Several key projects have been prioritized, as part of the major equity initiatives SMC must pursue in order to sustain a long-term student equity plan that is embedded in every aspect of the college. The goal of the Student Equity committee will be to infuse equity focused speakers and trainings into contractually required Flex Days, connect best practices to institutional structures that exist to provide support for faculty and staff, engage in college wide planning efforts (Accreditation,

Institutional Effectiveness, Master Plan for Education and Program Review) with interventions that effectively address student groups who experience the greatest equity gaps in SMC classrooms.

F.3A: Research and Inquiry Group: This project will entail inviting members of all the major constituencies and instructional faculty in target disciplines to form research inquiry groups to closely examine the institutional and classroom practices and policies that may lead to inequity in Basic Skills completion. As a first step in developing activities to reach the goal, research/inquiry groups will engage in asking “second level questions” in order to understand the many dimensions of the problem and what types of interventions might have the greatest impact. Examples of the second level questions to explore in the inquiry include the following.

Educational Processes and Organization Structures:

- *Does the assessment test place students appropriately and assess for relevant math knowledge? We know that the lower in the math or English sequence that students are placed, the less likely they are to persist to college-level coursework. How can existing interventions be leveraged to improve student outcomes from the multiple measures implementation?*
- *In what ways do faculty members use the Early Alert system? What are the Early Alert messages that students are receiving? Are students referred to appropriate resources to improve outcomes? In what way can special program support be leveraged to connect students in need to resources?*

Curriculum Content and Campus Climate

- *Is the highest-level basic skills course preparing students for the college-level course, or is it making up for what students should have learned before? Are the classes future/college-level oriented? Are the highest-level basic skills course “exit skills” aligned with the “entrance skills” required for success at the college level?*
- *What messages do students perceive from the language and processes outlined in course syllabi?*
- *At what point in a course do target group students begin to struggle? Is there a conceptual shift in the course where students are particularly challenged?*
- *What is the experience of minority males at SMC?*

Student Preparation and SMC Support Services

- *What proportion of students in the target groups took math in their senior year of high school?*
- *How do target group students perform on the first test or assessment of the course? For those who did not do well, what support or intervention was offered?*
- *Are tutors and Instructional Assistants given syllabi and other course materials to promote their own understanding of how students can succeed in these courses? What types of training do they receive on teaching study skills?*

Faculty Development

- *Do faculty members have access to appropriate professional development to improve their teaching to promote the success of the target group students?*
- *Is culturally responsive pedagogy widely used in Basic Skills courses and do faculty have enough opportunities to exchange best practices in an informal setting?*

F.3B. Learning Resources and Academic Support Service Tracking System: One of the major themes of the “second level” questions involved assessing the usage patterns of instructional support services. The Student Equity committee will utilize equity funds to identify and install a comprehensive computer-based tracking system which will help to perform a systematic analysis of SMC support services. The data the system produces will be vital to informing the inquiry group’s research and supporting their supplemental conclusions. In addition faculty will be able to identify areas for curricular development based upon the topics students seek support for the most.

F.3C. Minority Male Community College Collaborative (M²C³): In 2014, the Equity Task Force noted that Hispanic/Latino(a) and Black/African American students experience the largest equity gaps for the basic skills math completion metric. However, upon disaggregating the data further by ethnicity/race and gender, the data reveal that male students for both the Hispanic/Latino(a) and Black/African American group experience a larger equity gap than their female counterparts. The data suggest that Black and Hispanic male students experience a larger equity gap for the basic skills math completion metric than Black and Hispanic female students.

During our Fall 2014 college professional development day, The Center for Teaching Excellence and the SMC Professional Development Committee invited Dr. Frank Harris to share research on the minority male experience in the community college system with all SMC faculty and staff. After learning about the importance of creating a safe and supportive climate for minority males, Academic Affairs and the math department proposed to work with Dr. Harris' group to do an all-inclusive assessment of SMC minority male students. The equity funded Minority Male Community College Collaborative project will give the District the information to address the disparities that experienced by African American and Latino men.

In the 2014-15 academic year, SMC engaged with M2C3 in administering and analyzing the Community College Survey of Men as well as follow-up focus groups to get a more complete understanding of what our minority men experience at SMC. The results have been shared in a series of campus discussions. Dr. Frank Harris has visited departmental meetings, special campus discussions, and institution-wide professional development days.

Math faculty also sponsored department-specific activities around promoting strategies that will narrow the achievement gaps in basic skills math. Currently, Math Equity activities have focused on increasing the awareness of equity gaps among African American and Latino men. Additionally, faculty leaders will be attempting to identify specific causes of such equity gaps and formulate faculty and student workshops to address these issues.

Additional non-math workshop focused opportunities will be designed and made available to assist faculty in developing more effective strategies to identify and engage students experiencing disproportionate impact in their classroom

Latino and African American male students will be targeted for workshops that will encourage the development of a growth mindset and the use of student support resources. Students will be connected to results in the SMC CCSM and focus group data. The data may also be used as the topic for equity focused student research project.

In 2015-16, SMC will engage M2C3 with several modules designed around the book Teaching Men of Color. Leaders in the Center for Teaching Excellence will also continue to engage faculty peers in book club discussions. Secondly, training our vital classified staff in best practices will also be key. M2C3 will assist SMC with administering equity-specific professional development opportunities to classified staff.

F.3.D. Equity Summit, Student Equity Committee, and Informational Materials/Web Development: In order to carry out the intervention activities, regularly analyze equity focused research, develop a repository of best practices that connect to the Center for Teaching Excellence, host the Annual Equity Summit, bring in equity facilitators/speakers, and offer direct training to faculty; SMC proposes to use funds to assist with the management of these activities.

- Associate Dean of STEM Equity: 30%
- Project Manager: 50%
- Research Support and Software
- Website and Informational Material Development
- M2C3 Modules for Faculty Development
- Equity Focused Conference Training and Travel

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3A	Winter 2016-Fall 2016	\$100,000 (Faculty Stipends, Guest Speakers and Equity Facilitators)	--
F.3B	Fall 2014-Ongoing	\$55,000 (Tutor Tracking Systems and Instructional Support Math)	--
F.3C	Fall 2014-Ongoing	\$45,000 (M2C3, Equity Trainings)	--
F.3D	Winter 2015-Ongoing	\$250,000 (30% Equity Coordinator, 50% Project Manager, Faculty Leader, Web Development, Conference Trainings/Travel, Meeting Supplies/Food).	\$310,000 (District, Title III HSI-STEM, NASA MC3I)

- **Link to Goal:** Funding for the activities above are critical to creating an institutional framework that addresses the students at SMC who are experiencing the greatest barriers to success. The goals for these funded activities will be to educate and empower equity leaders at SMC who can engage their peers in courageous conversations about the underlying causes of equity gaps and best practices in addressing unconscious bias. Without taking the time to get ample training in these areas, common misconceptions could derail long term planning efforts at SMC. Secondly, equity activities and effective interventions must be shared across campus and specifically with our target students, to inform them about how this work could assist them in succeeding at SMC no matter where they are in reaching their learning goals. SMC Equity efforts must also continue to engage faculty members who form close relationships with SMC students during the semester.
- **Evaluation:** Agendas and sign-in sheets are collected at every equity-sponsored event to track the general number of faculty, students, and staff who attend. The web page development will be key in communicating progress to the college community and provide a hub for all resources created through Equity funding provided to SMC. The annual equity plan, presentations at college professional development days, and annual presentations to the Board of Trustees and governance groups at SMC will continue to serve as platforms for college wide dissemination of the results of planning efforts. The Equity Coordinator/ Faculty Lead/Project Manager/Analyst, The Director of Academic Affairs Initiatives, and Campus Leaders will be key to building a framework for long term success in reducing and eliminating equity gaps at Santa Monica College.

Summary Budget

Account Description	Detailed Description	Location	2015-16 Budget
Program Coordinator	Melanie Bocanegra	Equity	\$36,236.50
SSSP/Equity Coordinator	Delores Raveling	Equity/SSSP	\$38,010.09
Project Manger (50%)	TBD	Equity/NASA	\$41,756.00
Center Teaching Excellence *Interim Director	Edna Chavarry	Equity/Center	\$27,334.51
Counselors/Faculty Lead	Sherri Bradford	Equity	\$15,000.00
Spring/Fall Counseling	Summer Jams	Equity	\$20,000.00
Winter/Summer Counseling	First Year Experience	Equity	\$20,000.00
Faculty Stipend	Research Inquiry Groups, Reading Apprenticiship	Equity	\$100,000.00
Instructional Assistant (FT)	\$3,335 per month (Math IA)	Equity (FT)	\$38,522.00
Fringe Benefit	Admins (43000, 7500)	Main	\$85,700.00
Supplies		Equity	\$2,500.00
Research/Inquiry Group	Equity Research Special Project	Equity	\$45,000.00
Off Campus Printing		Equity	\$2,500.00
Food for Summit and Center Training		Equity	\$10,000.00
Contractual: Web and Info Dev		Equity	\$20,000.00
Field Trip: Northern CA Tour		Equity	\$15,000.00
Conference		Equity	\$60,000.00
Equity-Main			\$577,559.10

Account Description	Detailed Description	Location	2015-16 Budget
Clerical (50% Janet Tecero)		Latino Center	\$20,223.50
Counselor-Summer Hourly		Latino Center	\$5,000.00
Fringe Benefit		Latino Center	\$10,000.00
Clerical: SSAsst. Janet Tecero		AA_BC (African American Collegian)	\$20,223.50
Counselor-Summer Hourly		AA_BC (African American Collegian)	\$12,000.00
Part-time Psychologist/Social Worker	Up to 18 hours per week at \$75 per hour	AA_BC (African American Collegian)	\$12,719.00
Part-time Psychologist/Social Work-r - Summer		AA_BC (African American Collegian)	\$6,831.00
Counsel-r -Regular Hourly		AA_BC (African American Collegian)	\$15,000.00
Chemistry Bootcamp Stipends (Spring/Fall), Librarian Stipend		AA_BC (African American Collegian)	\$12,500.00
Instructional Assistant (FT)	\$3,335 per month (Edwin Cruz per e-mail from Sherry Bradford)	AA_BC (African American Collegian)	\$38,522.00
Supplies		AA_BC (African American Collegian)	\$1,500.00
Food for Graduation Ceremony		AA_BC (African American Collegian)	\$3,500.00
Fringe Benefit	Benefits (9600 Counselors, 13868 IA, 14500)	AA_BC (African American Collegian)	\$52,368.00
African American/Latino Center Programs			\$210,387.00
LMU-SMC English Faculty Research Mentors (was 1250)	50 hours at \$65/hour for two positions	AA_BC (African American Collegian)	\$6,500.00
L-U - Student Services Clerk (was 2120)	250 hours at \$18.32	AA_BC (African American Collegian)	\$4,580.00
LMU Housing	\$36 per person per	AA_BC (African	\$7,920.00

Account Description	Detailed Description	Location	2015-16 Budget
	night (double occupancy) X 10 days X 20 students and 2 LMU resident advisors	American Collegian)	
LMU: Meals for participants	Estimated \$30 per day X 10 days X 20 participants – breakfast, lunch and dinner and catering for 2 special events (\$1000 X 2)	AA_BC (African American Collegian)	\$8,000.00
L-U - Stipend for Special Guest Speakers (was 5110)	\$540 per day for one day (this includes prep time, travel, parking X 2 speakers)	AA_BC (African American Collegian)	\$1,080.00
LMU Supplies (was 4550)		AA_BC (African American Collegian)	\$1,500.00
African American/Latino Center LMU Transfer Program			\$29,580.00
Instructional Ai-e - Hrly		DSPS	\$9,500.00
Fringe Benefit		DSPS	\$3,325.00
Counsel-r - Winter 2015	DSPS Veterans Project	DSPS	\$2,500.00
Faculty Stipend	DSPS Veterans	DSPS	\$7,500.00
DSPS	Benefits	DSPS	\$3,000.00
DSPS Testing Materials	DSPS Veterans Project	DSPS	\$1,000.00
DSPS			\$26,825.00
Research Analyst	Daniel Berumen	Institutional Research	\$79,272.00
Research Analyst	Faculty: \$3417, Equity Analyst: 26,539)	Institutional Research	\$28,537.90
Supplies	Research Inquiry	Institutional Research	\$1,500.00
IR			\$109,309.90
Tutoring Coordinator 50%	Business/CSIS	Learning Center: (Ron Furyama)	\$26,455.00
CSIS/Business	Benefits (Tutoring	Tutoring Coordinator	\$9,523.00

Account Description	Detailed Description	Location	2015-16 Budget
	Coordinator)	CSIS and Business	
Learning Resources			\$35,978.00
Faculty Stipend	English Academy	English	\$25,000.00
Faculty Stipend	English Academy	English	\$75,000.00
Student Help	English Academy	English	\$7,500.00
Temp-Clerk (250 hours)	English Academy	English	\$4,580.00
Supplies	English Academy	English	\$2,500.00
On Campus Printing	English Academy	English	\$2,500.00
Food For Summer	English Academy	English	\$5,000.00
English Academy	English Academy	English	\$40,000.00
English			\$162,080.00
Non-Teaching Special Assignment Hourly	History Peer Learning	History	\$5,000.00
Non-Teaching Special Assignment Hour—y - Winter	History Peer Learning	History	\$5,000.00
Student Tutors	(5) History Peer Learning Leaders	History	\$15,000.00
Fringe Benefit		History	\$1,500.00
Supplies	History Peer Learning	History	\$1,000.00
History			\$27,500.00
Student Services Specialist	STEM Retention Specialist (50%)	STEM	\$26,178.00
Spring/Fall Chemistry Bootcamps	STEM Stipends	STEM	\$25,000.00
Winter/Summer Counseling Hourly	Hourly Counseling	STEM	\$25,000.00
Winter/Summer (Math and Chem Intervention)	STEM Stipends	STEM	\$20,000.00
Student Supplies	Chem/Math , Pearson Licenses	STEM	\$1,500.00
Food for Spring/Fall Bootcamps	Chemistry Bootcamps	STEM	\$4,000.00
Student Tutors	Embedded Tutoring (Winter/Summer),	STEM	\$35,000.00

Account Description	Detailed Description	Location	2015-16 Budget
	Bootcamp Support		
Fringe Benefit	Specialist (\$11595) Counselors (8000) Student Help (3000) Misc	STEM	\$25,750.00
STEM			\$162,428.00
Counsel-r -Regular Hourly	Fall 2016	Guardian Scholars	\$44,064.00
Part-time Psychologist/Social Worker	Guardian Scholars	Guardian Scholars	\$25,438.00
Part-time Psychologist/Social Work-r - Summer	Guardian Scholars	Guardian Scholars	\$6,831.00
Student Tutors/Mentors	Peer Mentors and Tutors	Guardian Scholars	\$5,000.00
Student Services Specialist	Guardian Scholars	Guardian Scholars	\$47,484.00
Fringe Benefit	Benefits (Counselor Veronica Garcia, SS Clerk)	Guardian Scholars	\$30,313.20
Conference		Guardian Scholars	\$1,000.00
Field Trips		Guardian Scholars	\$1,000.00
Meals		Guardian Scholars	\$4,000.00
Off Campus Printing		Guardian Scholars	\$1,000.00
Contractual-AS Sticker purchase		Guardian Scholars	\$1,000.00
Guardian Scholars			\$167,130.20
Student Services Specialist	SI SSS	Supplemental Instruction	\$47,484.00
AA1-50%	SI/STEM (Cindy Ordaz)	Supplemental Instruction	\$19,634.00
Fringe Benefit	Benefits (SSS: 17094 \$, 7069 AA1)	Supplemental Instruction	\$24,000.00
Supplemental Instruction			\$91,118.00
Counsel-r - Hourly	Veterans	Veterans	\$21,000.00
Counsel-r - Hourly Summer		Veterans	\$5,000.00

Account Description	Detailed Description	Location	2015-16 Budget
Counselor - Winter	Winter Counseling hours	Veterans	\$13,000.00
Phys/Mental Health, Hrly Regular		Veterans	\$7,500.00
Phys/Mental Health, Hrly Summer		Veterans	\$2,000.00
Phys/Mental Health, Hrly Winter	Psychologist 12 hrs/wk in winter, spring and summer	Veterans	\$5,500.00
IA	3335/Month at 9 months	Veterans	\$30,015.00
Student Services Assistant- KENNARD, MELVIN B	Veterans (\$3880/month 9-Months)	Veterans	\$34,920.00
Fringe Benefit	Benefits (Counseling: \$12000, Psychologist: \$4500, SSA and IA: \$23080)	Veterans	\$39,540.00
Veterans			\$158,475.00
Non-Teaching Release Time	Sociology Coaching	Sociology (Social Science)	\$22,000.00
Non-Teaching Special Assignments - Hrly Regular	Reassigned Time: Soc Coaching	Sociology (Social Science)	\$5,000.00
Fringe Benefit		Sociology (Social Science)	\$7,500.00
Soc Textbooks/DVDs	Sociology Coaching - Soc Textbooks/DVDs	Sociology (Social Science)	\$3,500.00
Sociology			\$38,000.00
Counselor - Regular Hourly		CalWorks	\$13,421.00
CalWorks		CalWorks	\$4,026.00
CalWorks			\$17,447.00
Grand Total Allocated Equity Budget			\$1,813,817.20
15-16 Allocated Equity Budget			\$1,903,831.00
15-16 UnAllocated Equity Budget			\$90,013.80

Summary Evaluation

SMC regularly reviews disaggregated data in the Institutional Effectiveness report and in Program Review. Data revealed in the IE and [Program Review reports](#) serves as a platform for equity focused dialogue and ultimately leads to action at the institutional (Mater Plan for Education and Institutional Learning Outcomes), departmental (Student Learning Outcomes and Unit Outcomes), and committees/programs (Student Learning Outcomes and analysis of targeted interventions). The institution-set standard in the annual Institutional Effectiveness report for “course success rate” is 64.1%. The “equity gap course success rate” institution-set standard is the difference between the highest performing group average and the lowest performing group average. In 2012-13 this equity gap was 15.5%⁶.

It’s a standard practice at the College to disaggregate learning and achievement data; however, we recognize that Santa Monica College must create a centralized platform to evaluate best practices across disciplines and programs to make measurable progress towards closing the achievement gap.

As a first step in addressing this need, SMC established an Annual Student Equity Summit beginning January 2015. The intent of the summit is to bring all of equity project facilitators together to further develop SMC’s vision for the Equity Plan and maximize the impact of student success resources on identified equity groups. Through the implementation and scaling up of the most successful strategies, SMC plans to develop a research-focused approach to closing the achievement gap.

In order to build institutional capacity, the Student Equity committee comprised of students, classified staff, faculty, and administrators will serve as the central body for driving the achievement of student equity at Santa Monica College. The charge of the committee will be to update SMC’s equity plan and provide a platform for meaningful cross-disciplinary recommendations on closing the achievement gaps throughout the college. Standard methodologies for measuring disproportionate impact at SMC will continue to be incorporated into Program Review and the Institutional Effectiveness report so that equity focused goals can be set across departments and throughout the college.

The Student Equity committee meets monthly to discuss progress and best practices of interventions. Equity reports will be collected annually and communicated via the student equity plan and shared campus wide during Professional Development Days (2 times a year). The Equity Summit, held annually will serve as an additional equity focused development day for faculty, staff, and administer training. The goal for SMC will be to form Equity Leaders that will bring best practices to every committee they serve on.

⁶ The source for these data is the 2013-14 Santa Monica College Institutional Effectiveness report. http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Reports/Institutional_Effectiveness/2014%20Institutional%20Effectiveness%20Report%20FINAL.pdf

Attachments

[Attachment A: Equity Activity Evaluation Form \(Winter 2015\)](#)

[Attachment B: Community College Survey of Men \(Fall 2015\)](#)

[Attachment C: STEM Equity: Embedded Tutoring \(Winter 2015\)](#)

[Attachment D: STEM Equity: Chemistry and Math Bootcamps \(Spring 2015\)](#)