



Santa Monica Community College District

REPORT ON 2021-2022 ANNUAL ACTION PLANS

<p>ANNUAL ACTION PLAN 4</p> <p>Reduce Equity Gaps</p> <p>Reduce racial equity gaps and increase success in English 1 (including English 1 + 28)</p>	<p>Lead Contact Person Elisa Meyer</p> <p>Responsible Area(s): Academic Affairs English Counseling Library Student Instructional Support Institutional Research Classified Professional Development Committee</p>
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<input type="checkbox"/> Completed and/or <input type="checkbox"/> Ongoing/Institutionalized	<input type="checkbox"/> Not completed <input type="checkbox"/> Substantially completed <input type="checkbox"/> Other (include reason if checked)
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YEAR END REPORT
Update presented to DPAC on March 23, 2022
[English Action Plan](#)

Please provide additional updates since the presentation to DPAC on March 23, 2022:

This iteration of the action plan’s purpose was to provide additional support to English faculty when it came to faculty professional development and growth as it related to the stated goals behind AB705 legislation and the more specific college-wide goals of closing racial equity gaps for our Black and Latinx students. Approval of the action plan didn’t occur until mid-summer of 2021, which modified the initial timeline. Likewise, covid-related circumstances furthered these adjustments.

As intended in the initial plan we were able to collect data regarding professional development through an English-specific professional development survey. In addition, we engaged in projects related to the efficacy of embedded tutoring, changes in course policy, and adjustments to grading practices. Moreover, we made use of Data Coaching 4.0 data that focused on more effective communication strategies with students as well as equitable grading.

Ultimately, the data informed adjustments to the professional development and support strategies we discussed and implemented. The specific strategies we pursued were the use of embedded tutoring and policy changes as they related to late work and attendance. In addition, we continued the discussion of reimagining grading practices. To do so, our strategy was two-fold: First, ensure

that the department participated in the critical college-wide equity training provided by Equitizing Gateway Courses by pausing the department-specific professional learning community. This was a success in that we had chair participation in the first chairs cohort as well as a fall and spring faculty cohort. Second, to support faculty who were unable to make a full-year commitment, we held a series of department workshops that focused on the following subjects:

- Critical Reading and Conversation;
- Towards More Equitable and Engaging Class Discussions;
- Reflecting on Course Policies;
- Student/Faculty Communication;
- Grading for Equity.

Overall, it was the process of inquiry and equity-focused professional development that was the focal point of this past year's action plan implementation.

Moving forward, additional inquiry will need to be conducted that includes English 1+28 student focus groups and surveys administered in on-ground, remote, and asynchronous classes, which yield information that will guide future department activities focused on closing racial equity gaps in English 1 + 28 completion. Also, the department will continue to explore the use of embedded tutors and instructional assistants as far as whether the support serves as a tool that focuses specifically on closing racial equity gaps or is more reflective of the rising tide scenario that helps all students but continues to perpetuate these gaps. Additional activities that will be explored/implemented include the following:

- Opportunities to dialogue with colleagues in department workshops and department meetings about successes and challenges supporting Black and Latinx students in English 1 + 28;
- Revision and implementation of the EGC Department Equity Plan Draft;
- Reintroduction of an iteration of the PLC that complements the EGC work since new cohort opportunities are not available;
- Inclusion of expert training to support efforts and facilitate conversations (when needed);
- Sending cohorts to conferences that further these goals.

The above was presented to DPAC in March. Since then, it has become increasingly clear that the College needs to do more when it comes to offering AB705 support. In an effort to contribute to additional statewide AB705 data collection, the English department provided data regarding AB705 support which included whether the College was offering learning communities, required tutoring, embedded tutors, and/or embedded counselors for both English 1 and English 1+28 courses. Though the findings have not been reported, the survey speaks to the wide range of support being offered to these students, most of which is not scaled-up at SMC. This was evident in the survey and discussions focusing on the second iteration of the equity plan due this November to the Chancellor's office that relates to the support for the metric that closes racial equity gaps for students completing transfer-level English 1 and Math in their first year.

To truly make the 2.0 version of this action plan a reality, there needs to be a sizable commitment to serving our AB705 students, especially Black and Latinx students, including the intersectionality of LGBTQ+, when it comes to student services and wraparound support, including financial aid, peer navigators focused on English 1+28 students, a robust Student Equity Center, and basic needs support. Without this deeper-level commitment and race-conscious-driven change, the gaps will continue in English 1+28 and beyond.

2021-2022 Budget Information

Allocated: \$142,896 (ongoing)

Funding Source: Unrestricted Fund

Expended: \$14,849.40*

Balance Left: TBD

*The total includes stipends paid to faculty for workshop participation. However, it does not include the cost of reassigned time used for 1+28 faculty support when it comes to additional one-on-one faculty interventions and backfill of teaching ours using part-time faculty. I will update as soon as possible.

DPAC RECOMMENDATION:

DATE:

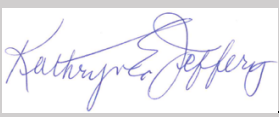


Santa Monica Community College District

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

<p>ACTION PLAN 4</p> <p>Reduce Equity Gaps</p> <p>Reduce racial equity gaps and increase success in English 1 (including English 1 + 28)</p>	<p>Lead Contact Person Department Chair, English (Elisa Meyer)</p> <p>Responsible Area(s): Academic Affairs English Counseling Library Student Instructional Support Institutional Research Classified Professional Development Committee</p>
<p>Map to 2017-2022 Strategic Initiatives</p>	
<ul style="list-style-type: none"> ■ Close gaps in educational outcomes <input type="checkbox"/> Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability 	
<p>Map to Institutional Planning Documents</p>	
<ul style="list-style-type: none"> ■ Board of Trustees Goals and Priorities #1 ■ Academic Senate Objectives #1 <input type="checkbox"/> Program Review Observations ■ Institutional Effectiveness Dashboard Report ■ Student Equity Plan Activities¹ #2, 4 ■ Guided Pathways Redesign Goals² #4, 8 	<ul style="list-style-type: none"> <input type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard # _____ 2. Quality Focus Essay ■ Institutional Learning Outcomes Supporting Goals³ #2, 5 ■ CCC Chancellor’s Office Vision for Success⁴ #2, 3 <input type="checkbox"/> Other (specify):
<ul style="list-style-type: none"> • Conduct qualitative research with English faculty (SPRING 2021) <ul style="list-style-type: none"> ○ Determine targeted professional development (SUMMER 2021) ○ Provide training and support for instructors in teaching strategies shown to improve learning and successful course completion rates for Black and Latinx students. (FALL 2021) • Conduct qualitative research with students to gain deep understanding of effective practices and barriers faced by Black and Latinx students in completing English 1 and identify the AB 705 support necessary to close racial equity gaps. (SPRING 2021): <ul style="list-style-type: none"> ○ Determine effectiveness of and make recommendations regarding support programs including: <ul style="list-style-type: none"> • instructional assistants • embedded tutors • embedded counselors • embedded librarian • additional hours at the WHTC • Smarthinking online tutoring • basic needs support • technological support 	

<ul style="list-style-type: none"> • Develop and implement “English 1 + 28-specific training” for Peer Navigators and Student Care Team members to better support students to successful completion of transfer-level English. (SUMMER 2021) • Utilize English 1 and English 1 + 28 Professional Learning Communities (PLC) (2021-2022) <ul style="list-style-type: none"> ○ assess and improve course content, material, and teaching practices to better serve Black and Latinx students. ○ collect, organize, and share equity best practices to infuse such practices into the culture of the department.
<p>Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college’s goal of eliminating equity gaps.</p> <p>Reducing the racial equity gap in English 1 will significantly reduce the overall college racial equity gap. Transfer-level English sets the stage for a student’s academic success. The result would be:</p> <ol style="list-style-type: none"> 1) the college would have in place more research-based practices and supports to address the academic needs of Black and Latinx students, increase successful course completion, and create a sense of belonging on campus; and 2) as more English faculty engage in equity-focused professional development directly tied classroom best practices, their pedagogy and curriculum will elicit improved academic outcomes for Black and Latinx students.
<p>Describe what data, if any, will be requested of Institutional Research to conduct an assessment of the action plan.</p>

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