

SEA Annual Report

Status:

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01/16/2025 09:11 AM PST

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01/16/2025 08:55 AM PST

Expenditures

Year 1 Expenditures

2023-24 Allocation

\$9,735,824

Expenditure Type	Year 1 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$2,658,076	27.3%
2000 - Non-Instructional Salaries	\$1,059,027	10.88%
3000 - Employee Benefits	\$1,104,052	11.34%
4000 - Supplies and Materials	\$1,664	0.02%
5000 - Other Operating Expenses and Services	\$512,986	5.27%
6000 - Capital Outlay	\$0	0%
7000 - Other Outgo	\$0	0%
Total Expenditures	\$5,335,805	54.81%
Year 2 Forecast	\$4,400,019	45.19%
Total	\$9,735,824	
Remaining Allocation	\$0	0%

Category Spending

Category Spending

2023-25 Allocation Amount

\$9,735,824

Activity Category	Percent	Amount
Counseling	46%	\$4,478,479
Professional development	9%	\$876,224
Tutoring	0%	\$0
Orientation/Welcome activities	1%	\$97,358
Emergency Aid for Students (AB943)	0%	\$0
Embedded Tutoring	4%	\$389,433
Sub-Totals	100%	\$9,735,824
Uncategorized	0%	\$0
Total	100%	\$9,735,824

Activity Category	Percent	Amount
First Year experience	0%	\$0
Basic needs support (food, transportation, housing)	0%	\$0
Other (Specify)	40%	\$3,894,330
Sub-Totals	100%	\$9,735,824
Uncategorized	0%	\$0
Total	100%	\$9,735,824

Other Spending *

"Other" captures faculty stipends for curriculum, redesign, software, and research efforts.

Metrics & Outcomes

Successful Enrollment

Black or African American

Action Steps (from your Plan)

1. Further inquiry is required to understand the needs of our black students. If we are truly wanting to be intentional in supporting our black students on this campus, then we must hear from the black student community directly in the form of surveys and focus groups. The black student community will include prospective students as they enter the enrollment funnel as well as capturing them on the other end after completing one term. Additionally, we would need to be intentional about surveying students that have stopped out at any point in their journey.
2. As stated in the Ideal Structures section, taking the recommendation of transformative professional development and laying out the roadmap to execute the ideal "Northstar" journey. Identifying the leaders to implement this professional development as a broad priority and securing support from senior leadership to implement this goal throughout campus initiatives – such as Flex Day requirements – and embedded this in the overall campus equity goals. Require mandatory trainings and professional development as part of full-time and part-time faculty assignments, as well as requiring this ask of all classified staff and managers.
3. As addressed in the Friction Points section, the allocation of funding and resources has created a disproportion in enrollment to achieve racial equity. As a college we need to be critical of our funding structures and ensure that initiatives that are addressing the needs of our black students are being supported. The current funding structure has remained the same for years and an examination direct impact, if any, to our equity initiatives is necessary. In order to see equity gaps close for black SMC students, a total reexamination of funding resources is necessary by creating a body of key stakeholders that ensures measurement and completion of initiatives.

Target Outcomes

1-year outcome:

Improve by 3.4% over the baseline to 32.2%

2-year outcome:

Improve by 6.8% over the baseline to 35.6%

3-year outcome:

Improve by 10.2% over the baseline to 39.0%

Target Outcome Status

In Progress/Continuing

Describe the Status of Target Outcomes *

Enrollment has improved by 2% since the baseline year of 2020-21.

Note: These updates may be incomplete given the recent appointment of the Dean of Equity, Pathways, & Inclusion in Fall 2024. The college is addressing a comprehensive approach to tracking progress and is exploring an advisory model to ensure consistent tracking.

SMC is still producing an equity gap for this population. The College has concentrated primarily on inquiry, aiming to identify and address the root causes of equity gaps in Successful Enrollment for Black/African American students. In Spring 2023, the Outreach Office, in collaboration with Institutional Research, conducted a survey of prospective high school students who identified as Black or African American. The survey aimed to understand their perceptions of higher education broadly and Santa Monica College specifically. Insights from this research informed the development of Discover SMC, a new initiative launched in Spring 2024. This one-day program provides high school students with a glimpse into their first-year college experience while helping them explore college majors and career pathways.

The 2024-2025 cohort of the data coaching program—a year-long, cohort-based professional development initiative focused on identifying and analyzing equity gaps and conducting inquiry to uncover their underlying causes—includes practitioners from the Outreach & Recruitment and Marketing departments. This team is collaborating to design an intervention aimed at shifting high school counselors' beliefs and perceptions regarding Black/African American students' ability to succeed in college. Their efforts also emphasize positioning community colleges, particularly Santa Monica College, as a viable and valuable higher education pathway for these students.

In Fall 2024, the Marketing Department engaged Goodwin Simon Strategic Research, to conduct focus groups with current, past, and prospective students to explore factors influencing college enrollment decisions. While the study does not exclusively focus on the experiences of Black/African American students, it is expected to provide valuable insights that will help identify additional areas to address equity gaps for this population.

Additionally, the college uses SEA funds for the Pico Partnership. This partnership provides outreach, counseling services, and case management to 58 Black/Latinx, first-generation college students from the surrounding neighborhood.

Completed Transfer-Level Math & English

Black or African American

Action Steps (from your Plan)

MATH

- Course Outline of Record
 - Inform dept. & have more colleagues be knowledgeable about the curriculum committee process, guiding documents & rules for the COR
 - Align math values to be student centered & teach students how to reduce math anxiety

- Adapt info. on AB 705 & adopt AB 1705 into CORs.
- Instructional
 - ID & support faculty that have the skill & the motivation to teach support courses, interest in an active learning environments and in editing an OER to create an affordable course for students.
 - Hiring practices highlight & prioritize specific teaching qualifications & teaching experience.
 - Require faculty to partially allocate flex hours towards current research on learning theories relevant to math & culturally relevant content
- Stronger partnership w/ tutoring & student svcs.
 - Better communication about the svcs., along w/ a better process of implementing inquiry to action. Currently, we collect a lot of data, info., & develop ideas but they are not put into practice.
 - Creating partnerships w/ tutoring & student svcs. that allows for collaboration that is student focused, & holistic. This would allow faculty to know about svcs. but also how to best utilize svcs.. Also, a proper adaptation of summer, winter, non-credit intervention programs that will help students gain academic & college success skills.
 - Adding funding to utilize svcs. & for students materials.

English

Cultural Change

- PD focused on understanding learning needs & environments that prioritize best teaching practices.
- Faculty should be given Flex Hours that are specific toward equity PD, along w/ an alignment of the budget that allow faculty to gain salary step/group salary & allows them to attain smaller classroom-size in xfer level courses for them to prioritize BSP.
 - PD for all groups that focus on minoritized groups (tied to salary step/group salary OR class-room size)
 - Prioritize equity-focused efforts
 - PD created specifically for part-time/adjunct faculty who make up the bulk of the dept. & have more facetime w/ students in ENGL 1/1+28 but less time/opportunities to get involved in on-going PD. Mentorship/collaboration between full & part time faculty to increase collegiality & overall buy-in to equity efforts.
- Alignment of Budget & Procedures help support program & dept. to create sustainable changes, but also allocation is given based on success of practices being student focused & student centered.
 - Hiring tied to focusing on student-needs & representation, along w/ dept. mission, vision, & success in closing equity gaps
 - Funding for depts., including reviews & faculty allocation, need to be given an equity focused evaluation & funding needs should be distributed based on equity focus & equity progress.
 - Communication about who is the current student population on opening/flex day
 - Institutional revision of mission & vision to include equity centered language & create cohesive language w/in dept. missions & vision.

English - Course Outline of Records

- Current course outline needs to be reimagined to fit the current student population w/ incorporating the bylaws of AB-705 & AB-1705.
- Re-writing pedagogy, course content & course design that support student engagement for BSP
- Create an equity-based framework that can be used for COR revision & creation of new courses & create workgroups & timeline the focus on revision.
 - Workgroups should include both staff & faculty, specifically associated & part-time faculty & instructional support, who collaborate across disciplines & teach xfer-level courses.

- Revise the Eng-1 xfer-level rubric to be more inclusive & supportive of BSP.

English - Focus on Wrap-Around svcs.

- Integrate both w/in & outside of the classrooms, along w/ training for faculty on how to utilize svcs. to best be presented & promoted to BSP.
 - Best integrated in Campus-Wide Flex days
 - Service should include Basic Needs & Student Service to support holistic approach to students need.
- Partnership w/ tutoring svcs. & student svcs. that focuses on the communication of svcs. offered to students, along w/ equity training for those faculty, staff, & students. svcs. can be those w/in the classroom (Embedded Tutoring, Supplemental Instructions, Instructional Assistants, Counselors), outside of the classroom (Tutoring Labs & Special Programs), & interventions (Summer-Bridge, READY SET Go, Winter Bridge, & Non-Credit Skilled Based Courses).
- Tutoring svcs. are given funding to expand svcs. to students, as well as are provided training on equity to make sure BSP are served. Base availability & svcs. on needs of the students. Consider expanding weekend hours, online tutoring & late weekday hours (could work w/ non-credit to collect apportionment).
 - Implementing designed intervention program, like Ready SET GO, to be used in summer; along w/ designing & implementing winter intervention programs & non-credit options for students to develop math & college success skills.

Target Outcomes

1-year outcome:

Improve by 7.8% over the baseline to 16%

2-year outcome:

Improve by 15.6% over the baseline to 23.8%

3-year outcome:

Improve by 23.4% over the baseline to 31.6%

Target Outcome Status

In Progress/Continuing

Describe the Status of Target Outcomes *

Black/African American students' transfer-level Math & English completion has decreased by 1%, from 8% in the baseline year (2020-2021) to 7% in the most recent year report (2022-2023).

Note: These updates may be incomplete given the recent appointment of the Dean of Equity, Pathways, & Inclusion in Fall 2024. The college is addressing a comprehensive approach to tracking progress and is exploring an advisory model to ensure consistent tracking.

The college is still producing an equity gap for this population. However, some intersectional initiatives have launched including the **Area of Interest-based Student Success Teams (SSTs)** and offering strategic support for courses that enroll high numbers of Black/African American and Latine/x students.

Area of Interest-based Student Success Teams (SSTs) are meant to foster the engagement of and sense of belonging among Black and Latinx students while employing proactive, anti-racist, culturally responsive practices. Student Success Teams provide a high-touch, authentically caring, and personable cohort-based experience for first time in college Black and Latinx students by employing and leveraging proven equity practices aimed at improving first-year student success and term-to-term persistence.

Additional strategic support- Strategic embedded counseling in English courses designed to bring academic counseling to targeted DI populations. While this intervention has been successful increasing student access to counselors, and thus address challenges that our Black and Latinx students experience in seeking help, this initiative is not designed to address more targeted race-conscious efforts originally written in the SEA plan.

Specifically for English, the department has taken an active approach to address supports through targeted Professional Development, including: Communication about who is our student population is highlighted during Department Flex Day, including disaggregated data by race, and at the beginning of professional development workshops. Workshops on a variety of topics that focus on practices that center students and increasing retention and success. English partnered with Counseling to embed counselors in ENGL 1+28 and some ENGL 1(s). In addition, we have embedded tutors in some of these courses. There is an identified need for additional embedded tutoring for these targeted courses.

Hispanic or Latino

Action Steps (from your Plan)

MATH

Course Outline of Record

- Inform dept. & have more colleagues be knowledgeable about the curriculum committee process, guiding documents & rules for the COR
 - Align math values to be student-centered & teach students how to reduce math anxiety
 - Adapt info. on AB 705 & adopt AB 1705 into CORs.

Instructional

- ID & support faculty that have the skill & the motivation to teach support courses, interest in active learning environments, and in editing an OER to create an affordable course for students.
- Hiring practices highlight & prioritize specific teaching qualifications & teaching experience
- Require faculty to partially allocate flex hours towards current research on learning theories relevant to math & culturally relevant content

Partnership w/ tutoring & student svcs.

- Better communication about the svcs., along w/ a better process of implementing inquiry to action. Currently, we collect a lot of data, info., & develop ideas but they are not put into practice.
- Creating partnerships w/ tutoring & student svcs. that allows for collaboration that is student-focused, & holistic. This would allow faculty to know about svcs. but also how to best utilize svcs.. Also, a proper adaptation of summer, winter, & non-credit intervention programs to help students gain academic & college success skills.
- Adding funding to utilize svcs. & for students' materials.

ENGLISH

Cultural Change

- PD focused on understanding learning needs & environments that prioritize best teaching practices.
- Faculty should be given Flex Hours that are specific toward equity PD, along w/ an alignment of the budget that allows faculty to gain salary step/group salary & allows them to attain smaller classroom sizes in xfer level courses for them to prioritize LS.
- PD for all groups that focus on minoritized groups (tied to salary step/group salary OR classroom size)
- Prioritize equity-focused efforts

- PD created specifically for part-time/adjunct faculty who make up the bulk of the dept. & have more facetime w/ students in ENGL 1/1+28 but less time/opportunities to get involved in ongoing PD. Mentorship/collaboration between full & part-time faculty to increase collegiality & overall buy-in to equity efforts.
- Alignment of Budget & Procedures helps support program & dept. to create sustainable changes, but also allocation is given based on the success of practices being student-focused & student-centered.
- Hiring tied to focusing on student needs & representation, along w/ dept. mission, vision, & success in closing equity gaps
- Funding for dept.s, including reviews & faculty allocation, need to be given an equity-focused evaluation & funding needs should be distributed based on equity focus & equity progress.
- Communication about who is the current student population on opening /flex day
- Institutional revision of mission & vision to include equity-centered language & create cohesive language w/in dept.s missions & vision.

English - Course Outline of Records

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- Workgroups should include both staff & faculty, specifically associated & part-time faculty & instructional support, who collaborate across disciplines & teach xfer-level courses.
- Revise the Eng-1 xfer-level rubric to be more inclusive & supportive of LS.

English - Focus on Wrap-Around svcs.

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- Implementing designed intervention programs, like Ready SET GO, to be used in summer; along w/ designing & implementing winter intervention programs & non-credit options for students to develop math & college success skills.

Target Outcomes

1-year outcome:

Improve by 5.6% over the baseline to 20.5%

2-year outcome:

Improve by 11.2% over the baseline to 26.1%

3-year outcome:

Improve by 16.7% over the baseline to 31.6%

Target Outcome Status

In Progress/Continuing

Describe the Status of Target Outcomes *

Latine/x students' transfer-level Math & English completion has decreased by 2%, from 15% in the baseline year (2020-2021) to 13% in the most recent year report (2022-2023).

Note: These updates may be incomplete given the recent appointment of the Dean of Equity, Pathways, & Inclusion in Fall 2024. The college is addressing a comprehensive approach to tracking progress and is exploring an advisory model to ensure consistent tracking.

The college is still producing an equity gap for this population. However, some intersectional initiatives have launched including the Area of Interest-based Student Success Teams (SSTs) and offering strategic support for courses that enroll high numbers of Black/African American and Latine/x students.

Area of Interest-based Student Success Teams (SSTs) are meant to foster the engagement of and sense of belonging among Black and Latinx students while employing proactive, anti-racist, culturally responsive practices. Student Success Teams provide a high-touch, authentically caring, and personable cohort-based experience for first time in college Black and Latinx students by employing and leveraging proven equity practices aimed at improving first-year student success and term-to-term persistence.

Additional strategic support- Strategic embedded counseling in English courses designed to bring academic counseling to targeted DI populations. While this intervention has been successful increasing student access to counselors, and thus address challenges that our Black and Latinx students experience in seeking help, this initiative is not designed to address more targeted race-conscious efforts originally written in the SEA plan.

Specifically for English, the department has taken an active approach to address supports through targeted Professional Development, including: Communication about who is our student population is highlighted during Department Flex Day, including disaggregated data by race, and at the beginning of professional development workshops. Workshops on a variety of topics that focus on practices that center students and increasing retention and success. English partnered with Counseling to embed counselors in ENGL 1+28 and some ENGL 1(s). In addition, we have embedded tutors in some of these courses. There is an identified need for additional embedded tutoring for these targeted courses.

Persistence: First Primary Term to Secondary Term

Black or African American

Action Steps (from your Plan)

Inquiry

- ***The College needs a Resource Allocation - Equity Working Group.***

The College should commission a working group to explore what Black students need to have a sense of belonging & agency at SMC. Black students at SMC experience microaggressions & other forms of racism on campus in & outside the classroom, which create barriers & serve as an impediment to persistence. An "Equity Working Group" can investigate anti-Black racism & bias at SMC & determine what students feel is missing from the current College infrastructure to transform how we identify & implement supports needed for persistence for Black students.

Culture & Conditions

- ***Faculty & staff should be cross trained out of our current “siloed” culture.***

SMC's current culture is to relegate the responsibility of persistence for Black students to our special programs, i.e., Black Collegians. Our special programs are solely expected to support our Black & other racially minoritized students, yet our student support programs are understaffed & underfunded. There is a disconnect between the different sectors of the college (counseling, faculty, & student services). Therefore, the College should provide resource allocations for ongoing training to cross train all faculty & staff to be equipped with the knowledge, skills, & tools to effectively engage the social-emotional, academic, & basic needs of our Black students. Essentially embracing a “whole student” approach. This all hands-on deck “whole student” approach can shift the culture of the College by dismantling the root causes that leave Black students feeling disengaged, & ultimately leading to drop out. Thereby, providing a sense of accountability among all sectors of the College for term-to-term persistence for Black students.

Innovation

- ***The College needs to equitize the hiring & onboarding process.***

The College should revisit how we screen faculty candidates & student facing staff regarding their work experience with BIPOC (and more narrowly focused) Black students. The hiring process at the College is flawed & the outcome of the current candidate selection process perpetuates a system where the curriculum, academic support programs, & subsequent allocation of resources to support Black students hinders persistence. This systemic & structural failure in the initial screening of candidates sustains a toxic culture of status quo “right fight” person, that does not serve the persistence of Black students at SMC. Black students need to see themselves reflected & represented in the faculty & personnel that serve them. When the College does not intentionally recruit faculty that have a proven track record of success with Black students specifically, they do not feel comfortable asking for help & sharing challenges. The end result leads to Black students leaving the College in search of institutions that have Black faculty & staff of color.

Target Outcomes

1-year outcome:

Improve by 4.5% over the baseline to 71.1%

2-year outcome:

Improve by 9% over the baseline to 75.6%

3-year outcome:

Improve by 13.5% over the baseline to 80.1%

Target Outcome Status

In Progress/Continuing

Describe the Status of Target Outcomes *

Black/African American students' first to second term persistence has decreased by 3%, from 65% in the baseline year (2019-2020) to 62% in the most recent year report (2021-2022).

Note: These updates may be incomplete given the recent appointment of the Dean of Equity, Pathways, & Inclusion in Fall 2024. The college is addressing a comprehensive approach to tracking progress and is exploring an advisory model to ensure consistent tracking.

The college is still producing an equity gap for this population. However, concerted efforts and investments have been made to support our Black/African American students by creating a targeted allocation of resources, to be administered through our Black Collegian program, including: 1. Funding a dedicated Mental Health Therapist to serve Black Collegians and Adelante; 2. Funded student and employee attendance for two conferences, Umoja and A2MEND; These conferences are intended to support the sense of belonging and excellence in higher education and helps to

supports student retention; 3. Funds a dedicated counseling and mentorship program, which centers Men of Color; and 4. Funds additional student supports including book vouchers, food for weekly engagements, graduation sashes, and an HBCU workshop.

In order to address the outstanding inquiry strategy, the college has committed to exploring campus racial climate through the NACCC College Survey in Spring 2025.

AoI-Based Student Success Teams offer our first-time in college (FTIC) Black and Latinx/e Students engagement and a sense of belonging. Assessment of this initiative is planned for Spring 2025.

To address the need for a shared responsibility around closing equity gaps, and hosting professional development across the institution, in 2022 the college opened the EpiCenter, Equity-minded Professional Innovation Center. The center is a professional development hub that serves all employee groups. The vision is to build community and capacity among all employee groups to make SMC a place where everyone belongs and realizes their potential. The center is made possible by a uniquely collaborative model where faculty, classified employees and managers all have lead roles in facilitating professional development opportunities. All groups focus on building equity-mindedness in opportunities designed specifically for their constituencies, and they come together across the institution when appropriate.

Hispanic or Latino

Action Steps (from your Plan)

Inquiry:

Conduct a Gap Analysis

Conducting a Gap Analysis among key stakeholders (Faculty, staff, and students) to determine the cultural, institutional (organizational), motivational, and knowledge gaps related to achieving our persistence goals. Conducting this type of inquiry would allow the institution to ascertain, on a larger scale, where we have gaps in key areas from the perspective of multiple stakeholders, and at the conclusion of the inquiry, suggest possible solutions based on the gathered data.

Culture and Conditions:

Faculty and staff should be cross trained out of our current “siloe” culture.

SMC’s current culture is to relegate the responsibility of persistence for Latinx students to our special programs, i.e., the Latino Center. Our special programs are solely expected to support our Latinx and other racially minoritized students, yet our student support programs are understaffed and underfunded. There is a disconnect between the different sectors of the college (counseling, faculty, and student services). Therefore, the College should provide resource allocations for ongoing training to cross train all faculty and staff to be equipped with the knowledge, skills, and tools to effectively engage the social-emotional, academic, and basic needs of our Black students. Essentially embracing a “whole student” approach. This all hands-on deck “whole student” approach can shift the culture of the College by dismantling the root causes that leave Latinx students feeling disengaged, and ultimately leading to drop out.

Thereby, providing a sense of accountability among all sectors of the College for term-to-term persistence for Latinx students.

New innovation/design:

A “Mi Familia” Summer Bridge component.

The College providing proactive support means supporting Latinx students and their family unit. SMC needs to embrace a wrap-around model that involves the family unit as a partner to build community and trust. A “Mi Familia” Summer Bridge component would accomplish the task of full cultural engagement of our DI Latinx student population while incorporating family involvement. By taking a “family centered” approach, the College can provide the essential tools necessary for Latinx students to have the supports needed on and off campus. Latinx students and family members can have questions answered and receive support in a way that is culturally responsive and non-threatening.

Target Outcomes

1-year outcome:

Improve by 2.2% over the baseline to 75.6%

2-year outcome:

Improve by 4.5% over the baseline to 77.9%

3-year outcome:

Improve by 6.7% over the baseline to 80.1%

Target Outcome Status

In Progress/Continuing

Describe the Status of Target Outcomes *

Latine/x students' first to second term persistence has decreased by 3%, from 73% in the baseline year (2019-2020) to 70% in the most recent year report (2021-2022).

Note: These updates may be incomplete given the recent appointment of the Dean of Equity, Pathways, & Inclusion in Fall 2024. The college is addressing a comprehensive approach to tracking progress and is exploring an advisory model to ensure consistent tracking.

The college is still producing an equity gap for this population. However, concerted efforts and investments have been made to support joint efforts with Black/African American and Latine/x students given the co-located Black Collegians and Adelante, including: 1. Funding a dedicated Mental Health Therapist to serve Black Collegians and Adelante; 2. Funds a dedicated counseling and mentorship program, which centers Men of Color.

In order to address the outstanding inquiry strategy, the college has committed to exploring campus racial climate through the NACCC College Survey in Spring 2025.

To address the need for a shared responsibility around closing equity gaps, and hosting professional development across the institution, in 2022 the college opened the EpiCenter, Equity-minded Professional Innovation Center. The center is a professional development hub that serves all employee groups. The vision is to build community and capacity among all employee groups to make SMC a place where everyone belongs and realizes their potential. The center is made possible by a uniquely collaborative model where faculty, classified employees and managers all have lead roles in facilitating professional development opportunities. All groups focus on building equity-mindedness in opportunities designed specifically for their constituencies, and they come together across the institution when appropriate.

Transfer

Black or African American

Action Steps (from your Plan)

1. Engage in equity focused inquiry to drive campus-wide discussions and decisions
 - a. Develop and launch an equity-minded study to assess and evaluate how current practices, policies, and culture contributes to equity gaps in transfer outcomes for Black students.
 - b. Engage Black students in a series of focus groups to better understand their experiences navigating transfer resources and processes and to identify challenges and meaningful supports.
2. Establish and support collaborative networks to cultivate and promote equity-minded community building
 - a. Develop cohort -based training to support faculty and counselors in addressing gaps in knowledge and skills.
 - b. Use the expertise of faculty who have experience with equity-based training /programming to develop curriculum that centers racism and addresses attitudes and beliefs which does not promote the success of Black students

Target Outcomes

1-year outcome:

Improve by 7.8% over the baseline to 29.1%

2-year outcome:

Improve by 15.6% over the baseline to 36.9%

3-year outcome:

Improve by 23.5% over the baseline to 44.8%

Target Outcome Status

In Progress/Continuing

Describe the Status of Target Outcomes *

Black/African American students' transfer rate has decreased by 1%, from 25% in the baseline year (2016-2017) to 24% in the most recent year report (2018-2019).

Note: These updates may be incomplete given the recent appointment of the Dean of Equity, Pathways, & Inclusion in Fall 2024. The college is addressing a comprehensive approach to tracking progress and is exploring an advisory model to ensure consistent tracking.

The college is still producing an equity gap for this population. Two notable initiatives that are funded through SEA include the Scholars Program, which is partially funded, and the MOCAN program which is funded through SEA.

Scholars Program- The Scholars Program is a distinctive academic community within the larger Santa Monica College campus. This Program aims to prepare students, particularly freshman, first-generation, students from underserved schools and communities, and non-traditional students for transfer to the colleges and universities of their choice. With additional SEA funding, the program grew from 840 students to 1018 between Fall 2022 and Fall 2023. Counseling contacts grew from 5513 to 6125; degree completers grew from 340 to 502 (7% of TOTAL SMC completers); 38% of our Fall 2023 class were 1st generation / 32% Latin/x / 3.5% Black / 39% non-traditional (20+ years old) / 44% were 25+ years old / 55% were low income.

MOCAN- The Men of Color Action Network (MOCAN) is a community-based program that aims to empower and support men of color, including staff, teachers, and students, by providing professional development, academic guidance, and mentorship. To boost student achievement, build relationships within the SMC community, and improve general well-being, MOCAN offers a network of events, services, and support programs. To increase retention, graduation, and transfer rates among men of color and give them a supporting path to achieving their academic and professional objectives, MOCAN focuses on cultural representation, mentorship, and engagement opportunities. Four MOCAN Counselors provide intrusive counseling through a case management style of support where counselors focus on smaller cohorts of students.

Hispanic or Latino

Action Steps (from your Plan)

1. Engage in equity focused inquiry to drive campus-wide discussions & decisions.
 - a. Develop & launch an equity-minded study to assess & evaluate how current practices, policies, & culture contributes to equity gaps in xfer outcomes for Latinx students.
 - b. Develop a series of focus groups for Latinx students w/ a goal of xfer to better understand challenges experienced & support needed that is currently not understood by the institution.
2. Establish & support collaborative networks to cultivate & promote equity-minded community building –
 - a. Develop cohort -based training to support fac. & counselors in addressing gaps in knowledge & skills in working w/ Latinx students.
 - b. Use the expertise of fac. who have experience w/ equity-based training/programming to support fac. in developing and/or redesigning curriculum that centers anti-racism & addresses attitudes to promote the success of Latinx students.
3. Create an FYE-style program that focuses on exposing Latinx students to xfer majors & institutions.
 - a. Link Counseling 20 - Student Success Seminar w/ an introductory course w/in a discipline to expose students to xfer majors. The two classes, the basis of a learning community, will require fac. to implement the courses using a race-conscious & culturally responsive lens.
 - b. Provide training to counselors & fac. to partner in coaching Latinx students & how to utilize “warm handoffs” to colleagues who have access to resources that impact the xfer success of Latinx students.
 - c. Create familia (or cultural communities) w/in the classroom for Latinx students to connect to peers, feel a sense of belonging on campus, & build self-efficacy & agency.
 - d. Plan xfer events on campus that introduce Latinx students to academic resources/programming & staff of color at 4-year universities, thus creating an extended social network for students.

Target Outcomes

1-year outcome:

Improve by 7.1% over the baseline to 30.5%

2-year outcome:

Improve by 14.3% over the baseline to 37.7%

3-year outcome:

Improve by 21.4% over the baseline to 44.8%

Target Outcome Status

In Progress/Continuing

Describe the Status of Target Outcomes *

Latine/x students' transfer rate has increased by 2%, from 24% in the baseline year (2016-2017) to 2% in the most recent year report (2018-2019).

Note: These updates may be incomplete given the recent appointment of the Dean of Equity, Pathways, & Inclusion in Fall 2024. The college is addressing a comprehensive approach to tracking progress and is exploring an advisory model to ensure consistent tracking.

The college is producing an increase in transfer rates for this population. Two notable initiatives that are funded through SEA include the Scholars Program, which is partially funded, and the MOCAN program which is funded through SEA.

Scholars Program- The Scholars Program is a distinctive academic community within the larger Santa Monica College campus. This Program aims to prepare students, particularly freshman, first-generation, students from underserved schools and communities, and non-traditional students for transfer to the colleges and universities of their choice. With additional SEA funding, the program grew from 840 students to 1018 between Fall 2022 and Fall 2023. Counseling contacts grew from 5513 to 6125; degree completers grew from 340 to 502 (7% of TOTAL SMC completers); 38% of our Fall 2023 class were 1st generation / 32% Latin/x / 3.5% Black / 39% non-traditional (20+ years old) / 44% were 25+ years old / 55% were low income.

MOCAN- The Men of Color Action Network (MOCAN) is a community-based program that aims to empower and support men of color, including staff, teachers, and students, by providing professional development, academic guidance, and mentorship. To boost student achievement, build relationships within the SMC community, and improve general well-being, MOCAN offers a network of events, services, and support programs. To increase retention, graduation, and transfer rates among men of color and give them a supporting path to achieving their academic and professional objectives, MOCAN focuses on cultural representation, mentorship, and engagement opportunities. Four MOCAN Counselors provide intrusive counseling through a case management style of support where counselors focus on smaller cohorts of students.

Completion

Black or African American

Action Steps (from your Plan)

Area of inquiry: We would like to explore and ask about the experiences of our Black/African American students who transfer without degree/certificate completion. We are curious to understand their perceptions of value of degree/certificate and what factors led to their completion/incompletion. We plan on doing this through a qualitative approach by collecting students' stories/journeys. In addition, we want to examine how we are creating or addressing the touchpoints in a student's educational journey to better support their experience to completion.

Furthermore, we want to address faculty/staff knowledge & skills by developing a space for faculty/staff to participate in learning communities. To establish these communities, we need active support from our senior administration and campus leaders to shift campus culture and climate where employees feel safe to learn how to effectively foster and support learning of Black/African American students. Learning communities will allow faculty and staff to work together to create seamless experiences, authentic, meaningful, transformative learning communities for students beyond linked classes and warm handoffs and referrals.

Finally, the campus needs to address the racialized trauma, microaggressions, and triggers that continue to be unacknowledged and not addressed. These issues prevent our campus communities from moving forward in our work and ultimately hinder our ability to be open minded in how we serve our Black/African American students. A focus on healing – research about trauma-informed practices; community building, addressing racial climate and moving away from a culture focused on reducing liability.

Target Outcomes

1-year outcome:

Improve by 7.4% over the baseline to 12.8%

2-year outcome:

Improve by 14.8% over the baseline to 20.2%

3-year outcome:

Improve by 22.3% over the baseline to 27.7%

Target Outcome Status

In Progress/Continuing

Describe the Status of Target Outcomes *

Black/African American students completion rate has increased by 5%, from 5% in the baseline year (2017-2018) to 10% in the most recent year report (2018-2019).

Note: These updates may be incomplete given the recent appointment of the Dean of Equity, Pathways, & Inclusion in Fall 2024.

While success has been made at the institutional level, there is additional work ahead. Some of the investments that have been made toward this goal include: 1. EGC- Equitizing Gateway Courses (EGC) is a professional development opportunity designed to cultivate and deepen equity-centered pedagogical practices. This initiative is in its fourth cohort, and has served 347 faculty to date; 2. MOCAN- The Men of Color Action Network (MOCAN) is a community-based program that aims to empower and support men of color, including staff, teachers, and students, by providing professional development, academic guidance, and mentorship; 3. Student Equity Center- The newly opened center provides a safe space for students. The team provides leadership and ongoing support for ten campus community celebrations including Heritage, History, or Pride celebrations throughout the year, and five affinity graduation celebrations in spring. Additionally, they lead Safe Zone trainings and in partnership with campus leads, they plan and advocate for policy changes that support the removal of institutional barriers; 4. Non-Credit Counseling- With additional support from SEA, non-credit counseling allowed students access to approximately 24 CE certificates offered, as opposed to 2-3 certificates 6 years ago. Counseling contacts went from 1858 in 2021 to 2413 in 2023, then increased to 3727 in 2023-24; student headcount went from 586 in 2017 to 1153 in 2023 (even accounting for the dip in 2020 due to COVID and needing to bring DE to NC for the very first time); NC certificate completers increased from 143 to 392 between 2022 and 2024 due to completions counseling; and 5. To address the need for a shared responsibility around closing equity gaps, and hosting professional development across the institution, in 2022 the college opened the EpiCenter, Equity-minded Professional Innovation Center. The center is a professional development hub that serves all employee groups.

Hispanic or Latino

Action Steps (from your Plan)

Area of inquiry: We would like to explore and ask about the experiences of our Latinx students who transfer without degree/certificate completion. We are curious to understand their perceptions of value of degree/certificate and what factors led to their completion/incompletion. We plan on doing this through a qualitative approach by collecting students' stories/journeys. In addition, we want to examine how we are creating or addressing the touchpoints in a student's educational journey to better support their experience to completion.

Furthermore, we want to address faculty/staff knowledge & skills by developing a space for faculty/staff to participate in learning communities. To establish these communities, we need active support from our senior administration and campus leaders to shift campus culture and climate where employees feel safe to learn how to effectively foster and support learning of Latinx students. Learning communities will allow faculty and staff to work together to create seamless experiences, authentic, meaningful, transformative learning communities for students beyond linked classes and warm handoffs and referrals.

Finally, the campus needs to address the racialized trauma, microaggressions, and triggers that continue to be unacknowledged and not addressed. These issues prevent our campus communities from moving forward in our work and ultimately hinder our ability to be open minded in how we serve our Latinx students. A focus on healing – research about trauma-informed practices; community building, addressing racial climate and moving away from a culture focused on reducing liability.

Target Outcomes**1-year outcome:**

Improve by 5.7% over the baseline to 16.3%

2-year outcome:

Improve by 11.4% over the baseline to 22%

3-year outcome:

Improve by 17.1% over the baseline to 27.7%

Target Outcome Status

In Progress/Continuing

Describe the Status of Target Outcomes *

Latine/x students' completion rate has increased by 2%, from 11% in the baseline year (2017-2018) to 13% in the most recent year report (2018-2019).

Note: These updates may be incomplete given the recent appointment of the Dean of Equity, Pathways, & Inclusion in Fall 2024. The college is addressing a comprehensive approach to tracking progress and is exploring an advisory model to ensure consistent tracking.

While success has been made at the institutional level, there is additional work ahead. Some of the investments that have been made toward this goal include: 1. EGC- Equitizing Gateway Courses (EGC) is a professional development opportunity designed to cultivate and deepen equity-centered pedagogical practices. This initiative is in its fourth cohort, and has served 347 faculty to date; 2. MOCAN- The Men of Color Action Network (MOCAN) is a community-based program that aims to empower and support men of color, including staff, teachers, and students, by providing professional development, academic guidance, and mentorship; 3. Student Equity Center- The newly opened center provides a safe space for students. The team provides leadership and ongoing support for ten campus community celebrations including Heritage, History, or Pride celebrations throughout the year, and five affinity graduation celebrations in spring. Additionally, they lead Safe Zone trainings and in partnership with campus leads, they plan and advocate for policy changes that support the removal of institutional barriers; 4. Non-Credit Counseling- With additional support from SEA, non-credit counseling allowed students access to approximately 24 CE certificates offered, as opposed to 2-3 certificates 6 years ago. Counseling contacts went from 1858 in 2021 to 2413 in 2023, then increased to 3727 in 2023-24; student headcount went from 586 in 2017 to 1153 in 2023 (even accounting for the dip in 2020 due to COVID and needing to bring DE to NC for the very first time); NC certificate completers increased from 143 to 392 between 2022 and 2024 due to completions counseling; and 5. To address the need for a shared responsibility around closing equity gaps, and hosting professional development across the institution, in 2022 the college opened the EpiCenter, Equity-minded Professional Innovation Center. The center is a professional development hub that serves all employee groups.

Success Story (optional)**Story Title ***

EpiCenter - SMC Equity Minded

Responsible Person

Orosz, Abigail (orosz_abigail@smc.edu)

Success Story *

Historical Context- While the college officially launched the EpiCenter in 2022, its current success reflects a long journey of evolution and dedication. The EpiCenter began as The Center for Teaching Excellence (The Center), which was an Academic Affairs initiative primarily focused on faculty professional development. Recognizing the growing institutional commitment to equity and the professional development needs of all employees, the college utilized an IEPI grant to reimagine The Center and develop a comprehensive plan for its transformation into the EpiCenter under the guidance of the newly established Division of Equity, Pathways, and Inclusion. With its initial launch in 2022, accompanied by an expanded and redesigned physical space, the EpiCenter opened its doors with a renewed purpose. Achieving its current level of success required substantial effort. Over the past two years, the EpiCenter hired two full-time employees (a coordinator and an administrative professional) and established an advisory structure, which includes two representatives from each key stakeholder group: faculty, classified staff, and management. This historical evolution has laid the foundation for the EpiCenter's early achievements. Notable accomplishments from the past year include articulating its overarching vision and aligning its efforts with institutional planning processes, further solidifying its role as a central hub for professional development.

Vision- The Vision for the EpiCenter is to build community and capacity among all employee groups to make SMC a place where everyone belongs and realizes their potential.

Why the name- The EpiCenter is Santa Monica College's Equity-minded Professional Innovation Center and the Professional Development hub for all employees. It is named for its dynamic role as a force with transformative effects that radiate outward. By advancing our professional skills, we not only enrich ourselves but also create a ripple effect that positively impacts our entire community.

Advisory Structure- Noting the various stakeholder needs, and the importance of a participatory governance, the EpiCenter boasts a strong advisory model comprised of campus leaders from across stakeholder groups including faculty, classified staff, and management staff. Along with the two full-time staff, the advisory leads serve as the voice of their stakeholder group and inform, plan, and execute professional development for the campus community. The center itself, reports to the Vice President of Human Resources, and benefits from braided funding from various funding sources, including SEA. Staff- Abigail Orosz Professional Development Coordinator, Hannah Mock Administrative Assistant

EpiCenter leads from each employee group- Faculty: Lea Hald and Jessica Krug; Classified: Amanda de la Torre and Erin O'Neill; and Managers: Silvana Carrion and Kiersten Elliott

Institutional Planning/Alignment- Drawing from Institutional Initiatives and their relevance, the EpiCenter focuses on Professional Development recommendations from the following institutional plans, including:

Student Equity Plan 2.0- Inquiry Phase Summary Report

Goal: Foster innovative, equity-minded, and sustained professional development opportunities for all employee groups. These efforts will specifically address and align with the strengths, needs, and aspirations of Black and Latinx students, ensuring their success and well-being are prioritized.

Redesign (Guided Pathways)

Goal: Professional Development: Engage all faculty, staff, and administrators in ongoing, strategic, and equity-minded professional development to reinforce SMC's commitment to student-centered, data-driven practices.

Additionally, drawing on input from an equity audit, conducted by the Hotep Consultant Group, the EpiCenter included the following feedback to draw connections between institutional plans and spotlighted opportunities for growth.

Feedback: 1) Develop Comprehensive Employee Learning Pathways: Create structured learning opportunities to support professional growth and equity-focused competencies across all employee groups; 2) Strengthen Manager and Administrator Training: Provide targeted training and coaching for managers and administrators with formal responsibilities for leading equity initiatives; and 3) Launch Cohorted Professional Learning Series: Develop a cohorted professional learning series featuring external experts to deepen engagement with innovative practices and equity frameworks.

Outcomes *

2024 Data

Type of Engagement	Stakeholder	Number of Engagement	Participation #	Notes
Cultural Humility & Leadership	Managers	5 Sessions	30	
Retreats	Managers	2 Days	205	
Faculty Forums	Faculty	4 Sessions	122 total	
Classified Professional Equity Certification	Classified	10 CPEC Sessions, and 10 Drop-In Coaching Sessions	27 each CPEC session	Of the 27, 8 will lead train-trainer sessions Sp 2025
Beyond Safe Zone	All	3 Sessions	60 total	
Classified Trainer Differential	Classified	4 Sessions facilitated	4	
Campus wide Professional Development Days	All	2 Days		54 Breakout sessions
Total PD Workshops (excluding Professional Development Days)		115	1718	

Additional engagements include a monthly newsletter and monthly themed learning lounge events.

Check out the website for more information- <https://admin.smc.edu/epicenter/>

Challenges (optional)

Description of Challenge *

The EpiCenter, in its current iteration, is a newly established center and has been defining its overall role in serving the professional development needs of the campus community, as a whole and also centering student equity. Currently, various campus committees independently plan professional development opportunities tailored to their respective stakeholder groups (faculty, classified, management), including two focused institutional committees PDC and CPDC. While the EpiCenter coordinates campus-wide professional development efforts, this decentralized approach presents both challenges and opportunities, particularly in clarifying and strengthening the relationships between these committees and the EpiCenter. Establishing a cohesive and collaborative framework will be essential to effectively align professional development initiatives and ensure they address the diverse needs of the entire campus. An additional challenge is the limitation in autonomy of managing a budget, that directly links institutional goals and funding, where broader needs may be identified. This challenge can sometimes delay the ability to respond swiftly and decisively. Addressing these delays is important for fostering trust with our constituent groups.

Categories

- Professional development

Responsible Person

Orosz, Abigail (orosz_abigail@smc.edu)



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