

SEA Annual Report

Status:

Contacts

Project Lead Contact**Llanet Martin Ph.D.**

Dean of Equity, Pathways, and Inclusion

martin_llanet01@smc.edu**Chief Instructional Officer****Jason Beardsley**

Vice President, Academic Affairs

beardsley_jason@smc.edu

(310) 434-8054

Chief Student Services Officer**Teresita Rodriguez M.B.A.**

Vice President of Enrollment Development

rodriguez_teresita@smc.edu

(310) 434-4774

Academic Senate President**Vicenta Arrizon**

Academic Senate President

arrizon_vicenta@smc.edu**Alternate Project Lead Contact****Dr. Hannah Lawler**

Dean, Institutional Research

lawler_hannah@smc.edu

(310) 434-3472

Alternate Project Lead Contact**Rebecca Yilma**

Accountant

yilma_rebecca@smc.edu

(310) 434-8171

Guided Pathways Coordinator/Lead**Kristin Lui Martinez**lui-martinez_kristin@smc.edu

(310) 434-8822

Guided Pathways Coordinator/Lead

Jessie Garcia
garcia_jessie@smc.edu

Approvers

Chancellor/President

Kathryn Jeffery
Superintendent/President
jeffery_kathryn@smc.edu
(310) 434-4200

Approved by Kathryn Jeffery

01/12/2026 12:01 PM PST

Chief Business Officer

Christopher Bonvenuto
Vice President of Business and Administration
bonvenuto_chris@smc.edu
(310) 434-4508

Approved by Christopher Bonvenuto

12/18/2025 02:49 PM PST

Expenditures

Year 1 Expenditures

2024-25 Allocation

\$9,735,824

Expenditure Type	Year 1 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$3,740,520	38.42%
2000 - Non-Instructional Salaries	\$1,958,931	20.12%
3000 - Employee Benefits	\$1,914,735	19.67%
4000 - Supplies and Materials	\$9,225	0.09%
5000 - Other Operating Expenses and Services	\$751,825	7.72%
6000 - Capital Outlay	\$0	0%
7000 - Other Outgo	\$0	0%
Total Expenditures	\$8,375,236	86.02%
Year 2 Forecast	\$1,360,588	13.98%
Total	\$9,735,824	
Remaining Allocation	\$0	0%

Category Spending

Category Spending

2024-26 Allocation Amount

\$9,735,824

Activity Category	Percent	Amount
Counseling	57%	\$5,549,420
Professional development	2%	\$194,716
Tutoring	0%	\$0
Orientation/Welcome activities	2%	\$194,716
Emergency Aid for Students (AB943)	0%	\$0
Embedded Tutoring	7%	\$681,508
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)	32%	\$3,115,464
Sub-Totals	100%	\$9,735,824
Uncategorized	0%	\$0
Total	100%	\$9,735,824

Other Spending *

Other= Curricular development, Matriculation efforts, Operational management and support, Software

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 *

The enrollment rate has improved by 2.8% for Black/African American students over the last four-year period. While this group continues to experience the largest equity gap for this metric (PPG-1 value of -2.1 in 2023-2024), concerted district effort has been invested to conduct inquiry on better understanding the factors contributing to the gaps for this population. The SEA program funded the eight cohort of the 2024-2025 Data Coaching Program, a professional development, cohort-based program which engaged practitioners from the Outreach and Marketing departments to disaggregate enrollment data and examine the factors contributing to equity gaps for Black students. As the cohort reviewed the data and reflected on existing practices, their inquiry led to a qualitative study of high school counselors, whose insights affirmed the critical importance of trust, representations, and culturally affirming outreach in how Black students evaluate whether a college is right for them. The sensemaking process made clear that outreach and marketing strategies must not only convey information, but reflect care, community, representation, and that Black students belong at SMC. Nine themes emerged from the interview study, which can be found [here](#). These insights directly informed the development of three strategies aimed at closing equity gaps in successful enrollment for Black students 1) Develop marketing centered on Black student success at SMC; 2) Develop strategic partnerships with Black Collegians and identify affirming programs to position them as cultural ambassadors in the college's outreach and onboarding pipeline; and 3) Collaborate with institutional stakeholders to examine and address the root causes of low enrollment rates among Asian students.

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 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. 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 1.5%, from 8.1% in the baseline year (2020-2021) to 6.6% in the most recently reported year (2023-2024). However, the College continues to produce a gap for this metric for our Black student population (PPG-1 value of -9.6 for 2023-2024).

A promising program launched in Fall 2023 is the **Embedded Counseling Initiative (ECI)**, which places counselors directly into English and math classrooms to provide proactive, personalized support. The current model includes three classroom visits, a student needs assessment, individualized follow-up, and priority access to counseling, with counselors working closely with faculty to connect students to key resources. Early evaluation results show small gains to resource awareness: a 17-point increase in students knowing where to go for support, a 30-point increase in awareness of SMC resources, and a 20-point increase in students feeling prepared to complete their goals. With numerous organizational changes including new leadership and reorganization, ECI is being assessed in relation to all counseling and student services in order to take lessons learned and reimagine intentional support for our Black and Latine students.

To better support Black and Latine students, the College is exploring a reimagining of ECI and all promising practices to be more culturally responsive and relationship-centered. The redesign shifts from information-sharing to building meaningful, identity-affirming relationships between students, counselors, faculty, and peers navigators, an approach shown to improve belonging, confidence, and academic persistence for racially minoritized students. These enhancements, funded through SEA, aim to strengthen community, foster trust, and increase completion of transfer-level English and math.

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

- Current course outline needs to be reimaged 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 LS
- Create an equity-based framework that can be used for COR revision & the creation of new courses & create workgroups & timelines that 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 LS.

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 LS.
- Best integrated in Campus-Wide Flex days
- Service should include Basic Needs & Student Service to support a holistic approach to students' needs.
- 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 providing training on equity to make sure LS are served. Base availability & svcs. on the needs of the students. Consider expanding weekend hours, online tutoring & late weekday hours (could work w/ non-credit to collect apportionment).
- 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 decreased by 1.9%, from 14.6% in the baseline year (2020-2021) to 12.7% in the most recently reported year (2023-2024). However, the College continues to produce a gap for this metric for our Latine student population (PPG-1 value of -4.4 for 2023-2024).

The college continues to invest in professional development for faculty and staff to increase intentional redesign of supports both inside and outside the classroom. In addition the English Department is working to reimagine English 28 course to center and affirm Black and Latine student identities, literacies, and lived experiences.

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 subsequent term persistence rate has increased by 1.1%, from 65.4% in the baseline year (2019-2020) to 66.5% in the most recently reported year (2022-2023). While we have not met our goal of improving the persistence rate of Black students to 80.1%, we are no longer producing an equity gap for this population, as the PPG-1 value for 2022-2023 is +3.5%.

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 d” 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 students' first to subsequent term persistence rate has decreased by 1.8%, from 72.8% in the baseline year (2019-2020) to 71.0% in the most recently reported year (2022-2023). While we have not met our goal of improving the persistence rate of Latine students to 80.1%, we are no longer producing an equity gap for this population, as the PPG-1 value for 2022-2023 is +12.0%.

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 increased by 5.5%, from 25.0% in the baseline year (2016-2017) to 30.5% in the most recently reported year (2019-2020). While we have not met our goal of improving the transfer rate of Black students to 44.8%, we are no longer producing an equity gap for this population, as the PPG-1 value for 2019-2020 is +9.4%.

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 students' transfer rate has increased by 3.1%, from 21.3% in the baseline year (2016-2017) to 24.4% in the most recently reported year (2019-2020). While we have not met our goal of improving the transfer rate of Latine students to 44.8%, we are no longer producing an equity gap for this population, as the PPG-1 value for 2019-2020 is +4.1%.

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' vision goal completion rate has increased by 6.0%, from 5.3% in the baseline year (2017-2018) to 11.3% in the most recently reported year (2020-2021). However, the College continues to produce a gap for this metric for our Black student population (PPG-1 value of -8.0 for 2020-2021).

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 students' vision goal completion rate has increased by 2.6%, from 10.7% in the baseline year (2017-2018) to 13.3% in the most recently reported year (2020-2021). However, the College continues to produce a gap for this metric for our Latine student population (PPG-1 value of -9.5 for 2020-2021).

Success Story (optional)

Story Title

Not Entered

Responsible Person

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Challenges (optional)

Description of Challenge

Not Entered

Categories

Not Entered

Responsible Person

Not Entered



California
Community
Colleges



2026 © California Community Colleges

NOVA Site Version: [9.4.2](#)