



# MINUTES

SANTA MONICA COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
REGULAR MEETING

TUESDAY, AUGUST 6, 2019

Santa Monica College  
1900 Pico Boulevard  
Santa Monica, California

Board Room (Business Building Room 117)

The complete minutes may be accessed on the  
Santa Monica College website:  
<http://www.smc.edu/admin/trustees/meetings/>

BOARD OF TRUSTEES	REGULAR MEETING
SANTA MONICA COMMUNITY COLLEGE DISTRICT	August 6, 2019

## MINUTES

A meeting of the Board of Trustees of the Santa Monica Community College District was held in the Santa Monica College Board Room (Business Building Room 117), 1900 Pico Boulevard, Santa Monica, California, on Tuesday, August 6, 2019.

### I. ORGANIZATIONAL FUNCTIONS

- CALL TO ORDER – 5:31 p.m.  
 Dr. Margaret Quiñones-Perez, Chair – Excused Absence  
 Dr. Nancy Greenstein, Vice-Chair - Present  
 Dr. Susan Aminoff - Present  
 Dr. Louise Jaffe - Present  
 Rob Rader – Excused Absence  
 Dr. Sion Roy - Present  
 Barry A. Snell - Present  
 Brooke Harrington, Student Trustee – Present (for public session)

- PUBLIC COMMENTS ON CLOSED SESSION ITEMS - None

### II. CLOSED SESSION - 5:32 p.m.

CONFERENCE WITH LABOR NEGOTIATORS (Government Code Section 54957.6)

Agency designated representatives: Sherri Lee-Lewis, Vice-President, Human Resources  
 Robert Myers, Campus Counsel

Employee Organization: CSEA Chapter #36

CONFERENCE WITH LABOR NEGOTIATORS (Government Code Section 54957.6)

Agency designated representatives: Sherri Lee-Lewis, Vice-President, Human Resources  
 Robert Myers, Campus Counsel

Employee Organization: SMC Faculty Association

EMPLOYEE APPOINTMENT/DISCIPLINE/DISMISSAL/RELEASE (Government Code Section 54957)

### III. PUBLIC SESSION - ORGANIZATIONAL FUNCTIONS – 7:01 p.m.

- PLEDGE OF ALLEGIANCE – Tom Peters
- CLOSED SESSION REPORT - None
- REVISIONS/SUPPLEMENTAL STAFF REPORTS: A two-thirds vote of the members present is required to include revisions and/or supplemental staff reports in the agenda as submitted. These are items received after posting of the agenda and require action before the next regular meeting. (Government Code Section 54954.b.2)

MOTION MADE BY: Susan Aminoff  
 SECONDED BY: Louise Jaffe  
 STUDENT ADVISORY: Aye  
 AYES: 5  
 NOES: 0  
 ABSENT: 2 (Quiñones-Perez, Rader)

IV. SUPERINTENDENT'S REPORT

V. PUBLIC COMMENTS - None

VI. ACADEMIC SENATE REPORT

VII. REPORTS FROM DPAC CONSTITUENCIES

- Associated Students
- CSEA
- Faculty Association
- Management Association

VIII. CONSENT AGENDA

Approval of Minutes

- #1 Approval of Minutes: July 2, 2019 (Regular Meeting)  
July 30, 2019 (Special Meeting)

Academic and Student Affairs

- #2 College and Career Access Pathways Dual Enrollment Partnership Agreement – Course Offerings for 2019-2022

Contracts and Consultants

- #3-A Approval of Contracts and Consultants  
*(Greater than the amount specified in Public Contract Code Section 20651)*
  - Amendments to Previously Approved Contracts
  - New Contracts
- #3-B Ratification of Contracts and Consultants  
*(Less than the amount specified in Public Contract Code Section 20651)*
  - New Contracts Submitted for Ratification
  - Renewal of Contracts and Consultants Submitted for Ratification
  - Renewal of Contracts for KCRW

Human Resources

- #4 Academic Personnel  
#5 Classified Personnel – Regular  
#6 Classified Personnel – Limited Duration  
#7 Classified Personnel – Non Merit

Facilities and Fiscal

- #8 Facilities
  - A Change Order No. 21– Student Services Building
  - B Project Close Out – Heat Pump Replacement, Math Complex
  - C Project Close Out – Central Plant Bypass Project
  - D Amendment to Agreement for Architect Services – Temporary Village Project
  - E Resolution for Emergency Repairs – Main Campus Pipeline
  - F Award of Contract for Emergency Repairs
  - G Amendment to Contract for Emergency Repairs
  - H Pre-Qualified General Contractors for the Replacement Math and Science Extension Building Project
  - I Pool Payments Under Joint Use Facilities Agreement

- #9 Budget Transfers
- #10 Acceptance of Grants and Budget Augmentation
- #11 Commercial Warrant Register
- #12 Payroll Warrant Register
- #13 Auxiliary Payments and Purchase Orders
- #14 Reissue of Auxiliary Warrant
- #15 Providers for Community and Contract Education
- #16 Organizational Memberships
- #17 Authorization of Signatures to Approve Invoices, 2019-2020
- #18 Purchasing
  - A Award of Purchase Orders
  - B Award of Contract – Broad Stage Seating
  - C 2019-2020 Annual Contracts and Consulting
  - D On-Call Architectural/Engineering Professional Services for Various Scheduled Maintenance Projects Under \$2 Million

**IX. CONSENT AGENDA – Pulled Recommendations - None**

**X. MAJOR ITEMS OF BUSINESS**

- 19 Information: SMC Student Equity Plan
- #20 Supporting Funding for Implementation of Broad Stage Five-Year Strategic Plan
- #21 Adoption of Education Protection Account Expenditure Plan
- #22 Appointment to Citizens’ Bond Oversight Committee

**XI. INFORMATION**

- 23 Citizens’ Bond Oversight Committee Meeting, July 17, 2019

**XII. BOARD COMMENTS AND REQUESTS**

**XIII. ADJOURNMENT**

The next regular meeting of the Santa Monica Community College District Board of Trustees will be held on Tuesday, September 3, 2019 at 7 p.m. (5:30 p.m. if there is a closed session) in the Santa Monica College Board Room and Conference Center, Business Building Room 117, 1900 Pico Boulevard, Santa Monica, California.

APPENDIX A      SMC Student Equity Plan Executive Summary

BOARD OF TRUSTEES	SUPERINTENDENT'S REPORT
SANTA MONICA COMMUNITY COLLEGE DISTRICT	August 6, 2019

IV. SUPERINTENDENT'S REPORT

- **Broad Fest – September 1, 2019**: This is a free community festival held at the Broad each year to kick off the season with a celebration of music, theater, art, dance and community engagement. This year, the plaza between the three buildings will be used to introduce people to the Broad Stage. The event will be preceded by an invitation-only brunch with City officials.
- **iParq**, the new parking control system using license plate recognition, has been activated on schedule and on budget. Sales are on-line and in person. So far, 1,300 permits have been purchased, totaling over \$90,000. A reminder will be sent later in August. The implementation team was commended for its combined efforts in getting the system operational.
- **Fall 2019**
  - 
  - **Enrollment Update**: Enrollment is finally starting to stabilize with enrollment for Fall 2019 slightly ahead of Fall 2018. Enrollment of non-resident (primarily F-1 students) continues to decline. A complete report will be prepared for the Board of Trustees.
  - **SMC Promise**: The first cohort of SMC Promise students began in Fall 2018 and grew to 1,881 students, including 29 who started in Spring 2019, representing 316 high schools. The total allocation for 2018-2019 was \$1,040,845, with an additional \$1,000,000 of SMC's allocation for Student Equity and Achievement Program that was set aside to augment the program.

In July 2019, the Chancellor's Office released guidelines for College Promise programs that changed the interpretation moving forward. The first major issue is the requirement that students enroll full-time (12 units or more) including during intersessions to be covered by these funds. It is impossible to take 12 or more units during an intersession, so this new information changes the eligibility pool and discourages acceleration through intersessions. This has been shared with the Chancellor's Office and advocacy work is in motion for changing this. The second issue is the loss of eligibility for students who drop below 12 units. The new guidelines state that a student dropping all coursework, or dropping below full-time causes the student to lose eligibility going forward. This interpretation would mean that less than 50 percent of SMC Promise students in Fall 2018 would have been eligible to continue in Spring 2019. Adjustments will be made for the 2019-2020 cohort. It is clear that more frequent communication and interventions will be required to help more students stay in status.

Second Year Promise: SMC was allocated \$1,686,953.50 for 2019-2020. Second year fees can only be paid for students who were first-time students the year before and who were full-time for all primary terms of the prior year. The first cohort produced 486 students who meet the second-year criteria, and an additional 141 students who did not participate in the first-year program have been identified as meeting the qualifications.

For 2019-2020, 3,748 students have been identified to be eligible. 3,516 have accepted the offer, and of those 2,400 have met all of the qualifications. That number will continue to grow.

A program has been developed to support the SMC Promise students to help them to make the transition. Next week, a transition seminar will be held and 300 students have signed up. This activity will provide the opportunity for students to meet with other students, professors, learn about tutoring, financial aid and other support programs. In addition, a Promise Student Club will be created so the Promise students will be able to interact with each other.

- Pre-enrollment Activities: July 20, 2019. This is the fifth year of the Black Collegians Program offering a one-day summer bridge for first-time freshman. This year, 40 student participants will learn about financial aid, career services, interact with Black Collegians club officers, and take a tour of the Student Services Center. The Enrollment sprint was held on the same day in the Welcome Center in the new Student Services Building where 217 students checked in, 148 enrolled and of those, 76 students received financial aid and enrolled.
- Opening (Flex) Day – August 22, 2019: Faculty 8 a.m. to 2 p.m., Classified 8 a.m. to 3:15 p.m. The theme: Working together to help students succeed.
- VIP Welcome Day – August 23, 2019: A full day of activities is planned for students and families, including the opening ceremony, morning workshops, lunch (the In-N-Out burger truck), and special receptions following lunch. The Resource Fair will be 8 a.m. to 1 p.m.

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	August 6, 2019

**VIII. CONSENT AGENDA**

Any recommendation pulled from the Consent Agenda will be held and discussed in Section VIII, Consent Agenda – Pulled Recommendations

**RECOMMENDATION:**

The Board of Trustees take the action requested on Consent Agenda Recommendations #1-#17.

Recommendations pulled for separate action and discussed in Section VIII, Consent Agenda – Pulled Recommendations:           None

MOTION MADE BY: Susan Aminoff  
 SECONDED BY: Barry Snell  
 STUDENT ADVISORY: Aye  
 AYES: 5  
 NOES: 0  
 ABSENT: 2 (Quiñones-Perez, Rader)

**IX. CONSENT AGENDA – Pulled Recommendations** - None

**RECOMMENDATION NO. 1      APPROVAL OF MINUTES**

Approval of the minutes of the following meetings of the Santa Monica Community College District Board of Trustees:

- July 2, 2019 (Regular Board of Trustees Meeting)
- July 30, 2019 (Special Board of Trustees Meeting/Closed Session)

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	July 2, 2019

CONSENT AGENDA: CONTRACTS AND CONSULTANTS

**RECOMMENDATION NO. 2**      **COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) DUAL ENROLLMENT PARTNERSHIP AGREEMENTS – COURSE OFFERINGS FOR 2019-2022**

The College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreements were originally approved by the Board of Trustees in Fall 2016. The new CCAP agreements for 2019-2022 for the Santa Monica/Malibu Unified School District, Beverly Hills School District and Palisades Charter High School are available at the following link:

[http://www.smc.edu/ACG/Documents/Board%20of%20Trustees%20Meetings/Board\\_of\\_Trustees\\_Meetings/2019/CCAP%20Partnership%20Agreement.pdf](http://www.smc.edu/ACG/Documents/Board%20of%20Trustees%20Meetings/Board_of_Trustees_Meetings/2019/CCAP%20Partnership%20Agreement.pdf)

Comment:      The CCAP agreements are approved by the Board every three years. The Board of Trustees was officially notified of the agreements at the July meeting prior to voting on them at the August meeting. The course offerings are provided every year for information.

CONSENT AGENDA: CONTRACTS AND CONSULTANTS**RECOMMENDATION NO. 3-A APPROVAL OF CONTRACTS AND CONSULTANTS**

The following contracts are greater than the amount specified in Public Contract Code Section 20651, and are presented to the Board of Trustees for approval.

➤ NEW CONTRACTS

Provider/Contract	Term/Amount	Service	Funding Source
A The Regents of the University of California Sub-contractual Agreement with UCLA	October 1, 2019- September 30, 2020  \$304,455	<p>The purpose of this cooperative project is to increase the number of community college students, particularly students traditionally underrepresented in STEM, who transfer to a baccalaureate program in a STEM discipline. University of California at Los Angeles shall serve as the District's cooperative partner to develop and deliver the awarded U.S. Department of Education HSI STEM and Articulation Cooperative Grant.</p> <p>Grant Specific Activities: Coordinate efforts with SMC personnel to develop and deliver summer activities for students enrolled in the Science and Research Initiative, including:</p> <ol style="list-style-type: none"> <li>Provide staff/faculty to assist with the SMC STEM Orientation, and STEM Skills workshops</li> <li>Develop and implement the 10 week Undergraduate Research Program for 22 SMC students.</li> <li>Identify UCLA STEM faculty leads to meet with SMC STEM faculty to review efficacy of STEM pathways from SMC to UCLA, and mentor SMC Summer Research Students</li> <li>Participate in professional development activities as appropriate;</li> <li>Attend SMC STEM instructional and counseling team monthly meetings and biannual retreats.</li> <li>Regularly attend STEM Counseling 12 "STEM Career Counseling", Counseling 15 "Job Search Strategies" and Science 10 courses.</li> <li>Develop a Spring SMC SRI transfer bridge program.</li> <li>Work closely with SMC and UCLA faculty to create an honors course for SMC transfer students at UCLA.</li> </ol>	Title III HIS-STEM

*Requested by: Melanie Bocanegra, Associate Dean, STEM/Equity Programs*

*Approved by: Jennifer Merlic, Vice-President, Academic Affairs*

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	August 6, 2019

CONSENT AGENDA: CONTRACTS AND CONSULTANTS

**RECOMMENDATION NO. 3A APPROVAL OF CONTRACTS AND CONSULTANTS** *(continued)*

Provider/Contract	Term/Amount	Service	Funding Source
B Kirkpatrick Enterprises (KEI), Inc (CCETPC Preferred ETP Training Vendor)	August 15, 2019- June 30, 2020  \$122,200	<p>Employer Training (ETP)</p> <p>KEI, Inc. will provide specialized training to ETP (Employer Training Panel) clients (employers). Classes in Manufacturing Skills, LEAN, Six Sigma, Continuous Improvement (including software and systems), Quality Control, and Business Skills are approved categories of training for ETP contractors. Scope of work and class learning outlines are outlined in the ETP contract, and adhered to by KEI, Inc.</p> <p><u>Description of the ETP Contract with the State of California</u></p> <p>Santa Monica College's ETP contract with the State of California, is a component of the Workforce Contract Education providing customized professional development and training platforms to employees of local businesses, directly impacting our Economic Development objective as an institution. This objective supports our region's priority industries and businesses, such that our students have a vibrant local economy and job market to enter into.</p> <p>Santa Monica College enters into service contracts with "ETP service and training providers" that have been recognized by California State's ETP Panel, and/or vetted and referred by fellow Community College's that are members of the ETP Multiple Employer Collaborative.</p>	ETP (Employment Training Panel) California State Contract

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	August 6, 2019

CONSENT AGENDA: CONTRACTS AND CONSULTANTS

**RECOMMENDATION NO. 3-A APPROVAL OF CONTRACTS AND CONSULTANTS** *(continued)*

Provider/Contract	Term/Amount	Service	Funding Source
C Austin-Corp (CCETPC Preferred ETP Training Vendor)	August 15, 2019- June 30, 2020 \$125,000	<p>Employer training (ETP)</p> <p>Austin-Corp will provide specialized training to ETP (Employer Training Panel) clients (employers). Classes in Manufacturing Skills, LEAN, Six Sigma, Continuous Improvement (including software and systems), Quality Control, and Business Skills are approved categories of training for ETP contractors. Scope of work and class learning outlines are outlined in the ETP contract, and adhered to by Austin-Corp.</p> <p><u>Description of the ETP Contract with the State of California</u></p> <p>Santa Monica College's ETP contract with the State of California, is a component of the Workforce Contract Education providing customized professional development and training platforms to employees of local businesses, directly impacting our Economic Development objective as an institution. This objective supports our region's priority industries and businesses, such that our students have a vibrant local economy and job market to enter into.</p> <p>Santa Monica College enters into service contracts with "ETP service and training providers" that have been recognized by CA State's ETP Panel, and/or vetted and referred by fellow Community College's that are members of the ETP Multiple Employer Collaborative.</p>	ETP (Employment Training Panel) California State Contract

B and C

*Requested by: Patricia G. Ramos, Dean, Workforce & Economic Development*

*Approved by: Jennifer Merlic, Vice-President, Academic Affairs*

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	August 6, 2019

CONSENT AGENDA: CONTRACTS AND CONSULTANTS

**RECOMMENDATION NO. 3-B RATIFICATION OF CONTRACTS AND CONSULTANTS**

The following contracts are less than the amount specified in Public Contract Code Section 20651, have been entered into by the Superintendent/President and are presented to the Board of Trustees for ratification.

*Authorization: Board Policy Section 6340, Bids and Contracts*

*Approved by Board of Trustees: 9/8/2008; revised 12/4/2018*

*Reference Education Code Sections 71028, 81641 et seq, 81655, 81656; Public Contract Code Sections 201650 et seq, and 10115*

➤ NEW CONTRACTS AND CONSULTANTS SUBMITTED FOR RATIFICATION (1-7)

	Provider/Contract	Term/Amount	Service	Funding Source
1	(1) Ms. Marlene Ruiz	(1) and (2) September 2019 through July 2020. 40 hours per week	Ms. Marlene Ruiz and Ms. Jennifer Bulger will serve as full-time Post Graduate Interns to assist the Center for Wellness & Wellbeing staff in working with individual students, conducting group workshops, and providing training and consultation to faculty and staff. Ms. Ruiz graduated with a master's degree in counseling psychology program from Loyola Marymount University, and Ms. Bulger graduated with a doctoral degree in clinical psychology from the Chicago School of Professional Psychology, Los Angeles.	Center for Wellness & Wellbeing (100%)
	(2) Ms. Jennifer Bulger	Not to exceed \$30,000 each		
	(3) Ms. Jem Powell	(3) September 2019 through July 2020. 20 hours per week.  Not to exceed \$15,000		
<i>Requested by: Brenda Benson, Senior Administrative Dean, Counseling, Retention and Student Wellness</i> <i>Approved by: Mike Tuitasi, Vice-President, Student Affairs</i>				

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	August 6, 2019

CONSENT AGENDA: CONTRACTS AND CONSULTANTS

**RECOMMENDATION NO. 3-B RATIFICATION OF CONTRACTS AND CONSULTANTS** *(continued)*

Provider/Contract	Term/Amount	Service	Funding Source
2 George Reyes	August 7 through December 31, 2019  \$19,000 plus a not to exceed amount of \$2,750 in reimbursable expenses	<p>The scope of work will include:</p> <ul style="list-style-type: none"> <li>Assess the current palette of plant materials, trees and turf/ground cover within the District to identify whether any of the materials should be considered for removal or replacement.</li> <li>Review the current and legacy Grounds organizational and service delivery models.</li> <li>Review Student Services Building landscape to assess required landscape workload, tasks and frequencies and/or any special needs.</li> <li>Examination of the process for assuming landscape duties for newly constructed or newly acquired buildings.</li> <li>Research history of original plant selection; assessment of current palette of plant materials, trees, and turf/ground cover to identify whether any materials should be considered for removal or replacement.</li> </ul> <p>A full report including project overview, summary of findings, and recommendations regarding resources, organizational model, practices, procedures, equipment and plant materials/trees within District campuses.</p>	General Fund

*Requested by: Devin Starnes, Director, Facilities Management/Operations*  
*Approved by: Elaine Polachek, Interim Executive Vice-President*

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	August 6, 2019

CONSENT AGENDA: CONTRACTS AND CONSULTANTS

**RECOMMENDATION NO. 3-B RATIFICATION OF CONTRACTS AND CONSULTANTS** *(continued)*

Provider/Contract	Term/Amount	Service	Funding Source
3 Rockreation, Inc	July 2019 - June 2020  Not to exceed \$51,000	For SMC indoor rock climbing wall classes, Rockreation will provide trained professionals (in addition to SMC instructor) for all Rock Climbing classes at a recommended 6:1 student to instructor ratio; provide trained professionals to set wall routes twice per semester; provide trained professionals to strip and wash all holds; provide trained professionals to provide monthly and quarterly inspections of rock wall and equipment.	District Kinesiology Budget
<i>Requested by: Kinesiology</i> <i>Approved by: Jennifer Merlic, Vice-President, Academic Affairs</i>			
4 Cobblestone Applied Research And Evaluation Inc. (Title III HIS STEM External Evaluation)	September 1, 2019 – September 30, 2020  Not to exceed \$50,000	Evaluation Deliverables <ul style="list-style-type: none"> <li>• All evaluation work specified within the current project will be performed in conjunction with grant---established timelines.</li> <li>• Assistance with initial progress report due to DoE (April 2019)</li> <li>• A mid---year local report each Spring (beginning in 2017)</li> <li>• An annual local reporting: Fall 2018.</li> <li>• Annual funder---specific reporting submissions (December each year, beginning in 2017)</li> </ul>	Title III HSI STEM Grant
<i>Requested by: Melanie Bocanegra, Associate Dean, STEM/Equity Programs</i> <i>Approved by: Jennifer Merlic, Vice-President, Academic Affairs</i>			

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	August 6, 2019

CONSENT AGENDA: CONTRACTS AND CONSULTANTS

**RECOMMENDATION NO. 3-B RATIFICATION OF CONTRACTS AND CONSULTANTS** *(continued)*

Provider/Contract	Term/Amount	Service	Funding Source
5 Diablo Valley College	August 2019 – June 30, 2020  Not to exceed \$800/year	Agreement to establish an affiliation between Diablo Valley College Community Ed Academy Support Center and SMC Community Ed. The yearly payment will cover the cost of Academy support for SMC Community Education in becoming a CISCO Networking Center. CISCO Systems is the world leader in networking for the Internet. Cisco networking technicians and professionals design, build, maintain and troubleshoot computer network systems. Certification is the key to this field. The training SMC will prepare students to pass CISCO certification exams for network associate (CCNA). All courses must be taught by CISCO Certified Professionals using the CISCO Networking Academy program curriculum. SMC is not a certified provider at this point, thus the need for support from Diablo Valley College.	Community Education Budget
<p><i>Requested by: Michelle King, Director, Career &amp; Contract Education</i>  <i>Approved by: Jennifer Merlic, Vice-President, Academic Affairs</i></p>			
6 Lisa Brand	August 1, 2019 – June 30, 2020 Not to exceed \$40,000	Agreement to provide graphic design, art direction, copywriting and or services for marketing materials specific to the needs of the Strong Workforce Program local and regional projects and objectives. Service may include expeditiously developing various marketing materials for electronic and print distribution	Strong Workforce Program (SWP)
<p><i>Requested by: Patricia G. Ramos, Dean, Workforce &amp; Economic Development</i>  <i>Approved by: Jennifer Merlic, Vice-President, Academic Affairs</i></p>			
7 Eugene Whitlock	August 22, 2019  Not to exceed \$3,500  Travel reimbursement not to exceed \$500	Conduct two (2) one-hour workshops for Fall 2019 Opening Day. Focus of workshops shall be on equity, inclusivity, and anti-bias goals and impact, specifically in the academic recruitment/ committee selection process.	2019-2020 EEO Restricted Funds/ Human Resources
<p><i>Requested by: Tre'Shawn Hall-Baker, Interim Dean, Human Resources</i>  <i>Approved by: Sherri Lee-Lewis, Vice-President, Human Resources</i></p>			

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	August 6, 2019

CONSENT AGENDA: CONTRACTS AND CONSULTANTS

RECOMMENDATION NO. 3-B RATIFICATION OF CONTRACTS AND CONSULTANTS

➤ RENEWAL OF CONTRACTS AND CONSULTANTS SUBMITTED FOR RATIFICATION (8-9)

The following one-year agreements for Construction/Facilities Services are renewals of existing contracts for services to the Central Plant Loop and Student Services Building.			
Provider/Contract	Term/Amount	Service	Funding Source
8 Geolabs Westlake Village	Revision to previously approved contract (amount):  \$84 to \$186 per hour, Special Tests \$38 to \$671 per test and up to \$550 per report, plus reimbursable expenses and test reports.	Full range of geotechnical services such as: Geotechnical investigations, fault hazard assessments, liquefaction analysis, construction material testing, rough grading observation and testing, and ground movement monitoring.	State Construction Grants/Measure AA, V or S/District Capital Funds
9 Adaptive Building Group., Inc	\$70 - \$150 per hour, up to \$815 per report plus reimbursable expenses and test reports.	The consultant will provide hazardous material monitoring and testing.	Measure V, S, AA and District Capital Outlay Fund
Requested by: Charlie Yen, Director of Facilities Planning Approved by: Christopher M. Bonvenuto, Vice-President, Business/Administration Elaine Polachek, Interim Executive Vice-President			

➤ AMENDMENT TO CONTRACTS AND CONSULTANTS SUBMITTED FOR RATIFICATION (10)

10	Susan L. Wampler Communications	2019-2020  Increase of \$ 4,500 for a total not to exceed \$ 13,500  Originally approved on June 4, 2019 in the amount of \$9,000	Consultant will provide copyediting and writing support for marketing and brochures to be used across a number of communication channels for Early Childhood Lab School.	Community & Academic Relations, District Budget (100%)
Requested by: Kiersten Elliot, Dean Community & Academic Relations Approved by: Don Girard, Senior Director, Government Relations/Institutional Communications				

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	August 6, 2019

CONSENT AGENDA: CONTRACTS AND CONSULTANTS

**RECOMMENDATION NO. 3-B RATIFICATION OF CONTRACTS AND CONSULTANTS**

➤ RENEWAL OF CONTRACTS FOR KCRW

The following contracts for KCRW are all renewals of existing contracts and are funded by CPB Grant money and KCRW Donations.		
Provider/Contract	Service	Amount
1. List of providers on file at KCRW	<p>Various Site rentals/road access for KCRW transmitters:</p> <p>KSBY Comm., LLC: MIA For KERW/San Luis Obispo Existing contract in force: Rental: July 1, 2019 - August 31, 2019 Utilities: July 1, 2019 - August 31, 2019</p>	<p>Annual Totals not to exceed:</p> <p>\$2,663.13/monthly \$616.66/monthly</p>
2. City of Santa Monica	<p>KCRW to broadcast Santa Monica City Council meetings, twice monthly.</p> <p>With Option to Extend: City, in its sole and complete discretion, shall have the option to extend the Term for up to two additional one-year periods (the "Option Term") on the same terms and conditions set forth in, Professional Services Agreement, Contract #10814 (CCS). See Schedule B, for payment/ Budgetary information.</p> <p>Initial Period: July 1, 2019 - June 30, 2020</p> <p>OPTION TO EXTEND: Period: July 1, 2020 - June 30, 2021 Payable at 3% annual increase</p> <p>Period: July 1, 2021 - June 30, 2022 Payable at 3% annual increase</p>	<p>Payable at \$4,052 per meeting aired; not to exceed, \$97,248.00</p> <p>Payable at \$4,174 per Meeting aired; not to exceed, \$100,165</p> <p>Payable at \$1,299 per Meeting aired; not to exceed, \$103,170</p>

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	August 6, 2019

CONSENT AGENDA: HUMAN RESOURCES

**RECOMMENDATION NO. 4 ACADEMIC PERSONNEL**

*Requested Action: Approval/Ratification*  
*Reviewed by: Tre'Shawn Hall-Baker, Interim Dean, Human Resources*  
*Approved by: Sherri Lee- Lewis, Vice President, Human Resources*

AMENDMENT TO SUPERINTENDENT/PRESIDENT'S CONTRACT

Section 2) Term: The term of this Agreement is extended through June 30, 2022.  
All other provisions in Section 2) Term remain the same.

	<u>EFFECTIVE DATE</u>
<u>ABOLISH</u>	
Dean, Learning Resources	8/7/2019
Director, Special Programs	8/7/2019
<u>ESTABLISH</u>	
Associate Dean, Learning Resources	8/7/2019
<u>RETITLE</u>	
Dean, Career Education to Dean, Center for Media and Design (CMD)	8/7/2019
Director, Special Programs to Associate Dean, Special Programs	8/7/2019
<u>ELECTIONS</u>	
<u>NEW FULL-TIME FACULTY</u>	
Fox, Nicholas, FT/Tenure Track Instructor - Communication (Communication Studies)	8/26/2019
Adams, Jaclyn, FT/Tenure Track Instructor - English (Composition - Transfer Level)	8/26/2019
Mangus, Edward, FT/Tenure Track Instructor - Photography (Commercial Photography)	8/26/2019
Nelson, Hannah, FT/Tenure Track Instructor - Photography (Commercial Photography)	8/26/2019
<u>ACADEMIC ADMINISTRATOR</u>	
Dawson, Francis, Dean, Center for Media and Design (CMD)	8/7/2019
Mata, Nicholas, Associate Dean, Special Programs	8/7/2019
Rodriguez Lupercio, Isaac, Associate Dean, Student Life	8/15/2019
<u>PROJECT MANAGER</u>	
Lem, Aimee, Project Manager, Pico Promise 50%	8/26/2019
<u>INTERIM ACADEMIC ADMINISTRATOR</u>	
Burson, Patricia, Dean, Learning Resources	8/2/2019-8/6/2019
Burson, Patricia, Associate Dean, Learning Resources	8/7/2019-6/30/2020
<u>ADJUNCT FACULTY</u>	
Approval/ratification of the hiring of adjunct faculty (List on file in the Office of Human Resources).	
<u>RETIREMENT</u>	
Landau, Daniel, Full-Time Faculty, English (35 Years of Service)	7/31/2019
<u>RESIGNATION</u>	
Jordison, Shawn, Full-Time Faculty, Disabled Student Center	12/17/2019

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	August 6, 2019

CONSENT AGENDA: HUMAN RESOURCES

**RECOMMENDATION NO. 5 CLASSIFIED PERSONNEL - REGULAR**

*Requested Action: Approval/Ratification*  
*Reviewed by: Tre'Shawn Hall-Baker, Interim Dean, Human Resources*  
*Approved by: Sherri Lee- Lewis, Vice President, Human Resources*

All personnel assigned into authorized positions will be elected to employment (merit system) in accordance with district policies and salary schedules.

<u>ESTABLISH NEW CLASS CLASSIFICATION AND POSITION</u>	<u>EFFECTIVE DATE</u>
Senior Buyer (1 Position) Procurement, Contracts & Logistics, 12 months, 40 hours Proposed Salary Range: Classified Range 45	08/07/2019

<u>ABOLISH</u>	
Grounds Worker (2 positions) Grounds, 12 months, 40 hours, Day Shift	08/07/2019
Student Services Specialist (1 position) TRIO/Upward Bound, 11 months, 30 hours	08/07/2019

<u>ABOLISH CLASSIFICATIONS</u>	
Director of Campus Operations Salary Range: Classified Management Range M20	08/07/2019
Director of Maintenance Salary Range: Classified Management Range M22	

<u>ESTABLISH</u>	
Administrative Assistant I (1 position) Communications, 12 months, 20 hours	08/07/2019
Administrative Assistant II (1 position) Academic Affairs, 12 months, 40 hours	08/07/2019
Custodian (1 position) Operations, 12 months, 40 hours, Day Shift	08/07/2019
Custodian (8 positions) Operations, 12 months, 40 hours, Variable Hours Shift	08/07/2019
Grounds Worker (2 positions) Grounds, 12 months, 40 hours, Weekend Shift	08/07/2019

Lead Custodian (1 position) 08/07/2019  
Operations, 12 months, 40 hours, Variable Hours Shift

Program Specialist (1 position) 08/07/2019  
TRIO/Upward Bound, 11 months, 30 hours

PROBATIONARY/ADVANCE STEP PLACEMENT

Gainey, Wayne, Journeyman Trade- HVAC, Maintenance (Step E) 08/01/2019

Gutierrez, Hector, Grounds Equipment Operator, Grounds (Step C) 08/16/2019

Jeong, Monica, Student Services Clerk, A & R (Step C) 07/16/2019

McCarthy, Patrick, Instructional Assistant - English (Step C) 08/26/2019

Navarro, Laura, CC Police Dispatcher, Campus Police (Step B) 08/02/2019

Perez, Ricardo P., Buyer II, Procurement, Contracts and Logistics (Step C) 08/01/2019

Subias, Linda M., HR Analyst - Employee and Labor Relations (Conf.) (Step C) 08/01/2019

Wilson, Brittany, Student Services Clerk, International Students Center (Step B) 08/01/2019

PROMOTION

Dammer, Michael 07/16/2019

From: Enrollment Services Specialist, Admissions and Records

To: Senior Enrollment Services Specialist, Admissions and Records

Davis, Derrick 08/07/2019

From: Custodian, Operations, NS-II

To: Custodial Operations Supervisor, Operations, NS-II

Demski, Rachel 08/01/2019

From: Administrative Assistant II, Academic Affairs

To: Curriculum Specialist, Academic Affairs

Lanz, Mattie 08/01/2019

From: Student Services Clerk, Admissions and Records

To: Enrollment Services Specialist, Admissions and Records

VOLUNTARY TRANSFER (CSEA/DISTRICT AGREEMENT)

Campos, Nahum 07/08/2019

From: Custodian, Operations, 12 months, 40 hours, NS-II

To: Custodian, Operations, 12 months, 40 hours, Day

Hernandez, Edward 07/08/2019

From: Custodian, Operations, 12 months, 40 hours, Day

To: Custodian, Operations, 12 months, 40 hours, NS-I

Rogers, George 08/05/2019

From: Student Services Clerk, Matriculation, 12 months, 40 hours

To: Student Services Clerk, EOP'S/CARE, 12 months, 40 hours

Wheeler, D. Brennan 07/15/2019

From: Laboratory Technician - Art, 11 months, 40 hours, NS-1, Weekend

To: Laboratory Technician - Art, 12 months, 40 hours, NS-1, Weekend

REINSTATEMENT

Gray, I. Darryl, Lead Custodian, Operations, NS-II 07/04/2019

Himmelstein, Sherri, Buyer II, PCAL 08/01/2019

CHANGE IN WORK SHIFT/TEMPORARY

Abel, Andrew 07/01/2019 – 09/30/2019

From: Custodian, Operations, 12 mos, 40 hrs/Day  
To: Custodian, Operations, 12 mos, 40 hrs/ Variable Hours Shift

Carter, Pamela 07/01/2019 – 09/30/2019

From: Custodian, Operations, 12 mos, 40 hrs/Day  
To: Custodian, Operations, 12 mos, 40 hrs./ Variable Hours Shift

Casborn, Edgar 07/01/2019 – 09/30/2019

From: Custodian, Operations, 12 mos, 40 hrs/Day  
To: Custodian, Operations, 12 mos, 40 hrs/ Variable Hours Shift

Frazier, Marvlynn 07/01/2019 – 09/30/2019

From: Custodian, Operations, 12 mos, 40 hrs/Day  
To: Custodian, Operations, 12 mos, 40 hrs/ Variable Hours Shift

Henriquez, Wendy 07/01/2019 – 09/30/2019

From: Custodian, Operations, 12 mos, 40 hrs/Day  
To: Custodian, Operations, 12 mos, 40 hrs/ Variable Hours Shift

Gonzalez, Domingo 07/01/2019 – 09/30/2019

From: Custodian, Operations, 12 mos, 40 hrs/Day  
To: Custodian, Operations, 12 mos, 40 hrs/ Variable Hours Shift

Iles, Dwayne 07/01/2019 – 09/30/2019

From: Lead Custodian, Operations, 12 mos, 40 hrs/Day  
To: Lead Custodian, Operations, 12 mos, 40 hrs/Variable Hours Shift

Taylor, Tyrone 07/01/2019 – 09/30/2019

From: Custodian, Operations, 12 mos, 40 hrs/Day  
To: Custodian, Operations, 12 mos, 40 hrs/ Variable Hours Shift

WORKING OUT OF CLASSIFICATION (PROVISIONAL)

Barton, Cleve 08/12/2019 - 12/13/2019

From: Academic Records Evaluator, Admissions and Records  
To: Student Communications Coordinator, Admissions and Records  
Percentage: More than 50%

Brooke, Alanna 06/05/2019 to 08/01/2019

From: Administrative Assistant I, Counseling 08/02/2019 to 08/23/2019\*  
To: Administrative Assistant II, Counseling  
Percentage: More than 50% (\*extension)

Davis, Derrick 07/05/2019 – 08/06/2019

From: Custodian, Operations, NS-II  
To: Custodial Operations Supervisor, Operations, NS-II  
Percentage: More than 50%

Guzman, Jose 06/10/2019 to 08/02/2019

From: Personnel Technician, Personnel Commission 08/03/2019 to 08/23/2019\*  
To: Personnel Analyst, Personnel Commission  
Percentage: More than 50% (\*extension)

Hightower, LaToya 05/24/2019 – 06/19/2019  
From: Student Services Clerk  
To: Student Services Assistant  
Percentage: More than 50%  
(Date adjustment from 7/2/19 Board meeting)

Webber-Gregg, Bronwyn 06/04/2019 – 08/31/2019  
From: Administrative Assistant II, Health Science  
To: Clinical Placement Specialist, Health Science  
Percentage: More than 50%

Yancy, Tymia 07/01/2019 - 07/31/2019  
From: W&E Dev. Proj. Asst, Workforce Development, 20 hours 08/01/2019 to 08/23/2019\*  
To: Administrative Assistant II, CMD, 40 hours  
Percentage: More than 50% (\*extension)  
(Date adjustment from 7/2/19 Board meeting)

WORKING OUT OF CLASSIFICATION (LIMITED TERM ASSIGNMENT)

Chambers, Nicholas 07/01/2019 - 12/20/2019  
From: Student Services Clerk  
To: Administrative Assistant II  
Percentage: More than 50%

Ezell, Sara 07/01/2019 – 07/31/2019  
From: Administrative Assistant I, English Department 08/01/2019 – 12/31/2019\*  
To: Administrative Assistant II, Academic Affairs  
Percentage: More than 50% (\*extension)

Hudson, Felicia 07/01/2019 - 07/02/2019  
From: Custodian, Operations, Day  
To: Custodial Operations Supervisor, Operations, Day  
Percentage: More than 50%

Thomas, Sharon 07/01/2019 – 07/31/2019  
From: Administrative Assistant II 08/01/2019 – 12/31/2019\*  
To: Administrative Assistant III- Confidential  
Percentage: More than 50% (\*extension)

Weiland, Rebecca 07/01/2019 – 07/31/2019  
From: Administrative Assistant III- Conf., Academic Affairs 08/01/2019 – 12/31/2019\*  
To: H. R. Analyst- Employee and Labor Relations- Conf., Human Resources  
Percentage: More than 50% (\*extension)

STIPEND

Cadena, Ruben, CC Police Officer, College Police +5% 07/01/2019 – 06/30/2020  
Comment: Fire Life Safety Coordinator (Access Control & Surveillance Cameras)

Cadena, Ruben, CC Police Officer, College Police +2.5% 07/01/2019 – 06/30/2020  
Comment: Rangemaster (Vehicle Maintenance)

Echeverria, Alberto, CC Police Officer, College Police +5% 07/01/2019 – 06/30/2020  
Comment: Motorcycle Officer

Echeverria, Alberto, CC Police Officer, Campus Police + 2.5% 07/01/2019 – 06/30/2020  
Comment: Field Training Officer

Gordon, Sean, CC Police Officer, Campus Police +5% 07/01/2019 – 06/30/2020  
Comment: Field Training Officer

Hearn, Steve, CC Police Officer, Campus Police +5% 07/01/2019 – 06/30/2020  
Comment: Field Training Officer

Patterson, Sonya, CC Police Officer, College Police +5% 07/01/2019 – 06/30/2020  
Comment: Detective/Investigator

Samano, Summer, CC Police Officer, College Police +5% 07/01/2019 – 06/30/2020  
Comment: Training Coordinator

Samano, Summer, CC Police Officer, Campus Police + 2.5% 07/01/2019 – 06/30/2020  
Comment: Field Training Officer

Comment: The above listed Community College Police Officer's will be receiving the noted additional pay, for rotating hours assigned as Field Training Officers. In accordance with the collective bargaining agreement, if an employee has more than one special assignment, the maximum stipend shall be 7.5

VOLUNTARY REDUCTION IN HOURS/TEMPORARY

Peterson, Lee 08/01/2019 – 12/31/2019  
From: Academic Computing Inst. Specialist, Instructional Computing, 12 months, 40 hours  
To: Academic Computing Inst. Specialist, Instructional Computing, 12 months, 36 hours

LEAVE OF ABSENCE - UNPAID

Hall Baker, Tre'Shawn, Director of Human Resources 07/01/2019 – 12/31/2019  
Comment: Tre'Shawn will be on an unpaid leave from her classified assignment while working as the Interim Dean, Human Resources.

Harrison, Michele, Administrative Assistant I, Student Life 08/31/2018 – 08/05/2019\*  
\*date adjustment from 8/7/18 Board meeting

Whitaker, Tammara, Sr. Student Services Specialist – Distance Education 07/01/2019 – 07/02/2019  
Comment: Tammara was appointed as the Director, Online Services effective 7/03/2019. Until her appointment, she was on an unpaid leave from her classified assignment while working as the Interim.

SEPARATION

LAST DAY OF PAID SERVICE

RETIREMENT

Cardenas, Sergio, Grounds Equipment Operator 07/31/2019

RESIGNATION

Canizales Estrada, Jhosely, Campus Safety Officer, Campus Police 08/01/2019  
Nematollahi, Ramin, Administrative Assistant III- Confidential, Business Services 07/15/2019  
Whitaker, Tammara, Sr. Online Learning Services Spec. 07/02/2019

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	August 6, 2019

CONSENT AGENDA: HUMAN RESOURCES

**RECOMMENDATION NO. 6 CLASSIFIED PERSONNEL – LIMITED DURATION**

*Requested Action: Approval/Ratification*  
*Reviewed by: Tre’Shawn Hall-Baker, Interim Dean, Human Resources*  
*Approved by: Sherri Lee- Lewis, Vice President, Human Resources*

All personnel assigned to limited term employment (Merit System) will be elected in accordance with District policies and salary schedules.

PROVISIONAL: Temporary personnel who meet minimum qualifications and are assigned to work 90 working days; who have not come from an eligibility list.

Baker Jr., Princella, Theatre Tech Specialist, SMC Broad Center	07/01/2019-06/30/2020
Gallego, Luis, Administrative Assistant II, Procurement, Log & Contracts	07/01/2019-12/31/2019
Grant, Travis S., Administrative Assistant II, Financial Aid	07/01/2019-12/31/2019
Chang, Cindy K., Sign Language Interpreter III, DSC	07/01/2019-06/30/2020
Hong, Meghan H., Theatre Tech Specialist, SMC Broad Center	07/01/2019-06/30/2020
Lagunas, Crystal, Sign Language Interpreter III, DSC	07/01/2019-06/30/2020
Lopez, Pedro C., Grounds Worker, Operations	06/20/2019-10/04/2019
Martin, Christian G., Administrative Assistant I, Student Life	07/01/2019-08/30/2019
McNaughton, Joelle, Accompanist-Performance, Music	07/01/2019-12/31/2019
Newsome, Mary A., Sign Language Interpreter III, DSC	07/01/2019-06/30/2020
Randall, Avery J., Custodian, Operations	06/10/2019-10/04/2019
Peyton, Timothy L., Theatre Tech Specialist, SMC Broad Center	07/10/2019-06/30/2020
Sanchez, Tristien A., Grounds Worker, Operations	07/22/2019-10/04/2019
Sparling, Miho K., Accompanist-Dance, Dance	07/01/2019-12/31/2019

LIMITED TERM: Positions established to perform duties not expected to exceed 6 months in one fiscal year or positions established to replace temporarily absent employees; all appointments are made from eligibility lists or former employees in good standing.

Arsene, Cristina, Instructional Asst. - ESL, ESL	07/01/2019-06/30/2020
Berent, Richard A., Accompanist-Voice, Music	07/01/2019-12/31/2019
Berent, Richard, Accompanist-Performance, Music	07/01/2019-12/31/2019
Brown, Thomas M., Instructional Asst. - ESL, ESL	07/01/2019-06/30/2020
Chan, Oliver, Accompanist-Voice, Music	07/01/2019-12/31/2019
Chan, Oliver, Accompanist-Performance, Music	07/01/2019-12/31/2019
Cho, Sang Hee, Accompanist-Voice, Music	07/01/2019-12/31/2019
Cho, Sang Hee, Accompanist-Performance, Music	07/01/2019-12/31/2019
Dammer, Robert M., Network Services Manager, Information Tech.	
From:	06/03/2019-12/31/2019
To:	06/03/2019-06/30/2019
To:	07/01/2019-07/31/2019
Gerhold, Thomas, Accompanist-Voice, Music	07/01/2019-12/31/2019
Gerhold, Thomas, Accompanist-Performance, Music	07/01/2019-12/31/2019
Grant, Travis S., Administrative Asst. II, Financial Aid	07/01/2019-12/31/2019
Hoch, Marilyn, Instructional Asst. - ESL, ES	07/01/2019-06/30/2020
Lashchev, Yan, Instructional Assistant -Math, Math	07/01/2019-12/31/2019

Morrison, Tatiana, Personnel Specialist, Personnel Commission	07/24/2019-12/31/2020
Nesteruk, Gary, Accompanist-Voice, MUSIC	07/01/2019-12/31/2019
Nesteruk, Gary, Accompanist-Performance, Music	07/01/2019-12/31/2019
Nakamura, Yuta, Instructional Assistant -Math	07/01/2019-12/31/2019
Price, Janna M., Case Management Coordinator	07/01/2019-08/23/2019
Seifu, Nahom, Instructional Assistant -Math,	07/01/2019-12/31/2019

**RECOMMENDATION NO. 7      CLASSIFIED PERSONNEL – NON MERIT**

*Requested Action:    Approval/Ratification*  
*Reviewed by:         Tre’Shawn Hall-Baker, Interim Dean, Human Resources*  
*Approved by:         Sherri Lee- Lewis, Vice President, Human Resources*

All personnel assigned will be elected on a temporary basis to be used as needed in accordance with District policies and salary schedules.

**STUDENT EMPLOYEES**

College Student Assistant, \$14.25/hour (STHP)	263
College Work-Study Student Assistant, \$14.25/hour (FWS)	1

**PHYSICAL EDUCATION DEPARTMENT EMPLOYEES**

Recreation Director II, \$14.25/hour	3
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**SPECIAL SERVICE**

Community Services Specialist I, \$35.00/hour	15
Community Services Specialist II, \$50.00/hour	2

**SUMMER DAY CAMP**

Recreation Director/ Day Camp III	1
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BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	August 6, 2019

CONSENT AGENDA: FACILITIES AND FISCAL

**RECOMMENDATION NO. 8 FACILITIES**

*Requested by: Charlie Yen, Director of Facilities Planning*

*Approved by: Elaine Polachek, Executive Vice President*

*Requested Action: Approval/Ratification*

**8-A CHANGE ORDER NO. 21– STUDENT SERVICES BUILDING**

Change Order No. 21 – BERNARDS BROS. on the Student Services Building project in the amount of \$99,171.

Original Contract Amount	\$77,438,000.00
Change Order No. 1	17,634.00
Change Order No. 2	13,169.00
Change Order No. 3	28,294.00
Change Order No. 4	204,509.00
Change Order No. 5	39,913.00
Change Order No. 6	93,862.00
Change Order No. 7	86,274.00
Change Order No. 8	67,477.00
Change Order No.9	114,030.00
Change Order No.10	25,628.00
Change Order No.11	66,285.00
Change Order No.12	270,585.00
Change Order No.13	14,589.00
Change Order No.14	15,578.00
Change Order No.15	258,060.00
Change Order No.16	301,259.00
Change Order No.17	112,151.00
Change Order No.18	648,355.00
Change Order No.19	365,038.00
Change Order No.20	199,145.00
Change Order No.21	152,870.00
<hr/> Revised Contract Amount	<hr/> \$80,532,705.00

Project Schedule: This change order does result in a change to the contract length. Project has achieved Substantial Completion.

Total Change Orders represents 4% of the original contract.

Funding Source: Measure V

Comment: Change Order No.21 includes the furnish and install the following;

- Fabricate and install 2x2 stainless steel flashing at roof parapet to secure roofing membrane;
- Provide additional concrete wall and metal stud framed walls needed for the curtain wall installation on the north side of the building;
- Repave the concrete pathway against existing Admissions' Building to accommodate ADA requirements;

- Wrap vertical face of steps with carpet and resilient nosing;
- Revise site handrail anchorage to work with existing site conditions;
- Convert one of the outlets in Room S162 to a j-box in order to work with the specified furniture configuration;
- Furnish and install 8 data cables (one per seat) for conference table at Room S355K;
- Regrade unforeseen soil condition at west Pico entrance;
- Accelerate and work overtime for sidewalk concrete placement in lieu of providing temporary ADA accessible ramp;
- Reconfigure the Nanawalls and reroute adjacent electrical services for the added Nanawall glass panel parking bays and the associated supports;
- Furnish and install metal fins at south guard wall to meet code;
- Modify sidewalk construction per City Inspector change request;
- Reconfigure room S106 per Owner's request;
- Core and patch back intumescent fire coating at Stair 2 to create access for welding of handrail posts;
- Reframe the ceiling of the restrooms due to conflicts with the cove lights;
- Replace floor boxes in room S255 to a poke-through type floor boxes;
- Provide temporary elevator permit and operator to run elevator for furniture moving.

8-B PROJECT CLOSE OUT – HEAT PUMP REPLACEMENT – MATH COMPLEX

Subject to completion of punch list items by Bon Air, authorize the District Representative without further action of the Board of Trustees, to accept the project described as HEAT PUMP REPLACEMENT –MATH COMPLEX as being complete. Upon completion of punch list items by Bon Air the District Representative shall determine the date of Final Completion and Final Acceptance. Subject to the foregoing and in strict accordance with all applicable provisions and requirements of the contract documents relating thereto, upon determination of Final Completion and Final Acceptance disbursement of the final payment is authorized.

8-C PROJECT CLOSE OUT – CENTRAL PLANT BYPASS PROJECT

Subject to completion of punch list items by PPC, Inc., authorize the District Representative without further action of the Board of Trustees, to accept the project described as CENTRAL PLANT BYPASS PROJECT as being complete. Upon completion of punch list items by PPC, Inc. the District Representative shall determine the date of Final Completion and Final Acceptance. Subject to the foregoing and in strict accordance with all applicable provisions and requirements of the contract documents relating thereto, upon determination of Final Completion and Final Acceptance disbursement of the final payment is authorized.

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	August 6, 2019

CONSENT AGENDA: FACILITIES AND FISCAL

**RECOMMENDATION NO. 8**      **FACILITIES** *(continued)*

**8-D**      **AMENDMENT TO AGREEMENT FOR ARCHITECT SERVICES – TEMPORARY VILLAGE PROJECT**

Amendment No. 2 – GWYNNE PUGH URBAN STUDIOS for the Temporary Village Project in the amount of \$10,500.

Original Contract Amount	\$ 199,800
Amendment No. 1	\$ 49,530
<u>Amendment No. 2</u>	<u>\$ 10,500</u>
Revised Contract Amount	\$ 259,830

Funding Source: Measure V

- Comment: Amendment No. 2 provides for architectural and engineering services for:
- Demolition of the (4) non-compliant offices at Admission Complex Building A and restore it to the original DSA approved conditions. Such conversion is required by DSA in order to repurpose the existing Admission Complex into temporary classroom buildings.
  - Structural analysis of Building A in association with the demolition work.
  - Modification to the HVAC, and Electrical system in association with the demolition work.
  - Revision to the Title 24 energy calculations in association with the demolition work.

**8-E**      **RESOLUTION FOR EMERGENCY REPAIRS – MAIN CAMPUS PIPELINE**

The Board of Trustees hereby unanimously resolves that emergency repairs were necessary because of break in the main line piping system that serves several essential buildings on campus.

Comment: The SMC Maintenance staff noticed water pooling from under a light pole on the main campus between the HSS and CPC buildings. After a thorough investigation, SMC Maintenance determined the leak was from a break in the main line piping system that serves several essential buildings on campus.

**8-F**      **AWARD OF CONTRACT FOR EMERGENCY REPAIRS**

Award of contract to Valverde Construction in the amount of \$21,700 to provide emergency repairs to the piping system from the Central Plant equipment that serves essential buildings on the main campus of the college.

This contract awarded pursuant to Emergency Contracting Procedures (PCC 20654).

Funding Source - District Capital Funds

Comment: The scope of work included the cost for technician labor hours, as well as materials and equipment related to the repair of the pipeline for the Central Plant.

BOARD OF TRUSTEES	ACTION
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CONSENT AGENDA: FACILITIES AND FISCAL

**RECOMMENDATION NO. 8**      **FACILITIES** *(continued)*

**8-G**      **AMENDMENT TO CONTRACT FOR EMERGENCY REPAIRS**

Amendment to contract with Moe's Plumbing in the amount of \$12,213.45. to provide emergency repairs to the drainage system that serves the Main Campus cafeteria that experienced a serious stoppage in the piping system associated with the sewer line. The total amount for the emergency repairs is \$112,868.86.

This contract awarded pursuant to Emergency Contracting Procedures (PCC 22050).

Funding Source - District Capital Funds & State Scheduled Maintenance

Comment: This addendum is being submitted to correct an administrative error in the processing of the final repair cost of the work associated with the drainage system repair in April 2019. The contract was previously approved for the amount of \$100,656.41. The repair resolved a serious stoppage in the piping system associated with the sewer line on the Main Campus. The scope of work included the cost for technician labor hours, as well as materials and equipment related to the repair of the piping and drainage system associated with the main campus grease clarifier.

**8-H**      **PRE--QUALIFIED GENERAL CONTRACTORS FOR THE REPLACEMENT MATH AND SCIENCE EXTENSION BUILDING PROJECT**

Approve list of qualified General Contractors to provide bids for construction--related services on a pre-approved list basis for the Replacement Math and Science Extension Building Project. The following firms are deemed prequalified:

1. Amoroso Construction
2. Bernard's Builders Management Services
3. Harper Construction Co. Inc.
4. Icon West Inc.
5. The Nazerian Group
6. Pinner Construction
7. Morley Construction Co.

Comment: Public Contract Code §20651.5 permits the Governing Board of the Santa Monica Community College District to require each prospective bidder for a contract, to complete and submit to the college a standardized questionnaire and financial statement in a form specified by the Santa Monica Community College District, including a complete statement of the prospective bidder's financial ability and experience in performing public works construction/improvement projects. In accordance with §20651.5, the Santa Monica Community College District has received the Pre-qualification Applications, and after thorough evaluation and verification of the information submitted, the aforementioned list of general contractors is deemed prequalified.

BOARD OF TRUSTEES Santa Monica Community College District	ACTION August 6, 2019
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CONSENT AGENDA: FACILITIES AND FISCAL

**RECOMMENDATION NO. 8**      **FACILITIES** *(continued)*

**8-I**      **POOL PAYMENTS UNDER JOINT USE FACILITIES AGREEMENT**

Payment to:      City of Santa Monica

Amount:          \$67,891.77

For the Period:   April 1, 2019 – June 30, 2019 (3 months)

Funding Source: 2018-2019 District General Fund

Comment:        Under the terms of the Joint Use of Facilities Agreement with the City of Santa Monica, the District pays a pro rata share of maintenance and operation costs of the pool based on the number of hours the District uses the pool compared to the total hours of pool use by all parties. District paid the City of Santa Monica \$72,932.28 for the same period last year.

BOARD OF TRUSTEES	ACTION
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CONSENT AGENDA: FACILITIES AND FISCAL

**RECOMMENDATION NO. 9 BUDGET TRANSFERS**

9-A FUND 01.0 – GENERAL FUND - UNRESTRICTED

Period: June 20, 2019 through July 29, 2019

Object Code	Description	Net Amount of Transfer
1000	Academic Salaries	1,104,428
2000	Classified/Student Salaries	-524,260
3000	Benefits	-1,325,471
4000	Supplies	-202,814
5000	Contract Services/Operating Exp	-943,641
6000	Sites/Buildings/Equipment	0
7100-7699	Other Outgo/Student Payments	0
7900	Contingency Reserve	1,891,758
Net Total:		0

9-B FUND 01.3 – GENERAL FUND - RESTRICTED

Period: June 20, 2019 through July 29, 2019

Object Code	Description	Net Amount of Transfer
1000	Academic Salaries	94,768
2000	Classified/Student Salaries	136,611
3000	Benefits	112,063
4000	Supplies	-17,092
5000	Contract Services/Operating Exp	-340,200
6000	Sites/Buildings/Equipment	31,137
7100/7699	Other Outgo/Student Payments	-17,287
7900	Contingency Reserve	0
Net Total:		0

BOARD OF TRUSTEES Santa Monica Community College District	ACTION August 6, 2019
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CONSENT AGENDA: FACILITIES AND FISCAL

**RECOMMENDATION NO. 9 BUDGET TRANSFERS** *(continued)*

9-C FUND 40.0 – CAPITAL PROJECTS FUND  
 Period: June 20, 2019 thru July 29, 2019

Object Code	Description	Net Amount of Transfer
1000	Academic Salaries	0
2000	Classified/Student Salaries	0
3000	Benefits	0
4000	Supplies	473
5000	Contract Services/Operating Exp	4,983
6000	Sites/Buildings/Equipment	-5,456
7100/7699	Other Outgo/Student Payments	0
7900	Contingency Reserve	0
Net Total:		0

Comment: The Adopted Budget needs to be amended to reflect the totals of the departmental budgets. The current system of the Los Angeles County Office of Education requires Board approvals each month for budget adjustments. Only the net amount of the transfers in or out of the object codes is shown. In addition to the budget adjustments, transfers result from requests by managers to adjust budgets to meet changing needs during the course of the year.

BOARD OF TRUSTEES	ACTION
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CONSENT AGENDA: FACILITIES AND FISCAL

**RECOMMENDATION NO. 10 ACCEPTANCE OF GRANTS AND BUDGET AUGMENTATION**

*Requested Action: Approval/Ratification*  
*Requestor: Michael Tuitasi, Vice President, Student Services*  
*Reviewed by: Christopher M. Bonvenuto, Vice-President, Business/Administration*  
*Approved by: Elaine Polachek, Executive Vice President*

Title of Grant: California Work Opportunity and Responsibility to Kids (CalWorks)  
Granting Agency: California Community Colleges Chancellor’s Office (CCCCO)  
Augmentation Amount: -\$52,328 (Amended Total Amount: \$270,881)  
Matching Funds: Not applicable  
Performance Period: July 1, 2018 – June 30, 2019  
Summary: CalWorks funds are used within the California Community College system as part of a larger effort to help students receiving public assistance or those in transition off of welfare to achieve long-term self-sufficiency. CalWorks funding helps students obtain access to vital services including work study, job placement, childcare, curriculum development and skills training.  
Due to the discontinuance of CalWorks childcare payments at the start of Spring 2019, a Declaration of Unused Funds was submitted to CalWorks on March 1, 2019. Santa Monica College received a notice of funding decrease in the amount of \$52,328 to return unused funds net of a cost of living adjustment.

Budget Augmentation:	Restricted Fund 01.3	
	Revenue	
	8600 State	\$(52,328)
	Expenditures	
	1000 Academic Salaries	\$ 0
	2000 Non-Academic Salaries	\$ 0
	3000 Employee Benefits	\$ 0
	4000 Supplies & Materials	\$ 0
	5000 Other Operating Expenditures	\$ 0
	6000 Capital Outlay	\$ 0
	7300 Other Outgo	\$ 0
	7600 Student Aid	\$(52,328)
	Total	\$(52,328)

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	August 6, 2019

CONSENT AGENDA: FACILITIES AND FISCAL

**RECOMMENDATION NO. 10 ACCEPTANCE OF GRANTS AND BUDGET AUGMENTATION** *(continued)*

*Requested Action: Approval/Ratification*

*Requestor: Michael Tuitasi, Vice President, Student Services*

*Reviewed by: Christopher M. Bonvenuto, Vice-President, Business/Administration*

*Approved by: Elaine Polachek, Executive Vice President*

Title of Grant: Hunger Free Campus Support Allocations  
Granting Agency: California Community Colleges Chancellor's Office (CCCCO)  
Augmentation Amount: \$5,139 (Amended Total Amount: \$205,556)  
Matching Funds: Not applicable  
Performance Period: July 1, 2018 – June 30, 2020  
Summary: The 2018-2019 State Budget included a one-time allocation of \$10 million for the Hunger Free Campus Support Program. The purpose of this funding is to assist Districts in addressing the food security of students. Santa Monica College received an additional \$5,139 due to cost of living adjustment. Funded activities include expenditures to help ensure students have the needed information to enroll in CalFresh and hosting a food pantry.

Budget Augmentation: Restricted Fund 01.3

Revenue		
8600	State	\$ 5,139
Expenditures		
1000	Academic Salaries	\$ 0
2000	Non-Academic Salaries	\$ 0
3000	Employee Benefits	\$ 0
4000	Supplies & Materials	\$ 5,139
5000	Other Operating Expenditures	\$ 0
6000	Capital Outlay	\$ 0
7300	Other Outgo	\$ 0
7600	Student Aid	\$ 0
Total		\$ 5,139

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	August 6, 2019

CONSENT AGENDA: FACILITIES AND FISCAL

**RECOMMENDATION NO. 10 ACCEPTANCE OF GRANTS AND BUDGET AUGMENTATION** *(continued)*

*Requested Action: Approval/Ratification*  
*Requestor: Michael Tuitasi, Vice President, Student Services*  
*Reviewed by: Christopher M. Bonvenuto, Vice-President, Business/Administration*  
*Approved by: Elaine Polachek, Executive Vice President*

Title of Program: International Student Health Insurance  
Source of Funds: F1 Insurance Fees  
Augmentation Amount: \$177,456 (Amended Total Amount: \$4,463,456)  
Matching Funds: Not applicable  
Performance Period: July 1, 2018 – June 30, 2019  
Summary:

At the time of the Adopted Budget, the District had projected collecting \$4,286,000 in international student health insurance fee. The District is amending its projection to reflect additional fees collected as a result of the international student health insurance fee increase in the current year

Budget Augmentation:

Restricted Fund 01.3		
Revenue		
8800	Other Local	\$177,456
Expenditures		
1000	Academic Salaries	\$ 0
2000	Non-Academic Salaries	\$ 0
3000	Employee Benefits	\$ 0
4000	Supplies & Materials	\$ 0
5000	Other Operating Expenditures	\$177,456
6000	Capital Outlay	\$ 0
7300	Other Outgo	\$ 0
7600	Student Aid	\$ 0
Total		\$177,456

<i>BOARD OF TRUSTEES</i>	<i>ACTION</i>
<i>Santa Monica Community College District</i>	August 6, 2019

CONSENT AGENDA: FACILITIES AND FISCAL

**RECOMMENDATION NO. 11 COMMERCIAL WARRANT REGISTER**

*Requested Action: Approval/Ratification*  
*Requested by: Christopher M. Bonvenuto, Vice-President, Business/Administration*  
*Approved by: Elaine Polachek, Executive Vice President*

Commercial Warrant Register  
 June 2019 8508 through 8546 \$8,300,708.09

Comment: The detailed Commercial Warrant documents are on file in the Accounting Department.

**RECOMMENDATION NO. 12 PAYROLL WARRANT REGISTER**

*Requested Action: Approval/Ratification*  
*Requested by: Ian Fraser, Payroll Manager*  
*Approved by: Elaine Polachek, Executive Vice President*

Payroll Warrant Register  
 June 2019 C1K – C2L \$12,869,980.81

Comment: The detailed payroll register documents are on file in the Accounting Department.

**RECOMMENDATION NO. 13 AUXILIARY PAYMENTS AND PURCHASE ORDERS**

*Requested Action: Approval/Ratification*  
*Requested by: Mitch Heskell, Dean, Educational Enterprise*  
*Approved by: Elaine Polachek, Executive Vice President*

Auxiliary Operations Payments and Purchase Orders  
 June 2019 Covered by check & voucher numbers: 022027-022322 & 01002599-002722 & 01854-57, 72-79, 95-97

Bookstore fund Payments	\$ 214,552.74
Other Auxiliary Fund Payments	\$ 72,951.77
Trust and Fiduciary Fund Payments	<u>\$ 527,794.71</u>

Purchase Orders issued  
 June 2019 \$5,737.09

Comment: It is recommended that the following Auxiliary Operations payments and Purchase Orders be ratified. All purchases and payments were made in accordance with Education Code requirements and allocated to approved budgets in the Bookstore, Trust and Auxiliary Funds.

<i>BOARD OF TRUSTEES</i>	<i>ACTION</i>
<i>Santa Monica Community College District</i>	August 6, 2019

CONSENT AGENDA: FACILITIES AND FISCAL

**RECOMMENDATION NO. 14 REISSUE OF AUXILIARY WARRANT**

*Requested by: Mitchell Heskell, Dean, Education Enterprise*  
*Approved by: Elaine Polachek, Executive Vice-President*  
*Requested Action: Approval/Ratification*

Warrants not presented to the County Treasurer within six months are void; therefore, it is requested that LACOE draw a new warrant to replace the following expired warrant:

<u>Student Name</u>	<u>Warrant Number</u>	<u>Issue Date</u>	<u>Amount</u>
Ma, Tsz Hin Clarence	23285056	10/04/16	\$118.50

**RECOMMENDATION NO. 15 PROVIDERS FOR COMMUNITY AND CONTRACT EDUCATION**

*Requested Action: Approval/Ratification*  
*Requested by: Michelle King, Director, Career and Contract Education*  
*Approved by: Jennifer Merlic, Vice-President, Academic Affairs*

Authorization of payment for delivery of seminars and courses for SMC Community and Contract Education. The list of providers is on file in the office of Community and Contract Education. Payment per class is authorized as stated on the list on file.

**RECOMMENDATION NO. 16 ORGANIZATIONAL MEMBERSHIPS**

*Requested Action: Approval/Ratification*  
*Requested by: Christopher M. Bonvenuto, Vice-President, Business/Administration*  
*Approved by: Elaine Polachek, Executive Vice President*

<u>Organizational Memberships</u>	<u>Number of Memberships</u>	<u>Amount</u>
August 2019	16	\$28,049

Funding Sources: Unrestricted General Fund

Comment: The list of organizational memberships is on file in the Offices of the Superintendent/President and Fiscal Services. The Los Angeles County Office of Education requires monthly approval of the list on file.

<i>BOARD OF TRUSTEES</i>	<i>ACTION</i>
<i>Santa Monica Community College District</i>	August 6, 2019

CONSENT AGENDA: FACILITIES AND FISCAL

**RECOMMENDATION NO. 17 AUTHORIZATION OF SIGNATURES TO APPROVE INVOICES, 2019-2020**

*Requested Action: Approval/Ratification*  
*Requested by: Christopher M. Bonvenuto, Vice-President, Business/Administration*  
*Approved by: Elaine Polachek, Interim Vice-President*

Authorization of signatures for the following staff members to approve invoices for 2019-2020:

Name/Title
Derrick Davis Custodial Operations Supervisor
Nathalie Laille, Faculty Coordinator Disabled Students Programs and Services
Aimee Lem, Project Manager Pico Promise

Comment: To comply with Education Code Sections 85232 and 85233 and the Los Angeles County Office of Education (LACOE), the Board of Trustees is required to authorize signatures of those persons who approve invoices. The auditing system at LACOE reviews each phase of the payment process including the authorized signatures approved by the Board.

**RECOMMENDATION NO. 18 PURCHASING**

*Requested Action: Approval/Ratification*  
*Requested by: Cynthia Moore, Director of Procurement, Contracts & Logistics*  
*Approved by: Elaine Polachek, Executive Vice President*

**18-A AWARD OF PURCHASE ORDERS**

Establish purchase orders and authorize payments to all vendors upon delivery and acceptance of services or goods ordered. The amount includes payments related to bond construction projects. All purchases and payments are made in accordance with Education Code requirements and allocated to approved budgets. Lists of vendors on file in the Purchasing Department.

June 2019 \$140,518,679.14

**18-B AWARD OF CONTRACT- BROAD STAGE SEATING**

Award of Bid 05232019CM001 for seating replacement and installation at the Broad Stage.

Award of bid to: Series Seating  
Award Amount \$330,132  
Other Bidders: None

Funding Source: District Restricted Fund/Capital Outlay Fund  
Comment: 82 notified vendors

CONSENT AGENDA: FACILITIES AND FISCAL**RECOMMENDATION NO. 18** **PURCHASING** *(continued)*18-C 2019-2020 ANNUAL CONTRACTS AND CONSULTING

The annual award of competitive contracts bid through various state and local agencies allows SMC to leverage buying power through strategic sourcing and achieve commodity and service as well as reduce administrative cost. These indirect (MRO) contracts are targeted to the products and services which SMC routinely purchases. Leveraging the aggregate buying power and strategic sourcing is a process that moves SMC away from numerous individual procurements to a broader aggregate approach, allowing SMC to achieve savings ranging from 20 to 65 percent.

- Omnia Partners Cooperative Purchasing Contract R-TC-17006, with Amazon Business Prime Public Sector to 1/18/2022 with option to renew for three(3) additional two (2) year period for MRO supplies.
- GSA Contract GS-07F-0157M, with Galls, for the period from February 1, 2002 through January 31, 2022, Federal Supply Schedule 084 – Total Solutions for Law Enforcement

18-D ON-CALL ARCHITECTURAL/ENGINEERING PROFESSIONAL SERVICES FOR VARIOUS SCHEDULED MAINTENANCE PROJECTS UNDER \$2 MILLION

Approve list of qualified on-call consultants to provide engineering and architectural and related services on an on-call basis. While a firm must be on the approved list of on-call architects to be selected, this action does not guarantee that a consultant will be asked to submit on any project, nor that the consultant will receive any assignments. The volume of work assigned to consultants will be dependent on workload and funding available. The following firms are deemed prequalified to provide professional services:

1. SVA Architects
2. Carde Ten Architecture + Consulting
3. Rachlin Partners
4. Lionakis

Funding Source: Schedule Maintenance Funds, Unrestricted General Fund, Capital Outlay Fund

Comment: The Procurement Department solicited a Request for Qualifications (RFQ's) for on-call professional Architecture Services to assess conditions, investigation and analysis for repair/replacement of existing building envelop projects, feasibility studies, Egress Planning, ADA Compliance Studies and other services. Requests for proposals will be solicited from the list of qualified firms as projects are identified.

BOARD OF TRUSTEES Santa Monica Community College District	INFORMATION August 6, 2019
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MAJOR ITEMS OF BUSINESS

INFORMATION ITEM NO. 19

SUBJECT: SMC STUDENT EQUITY PLAN

SUBMITTED BY: Vice-President, Academic Affairs

INFORMATION: The SMC Student Equity Plan was presented to the Board of Trustees for information. The full Santa Monica College Equity Plan will be submitted via the Chancellor’s Office NOVA system. The formatting required by this system is table-based and therefore not easily read. Thus, the content and background information have been assembled into this Executive Summary for use by the Santa Monica College community.

The SMC Student Equity Plan will be submitted to the Board of Trustees for approval at the meeting on September 3, 2019.

The 2019 Santa Monica College Equity plan was developed jointly by members of the Equity Steering Committee and the Academic Senate Joint Institutional Effectiveness Committee.

The SMC Student Equity Plan Executive Summary is included in Appendix A.

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	August 6, 2019

MAJOR ITEMS OF BUSINESS

**RECOMMENDATION NO. 20**

**SUBJECT:** **SUPPORT FUNDING FOR IMPLEMENTATION OF BROAD STAGE FIVE-YEAR STRATEGIC PLAN**

**SUBMITTED BY:** Superintendent/President

**REQUESTED ACTION:** It is recommended that the Board of Trustees:

- (1) Approve an investment of funds in the amount of \$1,000,000 to The Broad Stage (TBS) to support implementation of a five-year strategic plan developed on behalf of TBS and approved by its Board of Directors. TBS is a California nonprofit public benefit corporation established in November 2006 as a supporting organization for Santa Monica College that provides for the presentation of programs of merit for public audiences and arts education programming for a range of audiences at the SMC Performing Arts Center. The SMC Superintendent/President and two members of the District’s Board of Trustees sit as members of the TBS Board of Directors.
- (2) Authorize the Superintendent/President to execute an agreement with TBS for terms of service related to provision of funding, such as blocks of tickets for students, arts education programs to benefit current and potential SMC students, program collaborations with SMC academic departments, career development opportunities for SMC students, and recognition of SMC support.

Background information is provided on the following pages.

**FUNDING SOURCE:** Unrestricted General Fund/Capital Outlay Fund/Auxiliary – A one-time transfer of revenue and/or expenditure will be made between funds to maintain cost neutrality in the Unrestricted General Fund

MOTION MADE BY: Susan Aminoff  
 SECONDED BY: Sion Roy  
 STUDENT ADVISORY: Aye  
 AYES: 5  
 NOES: 0  
 ABSENT: 2 (Quiñones-Perez, Rader)

## BACKGROUND

In the late 1990s, Santa Monica College re-imagined its 4.5-acre satellite campus adjacent to downtown Santa Monica as a performing arts center: a home for SMC's music department, a performance space for SMC's dance department, and a venue for a yet-to-be established professional presenting company.

It took a decade for private fundraising to develop the architectural plans and for the college to secure public funding for construction, but in 2008, the campus proudly re-opened as the Santa Monica College Performing Arts Center, featuring its two stages—the 535-seat Eli and Edythe Broad Stage and the 120-seat Edye Second Space. Also on site was Madison Project, the nonprofit 501c3 formed two years earlier, soon to change its name to The Broad Stage (TBS) in recognition of the \$10 million naming and endowment gift from The Eli and Edythe Broad Foundation received earlier that year.

Of note also was the establishment in 2008 of a new SMC department as a self-supported enterprise to provide for the operation and upkeep of the campus theaters. This SMC department and its SMC employees are responsible for staffing the stage crews, and for managing the rental of the theaters.

Eleven years and approximately 3,000 performances later—including academic performances, public presentations, and private uses—the Performing Arts Center and the Broad Stage have fulfilled Santa Monica College's vision to be world class in performance, self-sustaining in operation, community based in focus, and exceptional in educational delivery.

SMC's music and dance departments have made the Broad Stage their primary performance space, to the great benefit of student achievement and departmental advancement. As of fall 2019, music, housed at the satellite campus, operates with nine full-time faculty, up from five in 2008, and dance operates at six full-time faculty, up from three in 2008. Notable expansions of the programs include full productions of opera on the Broad Stage, with collaborations that have included SMC's symphony orchestra, chamber choir, and dance; and dance instructional collaborations with local professional dance ensembles. Each year, music mounts approximately 40 student concerts and dance showcases a dozen student performances.

The SMC operating department has consistently attracted top talent in stage crews, winning praise from internal and external users alike. The department is fully funded from external sources, able to provide the music and dance departments with exceptional resources at no cost to the district.

The presenting company, The Broad Stage, or TBS, has vaulted the venue to become a leading cultural institution and community hub on the west side of Los Angeles, making incredible strides for a young institution in a dense market. As a venue that presents artists at the top of their game, TBS brings the very best the arts have to offer from around the world. Over the eleven years, the nonprofit has provided more than 1,350 public performances with more than 350,000 tickets sold, and has produced more than 240 free or very low cost arts education events. During this period, the organization has raised more than \$36 million in total contributions, over and above the \$10 million from the Eli and Edythe Broad Foundation, and earned more than \$21 million in ticket sales.

NEW FIVE-YEAR STRATEGIC PLAN FOR TBS. Not surprisingly, over the eleven years some seasons as presented by TBS have been stronger than others. In addition, through this past June, there have been four different artistic directors. (Mr. Rob Bailis is starting this year as the fifth artistic director.) In general, fundraising, ticket sales, and support from the endowment have kept TBS at break even or close to break even most years, and SMC has been able to provide relief for TBS shortfalls by drawing on revenues earned from rentals. Year ten (FY 2017-18) was the exception. A historically large season intended to celebrate the Broad Stage's Tenth Anniversary became weighted down at the start of the year by an exceptionally complex staged musical production together with a shortfall in contributions. Both the Broad Foundation and SMC stepped in to provide assistance—the Broad Foundation with a cash loan, and SMC by waiving a portion of its reimbursable costs. In search of greater organization stability, in February 2018, the Broad Foundation retained Mr. Brett

Egan, of Arts Manager LLC, to conduct a strategic plan process for TBS. Mr. Egan is a national expert in the arts management field and is familiar with Southern California.

The work was conducted in phases, ending with the December 2018 unanimous adoption of a five-year strategic plan by the TBS Board of Directors. The process drew on environmental and internal analyses, proposed a revised mission and values, proposed a strategic direction and key strategies, set forth an implementation plan, and provided a financial plan.

The environmental analysis notes that cultural organizations are responding to an imperfect world, and a changing environment, with a hard look at mission, as virtually all U.S.-based cultural organizations face decreasing participation trends and increasing competition from online substitutes. A cross-sector approach, focusing on social connection, health, and well-being, is encouraged by major funders and governments. At the same time, arts education is under duress, which provides an opportunity for cultural organizations. Multi-disciplinary presenters, embedded within institutions of higher learning, have natural advantage, and can leverage an existing culture of learning and civic engagement to provide a second layer of value for their patrons. The environmental analysis concludes that nonprofits must have dominant programming in their mission area, aggressive marketing—including institutional marketing, a growing family of generous supporters, and easy and enjoyable means for that family to contribute.

The internal analysis notes the Broad Stage's intimacy, its breadth of programming, and its location. Its educational activities are highly respected and valued. However, the marketing department is tasked with selling a vast spread of content without the benefit of a strong "general argument" of a TBS brand position. Currently, season and staff have been cut and TBS does not enjoy room for artistic risk. These cuts have been made in FY 2017-18 and in FY 2018-19, and there are likely no more cuts to make. TBS is now a revenue challenge, not an expense challenge.

THE ROLE OF ART AND THE VITALITY OF OUR DIVERSE COMMUNITY. To move forward, TBS has adopted a new mission statement as advocated by the strategic plan study:

"The Broad Stage gathers artists, thinkers, and audiences to celebrate our shared humanity and expand the role art plays in the vitality of our diverse community."

Within this mission are embedded values—art that engages, informs and educates; art that gathers, inspires, and unites; art that strengthens individuals and community; and the responsibility of art and cultural organizations to diversity and inclusion.

The mission commits TBS to key programming activities: robust conversation with transformational artists, thought leaders, community, and audience; leadership in the development of dialogue, community, sense of belonging, and intimacy; illustration of the power of art to strengthen the social and physical health of individuals and communities; and actively engaging, representing, and celebrating the full diversity of Santa Monica.

FEWER, BIGGER, BOLDER PROGRAMMING. The work in adopting this new position statement has positioned TBS to set out its "strategic direction": a top-line vision for the primary investments to be made. Program is being re-calibrated to achieve "fewer, bigger, bolder", each season organized by a thematic brand. Core programming will emphasize TBS's dominance in a number of identified genres, and a decrease in other identified genres. Programming will include heightened collaboration with SMC and other Westside partners in technology, environment, and health, through thought leadership around annual themes; and with SMC and Silicon Beach enterprises through immersive work at the intersection of art and technology.

The strategic direction, mapped out in detail across five years, allows more dollars per production, in turn allowing programming to allocate resources to higher-profile artists and productions. Long term planning will

yield more rigorous adherence to theme, deeper public programming, and more bold programmatic choices. Within the adopted strategic plan are goals and metrics related to ticket sales, membership, fill-rates, major contributors, Board of Directors development, and community advisory committee members. Metrics also include the introduction of a Fellows program and the strengthening of an internship program to provide SMC students and graduates with career development opportunities.

The plan unfolds in three phases: phase one, re-calibration and level-set in this current year, FY20 (adjusted programming with an annual theme of “Home”, marketing to define institutional voice, market research, and identified revenue goals); phase two, building from strength, FY21-22 (adding Scholar in Residence, an annual summit in partnership with SMC, a fellowship in partnership with SMC, a new community advisory committee, and identified revenue goals); and phase three, long-term capitalization, FY23-24 (programming back to FY18 level, 15th Anniversary season, return to higher levels of access-focused activities for educational programming, identified revenue goals, and working capital to three months).

FINANCIAL PLAN IN ACTION. The goal is for TBS to be structurally sound, without the unpredictability of relying on revenues from project-focused donors. The first benchmark is the elimination of a structural deficit by the end of FY20 (this current year). The programming budget slightly contracts this year and is planned to rebuild at approximately six percent per year over the next five years, as will the educational budget. Donations and ticket sales are projected at six percent annual growth while expense growth is restrained at three percent per year, yielding surpluses to pay back current loans and to rebuild cash. The take on the endowment is to be reduced to four-and-a-half percent annually, down from six percent, allowing principal to grow, rather than diminish.

EDUCATION AND COMMUNITY. In adopting its five-year strategic plan, the TBS Board of Directors was mindful that simultaneously, they would be recruiting for and hiring a new executive director. Funded by the Eli and Edythe Broad Foundation, the search focused on candidates who, among other attributes, would create a mutually-beneficial, sustainable, and joyous partnership between TBS and Santa Monica College.

Elements that would constitute such a partnership have been referenced in the strategic plan: internships and training for SMC students in arts administration, arts management, curriculum writing, and as teaching artists; an Annual Summit in partnership with SMC centered on a theme; continuation of Spotlight Talks and Master Classes; and coordinated and tangible learning opportunities that use main stage programming as a tool.

With the election of Mr. Rob Bailis as Artistic Director now in hand, the depth and commitment to mutual benefit and the opportunity for additional elements is clear. Mr. Bailis has offered his thoughts on the Broad Stage venue and its location on the Santa Monica College campus, as written for the upcoming issue of the TBS programming notes booklet and to be published on the Broad Stage website.

“I think from the minute I arrived on the campus and saw what a gift Santa Monica College is, how much of Los Angeles is represented here by individuals actively commuting from far and wide to be here each day from across the entire LA basin, to engage their lives, careers, and their deepest potential—whether just starting college, returning in midcareer, or lifelong learners in retirement enjoying the life of the mind in a diverse community, all walks of life are represented here. This is a beautiful demonstration of what it means to “be public” and what it is to do public good. Along with artistic excellence of all kinds, aesthetic and cultural diversity, and a true commitment to supporting artists equally at the best and their most vulnerable moments, the idea of public life and public good has always been a driver in my career—I felt that energy here and it absolutely inspired me. When I think about The Broad Stage in that context, as a proponent of the core values of this extraordinary community, and equally as a world class facility that is seeking the audience and the artists of the future, I get very excited about what we can do together.

“Santa Monica College itself is a dream come true for me—by fostering self determination, articulating all forms of diversity, supporting economic access, and driving social mobility,

SMC fuels the very heart of our democracy and the performing arts have a major role to play in each aspect of this effort.”

SUCCESS TO DATE. For the season just concluded (FY2018-19), which had been reduced as recommended in the strategic plan, TBS exceeded its goal for tickets sold, exceeded its “fill rate” of seats sold, reduced expenses significantly below an already reduced budget, but fell slightly short of its contributed revenue goal. Importantly, the season narrowed the structural deficit by more than 85 percent from the prior year, and is well on track to eliminating the structural deficit entirely this year and in ongoing years.

PURPOSE OF FUNDS AND TERMS OF SERVICE. The support funding from Santa Monica College will be used to build a development staff appropriate to the revenue goals outlined in the strategic plan; and to provide TBS with the working capital needed to mount and advance productions consistent with the fewer, bigger, bolder strategy. Staff is confident that these funds are the appropriate lever to fully engage all the potential supporters of the Broad Stage—foundations, corporations, members, and audience—and to take the Broad Stage and Santa Monica College to new artistic and educational heights.

The issuance of support funding is to be preceded by an agreement executed between the Santa Monica College Superintendent/President and TBS setting the terms of service related to provision of funding, such as blocks of tickets for students, arts education programs to benefit current and potential SMC students, program collaborations with SMC academic departments, career development opportunities for SMC students, and recognition of SMC support.

Mr. Rob Bailis, SMC and TBS Artistic and Executive Director, and TBS Chief Operating Officer Matthew Rimmer will be on hand for questions.

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	August 6, 2019

MAJOR ITEMS OF BUSINESS

**RECOMMENDATION NO. 21**

**SUBJECT:** **ADOPTION OF EDUCATION PROTECTION ACCOUNT (EPA-PROP 55, AN EXTENSION OF PROP 30) EXPENDITURE PLAN**

**SUBMITTED BY:** Vice-President, Business and Administration

**REQUESTED ACTION:** It is recommended that the Board of Trustees approve the revised plan to expend the 2018-2019 Education Protection Account (EPA) funds of \$19,370,268 on instructional salaries.

**SUMMARY:** Proposition 55, The California Children’s Education and Health Care Protection Act of 2016, which was an extension of Proposition 30, temporarily raises the income tax rate for upper-income-earners through 2030-31 to fund the State’s Educational Protection Account which provides funding for local school districts and community colleges.

Under Proposition 55, Districts have sole authority to determine how the moneys received from the EPA are spent, provided that the governing board makes these spending determinations in open session of a public meeting of the governing board. Each entity receiving funds must annually publish on its web site an accounting of how much money was received from the EPA and how that money was spent. Additionally, the annual independent financial and compliance audit required of community colleges shall ascertain and verify whether the funds provided by the EPA have been properly disbursed and expended as required by law.

This recommendation is submitted to comply with Proposition 55 provisions requiring the governing board to make the spending determination in an open session of a public meeting of the governing board. The estimated EPA that our District will receive for 2018-2019, as of P2, is \$19,523,072. Accordingly, the amount of EPA funds as of the recalculation of apportionment for 2017-18 decreased from the prior year P2 amount of \$17,177,447 to \$17,024,643 or a decrease of \$152,804. The entire amount for 2018-19 less the adjustment in 2017-18 will be spent on instructional salaries. The EPA funds are NOT additional funds but rather are components of the “computational revenue” calculations and will be offset by a decrease in apportionment funding received by the State.

MOTION MADE BY: Louise Jaffe  
 SECONDED BY: Barry Snell  
 STUDENT ADVISORY: Aye  
 AYES: 5  
 NOES: 0  
 ABSENT: 2 (Quiñones-Perez, Rader)

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	August 6, 2019

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 21

SUBJECT: APPOINTMENT TO CITIZENS’ BOND OVERSIGHT COMMITTEE

SUBMITTED BY: Chair and Vice-Chair, Board of Trustees

REQUESTED ACTION: It is recommended that the Board of Trustees approve the appointment of the student representative to the Citizens’ Bond Oversight Committee, for a one-year term, 2019-2020.

Christine Tai

SUMMARY: The bylaws state that the Citizens’ Bond Oversight Committee shall consist of a minimum of seven (7) members appointed by the Board of Trustees as required by Government Code Sections 54950-54962 and Education Code Sections 15278, 15280 and 15282, with at least:

- Category
1. one representative of the business community within the District
  2. one person active in a senior citizens' organization
  3. one person active in a bona fide taxpayers' organization
  4. one student who is currently enrolled at SMC
  5. one person active in the support and organization of the District
  6. additional appointees to represent the communities of Santa Monica and Malibu

<u>Name</u>	<u>Term</u>	<u>Constituency</u>
Patrick Acosta	2019-21	Local Business/Community
Heather Anderson	2019-21	Local Community (Malibu)
Alfred Barrett	2018-20	Senior Citizens’ Organization
Michael Dubin	2019-21	Business Community/Taxpayers’ Organization
Elizabeth Greenwood	2019-21	Local Business
Sonya Sultan	2019-21	Local/Business Community
Don Schort	2019-21	Business Community
Christine Tai	2019-20	SMC Student

MOTION MADE BY: Brooke Harrington  
 SECONDED BY: Louise Jaffe  
 STUDENT ADVISORY: Aye  
 AYES: 5  
 NOES: 0  
 ABSENT: 2 (Quiñones-Perez, Rader)

BOARD OF TRUSTEES	INFORMATION
Santa Monica Community College District	August 6, 2019

INFORMATION ITEM NO. 23-

**SUBJECT:                    CITIZENS’ BOND OVERSIGHT COMMITTEE MEETING, JULY 17, 2019**

A meeting of the Santa Monica Community College District Citizens’ Bond Oversight Committee (CBOC) was held on Wednesday, July 17, 2019 in Academic Affairs Conference Room (SSC 396) at Santa Monica College, 1900 Pico Boulevard, Santa Monica, California.

Public Comments - None

- 1.            **CALL TO ORDER** – 8:06 a.m.
  
- 2.            **ROLL CALL – Members of the Citizens’ Bond Oversight Committee**  
Patrick Acosta - Present  
Heather Anderson - Absent  
Alfred Barrett- Present  
Michael Dubin- Present  
Elizabeth Greenwood - Present  
Donald Schort - Present  
Sonya Sultan – Present

Others Present

Chris Bonvenuto, Chief Director, Business Services  
Stacy Dagleish, community member  
Don Girard, Senior Director, Government Relations/Institutional Communications  
Elaine Polachek, Interim Executive Vice-President  
Lisa Rose, Citizens’ Bond Oversight Committee Coordinator  
Charlie Yen, Director of Facilities Planning

- 3.            **INTRODUCTION OF REAPPOINTED AND NEW MEMBERS**  
At its meeting on July 2, 2019, the SMCCD Board of Trustees approved the following appointments to the Citizens’ Bond Oversight Committee for a two-year term, 2019-2021:

Patrick Acosta  
Michael Dubin\*  
Elizabeth Greenwood  
Sonya Sultan\*

\*Reappointed for a third two-year term

Note: The SMC Associated Students will recommend a student representative in August or September.

- 4.            **ELECTION OF CHAIR, 2019-2021**  
This was postponed until the next meeting.

5. **APPROVAL OF MINUTES OF CBOC MEETING, APRIL 21, 2019**

Motion was made by Michael Dubin and seconded by Alfred Barrett to approve the minutes of the Citizens' Bond Oversight Committee meeting held on April 24, 2019. It was unanimously approved with two abstentions (Patrick Acosta and Elizabeth Greenwood).

6. **REPORTS and DISCUSSION**

**A. Bond Construction Projects**

The Student Services Building is complete and the building opened on June 17, 2019. There are many punch list items still to be addressed.

There are currently two bond construction projects underway:

- Malibu Campus: project is continuing as planned with completion date of Spring 2022. 572 35-foot stone columns were installed to stabilize the soil. Solicitation for construction bids will go out in November.
- Santa Monica College Early Childhood Lab School: Project is continued as planned with completion date of June 2020

The following two joint projects are progressing:

- \$20 million contribution to the SMMUSD project at John Adams Middle School (Auditorium)
- \$20 million contribution to the City of Santa Monica for the Memorial Park project

The next big project is the Math/Science Extension, which will include an observatory. Construction for this 30-month long project will start in 2020.

**B. Measure V, S and AA and Bond Sales Expense Reports**

The SMC Bond Capital Construction Budget Summary as of June 30, 2019 reports the following:

Measure S Budget:	\$143,500,000
Measure AA Budget:	\$295,000,000
Measure V Budget:	\$345,000,000
Interest	\$25,559,233
Other Funding Received:	\$34,064,263
Other Funding Pending:	\$66,656,280
Total Budget:	\$1,069,779,776
Estimate at Completion:	\$1,069,779,776
Bond Funds Remaining:	\$ 341,599,341

- Measure S: Total Measure S Expenditures last period were \$5,131,212; total remaining funds are \$14,080,171
- Measure AA: Total Measure AA Expenditures last period were \$1,057,384; total remaining funds are \$4,001,714
- Measure V: Total Measure V Expenditures last period were -\$2,202,784; total remaining funds are \$323,523,770

- The Bond Sales/Expense Report  
Indicates total bond amounts, bond issue dates/amounts unsold bond amount and total available as of June 30, 2019.

Total Bond:	\$783,500,000
Total Available:	\$618,493,686
Total Expenses:	\$441,894,345
Total Available Remaining:	\$176,599,341
Total Unsold Bond:	\$165,006,314

C. SMC Bond Program – Contractor List as of June 30, 2019

7. **SCHEDULE OF MEETINGS, 2019-2020**

Wednesdays at 8 a.m.

October 16, 2019

January 22, 2020

April 22, 2020

8. **ADJOURNMENT** – 9:13 a.m.

The next meeting of the Citizens’ Bond Oversight Committee will be held on Wednesday, October 16, 2019 at 8 a.m. in the Academic Affairs Conference Room, Room (SSC 396), Santa Monica College, 1900 Pico Boulevard, Santa Monica, California.

Current information on all bond construction projects is available at:  
<http://smcbondprogram.com> and at <http://www.smc.edu/CBOC>

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	August 6, 2019

**XI. BOARD COMMENTS**

**XII. ADJOURNMENT – 10:42 p.m.**

The meeting will be adjourned in memory of **Fred Beteta**, retired member of the SMCCD Board of Trustees; **Cindy Michelle Borden**, graduate of Roosevelt Elementary School, Lincoln Middle School, Santa Monica High School, an SMC alum and Emeritus College student; **Katharine Caufield Jacobs**, SMC student; **Luz Maria Jimenez**, mother of Martha Romano and Maria Bonin; **Michael Mosher**, husband of Judith Mosher, Math Lab Coordinator; and **Dr. Raul Ruiz**, former adjunct faculty member in the History department.

In addition, the meeting was adjourned in memory of **Toni Morrison**, author and advocate; and the **victims of recent shootings in Gilroy, California; El Paso, Texas; and Dayton, Ohio.**

The next regular meeting of the Santa Monica Community College District Board of Trustees will be held on Tuesday, September 3, 2019 at 7 p.m. (5:30 p.m. if there is a closed session) in the Santa Monica College Board Room, Business Building Room 117, 1900 Pico Boulevard, Santa Monica, California.

The agenda for the next meeting will include the following:

Major Items of Business

- Board of Trustees Self-Assessment
- Board Goals and Priorities
- SMC Student Equity Plan
- Adoption of 2019-2020 Budget
- 2018-2019 Quarterly Report and 311Q

BOARD OF TRUSTEES	INFORMATION
Santa Monica Community College District	July 2, 2019

## APPENDIX A

**SUBJECT:** SMC STUDENT EQUITY PLAN EXECUTIVE SUMMARY

The full Santa Monica College Equity Plan will be submitted via the Chancellor's Office NOVA system. The formatting required by this system is table-based and therefore not easily read. Thus, the content and background information have been assembled into this Executive Summary for use by the Santa Monica College community.

The 2019 Santa Monica College Equity plan was developed jointly by members of the Equity Steering Committee and the Academic Senate Joint Institutional Effectiveness Committee.

### **Where We Were: A Historical Perspective**

Since Governor Jerry Brown proposed legislation to fund and support student equity in 2014 (SB 860), Santa Monica College (SMC) has actively designed and implemented programs and interventions to address equity gaps in student outcomes. The 2019 Student Equity Plan is a culmination of years of work and is built upon previous equity planning efforts. The reading of the 2019 plan should be grounded in an understanding of the foundational work that has enabled the College to effectively drive change towards more equitable student outcomes, including, but not limited to:

- Dedicated spaces and regular opportunities for authentic dialog around racial climate and student equity (for example, Confidential Equity Office Hours for Employees, Equity Brown Bags, Equity Speaks meetings, "Black Minds Matter" series);
- Activities designed to build literacy around student equity skills (for example, Teaching Men of Color courses, college-wide equity summits, workshops, data coaching program);
- Strategic and intentional equity planning (for example, facilitated planning meetings and retreats, attendance of planning institutes);
- Development and integration of equity tools to existing procedures and practices (for example, pathways rubric focused on integrating equity-minded practices, equity centered interview questions, job descriptions for the faculty hiring process, adding equity outcomes to the faculty ranking committee priorities); and,
- Equity student discussions that focus on African American and Latinx SMC students to get feedback about their experience in accessing services; experience inside the classroom with faculty; and their overall thoughts about the levels of essential support at SMC.

**Importance of Language:** The keywords and terms used to describe the equity imperative at Santa Monica College centers language that refrains from blaming the student for the lack of successful outcomes. Language used in this document was selected to challenge SMC cultural norms and move toward an equity minded view of the campus. To become a more equity centered campus, SMC must: 1) Become race-conscious and aware of racial identity 2) Regularly use disaggregated data to identify racialized pattern in outcomes 3) Reflect on racial consequences of taken-for-granted practices and policies 4) Exercise agency and self-monitor to produce racial equity 5) View the institution as a racialized space (*Reference:* <https://cue.usc.edu/about/equity/equity-mindedness/>).

These key terms will be vetted and modified as part of the implementation of equity activities outlined in this plan.

### **Key Terms Used in this document:**

**Diversity:** Being composed of a “range of different elements”. In education, this is defined along the a broad range of dimensions of including race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is extremely important to support and protect diversity because by valuing individuals and groups free from prejudice, and by fostering a climate where equity and mutual respect are intrinsic.

<http://www.qcc.cuny.edu/diversity/definition.html>. The SMC climate must be shaped by an equity framework that enables the campus to achieve optimal “inclusion” of diverse students.

**Equality:** The state of being “equal”. The equity framework acknowledges that students who attend SMC have had varying access to educational opportunities. In order to ensure that every student, regardless of background, has an equal chance to succeed, SMC must create the conditions that produce equality in its educational outcomes.

**Equity:** Fair and just inclusion. An equitized society is one in which all can participate and prosper. The goal of equity must be to create conditions that allow ALL to reach their full potential. (Reference: Veronica Neal). Equity is an ongoing process and an accountability lens. It is not an end product.

**Racial Equity:** The application of justice to systems that have been out of balance with regards to race. Racial equity is both a process and an outcome. As an outcome, we achieve racial equity when race no longer determines one’s socioeconomic outcomes; when everyone has what they need to thrive, no matter where they live. As a process, we apply racial equity when those most impacted by structural racial inequity are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives. <https://www.centerforsocialinclusion.org/our-work/what-is-racial-equity/>

**Racially Minoritized:** The Merriam-Webster dictionary defines a minority as “group of people who are different from the larger group in a country, area, etc., in some way (such as race or religion” (minority. n.d.). According to the most recent US Census “Hispanic/Latino” are fast becoming a majority (48.7% compared to whites 52.2%) in Los Angeles <https://www.census.gov/quickfacts/losangelescalitycalifornia>. This also holds true at Santa Monica College, where Black and Latinx students represent 49% of the College population. Despite this fact, Latinx and Black students at SMC are often referred “underrepresented minorities” at the College and do not succeed at the same rates as white students. In this example, the noun minority is not appropriate, the verb “minoritized” should be applied. These students, despite representing the majority of the college population, are facing stigmas and prejudices. A minoritized student, is a student that because of circumstances outside of his or her control, has to deal with issues of racism, ableism, and teachers presuming his or her competence. **Reference:** <https://www.theodysseyonline.com/minority-vs-minoritize>

**Equity-Mindedness:** refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. **Reference:** <http://cue.usc.edu/equity/equity-mindedness/>

**Cultural Humility:** Cultural humility is a **lifelong process** of self-reflection, self-critique and commitment to understanding and respecting different points of view, and engaging with others humbly, authentically and from a place of learning (Tervalon & Murray-Garcia, 1998). Cultural humility is a unique framework for moving us toward equity. It is a philosophy that addresses the role of **power and privilege** in a system, as well as the imbalanced power of voice and power to make decisions (i.e., the power **over** and the power

to). Moreover, it is critical to ensure campus commitment and **consistency across policies and procedures**. Understanding institutional, interpersonal and internalized oppression is also an essential and ongoing aspect to this approach to organizational transformation.

**Microaggression:** Brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group, and are expressed in three forms: microassaults, microinsults and microinvalidations. “ (Sue, et al., 2007, p.72)

**Privilege:** an unearned advantage given by society to some people but not all.

**Power:** The capacity, opportunity, ability influence or direct the behavior or the course of events.

**Oppression:** systemic, pervasive inequality that is present throughout society and that benefits people with more privilege and harms those with fewer privileges.

**Unconscious Bias:** Unconscious bias applies to how we perceive other people. We are all biased and becoming aware of our biases will help us mitigate them in our work [with students].” – NX Leaders (2012)

**Culturally Responsive:** Culturally Responsive recognizes the importance of including an individual’s cultural references in all aspects of learning (Ladson-Billings,1994).

The following graphic provides a high-level summary of the equity-related activities and outcomes that have facilitated the cultural change and deepened institutional commitment for student and racial equity:

# AT A GLANCE: A Recent History of the Student Equity Plan at SMC

## 2018-2019

**Equity Summit:** Appraising and Assessing Campus Racial Incidents

White Ally group formed

**USC Race & Equity Center:** Training for campus and student leaders on institutionalizing racial equity

**Academic Senate Equity & Diversity Committee** developed a faculty resource guide on equitizing teaching practices

Faculty Resource Guide

**Center for Urban Education (CUE):** Student Equity Planning Institute

Equity imperative drafted (Intro of 2019 plan)

Data methodology and inquiry tools

The four priorities for plans identified

## 2017-2018

**Integrated plan (SSSP & BSI & Equity)** with budget submitted to state

**Equity Summit:** Allyship in Action

**Community College Equity Assessment Lab (CCEAL):** "Teaching Men of Color" training for faculty and Classified staff

"Black Minds Matter" course

Equity Institute for Men of Color

**Center for Urban Education (CUE):** Faculty Hiring Institute

Equity-minded interview questions and training

Revision of job announcements to include equity commitment

Department chairs training on equitable hiring practices (by Chair of Chairs)

Equity Pedagogy

Equity-minded classroom practices at large

**Allied Path (Veronica Keiffer-Lewis):** Facilitated equity planning

Development of equity vision, mission, framework, and lens

**Redesign/Pathways:** Inquiry group formed to ensure equity is infused in the redesign and guided pathways work

Development of rubric & guidelines for implementing pathways



## 2014-2015

First equity plan with budget submitted to state

First equity summit on fundamentals of equity planning

Administered the Community College Survey of Men (CCSM)

## 2015-2016

**Second equity plan** with budget submitted to state

**Equity Summit:** Cultural Humility & Equity Framework

**Community College Equity Assessment Lab (CCEAL):** Results of the CCSM disseminated and student focus groups conducted

Data on student experience to inform planning

**Center for Urban Education (CUE):** Student Equity Planning Institute

Goals in plan to eliminate equity gaps for all student groups

## 2016-2017

**Equity Summit:** White Fragility

**Community College Equity Assessment Lab (CCEAL):** "Teaching Men of Color" training for faculty

Equity-minded classroom practices at large

Items in the light blue squares signify the products or outcomes of equity activities that have directly impacted the content of the 2019 Student Equity

## Introduction

Santa Monica College has maintained a commitment to achieve equity in educational outcomes for all students for many years. SMC prides itself in serving a “globally” diverse student population that is increasingly diverse in race/ethnicity, life experiences, and academic preparedness. Santa Monica College officially reached the “Hispanic” enrollment threshold of 25% in 2010, qualifying it as a Hispanic Serving Institution (HSI) by the US Department of Education. This has allowed SMC to access federally funded grants to assist the institution with moving from a Latinx *enrolling* to Latinx *servicing* institution with regards to student success outcomes. The dual identities of SMC, (1) a globally diverse college and (2) a Minority Serving Institution (MSI) are often in conflict with one another. For example, the HSI designation is completely absent from the institution’s mission (which was revised in 2017) and marketing materials ([Quick Facts, Why Come to SMC](#)), rendering a growing population of students at SMC and the support systems available to them relatively invisible. Through the formation of the Equity Plan Task Force and Student Equity Steering Committee, SMC has been working to build a campus identity that more clearly articulates who our students are and what we as an institution must do to better serve them.

With an enrollment of just under 30,000 credit students per semester, 61% of whom are racially minoritized students ([Fall 2018 “Fast Facts”](#)), Santa Monica College continues to see pervasive data across every student success indicator demonstrating that the College is not effectively serving Latinx and African American students specifically. SMC’s racial equity gaps are in direct conflict with the College mission to create a learning environment that both challenges students and supports them in achieving their educational goals. SMC proposes to actively pursue racial equity as a centerpiece to its educational mission, hiring, program services, institutional governance, and college planning processes. We believe that SMC can truly embody our number one in transfer slogan for ALL students by collectively committing to employ an equity framework that centers the lived experiences of our most marginalized student groups on campus.

The consistent and pervasive underperformance of SMC with regards to Latinx and African American students must be addressed with more systematic and broad reaching activities centered on confronting issues of race, discrimination, bias and oppression. While the College is considered a minority serving institution (Latinx and African American student population of 49%), SMC remains a predominantly white institution with regard to faculty (full time and part time), academic administrators, and classified managers. In redesigning the institution, SMC must learn to center practices and procedures that represent a significant portion of our students. Hiring highly successful content experts that lack preparation to facilitate discussions around race has historically resulted in the sidelining of racial equity when discussing college planning, new initiatives and proposed interventions. Thus, SMC proposes to utilize the equity plan activities to equip all College employees with the knowledge, skills, and abilities required to discuss issues of race as it relates to campus culture and student success.

In 2018, a broad group of faculty, administrators, and staff convened to integrate the Student Success and Support Program (SSSP)—both credit and noncredit, Student Equity, the Basic Skills Initiative, and the Guided Pathways teams into a single plan with racial equity in educational outcomes for Latinx and African American students at the center. Over the course of developing the plan, the comprehensive work group developed equity vision and mission statements to guide and inform the plan as follows:

**Equity Vision statement**, “SMC is a dynamic and culturally responsive educational community that upholds the values of equity, inclusion and social justice as a pathway to personal and academic excellence.”

**Equity Mission statement,** “SMC is an educational institution dedicated to providing an equitable learning and working environment. We intend to make clear, through our lived values and praxis, our commitment to inclusive excellence, which is reflected in our student outcomes and employee satisfaction.”

To achieve racial equity in educational outcomes for Latinx and African American students, who experience the greatest gaps in service across each metric measured by the student equity plan, SMC is pursuing this work at the institutional, interpersonal, and intrapersonal levels. At the institutional level the college community will examine policies, practices, and structures that create barriers for students. Engaging in Guided Pathways redesign to become a “student-ready college” is one example of these efforts. The goals related to course success, transfer, and degree/certificate completion cannot be achieved without each department engaging in data-driven equity-minded work daily. At the individual level the goal is for each member of the SMC community to become “equity-minded,” embracing equity as a core value and recognizing the ways in which they can help begin to work towards racial equity in the work they do every day at the College. To achieve this SMC will provide professional development to all groups, develop “equity core teams” in departments and divisions, and host all-campus events focused on racial equity and actively anti-racist praxis. We will employ the use of an equity framework developed in the Guided Pathways Intention Equity and Retention Team to define and work toward developing campus wide competencies in the following areas:

### **SMC Equity Framework**



<p><b><u>Authentic Communication:</u></b></p>	<p>How will we address conflict, misinformation, microaggressions, and unintentional wounding?  How will we ensure students are heard and respected as partners in this process?  In what ways and in what spaces can the modeling of authentic communication begin?  What active steps can be taken to model this behavior?  How will we gain commitments to authentic communication?  How will we ensure all voices are heard?  How will community agreements/norms be embedded in our interactions?</p>
<p><b><u>Cultural Humility:</u></b></p>	<p>What assumptions are we making about our work environment?  What cultural dynamics are we looking to challenge or center?  Why are we challenging or centering them?  How will we disable power imbalances?</p>
<p><b><u>High Impact/Anti-Racist Practices:</u></b></p>	<p>What HIPs have we intentionally embedded to enhance the learning and engagement of Latinx and African American students?  Are we showing up as culturally humble experts who are learning and open to exploring new ideas?  What practices need additional resources to scale-up and reach a greater proportion of Latinx and African American students?  What qualitative and quantitative data do we need to collect along the way to help identify which practices are successful with students of color?</p>
<p><b><u>Change Management and Culturally Responsive Facilitation:</u></b></p>	<p>Who is best prepared to facilitate an equity-focused meeting?  How will these facilitators be supported?  Are we as an institution prepared to commit to dialogue that squarely centers our examination and decisions of the College around Latinx and African American students? If so, how?  Are we committed to communication styles that value “calling-in vs. calling-out”?</p>

## SMC Equity Lens

An equity lens ensures the living embodiment of our framework and will guide preplanning, implementation, reflections, and reconstruction when evaluating college level policies, practices, planning and implementation decisions.

It is vital that SMC improve in the following core competencies to meet the ambitious equity goals proposed in this plan and the Local Vision Report:

- Define and differentiate between the words equity, equality, social justice, diversity, collegiality, and fairness;
- Become aware of how implicit bias and stereotypes shape our interactions with students and peers;
- Recognize and interrupt microaggressions when they are committed, understand the “death by a thousand papercuts” metaphor for individuals who endure these papercuts in their daily lives;
- Create a culture where we recognize breakdowns in communication and “call each other in” as opposed to “call each other out” whenever possible;
- Reflect and refine campus documents and tools (examples: course syllabi and IGETC) using an equity lens that speaks most effectively to African American, Latinx, and first-generation college students;
- Normalize conversations about race; do individual intrapersonal work on unpacking why there may be discomfort around issues of race;
- Disrupt deficit language when discussing racially minoritized; citing *their* issues as being the cause for any lack of success while at SMC;
- Look at data in student judiciary processes to uncover any trends;
- Avoid using a “savior” mentality when discussing interventions needed to reach students from racially minoritized backgrounds; ensuring all students succeed at SMC is not a noble form of outreach, it is the college imperative.
- Use data to recognize and dismantle college wide practices, discourse, etc. that implicitly center oppressive ideologies and colonizing mentalities.

### **Student Equity Plan Rationale: *Prioritizing Racial Equity***

During the December 2018, February 2019, and March 2019 meetings, the SMC Institutional Effectiveness Committee discussed the mechanics of the goal-setting process and articulated a rationale describing the levers chosen to set the local goals for the Vision for Success metrics. One of the first activities of the Student Equity Plan (SEP) was to eliminate parallel planning processes and leverage existing committees to promote the SEP equity vision for Santa Monica College. Key elements of the SMC Institutional Effectiveness goal-setting process that will be applied to the SEP include:

**1) Prioritization of closing the equity gaps for racially minoritized groups.** The baseline data reveals that the groups who experience the largest and most persistent equity gaps in terms of completion, transfer, and workforce are the racially minoritized groups: Black, Latinx, and Native American/Alaskan Native. While gaps are observed for some metrics for other groups, the College has focused on setting goals that eliminate the equity gaps experienced by the racially minoritized groups. [Appendix A](#) of the Vision for Success Report describes the baseline performance of all groups experiencing equity gaps for all metrics, including disability status, foster youth, first-generation status, low-income status, veterans, and LGBT<sup>1</sup>.

**2) Setting numeric goals based on a calculation that envisions racial parity for the metrics.** The systemwide Vision for Success and Student Equity Planning goals challenge the institutions to simultaneously increase the overall success of all students while reducing or eliminating the equity gaps. These goals narrowly focus on improving the overall success without considering that equity gaps often lead to an unintended scenario where the overall success improves, but the gaps widen or stay the same. In order to ensure that the College achieves both parts of the Vision goals, the numeric goals for the metrics will be determined based on a calculation which produces an outcome in which the highest performing group's success remains stable, but the overall success improves, and gaps are eliminated for the disproportionately impacted racial/ethnic groups. The "Bottom Up" (known as "Strategic Rise" at SMC<sup>2</sup>) method was used to calculate the number of additional students by ethnicity/race that need to succeed in the baseline year to achieve equity. The SEP goals were set using the Strategic Rise calculations.

**3) Recognition that goals are symbolic of the College's aspiration and do not represent absolute mathematical precision.** In the past, the College set small and arbitrary target goals (for example, a 1% increase in course success) for metrics on the IE dashboard. While the College saw minor progress in metrics over time, the results were woefully inadequate, and no meaningful strides were made in terms of student success. In order to achieve the goals of the Vision for Success, colleges will be required to be bold and transformative and abandon the "business as usual" framework. To that end, the SMC has leveraged the local goal setting process to instill a sense of urgency around improving student outcomes and mobilize the campus community by setting ambitious (but measurable) goals that are symbolic of our collective ideal. The goals may not be realistically achievable in the short time period set by the Student Equity Plan (2021-2022), but they convey the College's resolute commitment to actions that will improve student success in terms of completion, transfer, and workforce preparation faster than ever before and to eliminate racial equity gaps across these outcomes.

1. LGBT and first-generation status data were not systematically collected at the time of the baseline years; these datasets are incomplete. 2. A conscious decision was made by SMC Equity practitioners to rebrand the term "bottom up" to "strategic rise" as the former term is deficit-minded (blames students) and the latter is equity-minded SANTA MONICA COLLEGE VISION FOR SUCCESS GOALS 7

## **Student Equity Plan Methodology and Goals**

To determine which student demographic groups were disproportionately impacted in terms of the equity metrics, the proportionality index (PI) and percentage point gap (PPG) calculations were used. The PI calculation was used for metrics measuring volumes or counts of successful students: Vision for Success Goal Completion and Transfer to a Four-Year University. Conceptually, the PI calculation functions by comparing the proportional representation of a demographic group among a reference population (for example, 9% of credit students enrolled are Black/African American) to the proportional representation of the same group among a successful population (for example, 5% of students who transferred are Black/African American). To achieve equity, the two proportions represented by the demographic group in the reference and successful populations need to be equal. Cases where the student group, in this example Black/African American enrolled, has a larger representation at 9% when compared to their representation in the successful population, 5% transfer, indicate that an equity gap exists for the group.

The PPG calculation was used for rate or percentage metrics: Enrolled in the Same Community College, Retained from Fall to Spring, and Completed Both Transfer-Level Math and English. Conceptually, the PPG functions by comparing the performance or rate of a demographic group to the highest performing group for the metric. All groups who achieve the outcome at lower rates than the highest performing group beyond the margin of error value are identified as being disproportionately impacted.

The baseline data for the student equity plan metrics revealed that the groups who experienced the **largest** and **most persistent** equity gaps in terms of access (successful enrollment), retention, transfer, credential completion (vision goal completion), and transfer-level Math and English completion were the racially minoritized groups, particularly Black and Latinx. While gaps are observed for some metrics for other groups<sup>1</sup>, the College prioritized setting goals that eliminate the equity gaps experienced by the racially minoritized groups. To that end, the College utilized two distinct methodologies to determine goals for the overall student population and racially minoritized groups (first methodology) and other student demographic groups (second methodology).

### Methodology #1: Goals Representing Racial Parity in Outcomes (Eliminate Gaps)

Goals for overall student population metrics and equity goals for racially minoritized student groups were determined using the “Bottom Up” (known as “Strategic Rise”<sup>2</sup> at SMC) method recommended by the USC Center for Urban Education and described earlier. These goals show the number of additional students by ethnicity/race that need to succeed in the baseline year to achieve equity. Refer to [Appendix C](#) in the Vision for Success document for a detailed description of the methodology. The reference population for the volume metrics were transfer/degree declared students enrolled at SMC in 2017-2018 (based on informed and/or uninformed self-reported educational goal).

## OVERALL STUDENT POPULATION

Metric*	Baseline Performance (2017-2018)**	Target Goal by 2021-2022 – Equity Gaps Eliminated (Improve by)***	% Increase/Decrease Over Baseline Performance
Enrolled in the Same Community College	10,284	12,004 (+1,720)	+17%
Retained from Fall to Spring at the Same College	22,724	25,226 (+2,502)	+11%
Completed Both Transfer-Level Math and English Within the District in the First Year	442	994 (+552)	+125%
Attained the Vision Goal Completion	2,361	3,717 (+1,356)	+57%
Transferred to a Four-Year Institution	3,444	5,000 (+1,556)	+45%

\*Data source: [Student Success Metrics](#); metrics and data source for the equity goals were prescribed to colleges by the Chancellor's Office

\*\*Baseline years were prescribed to colleges by the Chancellor's Office

\*\*\*Represents the ultimate goals; calculates what the goal would be (based on the baseline year) if equity was achieved and gaps for racially minoritized students were eliminated.

## RACIALLY MINORITIZED STUDENT GROUPS

Target Groups	Equity Metric	Baseline Performance	Target Goal by 2021-2022 – (Improve by)	% Increase/Decrease Over Baseline Performance
Some other race – Male		55	99 (+44)	80%

Some other race - Female	Enrolled in the Same Community College	63	106 (+43)	68%
Native Hawaiian or Other Pacific Islander - Male		16	40 (+24)	150%
Native Hawaiian or Other Pacific Islander - Female		11	38 (+27)	246%
Black – Female		744	995 (+251)	34%
Asian – Male		519	795 (+276)	53%
Latinx – Female		1,914	2,205 (+291)	15%
More than one race – Female	Retained from Fall to Spring at the Same College	450	541 (+91)	20%
Black – Male		741	933 (+192)	26%
Black – Female		924	1,157 (+233)	25%
Latinx – Male		3,790	4,192 (+402)	11%
Latinx – Female		4,675	5,181 (+233)	11%
Black – Male	Completed Both Transfer-Level Math and English Within the District in the First Year	9	49 (+40)	444%
Black – Female		6	41 (+35)	583%
Latinx – Male		59	210 (+151)	256%
Latinx - Female		82	226 (+144)	176%
Native Hawaiian or Other Pacific Islander – Male	Attained the Vision Goal Completion	1	3 (+2)	200%
Latinx – Male		290	577 (+287)	99%
Black – Male		48	149 (+101)	210%
Black - Female		70	184 (+114)	163%
American Indian or Alaska Native – Male		1	3 (+2)	200%
Black - Male	Transferred to a Four-Year Institution	111	182 (+71)	64%
Black - Female		136	240 (+104)	76%
Latinx - Male		449	855 (+406)	90%
Latinx - Female		593	1,072 (+479)	81%
Some other race - Male		16	120 (+104)	650%
Some other race - Female		27	112 (+85)	315%
American Indian or Alaska Native - Male		0	3 (+3)	200%
American Indian or Alaska Native - Female		2	6 (+4)	200%

### Student Equity Plan Activities:

A group of cross-sectional equity practitioners that are team leaders of major initiatives at the College, (senate committees and guided pathways team leaders) attended a student equity planning institute in 2019. At the institute, the group discussed a more systematic approach to create a system for transformative change in response to college equity data. The team developed a broad set of priorities to

engage in intentional work around the assessment of campus climate, professional development, and coordinated planning activities to racial equity at Santa Monica College.

### **1) Align Equity Goal Setting with Institutional Effectiveness and Other Cross-Campus Planning Bodies**

*Issue:* In previous years, the equity planning task force and committees formed plans and set goals for student metrics in the student equity plan in parallel with other standard college planning processes (Example the Institutional Effectiveness Committee). This resulted in a variety of equity metrics being addressed and separate goals being set for each. This made it difficult to communicate equity plan goals effectively college-wide and infuse equity into the College's decision-making processes. SMC proposes a strategy to address the lack of cohesive equity planning by carrying out the following activities:

- Work within the IE committee to develop and communicate a standardized rationale for evaluating, setting goals, and measuring progress to close equity gaps at the College.
- Prioritize groups experiencing the most disproportionate impact across all plan indicators. Currently, the groups most underserved by Santa Monica College are racially minoritized groups; specifically, African American and Latinx students enrolled at the College.
- Engage the Classified, Administrative and Faculty leadership of the SMC District Planning Advisory Council to set institutional priorities that focus on closing the equity gaps in the College data.
- Set ambitious goals and mobilize other college wide planning committees and teams (Student Equity and Achievement, Guided Pathways Implementation Teams, Senate Equity and Diversity Committee, Senate Program Review) to initiate transformational change needed to meet the goals and close the racial equity gap at SMC.

### **2) Implement Inquiry-Based Process to Eliminate Equity Gaps**

*Issue:* College initiatives were not intentionally focused on closing racial equity gaps at SMC. Small pilot programs have proven ineffective in closing racial equity gaps; however, the inability to measure and scale successful interventions continues to be a challenge across the College.

The Office of Institutional Research, in consultation with appropriate campus programs and committees, will conduct a comprehensive assessment of student support services and communication/marketing documents using an action research lens by creating inquiry teams. Action research brings together and trains practitioners (called "practitioner-researchers") who are in positions to bring about direct change and make decisions to actively participate in assessment and evaluation of specific practices, policies and related documents, and programs. For example, the practitioner-researchers who will be evaluating the Welcome Center services for first-year students will be the students, staff, and faculty who work in the center.

The action research will involve equity-minded inquiry that assesses the effectiveness of services across campus through a racial equity lens, and answer questions such as "Are our African American students accessing the services of our office at the same rate as other students? Why not?" and "Do our marketing materials for our center speak effectively to the African American/Latinx population?"

The inquiry team will be trained by external experts/scholars on the principles of the SMC Equity Framework, equity-mindedness and on key methods of inquiry: observations, interviews, and document reviews. The inquiry team will apply the inquiry methods to learn how services work and don't work, particularly for our racially minoritized and economically disadvantaged students.

The focus of the inquiry activities will be to systematically map all services, activities, structures, and staffing that contribute to equity planning metrics. The inquiry team will review and evaluate the documents (for example, IGETC document or transfer website), practices (for example, embedded tutors in math classes), and policies (for example, counseling appointment setting process) around core services and programs that help students achieve the metric outcomes, including, but not limited to:

- The onboarding process
- First-year student services
- Transfer services
- Career services
- Academic support services (SI, tutoring)
- Early alert systems

The goal of this activity is to achieve the following outcomes that improve the College's ability to revise and create programs and interventions that more directly reflect the needs and experiences of racially minoritized students:

- 1) Documents, practices, procedures, and policies of core services are updated/revised, are more student-friendly overall, and are welcoming and accessible for racially minoritized students;
- 2) New documents, practices, procedures, and policies of core services will be designed to address any gaps;
- 3) Students who are targeted by the revised/new strategies, particularly the racially minoritized students, will report that the services, related materials, and communication about the services (marketing, etc.) are relevant to them and meet their needs; and,
- 4) Members of the inquiry team will have an increased understanding of the specific needs and experience of racially minoritized students and will feel more agency in being able to address student needs.
- 5) Program review will incorporate this structure in measuring effectiveness of interventions and closing racial equity gaps department wide. An inquiry strategy will be incorporated into annual and 6-year department, program, and division planning.

### **3) Create an infrastructure to support sustained and coordinated equity minded decision-making and development across all areas of the College.**

*Issue:* SMC does not have any dedicated equity staffing to create, coordinate and sustain the training, planning, and strategy development of the campus community around racial equity data, best practices, and principles. Without a centralized and visible infrastructure that extends college-wide, racial equity training interventions and development have been focused primarily on faculty in academic and student affairs areas.

- Establish an “Institutional Equity, Planning and Effectiveness” leader that monitors equity data and coordinates the efforts to address institutional equity gaps across every division. This leader will create opportunities for equity minded implementation and decision making that affect general College business. Planning and implementation at the College must focus on culturally responsive inquiry and problem-solving facilitation college-wide and, therefore, the leader of these efforts should sit on senior staff. Successful implementation of AB705 with a focus on racial equity, progress on metrics that contribute to the student-centered funding formula, and redesign of the Santa Monica College student experience are among the many changes that require leadership and expertise in institutional equity planning and effectiveness.
- In collaboration with SMC Human Resources, the Equity, Planning and Effectiveness leader will develop programming to augment the services of Title IX and provide formal Equal Opportunity training for all SMC Hiring committee members.
- Create an ombudsperson to provide confidential space for employees to discuss issues regarding campus culture, process microaggressions and other forms of toxic workplace behavior that undermine the principles of cultural humility, authentic communication, and culturally responsive management praxis. This will institutionalize the Confidential Equity Office Hours currently provided by members of the Equity Steering Committee per the request of College employees.
- Expand Equity Data Coaching. The Office of Institutional Research, in collaboration with the Center for Teaching Excellence and the Senior Staff Lead on Equity, Planning and Effectiveness, will expand the existing data coaching program (currently focused on CTE) to train faculty, staff, and manager practitioners to analyze student equity data and facilitate dialogue in the context of programs around student equity using an equity-minded framework. The College will build on the model and expand the program to include training across all departments and programs. Specifically, the equity data coaching program, will:
  1. Train practitioners on the technical aspects of calculating and analyzing equity gaps numerically in the context of the Vision for Success and Equity Plan metrics;
  2. Deepen practitioner knowledge of the historical and current context of race issues embedded in the systems of the U.S., including higher education;
  3. Prepare practitioners to respond effectively to deficit-minded (perspectives that place the responsibility of success solely on students and link failure on the shortcomings of students) reactions to racial equity data; and,
  4. Train practitioners to apply an equity-minded framework (perspectives that emphasizes institutional responsibility for inequities in student outcomes) in facilitating difficult data discussions at the program and committee levels, particularly around racial equity gaps.

The ultimate goal of this activity is to better enable SMC to act on our equity goals via the following outcomes that improve the racial climate and campus culture :

1. An authentic community of practitioners who drive equity-minded dialogue and are proficient in the analysis of data to identify where our practices, policies, and programs are not working for our racially minoritized students will exist;
2. The College will be more intentionally engaged in inquiry practices focused on better understanding the needs and experience of racially minoritized students;

3. Conversations around race, racism, and racial equity gaps on campus will be normalized; and,
4. The College will assume collective and personal responsibility for racial inequities that exist in student outcomes.

#### **4) Assess and Improve the Racial Climate at Santa Monica College**

##### Understanding the Racial Climate on Campus

During the Fall 2015 and Spring 2016, the Community College Equity and Assessment Lab (CCEAL) conducted focus groups with SMC students who identified as “men of color.” This study laid the foundation for much of the professional development conducted by The Center for Teaching Excellence and The Equity Steering Committee. CCEAL will continue their work with SMC by administering a comprehensive set of surveys that examine factors that influence student success at SMC by faculty and student services. The National Assessment of Collegiate Campus Climate (NACC) will also be administered at SMC to gather data on how our students are experiencing the institution’s racial climate. NACC assesses how students are experiencing a sense of “Mattering” and “Affirmation” in different areas of the campus: Cross-racial engagement; Racial Learning and Literacy; Encounters with Racial Stress; Appraisals of Institutional Commitment; and Impact of External environment.

In addition to widely sharing the results, findings will be utilized by The Equity Steering Committee and The Center for Teaching Excellence to create ongoing and sustained professional development. Specifically, the data will be used to:

1. Guide authentic discussions of how our racially minoritized students experience SMC
2. Guide authentic discussions about how our racially minoritized colleagues experience SMC
3. Inform the understanding of institutional members who are engaged in equity-minded inquiry
4. Inform the need for institutional wide professional development
5. Results will be utilized by Equity Data Coaches during discussions with the larger campus community
6. Results will provide focus areas that should be addressed during the Redesign of the Student Experience

##### Discussing the Racial Climate on Campus

The Center for Teaching Excellence, in collaboration with the Student Equity Steering Committee, will develop training around Language, Collaborative Spaces, and Difficult Conversations. Openly and frankly discussing race is not easy and requires extensive professional development. It is important that training is provided to validate the fact that conversations about race and ethnicity are set in historical context, and are therefore delicate and sometimes painful. Research tells us that the language that we use in our conversations, marketing, and writing matters to students and colleagues. This training will also provide campus-wide opportunities for healing and promote equity practitioner well-being. SMC cannot effectively assist students impacted by racism and bias if our campus employees are experiencing trauma in their daily work environments.

The Equity Steering Committee and The Center for Teaching Excellence will collaborate to create ongoing and sustained professional development. Specifically, the findings will be used to:

1. Train faculty and classified professionals on how language can be framed in an equitable or deficit manner.
2. Creation of collaborative spaces that are private where our community can explore questions about race without judgement, in the interest of growth.
3. The college community will co-create a set of Community Understandings for conversations/meetings to respect the voices in the room. These Community Understandings can then be modified to fit the needs of particular groups.
4. Train and practice *Calling In* as a way of respectfully dialoguing around difficult subjects.

The goal of these activities is to achieve the following outcomes that improve the College's ability to revise and create programs and interventions that more directly reflect the needs and experiences of racially minoritized students:

1. The College will have a validated report that identifies student groups demonstrating disproportionate impact by race/ethnicity within gender as well as predictive modeling of factors influencing student engagement, use of services, and focus in college.
2. The College will have a faculty report detailing recommendations for professional development with a focus on teaching and learning practices based on threshold scores from national benchmarks. Data will be disaggregated by full-time tenured, full-time tenure track, part-time teaching here only, part-time teaching at multiple institutions, developmental education, general education, and major required courses.
3. The College will have a student services report detailing recommendations for professional development with a focus on support practices based on threshold scores from national benchmarks. Data are disaggregated by area (e.g., financial aid, services to students with disabilities, admissions and records, outreach and matriculation, academic advising, psychological and health services, student life and activities, retention programs, tutoring services, transfer center and services).
4. The College community will be able to use language intentionally to create a campus climate that validates the identities and experiences of our students.
5. Conversations between colleagues will incorporate equity into core practices.

## **Integration of Initiatives:**

Approximately two-thirds of new SMC students assess at the developmental level in English, ESL, and/or mathematics. The Basic Skills Initiative (BSI) aligns with the Student Equity plan goal of improving and accelerating the rates of developmental course success for African American and Latinx students, which, in turn, supports all academic achievement goals. BSI seeks to close the equity gaps by providing learning support services to students; supporting faculty in developing accelerated course work which is responsive to AB 705; integrating counseling, study skills, career/transfer information into courses, and supporting the Guided Pathways redesign. SMC will leverage the Student Equity and Achievement program to create mechanisms to infuse racial equity training as a key focal point of all accelerated coursework and companion courses. With respect to Basic Skills, SMC must assess the following: What is the impact of self-placement and accelerated courses on our most marginalized, racially minoritized students? Are additional hours in the form of corequisite support courses in the classroom effective at closing SMC's racial equity gap?

The Student Success and Support Program team has identified a variety of high impact activities that support the student equity goals, the success of basic skills students, and the implementation of a Guided Pathways redesign of the student experience. In order to ensure all students are served effectively, the SSSP team must be trained on how to regularly conduct disproportionate impact analyses to determine gaps in core services and delivery among racially minoritized populations. SSSP aligns effectively with the Guided Pathways redesign and will improve practice by providing a care team for all first-time freshmen/first generation students to facilitate major selection and educational planning.

As suggested in the Chancellor's Office publication, "Vision for Success," SMC is using the "... Guided Pathways framework to bring about transformational change, ultimately braiding various funding streams in service of a singular, coherent plan for improvement" (p. 22). Using a student-centered approach, the Guided Pathways redesign is an integrated, inclusive strategy to reimagine and comprehensively redesign the student experience, engaging the College as an inquiry-based, networked community to create an equity-driven institution as competent in student completion of programs as it is in student access. The goals of the redesign are to reduce/eliminate equity gaps, reduce time to completion, and increase the rates of completion overall. Therefore, the Guided Pathways redesign directly supports the Student Equity goals and activities. The College is engaged in making the student experience more intentional, supported, and clear to help guide and support each student—regardless of academic preparation—to reach their self-defined academic goals effectively and efficiently.

The integration of initiatives and plans will become the foundation for future programming under the Student Equity and Achievement (SEA) Program. Current budget priorities are being developed by the Vice Presidents of Academic Affairs, Student Affairs, and Enrollment Development in consultation with the College's Guided Pathways leadership.

## **Budgeted Resources by Equity Plan Activities and Metrics**

In addition to the proposed priorities that are essential in making transformative change around racial equity, SMC is currently funding a variety of academic interventions, counseling support, administrative and classified positions that align with both the Vision for Success and Student Equity Plan Goals. These ongoing activities will be assessed as part of the equity-minded inquiry (Activity 2) listed above and presented to college planning committees (Activity 1) for input on scaling of successful programs.

Equity Plan Activities and *all* Equity Plan Metrics: 1) Align Equity Goal Setting with Institutional Effectiveness and Other Cross-Campus Planning Bodies 2) Implement Inquiry-based process to eliminate equity gaps 3)

Create an infrastructure to support sustained and coordinated equity minded data decision making and development across all areas of the College. 4) Improve the Racial Climate at Santa Monica College. Total Equity Budget: \$859,765

- **Equity based Data Coaching Training:** Develop a team of equity practitioners to deepen the institution's understanding of *why* the equity gaps exist for departmental and program metrics within the context of instructional support services and curriculum delivery. 21 faculty have been trained in data coaching.
- **Faculty Summer Institute:** 2-week training program designed to increase faculty use of culturally responsive pedagogy and promote equity practices in the classroom. 205 faculty members have participated in the FSI program at SMC.
- **Academic Senate Diversity and Equity Committee Handbook:** Highlighting pedagogy and strategies for centering practices that promote student learning for racially minoritized in the classroom.
- Adopting the **Guided Pathways Institutional Equity and Retention Team** rubric and recommendations into student equity plan, guided pathways, SSSP, and BSI processes.
- **Sustained Equity Centered Professional Development:** Ongoing professional development focused on culturally responsive pedagogy and high impact practices.
  - **Equity Summit:** Veronica Neal (Calling In, Ally Building), Robin D'Angelo (White Fragility), USC Race and Equity Center (anti-racist policies and practices in higher education). Each year we have welcomed over 80 members of the Santa Monica College community. In 2019, 55 Faculty, 1 Board of Trustee, 13 Classified Professionals, and 18 Administrators attended.
  - Center for Urban Education **Equity in Hiring:** Prepare a more equity-focused, comprehensive hiring and human resource onboarding process. In 2017 SMC sent a team of (Attendance-Department Chairs, HR managers, etc.) to provide guidance on how to intentionally focus on equity in faculty recruitment, evaluation and hiring.
  - Center for Urban Education **Student Equity Planning Institute:** SMC has sent teams of 10 (2015) and 17 (2019) to the Student Equity Plan Institute hosted by the USC Center for Urban Education. This conference has been central to developing a comprehensive Equity Plan that addresses the Chancellor's office planning requirements and provides a framework for implementing intervention and activities.
  - Center for Urban Education **Equity Minded Teaching Institute:** In 2018, SMC sent a team of 8 faculty to 2-day training on equity minded practices in the classroom. Follow up webinars were also provided. In August, SMC plans to send additional faculty to the 2019 Equity Minded Teaching Institute.
  - **Center for Organizational Responsibility and Advancement:** In response to the reports generated by CCEAL (CC Survey of Men of Color); Teaching men of color was offered by the equity committee and 84 faculty and 35 classified staff members have completed CORA training.

- **FLEX Days:** Veronica Neal, Kimberley Papillion, Frank Harris, J. Luke Wood, Jeff Schinske ([see SMC FLEX Day Programs](#)): to assist with delivering high impact practices aimed at shifting institutional culture.
- **National Conference on Race and Ethnicity, A2MEND, UMOJA, 3CSN:** Send groups of faculty, department chairs, staff, and students to conferences focused on race and ethnicity in higher education. Since 2016, SMC student equity has sent four teams and a total of 52 staff members to NCORE for training. SMC has sent 30 faculty and 30 students African American Male Educational Network and Development Conference.
- **Social Justice & Equity Speaker Series:** Fall 2018, the SMC Equity Steering Committee along with the SMC Faculty Association brought a series of speakers to address Equity & Social Justices issues that impact our campus. We had over 150 students, faculty, and staff attend this series. The speakers included, Dr. Tyrone Howard (UCLA), Dr. Antonia Darder (LMU), Dr. Lindsey Perez-Huber (CSU Long Beach), and Dr. Kyndal Brown (UCLA).
- **Equity Evaluation and Research:** Associate Dean, Faculty Lead, Dean of Institutional Research, Director of Academic Affairs, and project managers (among others) work with equity research analysts to expand pilot projects and determine efficacy and sustainability of new efforts to close identified equity gaps.
- **Support ongoing SMC Equity Research:** Senior Analyst directs and assists with evaluation of interventions and provides critical data and information to inform planning.
- **Student Equity Committee Key Personnel and Informational Materials/Web Development:** Planning and communication activities to promote student equity and related activities at the College.

Equity Plan Metrics: Access (Successful Enrollment); Retention Fall to Spring for African-American, Latinx and other student groups experiencing equity gaps: Total Budget: \$575,808

- **Veteran Resource Center Service Expansion:** Increase capacity for connecting Veterans at SMC to centralized psychological and counseling services in the Veterans Resource Center.
- **Guardian Scholars:** Provide Guardian Scholars (foster youth) with a dedicated program coordinator/counselor to connect participants with student support services and closely monitor academic progress. Provide mental health referrals and additional staff to support foster youth.
- **African American Collegians/Latino Centers:** Student Services Assistant, part time counselors, and social workers/mental health professionals to provide program support, expand academic and personal counseling, referrals to mental health and other community-based resources.
- **Dreamers Advising:** Provide counseling to support our ally training program and student workers to act as peer mentors for undocumented students.
- **STEM counseling:** Part time counseling to support all STEM students at SMC to assist with the STEM education planning process.
- **Direct Student Support:** Provide assistance with books, transportation, and child-care costs.

Equity Plan Metric: Completion of transfer level math/English and targeted courses, for African-American, Latinx and other student groups experiencing equity gaps. Total Budget: \$447,697

- **Supplemental Instruction (SI), Tutoring, and Learning Center Support:** Expand support for embedded tutoring and learning centers to improve access and quality of service across disciplines. Instructional Assistant support for African American Collegian and Latino Centers in Math and English, Student Services Specialist in Supplemental Instruction.
- **Embedded Tutoring:** Provide student tutors during the short-term, intensive winter and summer intersessions in STEM subjects. Targeted outreach for African American and Latinx students to promote course success.
- **History Peer Learning Program:** Expand peer-learning program to build history specific reading and writing skill building workshops.
- **Sociology Coaching Program:** Promote successful course completion among African American and Latinx students.
- **Chemistry Bootcamps and Math Workshops:** Boost math/chemistry skills among African American and Latinx students that lead to successful course completion.
- **Black Collegians/Latino Center instructional support:** Provide full-time math Instructional Assistant to provide support for African American and Latinx students. Expand peer-mentoring program.

Equity Plan Metric: Increase the overall number of degrees and certificates awarded African-American and Latino/a/x students and other groups experiencing equity gaps.

- **Integration of Career Services in Black Collegians/Latino Center programs:** Provide comprehensive career services in the centers where target group students receive core services.

Equity Plan Metric: Increase the overall number of students who are transfer prepared and successfully transfer among African-American and Latino/a/x students and other groups experiencing equity gaps.

Total Budget: \$111,500

- **Equity Transfer Programs:** Expand and promote transfer immersion programs, coursework, and opportunities to engage with SMC faculty mentors.
- **Scholars Program outreach:** focused outreach to African American and Latinx students eligible for the SMC scholars transfer program.

### **Funded Student Equity activities for 2014-15, 2015-16, and 2017-18**

In 2014-15 Santa Monica College Student Equity Plan had three overarching goals:

1. To build institutional capacity to address the achievement gap by engaging in systematic quantitative and qualitative inquiry, and by implementing interventions and student support that directly address the identified equity gaps.
2. To establish a standing college committee on Student Equity, which will monitor progress on the plan, submit required annual reports, and develop future plans.

3. To develop consensus on determining the performance measures for monitoring progress toward achieving the desired outcomes and establish target dates for achieving these outcomes.

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

1. To build institutional capacity to address the achievement gaps experienced by target group students.
2. To assess and evaluate all equity funded projects to determine the most effective practices for closing the achievement gaps identified in campus-based research.
3. To communicate evaluation results widely and develop plans for expansion of best practices, leveraging projects to maximize the impact on target group students

In 2017-18 Integrated Planning Goals:

1. Santa Monica College will embrace student equity as a core value for which all will take responsibility.
2. Decrease the time to completion for degree, certificate, employment outcomes, and transfer, particularly for groups experiencing equity gaps.
3. Increase the persistence, completion, and success in all courses, particularly the ESL and English and math sequences, for African-American and Latino/a/x students and other groups experiencing equity gaps.
4. Increase the overall number of degrees and certificates awarded and successful employment outcomes for African-American and Latino/a/x students and other groups experiencing equity gaps.
5. Increase the overall number of students who are transfer prepared and successfully transfer among African-American and Latino/a/x students and other groups experiencing equity gaps.

Santa Monica College accomplished two of the goals in the 2014-15 Student Equity plan by establishing a Student Equity committee with representation from all campus constituencies and by developing consensus on the performance measures for monitoring progress toward achieving the desired outcomes and establishing target dates for achieving these outcomes. Santa Monica College conducted campus-wide research and inquiry, and designed student support interventions that culminated with data evaluation to identify the most successful intervention strategies. The SMC Equity committee also examined paths for successful pilot programs to be brought to scale to close the equity gaps.

<b>Equity Plan Year</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Budget for Building Institutional Equity</b>	\$228,373	\$579,320	\$698,893	

Overall the campus-based research indicates that the target group students who experience the greatest disproportionate impact are African American and Latino/a students, particularly males. There are also areas in which foster youth, veteran students, and students with disabilities experience gaps in achievement. Goals to eliminate equity gaps experienced by target groups by the year 2021 were initially set in the 2014-2015 Student Equity Plan. Equity gaps were previously calculated using the percentage point gap methodology, which measures equity gaps by subtracting the success rate of the target group from the success rate of the highest achieving group for each metric. Gap values of 0% indicate that the equity goal has been achieved. The following describes the equity gaps experienced by target groups for previous equity plan metric (all have been revised in 2019) for the last four cohort years.

**Indicator A: Access**

Access was defined as access to the institution as well as access to critical services by key equity target groups identified in the data.

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018	Compared to Baseline Year (Fall 2016 – Fall 2013)
Budget	\$443,505	\$653,776	\$759,673		
	Cohort Year				
Target Population	Fall 2013	Fall 2014	Fall 2015	Fall 2016	
Male	-2.5%	-3.3%	-3.7%	-3.9%	-1.4%
Black	-1.4%	-1.6%	-1.5%	-1.8%	-0.4%
Latinx	-2.2%	-1.0%	-0.5%	+0.4%	+6.2%

**Indicator B: Course Completion**

Santa Monica College’s faculty and staff believe that the biggest difference in closing the equity gaps will be in the classroom, which is the one place that all community college students share and can be reached. Therefore, the SMC Student Equity Plan has focused on improving teaching and learning experiences in the classroom and expanding access to instructional support services for target student groups.

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018	Compared to Baseline Year (2015/16 – 2012/13)
Budget	\$280,417	\$488,460	\$341,527		
	Cohort Year				
Target Population	2012-2013	2013-2014	2014-2015	2015-2016	
Black	-14.3%	-13.6%	-13.6%	-13.9%	+0.4%
Latinx	-5.8%	-6.6%	-6.8%	-6.6%	-0.8%
Low-Income	-9.2%	-4.5%	-4.7%	-5.1%	+4.1%
Veterans	-3.8%	-3.2%	-3.6%	-3.5%	+0.3%
Foster	-19.1%	-10.3%	-26.7%	-16.4%	+2.7%

**Indicator C: ESL and Basic Skills Completion**

SMC invested in interventions that create pathways from basic skills to college level courses. Examples of

these interventions include the English Academy and expand access to instructional support services for target group students.

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018
Budget for Items ESL and Basic Skills	\$108,148	\$134,195	\$85,177	

### C: Basic Skills Math Completion

Basic skills math completion describes the percentage of credit students who first enrolled in a course below transfer-level math in the cohort year and completed a college-level math course within six years of the cohort year (Source: Student Success Scorecard).

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018	Compared to Baseline Year (2010/11 – 2007/08)
	<b>Cohort Year</b>				
Target Population	2007-2008	2008-2009	2009-2010	2010-2011	
Black	-27.2%	-29.6%	-21.3%	-26.0%	+1.2%
Latinx	-16.7%	-19.8%	-9.3%	-12.8%	+3.9%

### C: Basic Skills English Completion

Basic skills English completion describes the percentage of credit students who first enrolled in a course below transfer-level English in the cohort year and completed a college-level English course within six years of the cohort year (Source: Student Success Scorecard).

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018	Compared to Baseline Year (2010/11 – 2007/08)
	<b>Cohort Year</b>				
Target Population	2007-2008	2008-2009	2009-2010	2010-2011	
Black	-26.9%	-27.3%	-28.2%	-32.4%	-5.5%
Latinx	-16.8%	-14.3%	-13.8%	-16.6%	+0.2%
Low-Income	-1.8%	-1.7%	-2.1%	0%	+1.8%

### C: Basic Skills ESL Completion

Basic skills ESL completion describes the percentage of credit students who first enrolled in a course below transfer-level ESL in the cohort year and completed a college-level English or ESL course within six years of the cohort year (Source: Student Success Scorecard).

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018	Compared to Baseline Year (2010/11 – 2007/08)
	<b>Cohort Year</b>				
Target Population	2007-2008	2008-2009	2009-2010	2010-2011	
Black	**	-30.5%	-21.8%	-15.2%	+15.3%*
Latinx	-17.9%	-17.8%	-14.4%	-22.5%	-4.6%

\*\*The equity gap for the Black student population for the Basic Skills ESL Completion metric was not measured for the baseline year as the cohort size was too small (fewer than 10). As a result, the 2008-2009 year was used as the baseline year for this target group.

### Indicator D: Degree and Certificate Completion

For Indicator D, Degree and Certificate Completion, the 2008-09 cohort is examined. In 2014-15 SMC implemented an innovative strategy, leveraging technology and in-house data to award degrees and

certificates to students who did not realize they were eligible. Those results are not yet reflected in these data.

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018	Compared to Baseline Year (2010/11 – 2007/08)
Leveraged SSSP funding and other grant funding sources					
	Cohort Year				
Target Population	2007-2008	2008-2009	2009-2010	2010-2011	
Black	-13.1%	-3.6%	-4.5%	-12.8%	+0.3%
Latinx	No gap	No gap	No gap	No gap	NA

**Indicator E: Transfer**

The Student Equity committee created a timeline and primary focus for each year. Basic Skills, Access and Course completion addressed the bottleneck in transfer for African American and Latinx students and therefore was the primary focus of the equity activities in prior year plans. Transfer programming support in the form of counseling overlaps largely with several indicators to increase student support services.

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018	Compared to Baseline Year (2010/11 – 2007/08)
Budget	\$29,305	\$48,080	\$65,605		
	Cohort Year				
Target Population	2007-2008	2008-2009	2009-2010	2010-2011	
Black	-10.5%	-19.8%	-15.7%	-5.7%	+4.8%
Latinx	-14.9%	-16.6%	-14.0%	-15.8%	-0.9%

**Name of the College/District:** Santa Monica College

**Contact for additional information:** Melanie Bocanegra, Associate Dean for STEM and Student Equity Initiatives