



Student Equity Plan (SEP) 2.0

Summary Report: Inquiry Phase

A New Approach

2022—2025 SEP 2.0 Cycle Preliminary Report
Compiled by the SMC Division of Equity, Pathways, and Inclusion

October 2022

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Appendix: Summer Design Team Metric Templates

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Introduction

In order to continue our efforts to advance racial equity at California Community Colleges, the Chancellor's Office (CO) has communicated some significant changes to guide our institution's 2022–2025 Student Equity Plan (SEP) 2.0 cycle. To start, institutions need to move from thinking about the Student Equity Plan as being a “transactional” or “compliance-driven” approach to a more transformational approach. Executive Vice Chancellor of Educational Services, Dr. Marty Alvarado, set a clear intention for the SEP 2.0 cycle in the training provided by the CO in Spring 2022: “We need to rethink and lean into new ways of operating. We have to deconstruct and build something new.” The SEP cycle 2.0 is asking us to be reflective and begin with inquiry before jumping straight into solutions such as activities and programmatic changes. We are expected to spend time reflecting and identifying the student friction points that are causing racial inequities and to set transformational broad priorities and action steps to create structural and cultural transformational change. Racial equity is a long journey in the process of *becoming*: becoming an institution that centers our Black and Latinx students in its design, decision making, and resource allocation. We have to wrestle with what it means to work differently, unlearn things, learn different ways of existing and build a new identity.

As with our previous plan, our current plan embraces a focus on racial equity, acknowledges the racial inequities our students face are rooted in cultural and structural practices, processes, and policies of institutions and are not a “student problem”, and prioritizes an equity-minded, inquiry-based process to reflect and better understand and address our racial equity gaps.¹ As an institution we need to continue the journey to race consciousness and interrogate how our structures are not serving our racially minoritized students in reaching their self-defined goals and successes.

The Santa Monica College 2022—2025 SEP will be developed in phases. The phases are 1) Inquiry, 2) Action Planning, and 3) Implementation and Evaluation. The focus of this summary report is on the preliminary work done over the Spring 2022–Summer 2022 to begin the inquiry phase of the Plan (SEP 2.0) The preliminary work was guided by a structural evaluation template provided by the Chancellor's Office. In Spring 2022, the Division of Equity, Pathways and Inclusion began coordinating a cross-hierarchical and cross-functional approach to build SMC's SEP 2.0. The goal is to ensure that the diverse voices, unique contributions and experiences of all of our employee groups are reflected in the development of the SEP 2.0. Structuring the development of the plan in this way ensures that equity becomes “everyone's work”. In other words, “equity becomes everyone's responsibility and multiple campus stakeholders collectively share leadership for equity”.²

¹ Our 2019—2022 SEP was recognized by USC's Center for Urban Education as an exemplar for creating an actionable equity plan that has a clear stand on racial equity and an approach to cultural change”. (Creating an Actionable Equity Plan: An Exemplar from Santa Monica College, CUE, 2020)

² Kezar, Adrianna, Elizabeth Holcombe, Darsella Vigil, and Jude Paul Mathias Dizon. 2021. Shared Equity Leadership: Making Equity Everyone's Work. Washington, DC: American Council on Education: Los Angeles: University of Southern California, Pullias Center for Higher Education.

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Looking Back

2019—2022 Goals

The SEP 1.0 established the foundational work needed to continue our commitment to racial equity for this SEP 2.0. Our SEP 1.0 focused SMC's efforts on becoming a more racially equity-centered campus and proposed 4 overarching goal areas centered on changing the policies, procedures, and culture of the College:

1. Align equity goals across the College

- Prioritize first-time in college (FTIC) Black and Latinx students across all SEA metrics established by the CO.
- Engage the District Planning Advisory Council (DPAC) to set institutional priorities and leverage human and fiscal resource allocation to directly support the priorities and action plans that will be developed
- Align institutional planning processes (i.e. Redesign/Guided Pathways, Strategic Enrollment Plan, Equity Audit, etc.) to collectively share leadership for equity across multiple campus stakeholders to implement SEP 2.0

2. Implement inquiry-based processes to eliminate equity gaps

- Dedicate first year of SEP 2.0 to inquiry to offer the time and space to dig deeper into the transformational changes needed to close the racial equity gaps.
- Utilize a root cause analysis framework to understand why a racial equity gaps exists for an outcome
- Utilize the Equity Audit findings to identify potential barriers and impact FTIC Black and Latinx students

3. Create an infrastructure to support sustained and coordinated equity-minded decision making and planning.

- Establish College-wide cross-functional/cross-hierarchical opportunities and teams to work collaboratively with the Division of Equity, Pathways and Inclusion to initiate transformational change needed to close the racial equity gaps.
- Collaborate with the newly redesigned professional development center for all employee groups to provide equity-minded learning and growth opportunities so we can better serve our students

4. Assess and improve the racial climate

- Utilize the employee and student racial climate data to continue to improve the experiences of our FTIC Black and Latinx students and College employees
- Establish ongoing, College-wide, cross-functional/cross-hierarchical opportunities and teams to foster open and equity-centered reflection and discussions re: the racial climate of our students and employees

It is important to recognize that the 2019—2022 SEP cycle coincided with the racial reckoning (at both the national and local level) as well as with the COVID pandemic. This created a challenging, unprecedented time and environment in which to address the 4 goal areas established by our SEP 1.0. Equally important, however, is to recognize that in the midst of these unprecedented challenges, SMC engaged in a variety of equity-advancing activities at the institutional, interpersonal, and intrapersonal levels. Listed below are some key activities we accomplished to support our Black and Latinx students across all areas of SMC in 2019—22.

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2019—2022: Some Key Activities

(This is not an exhaustive list or indicative of all of our equity-related efforts.)

- **SMC hired its first Interim Dean of Equity, Pathways, & Inclusion** and established the Division of Equity, Pathways, & Inclusion to develop an integrated infrastructure to support and meet the needs of all our College campus community to reach SMC’s racial equity imperative both inside & outside the classroom.
- **The Student Equity Center (SEC) was established** to provide students with intersectional services & resources to foster retention, success, community, and advocacy and it is made of 4 centers:
 - Racial Justice Center
 - Pride & LGBTQ+ Center
 - Gender Equity Center
 - Undocumented & Dream Center
- **The College launched the Equitizing Gateway Courses (EGC)** professional development opportunity. This is a multi-semester program that cultivates equity-centered practices to better serve Black and Latinx students. Over the course of four semesters, faculty engage in large groups as well as small, department-based “Equity to Action Groups” that create a community of practice and peer-to-peer support, culminating in a substantial redesign of the course outline record to achieve more equitable outcomes for students. In this way, faculty will develop and implement the changes in teaching practice at the course level for the highest enrolled courses at the College. Across two cohorts thus far, over 250 faculty will have participated in the two-year EGC program.
- **Leveraging a Title V grant, we are implementing a Student Care Team (SCT) model** (with full team of Peer Navigators), organized by Areas of Interests (Aois), for first-time in college (FTIC) Black and Latinx students in our STEM, Business, Health & Wellness, Culture, History, & Languages, Arts, Media, & Entertainment, and People & Society Aois. Our Peer Navigators coach FTIC Black and Latinx students in navigating the College through electronic communication, out-of-class workshops, and in-classroom presentations. Students are assigned to Peer Navigators based on similar majors. As a result, the support students receive from Navigators are contextualized and the peers who serve as Navigators reflect the racial/ethnic background and lived experiences of the student population. Early data indicate a positive link between participation in an AOI and persistence: Black and Latinx students who received services from an AOI care team persisted at a rate of 87.6% (FA 20 to SP 21), 35.7% higher when compared to other Black and Latinx students who did not participate (51.8%). Moreover, counselors who serve on AOI care teams participated in a year-long prof dev. (PD) experience to deepen understanding of the lived experiences of and challenges faced by racially minoritized students. Survey data show the positive impact of the PD on the counselor's knowledge and skills. 100% (N=12) said their PD experience improved their capacity to understand students from cultures and racial backgrounds different than their own, 83% said they were comfortable contextualizing counseling based on students' lived/racialized experiences, and 100% said they feel personally responsible for creating an affirming environment for racially minoritized students.
- **The NSF Grant – *Fostering an Equity-Minded Student Success Culture in STEM Through Faculty Development*** has used an equity-focused approach to identify, implement and investigate interventions

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that affect student success in STEM courses at SMC. Using the three-pronged approach of faculty professional development, interventions and assessments, the grant has so far worked with three cohorts of SMC STEM faculty. Cohort One completed all activities and outputs, and our data showed that within their own courses equity gaps decreased by 10% and student success increase by 7%; however, compared to their non-grant STEM peers, Cohort One's equity gaps and students success rates stayed around average for other STEM courses at SMC. Cohort Two will begin implementing interventions in Spring 2023 and Cohort Three will begin professional development in Spring 2023.

- **SMC's Office of Institutional Research trains employees**, including faculty, department chairs, administrators, and classified professionals to understand, reflect on, process, and meaningfully act upon racially disaggregated data. The College provides, and regularly prompts faculty and leaders to assess, course completion and success rates disaggregated by race and ethnicity. All faculty have access to their own racially disaggregated course success and completion rates; course-level and departmental averages are similarly available to all faculty, including department chairs. The annual Program Review template specifically prompts all departments to analyze and draw meaningful information from available racially disaggregated course data.
- **SMC implemented GPS (i.e., Starfish - an online communication and retention tool)**. SMC's Gateway to Persistence and Success (GPS) facilitates a wraparound network between students, faculty, and all campus services. Instructors notify students of progress concerns and initiate referrals, which are then assigned to SMC counselors for direct outreach. Student mental health concerns and basic needs can also be referred through the tool. Counselors assess students' needs and connect them with programs, workshops, and/or other resources that promote success. Early research assessing GPS in terms of persistence revealed that first-time students who used GPS persisted at a rate 26% higher than first-time students who did not interact with the GPS system. Approximately 35% of our class sections utilize GPS.
- **The Data Coaching Program was launched in 2017** by our Institutional Research Dept. to expand the capacity of the College to compile, analyze, and apply data to inform inquiry activities and planning processes, such as curriculum review, program review, equity strategies, grant proposal application and evaluation, and course and program development. The theme of 2021—2022 Data Coaching Program is "Creating Our Equity Superpower" or "Equity Avengers". This year's program is intentionally designed to train instructional department chairs on how to analyze racial equity data in their courses and programs for their annual program review reports and prepare them to lead and facilitate effective conversations about race, racial equity, and racial equity data in their departments.

The list of activities above is not intended to be a comprehensive overview of all of our equity efforts but rather highlight the types of activities SMC has provided to advance racial equity and build the foundation upon which we will continue our efforts. This work takes time and persistent effort. So while our racial equity gaps persist, we must not dismiss these efforts but rather see them as an opportunity for us to continue to dig deeper to the root causes leading to the racial inequities experienced by our students and continue utilizing the 4 overarching goal areas established by SEP 1.0 as we move into the SEP 2.0 cycle.

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Chancellor's Office New SEP Approach

“It is one thing to talk about institutional change, and quite another to actually change institutional culture. The new Student Equity Plan is designed to capture the essence of Guided Pathways and... close achievement gaps for disproportionately impacted populations,” says Michael Quiaoit, Dean of Integration and Guided Pathways for the Chancellor's Office.

The SEP 1.0 submitted by most institutions' focused on activities and programmatic changes. Plans were not race conscious nor did they demonstrate an alignment of Guided Pathways and Equity. As a result, approaches to promoting student success did not close racial equity gaps for disproportionately impacted students. The new SEP 2.0 design is a very different approach to developing an equity plan. There are no boxes to check and it is not intended to be a standalone, one and done experience. The CO is asking that this be a community driven, reflective and fluid process. The plan that is submitted is expected to be revisited periodically and updated as needed to be fluid and dynamic to respond to the needs of our FTIC Black and Latinx students during the 2022–2025 cycle.

The new approach asks us to be more reflective about how our systemic practices, policies, and culture impact the ways in which we serve our disproportionately impacted students and how we utilize funding to address inequities. To that end, the SEP Summer Design Teams were tasked with identifying possible friction points for our Black and Latinx students that create the equity gap present in the metrics. These proposed friction points would then guide further inquiry to identify the root causes and inform any warranted transformation in practices, policies, and culture.

The SEP 2.0 is a living document, and the work will be completed in phases. The first phase is focused on inquiry to lead us to the development of a concrete and specific plan based on the Guided Pathways framework to address each of the 5 metrics for the specific populations. We will use data and student voices to determine if our proposed friction points align with the experiences of FTIC Black and Latinx students.

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Changes in Design

Student Equity Plan 1.0 2018-2022

Student Equity Plan 2.0 2022-2025

Transactional	→	Transformational
Compliance oriented	→	Community driven, thoughtful/meaningful, reflective
One and done	→	Fluid and dynamic
Race-neutral	→	Race-consciousness
Standalone plan	→	Inform other institutional plans; align w/Guided Pathways
Compartmentalized funding	→	Braiding of funds (trenza)

Courtesy of the CA Community Colleges SEP 2.0 training

SMC's Approach to New SEP Design

In this section we will expand upon our approach to the new SEP design to respond in a manner consistent with the Chancellor's Office guidance to be community driven, thoughtful, reflective and dynamic.

This unprecedented method of shaping a transformational and community driven, fluid SEP (rather than transactional and compliance oriented,) calls for SMC to be more inclusive and dynamic in our approach. To capture a wide range of experiences to contribute and engage in the work needed to advance our equity efforts, SEP 2.0 Phase 1 preliminary work was collectively developed by cross-hierarchical and cross-functional teams including faculty (both instructional and counseling), classified professionals, and managers. Our goal was to ensure that the diverse voices, unique contributions and experiences of all of our employee groups were reflected in the development of SEP 2.0. By structuring the development of the plan in this way, it ensures that our SEP makes equity everyone's work. In addition to building these dynamic groups, the accelerated timeline set forth by the CO required the use of the summer intersession in order to ensure that this phase of the SEP could be submitted by the required deadline from the Chancellor's Office. By utilizing the summer intersession, this part of the planning process allowed for simultaneous inquiry to be done on all 5 metrics at once which was the clear way to meet the deadline.

A full outline of SMC's SEP phases of the three year cycle (2022—2025) is found in the Next Steps section.

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SEP Guiding Committee

In April 2022, the Student Equity Plan Guiding Committee was formed to actively engage in both personal and institution reflection, review data and provide guidance and leadership in our student equity planning.

The committee members were selected because of their equity mindedness, action orientation, position, and influence to create change at SMC. The committee includes members of Senior staff, managers, classified professionals, and faculty.

Members of the SEP Guiding Committee:

- Dr. Kathryn Jeffery, President/CEO
- Chris Bonvenuto, Chief Financial Officer
- Teresita Rodriguez, VP, Enrollment Development
- Jason Beardsley, VP Academic Affairs (as of Sept. 2022)
- Michael Tuitasi, VP Student Affairs
- Thomas Bui, Interim Dean, Student Life
- Hannah Lawler, Dean, Institutional Research
- Maria Muñoz, Interim Dean, Equity, Pathways, & Inclusion
- Silvana Carrion-Palomares, Project Manager, NSF
- Eartha Johnson, Project Manager, SEAP/Guided Pathways (as of May 2022)
- Aaron De La Torre, Classified Professional, EOPS
- Christina Fuller, Classified Professional, Dream Program
- Paige Glaves, Classified Professional, Equity, Pathways, & Inclusion
- Sherri Bradford, Counseling Faculty, Black Collegians Program leader
- Ciaran Brewster, Anthropology Faculty, Co-P.I. NSF grant
- Jamar London, Math Faculty, Academic Senate President
- Guido Davis Del Piccolo, Sociology Faculty, Redesign/Guided Pathways faculty lead

The SEP Guiding committee met monthly starting in April until the end of the Spring 2022 semester and resumed meeting this Fall semester, holding their first meeting in September 2022.

During the Spring meetings, committee members attended and reviewed the Chancellor's SEP 2.0 training to learn about the new approach and to discuss our planning process. During their Spring meetings, the Committee reflected on the progress SMC has made since the last planning cycle, reviewed and reflected on the baseline data provided by the Chancellor's Office, identified the student population focus for the SEP and began preparing for the new 22—25 cycle. This Fall, the committee received an update of the SEP design team work over the summer and offered feedback. The SEP Guiding committee will continue to meet during the SEP cycle and provide guidance and leadership in the development of action plans that align with the broad priorities, stemming from the summer design team work and further inquiry in Spring 2023.

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Summer Design Teams

Six cross-functional, cross-hierarchical Summer Design Teams were created to inquire about the set metric (transfer math and transfer English were separated to help identify the departments' needs). Summer Design Teams were intentionally composed of administrators, faculty, and classified professionals to ensure that all voices are included in the development of the 2022—2025 equity plan. **The unique contributions and experiences are reflected in the composition of our design teams.** Teams met over the summer to reflect on and discuss their diverse unique contributions and experiences. Each team was led by at least one faculty member and one administrator. The faculty leads and participants were selected in partnership with our Faculty Senate President, Jamar London. Each design team was offered the flexibility to establish their own meeting schedule to meet the charge of their summer work.

Design Teams Composition:

Successful Enrollment

Percentage of first-time in college students who applied and enrolled in the same year (credit enrolled and not special admit).

Team Leads:

- Administrator Lead: **Jose Hernandez** - Outreach, Onboarding, & Student Engagement
- Faculty Lead: **Stuart Ortiz** - Counseling

Team Members

Faculty

- **Chris Hurd** - Counseling: MOCAN
- **Steven Sedky** - Business
- **Belen Vaccaro** - Counseling: Stem

Classified

- **Adrienne Johnson** - Welcome Center
- **Fabio Prieto** - Nav. Pathways2Success
- **James Stevenson** - Outreach & Onboarding

Administrators

- **Devin Starnes** - Facilities, M&O
- **Esau Tovar** - Enrollment Svcs.

Continued on next 3 pages

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Completion of Transfer-Level English

Percentage of first-time in college students who completed transfer level English in first year (credit enrolled and not special admit).

Team Leads:

- Administrator Lead: **Silvana Carrion-Palomares** - National Science Foundation Grant Project
- Administrator Lead: **Wendi DeMorst** - Supplemental Instruction/Tutoring
- Faculty Lead: **Bridgette Robinson**, Counseling

Team Members

Faculty

- **Natalie Arps-Bumbera** - English
- **Clay Barham** - English
- **Ian Colmer** - English
- **Aaron Crawford** - Sociology
- **Andrew Espinosa** - English
- **Elisa Meyer** - English
- **Kayli Weatherford** - English
- **Audra Wells** - Counseling: Scholars/Non-credit

Classified

- **Loretta Huizar** - English

Administrators

- **Scott Silverman** - Non-credit Education

Completion of Transfer-Level Math

Percentage of first-time in college students who completed transfer level math in first year (credit enrolled and not special admit).

Team Leads:

- Administrator Lead: Silvana Carrion-Palomares
- Faculty Lead: John Quevedo
- Faculty Lead: Kristin Ross

Team Members

Faculty

- **Lisa Collins** - STEM
- **Jenna Gausman** - Counseling: Career Services
- **Kristin Lui-Martinez** - Mathematics

Classified

- **Edwin Cruz** - SI/Student Equity
- **Judith Mosher** - Mathematics Tutoring Lab

Administrators

- **Ashley Mejia** - Non-credit Education

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Persistence from Term to Term

Percentage of first-time in college students who enrolled in the subsequent semester (credit enrolled and not special admit).

Team Leads:

- Administrator Lead: **Lina Ladyzhenskaya** - Health and Wellbeing
- Faculty Lead: **Jermaine Junius** - Communication Studies

Team Members

Faculty

- **Erin Cue** - Psychology
- **Jessica Krug** - English
- **Novita Phua** - Mathematics
- **Daniella Washington** - Counseling

Classified

- **Aaron De La Torre** - EOPS
- **Matthew Williamson** - Care and Prevention
- **Matthew Williamson** - Care and Prevention - Student Equity

Administrators

- **Sharlyne Massillon** - Basic Needs

Vision Goal Completion

Percentage of first-time in college students who completed a degree or certificate in three years (credit enrolled and not special admit).

Team Leads:

- Administrator Lead: **Thomas Bui** - Student Equity/Student Life
- Faculty Lead: **Jamar London**, Mathematics & Academic Senate President

Team Members

Faculty

- **Garen Baghdasarian** - Life Science
- **Teresa Garcia** - Counseling
- **Shannon Herbert** - English
- **Tiffany Inabu** - Counseling: OSL
- **Marisol Moreno** - History
- **Redelia Shaw** - Media & Communications
- **Briana Simmons** - Art History

Classified

- **Estela Ruezga** - Outreach & Onboarding

Administrators

- **Deyadra Blye** - Student Care Teams

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Transferred to a 4-Year

Percentage of first-time in college students who transferred to a four-year institution in three years (credit and not special admit who earned 12+ units any time in 3-year and exited CCC).

Team Leads:

- Administrator Lead: **Eartha Johnson** - SEAP/Guided Pathways (EPI)
- Faculty Lead: **Dennis Funes** - Counseling
- Faculty Lead: **Paul Jimenez** - Counseling

Team Members

Faculty

- **Sherri Bradford** - Counseling
- **Greg Brookins** - Accounting
- **Rebecca Romo** - Philosophy & Social Sciences
- **Kyle Strohmaier** - Physical Science
- **Yamissett Westerband** - Women's Studies

Classified

- **Christina Fuller** - DREAM Program/Student Equity
- **Janet Tercero** - Latino Center/Student Equity

Administrators

- **Nick Mata** - Special Programs

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Data and Quantitative Outcomes

Baseline Data (2022—2025)

The Chancellor’s Office provided the baseline data for the 2022—2025 SEP to help determine which group(s) the College is producing the largest and most persistent racial equity gaps for each of the five Student Equity and Achievement (SEA) metrics. The Chancellor’s Office required the following for SEP 2.0:

1. Identify a minimum of one and a maximum of five of the student groups with the largest and most persistent racial equity gaps per SEA metric;
2. Focus on first-time in college (FTIC) students;
3. Focus on the 5 SEA metrics provided by the CO

Both the SEP Guiding Committee and the Academic Senate Institutional Effectiveness Committee reviewed the baseline data and it was determined that based on the data our FTIC Black and Latinx students would be the target of our equity efforts for the SEA metrics.

The five SEA metrics are as follows:



*first-time in college students who were credit enrolled and not special admit

**first time in college students who were credit enrolled, not special admit, and who earned 12+ units any time and exited CCC

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Racially Minoritized Groups Experiencing Largest Gaps

The SEA data revealed that SMC continues to produce the largest and most persistent racial equity gaps for FTIC Black students across all 5 SEA metrics and across 4 out of 5 of the SEA metrics for FTIC Latinx students. FTIC Latinx students are not experiencing an equity gap in the Successful Enrollment metric. Our data also showed that LGBTQ+ students experience some of our largest equity gaps, therefore, will also need to reflect, discuss and offer recommendations about the intersectional experiences of our FTIC LGBTQ+ Black and Latinx students. The SEP data has helped SMC identify the target student populations for our SEP but it did not tell us the root causes of the equity gaps or how to address the gaps.

	Successful Enrollment	Transfer-Level Math & English	Persistence Term to Term	Vision Goal Completion	Transferred to a 4-Year
Asian					
Black or African American	X	X	X	X	X
Filipino					
Hispanic or Latinx		X	X	X	X
Native Hawaiian or other PI					
Two or More Races					
Current or former foster youth					
First-generation college					
LGBT		*	*	*	
Homeless students					
Veteran students					
Total	1	2	2	2	2

*intersectional LGBT within Black/Latinx

Chancellor’s Office Quantitative Outcomes by Metric

The CO required quantitative outcomes be set for each metric and population for 2022—2025 to close the racial equity gaps experienced by our target student populations within the 3-year planning cycle. These quantitative outcomes establish yearly goals to capture momentum and, in collaboration, with our Academic Senate Institutional Effectiveness Committee, SEP Guiding Committee and the Division of Equity, Pathways and Inclusion (EPI) a review of our progress will be implemented to inform our efforts to remain fluid and dynamic

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to respond to the needs of FTIC Black and Latinx throughout the 2022–2025 cycle.

Successful Enrollment	Year 1 (2022—23)	Year 2 (2023—24)	Year 3 (2024—25) Performance that represents racial parity for metric (based on baseline year):
Group 1: Black/African American (Baseline: 28.8%)	Improve by 3.4% over the baseline to 32.2%	Improve by 6.8% over the baseline to 35.6%	Improve by 10.2% over the baseline to 39.0%

Transfer-Level Math & English Completion	Year 1 (2022—23)	Year 2 (2023—24)	Year 3 (2024—25) Performance that represents racial parity for metric (based on baseline year):
Group 1: Black/African American (Baseline: 8.2%)	Improve by 7.8% over the baseline to 16%	Improve by 15.6% over the baseline to 23.8%	Improve by 23.4% over the baseline to 31.6%
Group 2: Latinx (Baseline:14.9%)	Improve by 5.6% over the baseline to 20.5%	Improve by 11.2% over the baseline to 26.1%	Improve by 16.7% over the baseline to 31.6%

Persistence from Term to Term	Year 1 (2022—23)	Year 2 (2023—24)	Year 3 (2024—25) Performance that represents racial parity for metric (based on baseline year):
Group 1: Black/African American (Baseline: 66.6%)	Improve by 4.5% over the baseline to 71.1%	Improve by 9% over the baseline to 75.6%	Improve by 13.5% over the baseline to 80.1%

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Group 2: Latinx (Baseline: 73.4%)	Improve by 2.2% over the baseline to 75.6%	Improve by 4.5% over the baseline to 77.9%	Improve by 6.7% over the baseline to 80.1%
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Vision Goal Completion	Year 1 (2022—23)	Year 2 (2023—24)	Year 3 (2024—25) Performance that represents racial parity for metric (based on baseline year):
Group 1: Black/African American (Baseline: 5.4%)	Improve by 7.4% over the baseline to 12.8%	Improve by 14.8% over the baseline to 20.2%	Improve by 22.3% over the baseline to 27.7%
Group 2: Latinx (Baseline: 10.6%)	Improve by 5.7% over the baseline to 16.3%	Improve by 11.4% over the baseline to 22%	Improve by 17.1% over the baseline to 27.7%

Transferred to Four-Year Institution	Year 1 (2022—23)	Year 2 (2023—24)	Year 3 (2024—25) Performance that represents racial parity for metric (based on baseline year):
Group 1: Black/African American (Baseline: 21.3%)	Improve by 7.8% over the baseline to 29.1%	Improve by 15.6% over the baseline to 36.9%	Improve by 23.5% over the baseline to 44.8%
Group 2: Latinx (Baseline: 23.4%)	Improve by 7.1% over the baseline to 30.5%	Improve by 14.3% over the baseline to 37.7%	Improve by 21.4% over the baseline to 44.8%

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“Structure Evaluation”: Chancellor’s Office SEP 2.0 Template

To align our SEP efforts with the Chancellor’s Office Call to Action and Vision for Success Goals to approach our work with great urgency and intent on identifying at a structural level the root causes for the racial inequities experienced by our students, our summer teams utilized a root cause analysis framework developed and facilitated by Dr. Hannah Lawler, SMC Dean of Institutional Research (IR). Dr. Lawler worked with each of our Student Equity Plan Summer Design Teams to conduct a root cause analysis of the data we received from the Chancellor’s Office and to help guide them to think more deeply about the causes and changes needed to improve our student outcomes rather than jump straight into solutions. A root cause analysis requires us to go deeper as to why our student racial gaps exist and identify the “changes that need to be made to our attitudes, values, beliefs and practices” at the individual and institutional levels.

As mentioned earlier in this report, the Chancellor’s Office provided a structure evaluation template to guide the development of SEP 2.0. Teams were charged to complete the four sections of the template for each of the racially minoritized student groups experiencing the largest gaps per metric. These sections were required by the Chancellor’s Office to guide the development of the SEP 2.0 in-progress. To support the development of these sections guided prompts were recommended and a curated list of resources and SEA metrics data were provided for the teams to consider in their reflection and discussions in the development of these sections.

1. Identify Student Friction Points

This section of the Chancellor’s Office Template was designed to prompt teams to do a structural analysis of the myriad aspects of the institution (policies, processes, practice and culture) that impede equitable student outcomes of Black/African American and Latinx Students (with assumption that LGBTQ Students’ within some metric were also disproportionately impacted).

- a. Dr. Hannah Lawler guided team members through a qualitative focus group - Root Cause Analysis of “Five Whys” Strategy - that was a process for understanding why a racial equity gaps exists for an outcome. Based on their experience, knowledge and expertise the groups identified:
 - i. The factors that contributed to the outcome
 - ii. Which factors are most salient or urgent to address
 - iii. If factors are race-conscious
 - iv. If factors are within SMC’s control or ability to change

2. Current Structure

Summarize the current structure focus, reflecting on the institutional policies, processes, practice and culture that have produced inequitable outcomes for the student population - Black/African American and Latinx Students (with assumption that LGBTQ Students’ within some metrics were also disproportionately impacted) - within the aspects of: instruction, wraparound services, budgeting and administration, and general operations.

SEP 2.0 Summary Report: Inquiry Phase

3. Ideal Structure

Then to create an ideal structure that would provide them the opportunity to envision how to address the current impacted areas that perpetuate the inequitable outcomes identified by the student friction points; along with the structure that need to change and transform in order to transform to reach an ideal.

4. Broad Priorities/"Action Steps"

The teams then recommended action steps - broad priorities - to help the College move forward to the ideal structures and the goals it would take to achieve them. We were also asked to identify the support needed, if any, from the Chancellor's Office.

SEP 2.0 Summary Report: Inquiry Phase

Student Friction Points and Broad Priorities

Below are the summarized student friction points and broad priorities from the summer teams' Student Equity Plan "structure evaluation" templates. It is important to acknowledge that the student friction points are derived from the experiences, knowledge and expertise of our faculty, classified professionals and managers that served on the summer design teams. The voices and experiences of our Black and Latinx students will be engaged and integrated into the plan starting Winter 2023 to learn if the friction points and priorities indeed align with their experiences and to help inform the "how" we might best develop and implement action plans to improve racial equity. By taking the lead from our students who are experiencing the greatest equity gaps on the "how" we can better support them is a key priority that has been communicated across all of the teams. Each teams' submission is provided in the appendix following this summary report.

Student Friction Points Identified by Metric	
Successful Enrollment:	<ul style="list-style-type: none"> ● The majority of SMC's Black student population does not come from the Santa Monica Malibu Unified School District; thus, Black students who apply to SMC are not part of the local community, therefore, do not feel a particular affinity to actually enrolling or maintaining continuous enrollment at SMC. ● Black students who apply are not systematically and proactively contacted to ensure follow through to enrollment. ● Black students come with expectations that SMC will support them, yet they experience structural failures in the transition from application to enrollment, due to limited access to support. ● Black students do not experience a personalized, culturally relevant successful enrollment protocol that makes the student feel welcome and a sense of belonging which would ensure their enrollment. ● Culturally relevant, antiracist approaches are not adequately infused in the practices, policies, and culture of the College outside of our under-resourced special programs
Transfer-Level Math:	<ul style="list-style-type: none"> ● Black and Latinx students' experience both direct and indirect bias as the current curriculum and course outline of records are outdated and do not meet the needs of Black and Latinx student lives to be viewed as assets. ● The culture of math does not align with what should be valued for students learning math. ● Faculty teach and assess math traditionally the same way they learned math themselves. The departmental culture lacks innovation in teaching and assessing math that is non-linear, non-structured, or non-exam reliant leading to students to have math anxiety and performance pressure.

SEP 2.0 Summary Report: Inquiry Phase

Transfer-Level English:	<ul style="list-style-type: none"> ● Classroom climates often do not create safety for Black and Latinx students to seek help. ● Faculty communication and classroom management doesn't reach or resonate with Black and Latinx students. ● Faculty have biases about how Latinx students learn and perceive "deficiencies" when it comes to Black and Latinx students' ability to learn college level English. ● The course outline of records do not reflect more culturally responsive texts and assignments for Black and Latinx students
Persistence from Term to Term:	<ul style="list-style-type: none"> ● SMC is designed for students who already know how to advocate for themselves and the resources/services they need <ul style="list-style-type: none"> ○ SMC's culture values formal roles over informal advising and relationship building with students, leading many first generation Latinx students feeling a lack of understanding and support. ○ Information is frontloaded, however, there is no follow-up after the information is provided to ensure Latinx students have the information needed to succeed and persist. ○ SMC's system of serving students, from communicating and marketing resources, to recruitment and outreach for programs, is predicated on students who "know what they want and feel entitled to it". The process is inadequate to respond to the needs of our Latinx students. ● The operation of SMC doesn't value or reflect care for Black students <ul style="list-style-type: none"> ○ Black students do not see themselves reflected in the faculty and staff of the College ○ Black students experience microaggressions and other forms of racism on campus ○ Structures, processes, and practices are not in place to support Black students when they experience racism and/or anti-Blackness at the College ○ Black students do not feel safe in sharing their racialized experiences ○ Black students do not feel valued at the College and do not experience a sense of belonging
Vision Goal Completion:	<ul style="list-style-type: none"> ● Black Students have a learning environment, where there is a lack of empowerment, transformative, and validating learning environment. ● Students have the burden to have institutional knowledge, rather than the institution being designed to help student navigate the educational institution - this create racialized trauma in education ● Racialized educational trauma makes Latinx students reluctant to seek help. ● Latinx students have a disjointed and inconsistent counseling experience, decreasing likelihood in receiving academic counseling and support.

SEP 2.0 Summary Report: Inquiry Phase

Transfer to a 4-Year:	<ul style="list-style-type: none"> ● Latinx students experience a campus culture that emphasizes individuality over community. ● Black and Latinx students are unable to attain the help needed to gain the knowledge and skills about transfer requirements since SMC has a siloed culture where immense communication gaps occur - meaningful working relationships aren't promoted and people "stay in their lane." ● Latinx students experience a siloed culture which impacts knowledge of transfer requirement ● Black students have a difficulty trusting a college environment where they are not reflected in the faculty and staff and face low expectations. ● Black students face a lack of encouragement and validation ● Black students face a euro-centric model of a "good transfer student"
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Broad Priorities Identified by Metric	
Successful Enrollment:	<ol style="list-style-type: none"> 1. Further inquiry to understand the needs of our Black/African American students including hearing from the Black/African American student community directly through the form of surveys and focus groups. 2. Transformative professional development to include mandatory training and identifying the leaders to implement this professional development as a broad priority and securing support from senior leadership to implement this goal throughout campus initiatives 3. Re-examination of funding resources through the creation of key stakeholders that ensure assessment and completion of initiatives.
Transfer-Level Math:	<ol style="list-style-type: none"> 1. Focus on Course Outlines of Record (COR) by educating departments about the curriculum committee process, documentation and rules. 2. Focus on hiring and supporting faculty with the skills to teach support courses and who will participate in continuous education about current learning theories and practices. 3. Create partnerships with tutoring and student services that allows for collaboration that is student focused, and holistic
Transfer-Level English:	<ol style="list-style-type: none"> 1. Professional development focused on understanding learning needs and environments for Black/African American and Latinx students that prioritize best teaching practices.

SEP 2.0 Summary Report: Inquiry Phase

	<ol style="list-style-type: none"> 2. Focus on wraparound services that are integrated both within and outside of the classrooms, along with training for faculty on how to utilize services to best be presented and promoted to Latinx students. 3. Align budget and procedures to help support programs and departments to create sustainable changes, and ensure allocations are given based on success of practices being student focused and student centered. 4. Reimagine the Course Outline of Record (COR) to fit the current student population with incorporating the bylaws of AB-705 & AB-1705
<p>Persistence from Term to Term:</p>	<ol style="list-style-type: none"> 1. Conduct a gap analysis among key stakeholders (Faculty, staff, and students) to determine the cultural, institutional (organizational), motivational, and knowledge gaps related to achieving our persistence goals. 2. Provide resource allocations for ongoing training to cross train all faculty and staff to be equipped with the knowledge, skills, and tools to effectively engage the social-emotional, academic, and basic needs of our Black/African American and Latinx students 3. Create a “Mi Familia” Summer Bridge component that provides proactive support to Latinx students and their family unit. 4. Create a Resource Allocation - Equity Working Group to explore what Black students need to have a sense of belonging and agency at SMC 5. Equitize the hiring and onboarding process to better screen faculty candidates and student facing staff regarding their work experience with BIPOC (and more narrowly focused) Black students
<p>Vision Goal Completion:</p>	<ol style="list-style-type: none"> 1. Explore and ask about the experiences of Black/African American and Latinx students who transfer without degree/certificate completion 2. Develop a space for faculty/staff to create transformative learning communities for students beyond linked classes and warm handoffs and referrals. 3. Address the racialized trauma, microaggressions, and triggers that continue to be unacknowledged and not addressed through research about trauma-informed practices; community building, and moving away from a culture focused on reducing liability

SEP 2.0 Summary Report: Inquiry Phase

Transfer to a 4-Year:	<ol style="list-style-type: none">1. Engage in equity focused inquiry to drive campus-wide discussions and decisions about how current practices, policies, and culture contributes to equity gaps in transfer outcomes for Black and Latinx students.2. Establish and support collaborative networks to cultivate and promote equity-minded community building.3. Create an FYE-style program that focuses on exposing Latinx students to transfer majors and institutions.
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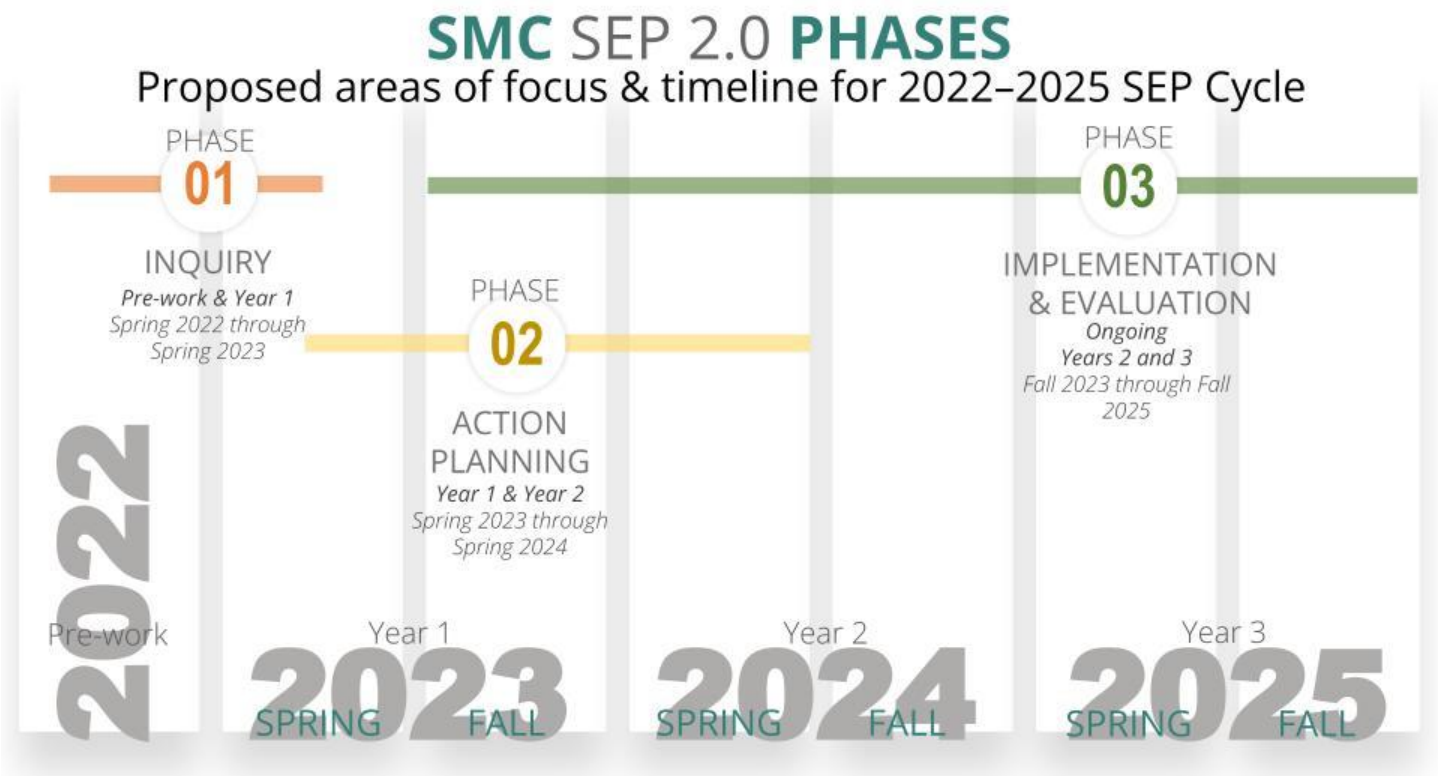
SEP 2.0 Summary Report: Inquiry Phase

Priority Action Items/Next Steps

Upon the review and approval of the Board of Trustees, the SEP 2.0 is scheduled to be submitted to the Chancellor’s Office via the NOVA system in December 2022. Prior to that submission, the SEP 2.0 summary report will be shared with a variety of College constituency groups to provide understanding and garner important feedback to be taken into consideration throughout the 2022—2025 cycle. Per the Chancellor’s Office, the SEP should be treated as a “living document” with embedded opportunities to revisit the SEP 2.0 throughout the 3-year cycle.

The SEP 2.0 will be developed in phases to be consistent with the charge given by the Chancellor’s Office. The first phase of the SEP 2.0 is focused on inquiry related to each of the 5 metrics for FTIC Black and Latinx students. Qualitative data related to the preliminary student friction points and priorities identified by each Summer Design Team along with student voices will be used to develop action plans in the second phase on “how” to change both institutional culture and structures to better serve our FTIC Black and Latinx students and close racial inequities. The third phase will involve the implementation and evaluation of those action plans.

The Division of EPI will work collaboratively with the SEP Guiding Committee and representation from each of our Summer Design Teams to provide guidance and leadership for the 2022—2025 SEP cycle. Periodic review opportunities of the SEP 2.0 will be developed throughout the implementation of the forthcoming action plans. The Division of EPI will work to collaborate with the Academic Senate Institutional Effectiveness Committee and Institutional Research Office to develop an evaluation/assessment plan for each action plan with check-in points for review, reflection, discussion and revision during implementation.



SEP 2.0 Summary Report: Inquiry Phase

The following are the proposed SMC SEP 2.0 phases:

Phase 1: INQUIRY

Year 1 (Spring/Summer/Fall/Winter/Spring 2022—2023)

- (Spring 2022) SEP Guiding Committee: Formed to actively engage in both personal and institutional reflection, review data and provide guidance and leadership in our student equity planning.
- (Summer 2022) Summer Design Teams: Formed to identify student friction points, ideal structure and developed recommendations for broad priorities/ “action steps” to close the racial equity gaps for first-time in college Black and Latinx students in specified metric
- (Spring 2023) Student Voice Integration: Further investigate into the themes generated from the summer teams and engage the student voice of our FTIC Black and Latinx students to learn if the friction points and priorities indeed align with their experiences to inform the “how” we might best develop and implement action plans to improve racial equity. By taking the lead from our students who are experiencing the greatest equity gaps on the “how” we can better support them is a key priority that has been communicated across all of the teams.
- Integrate/align Equity Audit results: Utilize the Equity Audit findings to further investigate, align and refine the student friction points and priorities identified by the design team
- Integrate/align with other institutional planning documents and survey results (including Strategic Enrollment Management Plan, Big Annual Survey, ...) to further investigate, align and refine the student friction points and priorities identified by the design teams.
- Align Redesign/Guided Pathways efforts and revisit Redesign/Guided Pathways goals to align more strongly and directly with SEP 2.0 priorities. The Chancellor’s Office explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across the entire College and along the entire student journey. The SEP 2.0 will be used to more directly and intentionally intersect racial equity and the Redesign/Guided Pathways efforts.

Phase 2: ACTION PLANNING

Year 2 (Spring 2023 through Spring 2024)

- With the knowledge gained from the inquiry phase, the Division of EPI will collaborate with the SEP Guiding committee, representation of our Summer Design Teams, and members of the respective areas impacted by the 5 metrics to develop District Planning Action Committee (DPAC) action plans to garner the support (both human and fiscal) and leadership at the institutional level. This ensures that our SEP becomes an at-scale, institutional responsibility and multiple campus stakeholders collectively share

SEP 2.0 Summary Report: Inquiry Phase

leadership for the implementation of the action plans. Action plans will be developed and proposed to DPAC in Spring of 2023 and 2024.

- Based on the developed action plans, make any necessary updates to the SEP 2.0 in-progress in the Chancellor's Office NOVA system
- Both existing equity funds and Guided Pathways funds will be integrated into the action planning phase to leverage direct support for the priorities and action plans from our student equity planning efforts.

Preliminary Action Plans

The following preliminary action plans are reflective of the discussions and broad priorities submitted from the SEP Summer Design Teams. Representatives from all constituent groups (excluding students) affirmed the need for a sharper focus on practices, policies and funding that center racial equity. These preliminary action plans should be seen as an initial attempt to engage a collaborative team of campus stakeholders to identify areas of prioritization for implementation in the 2022-25 SEP. EPI will lead, support and partner with key stakeholders throughout the process.

CURRICULUM

Curriculum revision in both English and math to better support our AB 705 students. This includes a stronger partnership and integration of outside the classroom support services. Key stakeholders: English Department, Math Department, Curriculum Committee, Student Instructional Support, CSEA, Academic Affairs

Action Steps

- Focus on Course Outlines of Record (COR) by educating departments about the curriculum committee process, documentation, and rules.
- Create partnerships with tutoring and student services that allow for collaboration that is student focused, and holistic.
- Reimagine the Course Outline of Record (COR) to fit the current student population, incorporating the bylaws of AB-705 & AB-1705.

SEP 2.0 Summary Report: Inquiry Phase

INQUIRY

Engage in direct inquiry (e.g. focus groups, surveys, interviews) with Black and Latinx students regarding experienced friction points in each metric. Additional inquiry with faculty to staff to better understand their needs in supporting Black and Latinx students both inside and outside the classroom. Key stakeholders: Student Life, Special programs, Institutional Research, Summer design teams

Action Steps

- Further inquiry to understand the needs of our Black/African American students including hearing from the Black/African American student community directly through the form of surveys and focus groups.
- Conduct a gap analysis among key stakeholders (Faculty, staff, and students) to determine the cultural, institutional (organizational), motivational, and knowledge gaps related to achieving our persistence goals.
- Explore and ask about the experiences of Black/African American and Latinx students who transfer without degree/certificate completion.
- Engage in equity focused inquiry to drive campus-wide discussions and decisions about how current practices, policies, and culture contributes to equity gaps in transfer outcomes for Black and Latinx students.

PROFESSIONAL DEVELOPMENT

Support innovative, sustained, equity-minded professional development for all employee groups specifically addressing the strength, needs, and goals of Black and Latinx students. Key Stakeholders: EPICenter, PDC, CPDC, Human Resources, Management Association, New Faculty Committee, Equitizing Gateway Courses

Action Steps

- Transformative professional development to include mandatory training and identifying the leaders to implement this professional development as a broad priority and securing support from senior leadership to implement this goal throughout campus initiatives.
- Focus on hiring and supporting faculty with the skills to teach support courses and who will participate in continuous education about current learning theories and practices.
- Professional development focused on understanding learning needs and environments for Black/African

SEP 2.0 Summary Report: Inquiry Phase

American and Latinx students that prioritize best teaching practices.

- Develop a space for faculty/staff to create transformative learning communities for students beyond linked classes and warm handoffs and referrals.
- Provide resource allocations for ongoing training to cross-train all faculty and staff to be equipped with the knowledge, skills, and tools to effectively engage the social-emotional, academic, and basic needs of our Black/African American and Latinx students.
- Establish and support collaborative networks to cultivate and promote equity-minded community building.

RESOURCE ALLOCATION

Explore and develop a more responsive, innovative, integrated, and sustained approach to resource allocation that specifically addresses the services required to close the equity gaps as identified by summer design metric teams. Key Stakeholders: DPAC, Senior Staff, Academic Senate, SEA Program Funds

Action Steps

- Re-examination of funding resources through the creation of key stakeholders that ensure assessment and completion of initiatives.
- Align budget and procedures to help support programs and departments to create sustainable changes, and ensure allocations are given based on success of practices being student focused and student centered.
- Create a Resource Allocation - Equity Working Group to explore what Black students need to have a sense of belonging and agency at SMC.

SEP 2.0 Summary Report: Inquiry Phase

WRAPAROUND SERVICES

Engage in proactive, integrated, personalized support for Black and Latinx students through a network of personnel that bridge silos. Key stakeholders: Aol-based Student Care Teams, Academic Affairs, Student Affairs, Enrollment Development

Action Steps

- Focus on wraparound services that are integrated both within and outside of the classrooms, along with training for faculty on how to utilize services to best be presented and promoted to Latinx students.
- Address the racialized trauma, microaggressions, and triggers that continue to be unacknowledged and not addressed through research about trauma-informed practices; community building, and moving away from a culture focused on reducing liability.

STUDENT ONBOARDING

Engage in proactive, integrated, personalized support for Black and Latinx students through a network of personnel that bridge silos and engage students from the start. Key stakeholders: Enrollment Development, Special Programs, Student Instructional Support, Counseling, Student Life

Action Steps

- Create a “Mi Familia” Summer Bridge component that provides proactive support to Latinx students and their family unit.
- Create an FYE-style program that focuses on exposing Latinx students to transfer majors and institutions.

SEP 2.0 Summary Report: Inquiry Phase

FACULTY & STAFF ONBOARDING

Develop a new model for faculty and staff hiring and onboarding processes which prioritizes equity and working with Black and Latinx students. Key Stakeholders: New Faculty Committee, Human Resources, Faculty Association, Academic Senate, Personnel Commission, New Contract Faculty Position Ranking (“Ranking Committee”)

Action Steps

- Equitize the hiring and onboarding process to better screen faculty candidates and student facing staff regarding their work experience with BIPOC, and more narrowly focused, Black students.

SEP 2.0 Communication and Outreach

Develop a communication plan that provides interactive, coordinated, and transparent communication to reduce silos and prioritize shared equity leadership and governance. Key Stakeholders: Institutional Effectiveness, Academic Senate, Senior Leadership, Management Association, Academic Affairs, Student Services, Student Life

Action Steps

- Develop a communication process that provides consistent and timely updates of SEP 2.0 planning and implementation.
- Identify and train equity ambassadors to ensure equity dialogues and SEP 2.0 updates are provided across campus.
- Collaborate with committee chairs and constituent group leaders to ensure that equity work informs committee and institutional goals and planning.

Phase 3: IMPLEMENTATION & EVALUATION

Ongoing - Years 2 and 3

- The action plans developed during phase 2 will be implemented and evaluated, braiding together the resources of both the SEA Program and the Guided Pathways Program.

SEP 2.0 Summary Report: Inquiry Phase

- Each action plan will be evaluated/assessed as to effectiveness in closing the racial equity gaps for each metric throughout implementation and offer opportunities for review, reflection and discussion. Revisions to action plans may be necessary.
- Based on the evaluation/assessment check-in opportunities, any necessary updates/changes will be communicated to the campus community and the SEP 2.0 will be updated in the Chancellor's Office NOVA system.

SMC SEP 2.0

Appendix: Metric Templates

Recommendations submitted by Summer Design Teams

Metric: Vision Goal Completion - Latinx

Guidance:

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

AREAS OF COMPLETION

Please select which Areas of Completion your college will be assessing* for this population experiencing disproportionate impact (DI).

- Adult Ed/Noncredit Completion
- Certificate Completion
- Degree Completion

*As Completion can cover many areas, please select the areas of completion you intend to discuss. Character fields in the narrative sections of this metric have been tripled to allow space for responses in all three areas. **For narrative response questions, please fill in a response for each of your selected Areas of Completion.**

TARGET OUTCOMES FOR 2022-25

Population Experiencing the Most Significant Disproportionate Impact:

** A separate template will need to be completed for each of the DI populations identified for this metric*

Latinx/Hispanic, First-Time in College

Target Outcomes

The chancellor's office has established quantitative outcomes for us to target for this metric and population for 2022-25. Listed below are our years 1 through 3, calculated as quantitative outcomes.

	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25) Performance that represents racial parity for metric (based on baseline year):

Metric: Vision Goal Completion - Latinx

Group 2: Latinx (10.6%)	Improve by 5.7% over the baseline to 16.3%	Improve by 11.4% over the baseline to 22%	Improve by 17.1% over the baseline to 27.7%
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STRUCTURAL EVALUATION

1. Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

What are student friction points and/or the inequities being perpetrated on your campus for this metric and student population?

Fill in a response for each area of completion you selected at the start of the document.

- Based on your “five whys” exercise, determine the factors that contribute to the outcome
- Which factors are most salient or urgent to address?
- Are these factors race-conscious?
- Are these factors things SMC can control or change?

Adult Ed/Noncredit Completion (2,500 character max)

Certificate Completion (2,500 character max)

Degree Completion (2,500 character max)

The way in which SMC is organized and structured creates a disjointed and inconsistent experience for Latinx students.

- Racialized trauma in past educational settings and “self-help model” of services

Racially minoritized students are more likely to have experienced racialized trauma in schools which may lead to students being reluctant to openly seek help and share the challenges they face to practitioners on campus.

Metric: Vision Goal Completion - Latinx

- Inconsistent counseling experience

Our current structure for counseling decreases the likelihood of students receiving academic counseling support from the same counselors throughout their time at SMC, unless they are part of a special program. Each time students see a new counselor, they are expected to repeat the details of their circumstances, including their goals and aspirations, barriers they currently face, and their current lives, again and again, which may discourage and frustrate Latinx students to not seek help.

2. Current and Ideal Structures

2a. Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing College structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. **With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric.** (Select all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services
(Counseling, Support Programs, Textbook Programs, etc.) | <input type="checkbox"/> Other |
| <input type="checkbox"/> Budgeting and Administration
(HR, Purchasing, Processes, etc.) | |

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Adult Ed/Noncredit Completion (2,500 character max per structure selected)

Certificate Completion (2,500 character max per structure selected)

Metric: Vision Goal Completion - Latinx

Degree Completion (2,500 character max per structure selected)

The current budget and resource allocation structure encourages a “hunger games” mentality, where departments fight for existing resources. Our College works in silos and rarely collaborates across departments, and when we do, the collaborative work is difficult due to the structures and norms of the College. Divisions are not encouraged to pool/share resources for a common goal, which inhibits innovation and new ways of doing things.

Furthermore, a characteristic of our existing culture is individualism which breeds a “this is your area, this is not my area” mentality. There is no shared accountability and responsibility for student success and equity. This culture leads to inconsistencies in how our faculty and staff understand the experiences of Latinx students. The silos and non-collaborative culture have given room for toxic stereotypes to grow and left unaddressed around who our Latinx students are and what experiences they bring to college. Finally, the lack of mandatory training for our faculty and staff on campus that addresses important social justice skills and knowledge (ie. microaggressions, power and privilege, culturally responsive pedagogy, etc.) creates inconsistent access to support and services for our Latinx students.

2b. Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services
(Counseling, Support Programs, Textbook Programs, etc.) | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Budgeting and Administration
(HR, Purchasing, Processes, etc.) | |

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Adult Ed/Noncredit Completion (2,500 character max per structure selected)

Certificate Completion (2,500 character max per structure selected)

Metric: Vision Goal Completion - Latinx

Degree Completion (2,500 character max per structure selected)

In an ideal structure for our College, our current culture of gatekeeping and siloed work would transform and see an increase in collaboration. Understanding that for our Latinx students grow up in a culture of community that focuses on collective care. Our institution must work toward duplicating those values in our services, programs, and most importantly the classroom.

In an ideal structure we would shift our culture by examining our policies/practices and critically analyze how we share responsibility across campus for the success of this student population. As a part of collective care, we would consider who is reaching out to your Latinx students and what type of established rapport or relationship do they have with them. A practice that could increase the success of our Latinx students is to identify how we outreach to them. By forming a community of care practitioners dedicated to serving our Latinx students we remove the need for them to rely on “self-service” or guess when they will need resources. This community of care practitioners will be able to anticipate when to step in and with what resources to help our students be successful.

2c. Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

Adult Ed/Noncredit Completion (2,500 character max)

Certificate Completion (2,500 character max)

Degree Completion (2,500 character max)

To achieve a cultural climate that centers on collective care our institution must be willing to acknowledge existing equity gaps and be receptive to radical change that transforms the way we approach student support. To achieve this ideal we cannot just adjust our current structures, this work will require a shift of our entire College including our underlying beliefs and values that influence our practices and policies.

An ideal campus culture would see continuous opportunities to develop staff and faculty, a focus on addressing racial climate, collaboration across divisions, and transparent/inclusive decision making from administration. Most importantly, this ideal requires the institution to take action and make decisions that create movement across campus.

Metric: Vision Goal Completion - Latinx

PLANNING & ACTION

3. Action Steps (Broad Priorities)

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal. (7,500 character max)

What reform areas should SMC focus on in the next three years to move from our current reality to the one we envision?

Address one area for each of the following:

- Inquiry – what else do we need to know in order to better design and implement the change?
- Culture & conditions – what changes do we need to make in what we do, how we do it, who does it, and what we value?
- Friction points – what innovation (new or redesign) can address the friction points that contribute to the equity gap?

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

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

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

CHANCELLOR'S OFFICE SUPPORTS

4. Support Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in

Metric: Vision Goal Completion - Latinx

mind. **Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?**

- Field Guidance & Implementation
- Technology Investments & Tools
- Technical Assistance/Professional Development
- Proof of Concept Pilots
- Data & Research
- Strategic and Operational Communication
- Policy & Regulatory Actions

Explanation of Supports Needed

You may use the space below to explain your selections. (2,500 character max)

Having resources that are related to change management, transforming organizational culture, and trauma informed practices would be helpful to our institution.

Metric: Vision Goal Completion - Black/African-American

Guidance:

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

AREAS OF COMPLETION

Please select which Areas of Completion your college will be assessing* for this population experiencing disproportionate impact (DI).

- Adult Ed/Noncredit Completion
- Certificate Completion
- Degree Completion

*As Completion can cover many areas, please select the areas of completion you intend to discuss. Character fields in the narrative sections of this metric have been tripled to allow space for responses in all three areas. **For narrative response questions, please fill in a response for each of your selected Areas of Completion.**

TARGET OUTCOMES FOR 2022-25

Population Experiencing the Most Significant Disproportionate Impact:

** A separate template will need to be completed for each of the DI populations identified for this metric*

Black/African-American First-Time in College

Target Outcomes

The chancellor's office has established quantitative outcomes for us to target for this metric and population for 2022-25. Listed below are our years 1 through 3, calculated as quantitative outcomes.

	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25) Performance that represents racial parity for metric (based on baseline year):
Group 1: Black/African American (5.4%)	Improve by 7.4% over the baseline to 12.8%	Improve by 14.8% over the baseline to 20.2%	Improve by 22.3% over the baseline to 27.7%

Metric: Vision Goal Completion - Black/African-American

STRUCTURAL EVALUATION

1. Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

What are student friction points and/or the inequities being perpetrated on your campus for this metric and student population?

Fill in a response for each area of completion you selected at the start of the document.

- Based on your “five whys” exercise, determine the factors that contribute to the outcome
- Which factors are most salient or urgent to address?
- Are these factors race-conscious?
- Are these factors things SMC can control or change?

Adult Ed/Noncredit Completion (2,500 character max)

Certificate Completion (2,500 character max)

Degree Completion (2,500 character max)

One salient friction point that may be contributing to the gaps in terms of certificate/degree completion for Black students is the **learning environment** we maintain for this population. To ensure Black students complete their degrees and certificates at the same rates as white students, the College needs to create an **empowering, transforming, and validating learning environment** for them, particularly since our Black students come to college having been subjected to pervasive anti-Black and racist structures, policies, practices, and interpersonal interactions in school throughout their entire educational experience. SMC is designed for the student who knows what institutional resources they need and where to access them; we put the burden on students to find and use resources and services at the appropriate times and ask for help when they need it. However, our Black students are more likely to have experienced racialized trauma in education, for example, being dismissed (“You should already know that!”) or questioned (“Why do you need that resource? You’re not going to college”) by an educator in the past. These experiences negatively affect students’ self-efficacy and confidence (“If I ask for help, my professor will think I’m stupid”) and trust in educators (“It doesn’t matter if I ask for help, because in the past, they ignore me”), which in turn affects their ability or willingness to seek help. This reality impacts the way our Black/African American

Metric: Vision Goal Completion - Black/African-American

students experience college resulting in barriers and challenges to completing a degree.

2. Current and Ideal Structures

2a. Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing College structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. **With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. (Select all that apply)**

- | | |
|---|---|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.) | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Budgeting and Administration (HR, Purchasing, Processes, etc.) | |

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Adult Ed/Noncredit Completion (2,500 character max per structure selected)

Certificate Completion (2,500 character max per structure selected)

Degree Completion (2,500 character max per structure selected)

A vast majority of SMC faculty lack the knowledge and skills to effectively foster and support the learning of Black students which requires not only understanding of the lived and racialized experiences of Black students but bringing to the consciousness anti-Black beliefs that are persistent in

Metric: Vision Goal Completion - Black/African-American

the dominant culture and create our own biases.

In addition, staff on campus do not have the necessary services to help students succeed outside the classroom and are not provided the resources, skills, and development opportunities to assist Black/African American students in a culturally competent approach. There is a lack of cultural understanding where Black/African American students come from when attending college for the first time. Due to this experience, Black/African American students experience inconsistent levels of service and support from faculty and staff.

2b. Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services
(Counseling, Support Programs, Textbook Programs, etc.) | <input type="checkbox"/> Other |
| <input type="checkbox"/> Budgeting and Administration
(HR, Purchasing, Processes, etc.) | |

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Adult Ed/Noncredit Completion (2,500 character max per structure selected)

Certificate Completion (2,500 character max per structure selected)

Degree Completion (2,500 character max per structure selected)

In an ideal structure for our College, our current culture of gatekeeping and siloed work would transform and see an increase in collaboration. Understanding that our Black/African American students grow up in a culture of community that focuses on collective care, our institution must work toward duplicating those values in our services, programs, and most importantly the classroom. We must serve our students' individual needs holistically and understand that we share responsibility as a

Metric: Vision Goal Completion - Black/African-American

whole community to uplift and empower our Black/African American students.

In an ideal structure we would shift our culture by examining our policies/practices and critically analyze how we share responsibility across campus for the success of this student population. We must acknowledge our gaps and invest in our ability to better care for the whole Black/African American student community. In practice, that begins with our SMC employees being given the time to develop their skills, knowledge, and understanding of how to support our Black/African American students so that the burden of serving these students' specific needs is not the responsibility of a single program or a few professionals across campus.

2c. Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

Adult Ed/Noncredit Completion (2,500 character max)

Certificate Completion (2,500 character max)

Degree Completion (2,500 character max)

To achieve a cultural climate that centers on collective care our institution must be willing to acknowledge existing equity gaps and be receptive to radical change that transforms the way we approach student support. To achieve this ideal, we cannot just adjust our current structures. This work will require a shift of our entire College including our underlying beliefs and values that influence our practices and policies.

An ideal campus culture would see continuous opportunities to develop staff and faculty, a focus on addressing racial climate, collaboration across divisions, and transparent/inclusive decision making from administration. Most importantly, this ideal requires the institution to take action and make decisions that create movement across campus.

PLANNING & ACTION

3. Action Steps (Broad Priorities)

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal. (7,500 character max)

Metric: Vision Goal Completion - Black/African-American

What reform areas should SMC focus on in the next three years to move from our current reality to the one we envision?

Address one area for each of the following:

- Inquiry – what else do we need to know in order to better design and implement the change?
- Culture & conditions – what changes do we need to make in what we do, how we do it, who does it, and what we value?
- Friction points – what innovation (new or redesign) can address the friction points that contribute to the equity gap?

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

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

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

CHANCELLOR'S OFFICE SUPPORTS

4. Support Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. **Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?**

Field Guidance & Implementation

Technology Investments & Tools

Metric: Vision Goal Completion - Black/African-American

- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Proof of Concept Pilots
- Strategic and Operational Communication

Explanation of Supports Needed

You may use the space below to explain your selections. (2,500 character max)

Having resources that are related to change management, transforming organizational culture, and trauma informed practices would be helpful to our institution.

Metric: Transferred to a 4-Year - Latinx

Guidance:

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population (**Latinx/Hispanic, First-Time in College**) experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a **campus-wide approach** to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage **all necessary actors** from various roles across campus, and are addressing **student learning**, experience and impact both **inside and outside the classroom**.

TARGET OUTCOMES FOR 2022-25

Population Experiencing the Most Significant Disproportionate Impact:

** A separate template will need to be completed for each of the DI populations identified for this metric*

Latinx, First-Time in College

Target Outcomes

The chancellor's office has established quantitative outcomes for us to target for this metric and population for 2022-25. Listed below are our years 1 through 3, calculated as quantitative outcomes.

	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25) Performance that represents racial parity for metric (based on baseline year):
Group 2: Latinx (23.4%)	Improve by 7.1% over the baseline to 30.5%	Improve by 14.3% over the baseline to 37.7%	Improve by 21.4% over the baseline to 44.8%

STRUCTURAL EVALUATION

1. Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to **interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities**. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. **Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.**

Metric: Transferred to a 4-Year - Latinx

What are student friction points and/or inequities experienced at SMC specifically related to this metric and student population? (2,500 character max)

- Based on your “five whys” exercise, determine the factors that contribute to the outcome
- Which factors are most salient or urgent to address?
- Are these factors race-conscious?
- Are these factors things SMC can control or change?

1. A friction point for Latinx students is a campus culture that emphasizes individuality over community. Our classes are structured in a way that doesn't facilitate a sense of community amongst students. However, our Latinx students, many who come from predominantly Latinx and Black neighborhoods, seek a place where they feel like they belong and are in community with others like them to be their authentic selves. Latinx family culture revolves around support and encouragement of the family unit. In fact, many Latinx students feel a strong sense of obligation to the family and their educational decisions are heavily influenced by the respect they have for their parents. Respect for family members and elders is particularly important as this concept is a strength that can aid students in building relationships with faculty throughout their academic journey. However, relationship building is compromised when Latinx students encounter microaggressions from faculty such as mispronouncing names, setting low expectations, or asking a Latinx student to translate for a Spanish speaking student. Help seeking for the Latinx student within this type of academic environment can be challenging and contributes to students' lack of self-confidence around their college and transfer identities. We think this is why Latinx students are less likely to apply to more competitive schools like UCs, even if they qualify.
2. A second friction point focuses on our siloed culture, which contributes to gaps in transfer outcomes for our racially minoritized students, particularly for our Latinx students. Faculty, who have the most frequent and sustained interactions with students, do not have the knowledge and skills about transfer requirements and pathways to adequately support students. The literature on guided pathways indicates forming relationships with discipline faculty are effective in promoting engagement in school, which in turn, positively impacts student persistence, completion, and transfer. However, faculty like to “stay in their lane”, and few have meaningful working relationships with counselors to offer a warm hand-off for students. Due to the limited collaborations between faculty, administrators, and non-teaching employees, as a campus, we lack the skills and meaningful relationships with the Latinx student population. This is a key factor in promoting engagement in school, which in turn, positively impacts student persistence, completion, and transfer. To address this issue, the responsibility and accountability of ensuring students get on a pathway and successfully transfer needs to be shared by faculty, administrators, and non-teaching employees.

2. Current and Ideal Structures

Metric: Transferred to a 4-Year - Latinx

2a. Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing College structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. **With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric.** (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services
(Counseling, Support Programs, Textbook Programs, etc.) | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Budgeting and Administration
(HR, Purchasing, Processes, etc.) | |

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? (2,500 character max per structure selected above)

- Organization & Structure** – who does what? How we interact/interface with one another
- Culture & Norms** – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?
- Practices & Programs** – how we interact with students, deliver services
- Knowledge & Skills** – what we know and can do
- Policies & Processes** – how we do things
 - What conditions at SMC contribute to the friction points?
 - What conditions do we need to transform?

- Currently, there is not enough Latinx representation within the faculty, administration, and classified constituent groups to allow for meaningful cultural exchanges with white counterparts. This lack of diversity limits the engagement that might occur that could change how white faculty understand race and culture. This is most felt in the classroom where students have the most interaction with faculty. Studies have shown that Latinx students who engage in social networks with faculty and peers are more likely to be successful. When faculty lack insight into the cultural norms and needs of Latinx students they are unable to create a culture within the classroom that is affirming. Students do not feel like they are part of a community and struggle to navigate systems alone.

Metric: Transferred to a 4-Year - Latinx

- **Silos exist in several forms at SMC, but the most prevalent are between Student Affairs and Academic Affairs.** Faculty do not receive regular, directed, and sustained professional development on resources and student services to support the transfer goals of Latinx students. An example of a successful collaboration is seen in the development of Direct Connect, a student support navigation portal developed by a multi-functional group of Latinx/Black faculty, administrators, and non-teaching employees that was particularly geared towards SMC's Black and Latinx student populations. Such a resource, if intentionally shared with Latinx students both inside and outside the classroom, would provide Latinx students valuable knowledge about transferring to four-year institutions with an awareness of college opportunities available to them.

2b. Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, use this opportunity to envision and detail a more ideal structure. (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input type="checkbox"/> Wraparound Services
(Counseling, Support Programs, Textbook Programs, etc.) | <input type="checkbox"/> Other |
| <input type="checkbox"/> Budgeting and Administration
(HR, Purchasing, Processes, etc.) | |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another

Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?

Practices & Programs – how we interact with students, deliver services

Knowledge & Skills – what we know and can do

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

Ideally SMC would set up an environment where systemic racism was acknowledged and all employees would be challenged to reflect on how institutional, departmental, and personal practices contribute to campus culture and inequitable outcomes. Institutional leadership would make transformative cultural change a priority over the continuation of past practices that serve the status quo rather than what is best for students. Faculty as a whole would recognize that elitist standards of teaching and expectations of students are inconsistent with

Metric: Transferred to a 4-Year - Latinx

current equity models. Faculty would feel more comfortable engaging with Latinx students in a culturally responsive manner and would create classrooms that felt safe for students of color. The model established to work with students of color would be able to serve any group as a result of focused and intentional attention to equitable outcomes. Practices found in special programs such as PUENTE, Adelante, and Black Collegians would be scaled up utilizing dedicated funding to support hiring, research, resources and activities. This is not a recommendation to add a PUENTE or expand our Adelante and Black Collegians Programs, but to learn from their best practices and implement those practices at SMC to best support the transfer goals of all our Latinx Students. Collaboration between student services and academic affairs would be seamless with training and wrap-around services developed to meet the needs of the changing demographics of the student population. Constituent groups at all levels would reflect student demographics and every employee would understand their role in creating meaningful change. To reach this ideal for Latinx students, we would need to see the following changes:

1. White employees would challenge themselves to reflect on their privilege and how conscious and unconscious biases impact Latinx students and employees of color.
2. DEI training would be required and integrated into the academic calendar and would be expected and not voluntary. Professional development would be accepted as a natural part of employees' roles and responsibility and would not need to be a negotiated item in the contract.
3. The campus would provide Latinx students with opportunities to provide feedback and recommendations through engagement in shared government processes and task forces.
4. Counselors and faculty would collaborate to develop *familia* or cultural communities for Latinx students based on their enrollment status and future careers.
5. Faculty would create a safe environment in classrooms to allow Latinx students to feel valued and understood.
6. Faculty would be seen as partners to student services employees and utilize the classroom to share and discuss academic information and resources.

2c. Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

(2,500 character max)

1. **Academic and student support services would be integrated.** Counselors and student support (i.e., Basic Needs Specialist) staff would be assigned to academic disciplines to collaborate with faculty in providing Latinx students with information and resources that lead towards achieving their transfer goals.

Metric: Transferred to a 4-Year - Latinx

2. **Professional development opportunities would be streamlined.** Consistent Departmental training programs would be implemented to help faculty and staff develop cultural competence better serve Latinx students.
3. **Curriculum redesign to better support Latinx students in identifying how skills learned in courses prepare students for potential careers.**

PLANNING & ACTION

3. Action Steps (Broad Priorities)

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to identify the priorities (up to 3) to move from the current to the ideal. Consider action steps in the following categories:

(5,000 character max)

What reform areas should SMC focus on in the next three years to move from our current reality to the one we envision?

Address one area for each of the following:

- Inquiry – what else do we need to know in order to better design and implement the change?
- Culture & conditions – what changes do we need to make in what we do, how we do it, who does it, and what we value?
- Friction points – what innovation (new or redesign) can address the friction points that contribute to the equity gap?

1. **Engage in equity focused inquiry to drive campus-wide discussions and decisions.**
 - a. Develop and launch an equity-minded study to assess and evaluate how current practices, policies, and culture contributes to equity gaps in transfer outcomes for Latinx students.
 - b. Develop a series of focus groups for Latinx students with a goal of transfer to better understand challenges experienced and support needed that is currently not understood by the institution.
2. **Establish and support collaborative networks to cultivate and promote equity-minded community building –**
 - a. Develop cohort-based training to support faculty and counselors in addressing gaps in knowledge and skills in working with Latinx students.
 - b. Use the expertise of faculty who have experience with equity-based training/programming to support faculty in developing and/or redesigning curriculum that centers anti-racism and addresses attitudes to promote the success of Latinx students.

Metric: Transferred to a 4-Year - Latinx

3. **Create an FYE-style program that focuses on exposing Latinx students to transfer majors and institutions.**
 - a. Link Counseling 20 - Student Success Seminar with an introductory course within a discipline to expose students to transfer majors. The two classes, the basis of a learning community, will require faculty to implement the courses using a race-conscious and culturally responsive lens.
 - b. Provide training to counselors and faculty to partner in coaching Latinx students and how to utilize “warm handoffs” to colleagues who have access to resources that impact the transfer success of Latinx students.
 - c. Create familia (or cultural communities) within the classroom for Latinx students to connect to peers, feel a sense of belonging on campus, and build self-efficacy and agency.
 - d. Plan transfer events on campus that introduce Latinx students to academic resources/programming and staff of color at 4-year universities, thus creating an extended social network for students.

CHANCELLOR’S OFFICE SUPPORTS

4. Support Needed

The Chancellor’s Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. **Which supports among the options listed can the Chancellor’s Office provide to assist in reaching your ideal structure for this population and metric?**

- | | |
|--|---|
| <input type="checkbox"/> Field Guidance & Implementation | <input type="checkbox"/> Technology Investments & Tools |
| <input type="checkbox"/> Technical Assistance/Professional Development | <input checked="" type="checkbox"/> Proof of Concept Pilots |
| <input type="checkbox"/> Data & Research | <input checked="" type="checkbox"/> Strategic and Operational Communication |
| <input type="checkbox"/> Policy & Regulatory Actions | |

Explanation of Supports Needed

You may use the space below to explain your selections. (2,500 character max)

Metric: Transferred to a 4-Year - Black/African-American

Guidance:

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

TARGET OUTCOMES FOR 2022-25

Population Experiencing the Most Significant Disproportionate Impact:

** A separate template will need to be completed for each of the DI populations identified for this metric*

Black/African-American, First-Time in College
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Target Outcomes

The chancellor's office has established quantitative outcomes for us to target for this metric and population for 2022-25. Listed below are our years 1 through 3, calculated as quantitative outcomes.

	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25) Performance that represents racial parity for metric (based on baseline year):
Group 1: Black/African American (21.3%)	Improve by 7.8% over the baseline to 29.1%	Improve by 15.6% over the baseline to 36.9%	Improve by 23.5% over the baseline to 44.8%

STRUCTURAL EVALUATION

1. Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. **Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.**

Metric: Transferred to a 4-Year - Black/African-American

What are student friction points and/or inequities experienced at SMC specifically related to this metric and student population? (2,500 character max)

- Based on your “five whys” exercise, determine the factors that contribute to the outcome
- Which factors are most salient or urgent to address?
- Are these factors race-conscious?
- Are these factors things SMC can control or change?

For over 30 years, SMC marketing has touted that we are a leader in transfer to the UC system and a leader in transfer to the CSUs, USC and LMU. While we are a leader in transfer numbers to local university systems, transfer rates for our Black students are shockingly low and we must take responsibility for addressing our environment which does not promote an intentional transfer culture for Black students. Our Black students come to us having dealt with a global racist system that has not placed them as a priority. Black students are not easily trusting of a college environment where they do not see themselves reflected in the faculty and staff, nor feel that those with whom they encounter understand or validate their lived experiences and needs. Additionally, Black students are expected to thrive in an environment where others have low expectations of their abilities which ultimately impacts their choice of major and transfer institution.

1. The lived and racialized experiences of Black students contrast with most of SMC’s employees’ own experiences. Black students are more likely to encounter Black employees in service jobs than in faculty or in leadership. The faculty of color with whom students interact engage in “invisible” responsibilities that include mentoring and coaching. According to the results of the 2019 National Assessment of Campus Collegiate Climate, a larger proportion of students indicated they mostly or strongly mattered in classes taught by professors of color (70%) than classes taught by White professors (58%). (National Assessment of Collegiate Campus Climates (NACCC): 2019 Administration and Summary of Findings, p 5). **We posit that a lack of encouragement and validation from non-black faculty contributes to classroom environments where it is difficult for Black students to thrive and ultimately be successful in completing course and transfer requirements.** According to the NACCC results, disproportionately more Black students reported they experienced classroom and campus racial microaggressions than any other racial/ethnic group. Examples include being viewed as: naturally less able than others in class (22%), being expected to represent the view of their entire race in class discussions (21%), “experiencing jokes related to race that made them feel uncomfortable (21%), having assumptions made about being a natural athlete and/or a member of a college sports team (9%) (National Assessment of Collegiate Campus Climates (NACCC): 2019 Administration and Summary of Findings, p 12).
2. **Furthermore, Euro-centric faculty attitudes and perceptions of who is a “good transfer student” affect Black students’ transfer outcomes.** SMC faculty often interpret behaviors of racially minoritized students in negative ways, even when the intent behind the behaviors is neutral or even positive. For example, Black, Asian, and Latino cultures emphasize respecting adults, which may translate into asking fewer questions or less likely seeking help. However, a faculty member without cultural empathy or knowledge may interpret those behaviors as being less engaged or not motivated. This incorrect

Metric: Transferred to a 4-Year - Black/African-American

interpretation may lead to faculty believing Black and other minoritized students as not being “transfer caliber”, which in turn decreases the chances of faculty providing mentorship, advice, and exposure to a wider range of transfer majors and transfer institutions. Black students may internalize this exclusion which negatively affects their sense of self-efficacy.

2. Current and Ideal Structures

2a. Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. **With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric.** (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|--|---|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services
(Counseling, Support Programs, Textbook Programs, etc.) | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Budgeting and Administration
(HR, Purchasing, Processes, etc.) | |

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another

Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?

Practices & Programs – how we interact with students, deliver services

Knowledge & Skills – what we know and can do

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

Metric: Transferred to a 4-Year - Black/African-American

1. **The college does not promote an environment that supports and creates opportunities for cross-collaboration and a warm hand-off for our Black students.** Employees of the college are immersed in their specific departments with their own policies and procedures that, in many cases, do not benefit and promote success among Black students. We have not created opportunities for colleagues to learn more about the various ways that departments can collaborate; these interactions have been merely coincidental or based on informal relationships. Black students would benefit from a seamless handoff to various departments to gain information that can lead to their successfully accessing various instructional and student support services.
2. **In addition, the campus's siloed culture makes it difficult to share information about events/resources/services tailored to students of color.** SMC has not developed a culture of practice where employees easily collaborate and receive regular, directed, and sustained professional development and training about resources to support the transfer goals of Black students. An example of a successful, collaborative initiative to support students resulted in a group of Latinx/Black faculty, administrators, and non-teaching employees at SMC developing *Direct Connect*, a student support navigation portal primarily directed toward providing information and community for our Black and Latinx student populations. Efforts like this increase opportunities for various constituent groups to learn from each other and create a shared understanding of the needs of students of color.

2b. Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, use this opportunity to envision and detail a more ideal structure. (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|--|---|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services
(Counseling, Support Programs, Textbook Programs, etc.) | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Budgeting and Administration
(HR, Purchasing, Processes, etc.) | |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another
Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?
Practices & Programs – how we interact with students, deliver services
Knowledge & Skills – what we know and can do

Metric: Transferred to a 4-Year - Black/African-American

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

1. **The ideal culture at SMC would reflect both individual and institutional commitment and accountability for engaging in dialogue and behaviors that challenge established practices and policies rooted in systemic racism.** All levels of the campus would prioritize funding to support equity training and programming that does not serve to “check the boxes”. Existing resources would be leveraged and reallocated to ensure that the needs of Black students are aligned with institutional plans. The ideal culture would reflect the willingness of all employees to be challenged by what they do not know and would encourage sincere efforts to engage one another and Black students in conversations to better understand barriers faced in navigating systems, such as the transfer process. Culturally transformative practices would demonstrate to Black students that they are part of a community that sees and values who they are and are committed to creating social networks through which students could more easily navigate the transfer process and develop social capital.
2. **Dismantling a siloed culture and building a culture of connection** must be intentional and sustained, with every employee on campus taking responsibility for and contributing to Black students’ success. At present, supporting students through the transfer process is seen as the responsibility of counselors who may or may not understand the depth and scope of Black students’ experiences, particularly as it relates to racism and microaggressions. Since students’ interface with faculty more frequently than any other employee group on campus, increased faculty knowledge of transfer practices and the barriers which Black students face must be a priority for professional development. When all employees across the campus engage in positive, productive, and useful interactions including the exchange of valuable knowledge and resources a community of caring is established. Such a community is most relevant to Black students who, according to NACCC survey results, disproportionately experienced higher feelings of loneliness, not belonging, and/or isolation (60.8%).

2c. Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

(2,500 character max)

3. Counselors and Student Support staff (i.e., Basic Needs Specialist) would be assigned to each discipline to collaborate with faculty in supporting Black students in accessing information and resources that lead towards achieving their transfer goals.
2. All employees would be provided with paid hours for diversity, equity, and inclusion training and would be evaluated on how they have applied learning in their role.

Metric: Transferred to a 4-Year - Black/African-American

3. Curriculum would be redesigned to better support Black students in identifying how skills learned in courses prepare students for potential careers.

PLANNING & ACTION

3. Action Steps (Broad Priorities)

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to identify the priorities (up to 3) to move from the current to the ideal. Consider action steps in the following categories:

(5,000 character max)

What reform areas should SMC focus on in the next three years to move from our current reality to the one we envision?

Address one area for each of the following:

- Inquiry – what else do we need to know in order to better design and implement the change?
- Culture & conditions – what changes do we need to make in what we do, how we do it, who does it, and what we value?
- Friction points – what innovation (new or redesign) can address the friction points that contribute to the equity gap?

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

CHANCELLOR'S OFFICE SUPPORTS

4. Support Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in

Metric: Transferred to a 4-Year - Black/African-American

mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- | | |
|---|--|
| <input type="checkbox"/> Field Guidance & Implementation | <input type="checkbox"/> Technology Investments & Tools |
| <input checked="" type="checkbox"/> Technical Assistance/Professional Development | <input type="checkbox"/> Proof of Concept Pilots |
| <input type="checkbox"/> Data & Research | <input type="checkbox"/> Strategic and Operational Communication |
| <input type="checkbox"/> Policy & Regulatory Actions | |

Explanation of Supports Needed

You may use the space below to explain your selections. (2,500 character max)

Engaging consultants to provide professional development can be quite costly for community colleges. Most departments do not have a budget for training, and employees often have to wait for "flex days" to receive free training. Receiving professional development support from the Chancellor's Office would provide a larger number of employees the ability to receive either funding/training that directly relates to institutional goals.

Metric: Transfer-level Math Completion - Latinx

Guidance:

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

TARGET OUTCOMES FOR 2022-25

Population Experiencing the Most Significant Disproportionate Impact:

** A separate template will need to be completed for each of the DI populations identified for this metric*

Latinx/Hispanic, First-Time in College

Target Outcomes

The chancellor's office has established quantitative outcomes for us to target for this metric and population for 2022-25. Listed below are our years 1 through 3, calculated as quantitative outcomes.

	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25) Performance that represents racial parity for metric (based on baseline year):
Group 2: Latinx (14.9%)	Improve by 5.6% over the baseline to 20.5%	Improve by 11.2% over the baseline to 26.1%	Improve by 16.7% over the baseline to 31.6%

STRUCTURAL EVALUATION

1. Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. **Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.**

Metric: Transfer-Level Math - Latinx

What are student friction points and/or inequities experienced at SMC specifically related to this metric and student population? (2,500 character max)

- Based on your “five whys” exercise, determine the factors that contribute to the outcome
- Which factors are most salient or urgent to address?
- Are these factors race-conscious?
- Are these factors things SMC can control or change?

- The math curriculum/course outline of record is outdated and doesn't meet the needs of Latinx students with complex lives
 - Culture of math doesn't align with what should be valued in learning math.
 - Faculty teach and assess math the same way they learned math themselves. The department needs to adopt a culture which will foster innovation in teaching and assessing math that is non-linear, non-structured, or non-exam reliant.
 - Students experience math anxiety and performance pressure due to the high cost of one exam in a math course.
 - Latinx students experience bias

2. Current and Ideal Structures

2a. Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. **With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric.** (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.) | <input type="checkbox"/> Other |
| <input type="checkbox"/> Budgeting and Administration (HR, Purchasing, Processes, etc.) | |

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? (2,500 character max per structure selected above)

Metric: Transfer-Level Math - Latinx

Organization & Structure – who does what? How we interact/interface with one another
Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?

Practices & Programs – how we interact with students, deliver services

Knowledge & Skills – what we know and can do

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

Instruction

- Hiring practices at SMC, along with the policies, contribute to a lack of value focusing on students' needs. The focus is on Mathematical Concepts rather than Teaching Math makes math instruction transactional and not beneficial for Latinx students. SMC does not list teaching credential or experience teaching high school math (or community college) as a preferred qualification, which would express value on teaching.
- Professional development surrounding math education teaching practices, current research, and learning theories are optional, not required. SMC not allocating a certain amount of FLEX hours specifically for developing professionally in mathematics education contributes to the lack of value for teaching.
 - These norms perpetuate the cycle of current implemented instruction and teaching practices. Unfortunately, many mathematics faculty use a method of teaching similar to, if not identical to, how they were taught. The current modality of instruction is mainly lecture and teacher centric, and very traditional.
 - The Center of Teaching Excellence has been paused recently.
- The course outline of record (COR) is a rigid structure that requires a lot of time and energy to modify and does not speak to faculty about meeting the needs of student learners. One aspect of the COR is to suggest a number of exams and how they are to be administered (without notes, calculator policy, etc.). Traditionally, the number of exams is related to the number of units of the course, and with this approach, one exam can cover a lot of content. There generally has been a status quo culture and there typically is not much discussion about flexibility with learning assessment and alternative modes of testing (e.g., testing more frequently and/or covering less material).
- “High stakes” exams, coupled with students’ full schedules and life stressors, are a source of anxiety and stress. It is common that new material is taught continuously due to the day-by-day department schedule, while students are struggling to complete homework assignments and seek help when needed, thus falling behind. It is not customary that we regularly talk with students about managing stress and anxiety during the semester and only mention student support services at the start of a semester.

Wraparound Services

- Currently Latinx students have the ability to attend the Math Tutoring Lab, utilize courses that have Supplemental Instruction and/or Embedded Tutoring, and/or courses that have support integrated within like Math 54 + 54C. However, the information about these services and how they could benefit students isn't always well communicated to faculty, counselors, staff, and students. Additionally, some of the services are limited due to funding and structure, and services need to be more infused with equity focus.

Metric: Transfer-Level Math - Latinx

- Students also have to deal with high levels of expenses with textbooks and materials.
- There is a lack of communication of current support services meant to help both part-time and full-time faculty meet students' needs, (e.g., GPS, Tutoring, Workshops, Direct Connect).
- Currently, some course offerings are in collaboration with special programs. Faculty teaching these classes are selected by the special program but there is no training provided.
- Intervention programs designed for incoming Latinx students, where academic and students services collaborated to give students tools to succeed in academic semesters have been paused.

2b. Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, use this opportunity to envision and detail a more ideal structure. (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services
(Counseling, Support Programs, Textbook Programs, etc.) | <input type="checkbox"/> Other |
| <input type="checkbox"/> Budgeting and Administration
(HR, Purchasing, Processes, etc.) | |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another

Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?

Practices & Programs – how we interact with students, deliver services

Knowledge & Skills – what we know and can do

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

Instruction

- An equity-minded practice that could facilitate a shift to equitable outcomes is requiring a portion of the mathematics department to develop and implement teaching practices that center active learning. One approach that SMC could write into policy is for the mathematics department to create a pathway of learning for Latinx STEM students that utilize the flipped classroom method, creating consistency in teaching styles for students. The path could start at Math 2, 3, and 4. This provides this population of students with consistency, continuity, and community, and the gift of time.
 - Math faculty that desire to teach on this path should undergo extensive training. They should

Metric: Transfer-Level Math - Latinx

receive training in equitizing gateway courses through ETAG (Equity to Action EGC). Extensive training in actually making curriculum for the subject matter they are teaching for cultural relevancy and inclusivity.

- In an ideal departmental culture that acknowledges the stress and anxiety caused by high stakes exams, there would be a greater number of opportunities for students to be assessed, and alternative ways of assessing students' knowledge. Given the increased availability and use of technology, it is now more feasible than ever to provide additional and different types of assessments to measure student learning.
 - To eliminate the perpetuation of this friction point, and reduce the stress and anxiety experienced by mathematics students, we can recognize that students learn at different rates and are generally better able to master smaller amounts of material. Thus, a new culture that is accepting of giving more assessments with less material and/or different types of assessments, will help toward alleviating the negative emotions felt by students. Changing the culture to accept group projects, re-testing, a "no-harm" final exam and other innovative ideas will serve to reduce stress and anxiety and help close the racial equity achievement gap in mathematics.
- COR should be re-written and re-imagined
 - The department's course outlines of record can be less rigid in the way that it has been and be more accommodating to faculty who are being challenged to meet students' needs and to close the racial achievement gap in mathematics.
 - In an ideal setting, the faculty member will be ready to adjust a testing schedule, can offer a postponed assessment, will have the flexibility of having a make-up policy for a missed assessment, which is due to high stress or anxiety.

Wraparound Services

- For Tutoring and Tutoring Services, there would be training for tutors and IA's on equity every semester to ensure a warm and positive environment for students. Tutoring services would have a collaborative relationship with Math, that allowed them to create a partnership that helped faculty understand how to utilize services like Supplemental Instruction, Embedded Tutoring, Math Lab and also best practice for support courses like Math 54+54C.
- Investigate cheaper or no cost textbooks and homework packages or find resources for students to afford them, include OERs and affordable homework labs.
- A partnership between support services and Math department would be established to help them know about services offered to students and faculty such as: GPS, Student Care Teams, Direct Connect, CPT, Basic Needs, EOPS, Black Collegians, Adelante. This should occur semesterly, so faculty and department can stay up to date.
- Courses that are designated for special program should have faculty who are trained in equity pedagogy and have reduced classes sizes.
- Intervention program should be completed and implemented, such as READY S.E.T GO! That can serve as a summer bridge and winter intervention. Summer would help capture new students entering college and winter can serve as an intervention for student who could not pass their course in the fall or need extra help before spring. Also, Non-Credit Interventions could also be utilized

Metric: Transfer-Level Math - Latinx

2c. Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

(2,500 character max)

- Rewrite the job hiring post to center it around those who have experience teaching Latinx students, a teaching credential, high school experience, and/or community college.
 - During the hiring process, consider a candidates contributions or potential contributions to equity in the department.
 - During hiring process, reach out and advertise in a way that will increase the diversity in the applicant pool.
- A departmental investigation and adaptation of the COR to meet the current need of AB 705, AB 1705, and focuses on courses that will benefit students' learning outcomes.
 - Make the policies from the curriculum committee more equity focused- and to have flexibility and academic freedom to teaching the subject and to be student centered and student focused.
 - Description of courses and course outlines are student-friendly and student focused in both language and outcomes.
- A budget that is allocated for curriculum development specializing in cultural inclusivity and relevancy.
- Professional Development and Flex that is equity focused.
 - Have equity be a central and ongoing tenant of the Professional Learning Communities (PLCs) we have for STEM and liberal arts pathways.
- Create a partnership with special programs, support services, and Center for Wellness and Well-being that could potentially change the culture where faculty make mental health and self-care a routine part of student development within their classroom and seek support services. Checking-in with students can happen in the classroom, via surveys, use of emoticons, use of social media, and in one-on-one conferences. This also gives the opportunity for faculty to learn about support services for students.
- SMC provide students with access to textbooks and technology needed for classroom spaces. Consider OERs.
- Tutoring Services are given funding to expand services to students, as well as provided training on equity to make sure Latinx students are well served. Base availability and services on needs of the students. Consider expanding weekend hours, online tutoring, and late weekday hours.
- Implementing designed intervention programs, like Ready SET GO, to be used in summer; along with designing and implementing winter intervention programs and non-credit options for students to develop math and college success skills.

PLANNING & ACTION

3. Action Steps (Broad Priorities)

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to identify the priorities (up to 3) to move from the current to the ideal. Consider action steps in the following categories:

Metric: Transfer-Level Math - Latinx

(5,000 character max)

What reform areas should SMC focus on in the next three years to move from our current reality to the one we envision?

Address one area for each of the following:

- Inquiry – what else do we need to know in order to better design and implement the change?
- Culture & conditions – what changes do we need to make in what we do, how we do it, who does it, and what we value?
- Friction points – what innovation (new or redesign) can address the friction points that contribute to the equity gap?

- Focusing on Course Outlines of Record (COR)
 - Inform the department about the curriculum committee process and about the guiding documents and rules for the COR. Learn more about the curriculum approval process for the department.
 - Not being highly reliant solely on the department curriculum committee representative, but rather have more colleagues be knowledgeable about the curriculum approval process. Should know how often the CORs are reviewed and revised.
 - Aligning math values to be student centered and teach students how to reduce math anxiety, particularly for Latinx students.
 - Adapting information on AB 705 & Adopting AB 1705 into CORs.
- Instructional Intervention Focus
 - We should identify mathematics faculty that have the skill and the motivation to teach support courses. Identify faculty that are interested in an active learning environment such as the flipped classroom method. Identify and support faculty that are interested in editing an OER to create an affordable course for students.
 - Hiring practices need to highlight and prioritize specific teaching qualifications and teaching experience.
 - Requiring mathematics faculty to allocate a certain amount of flex hours towards current research on learning theories relevant to mathematics education, developing culturally relevant content for their classes, etc.
- Partnership with tutoring and student services
 - What are current services students can utilize and how is it shared with faculty? What is the current status on summer bridge, winter bridge, and non-credit courses to help students gain skills in math? What is the current equity training for students and staff in these areas?
 - There is a need for better communication about the services, along with a better process of implementing inquiry to action. Currently, we collect a lot of data, information, and develop ideas but they are not put into practice. The focus should be student centered and equity driven.
 - Creating partnerships with tutoring and student services that allows for collaboration that is student focused, and a holistic model. This would allow faculty to know about services but also how to best utilize services. Also, a proper adaptation of summer, winter, non-credit intervention programs that will help students gain academic and college success skills.
 - Adding funding to utilize services and for students materials.

Metric: Transfer-Level Math - Latinx

CHANCELLOR'S OFFICE SUPPORTS

4. Support Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. **Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?**

- | | |
|---|---|
| <input type="checkbox"/> Field Guidance & Implementation | <input checked="" type="checkbox"/> Technology Investments & Tools |
| <input checked="" type="checkbox"/> Technical Assistance/Professional Development | <input checked="" type="checkbox"/> Proof of Concept Pilots |
| <input checked="" type="checkbox"/> Data & Research | <input checked="" type="checkbox"/> Strategic and Operational Communication |
| <input checked="" type="checkbox"/> Policy & Regulatory Actions | |

Explanation of Supports Needed

You may use the space below to explain your selections. (2,500 character max)

- Technical Assistance/Professional Development
 - Data & Research: Need for training on existing Chancellor's Office data collection tools for faculty to engage in data inquiry regarding the key metrics for Latinx students.
- Policy & Regulatory Actions
 - Technology Investments & Tools: Provide training on existing technology so that faculty and students are informed and can take full advantage of the tool's capabilities.
 - Proof of Concept Pilots: Information about interventions and pilots that are equity focused need to be expeditiously shared among colleges so that successful pilots can serve as a model.
- Strategic and Operational Communication
 - Need to continually seek new, innovative and effective software and hardware to support learning mathematics, with the cost barrier in mind for economically disadvantaged Latinx students.

Metric: Transfer-level Math Completion - Black/African-American

Guidance:

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

TARGET OUTCOMES FOR 2022-25

Population Experiencing the Most Significant Disproportionate Impact:

** A separate template will need to be completed for each of the DI populations identified for this metric*

Black/African-American, First-Time in College

Target Outcomes

The chancellor's office has established quantitative outcomes for us to target for this metric and population for 2022-25. Listed below are our years 1 through 3, calculated as quantitative outcomes.

	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25) Performance that represents racial parity for metric (based on baseline year):
Group 1: Black/African American (8.2%)	Improve by 7.8% over the baseline to 16%	Improve by 15.6% over the baseline to 23.8%	Improve by 23.4% over the baseline to 31.6%

STRUCTURAL EVALUATION

1. Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. **Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.**

Metric: Transfer-Level Math - Black/African-American

What are student friction points and/or inequities experienced at SMC specifically related to this metric and student population? (2,500 character max)

- Based on your “five whys” exercise, determine the factors that contribute to the outcome
- Which factors are most salient or urgent to address?
- Are these factors race-conscious?
- Are these factors things SMC can control or change?

- The math curriculum/course outline of record is outdated and doesn't meet the needs of Black/African American students with complex lives
 - Culture of math doesn't align with what should be valued in learning math.
 - Faculty teach and assess math the same way they learned math themselves. The departmental culture needs to do a better job to foster innovation in teaching and assess math that is non-linear, non-structured, or non-exam reliant.
 - Students experience math anxiety and performance pressure due to the high cost of one exam in a math course.
 - Black/African American students experienced bias

2. Current and Ideal Structures

2a. Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. **With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric.** (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.) | <input type="checkbox"/> Other |
| <input type="checkbox"/> Budgeting and Administration (HR, Purchasing, Processes, etc.) | |

Metric: Transfer-Level Math - Black/African-American

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another

Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?

Practices & Programs – how we interact with students, deliver services

Knowledge & Skills – what we know and can do

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

Instruction

- Hiring practices at SMC, along with policies, contribute to a lack of value focusing on students' needs. The focus is on Mathematical Concepts rather than Teaching Math makes math instruction transactional and not beneficial for African-American/Black students. SMC does not list teaching credentials or experience teaching high school math as a preferred qualification which would express value on teaching.
- Professional development surrounding math education teaching practices, current research, and learning theories are optional, not required. SMC not allocating a certain amount of FLEX hours specifically for developing professionally in mathematics education contributes to the lack of value for teaching.
 - These norms perpetuate the cycle of current implemented instruction and teaching practices. Unfortunately, many mathematics faculty use a method of teaching similar to, if not identical to, how they were taught. The current modality of instruction is mainly lecture and teacher centric, and very traditional.
 - The Center of Teaching Excellence has been paused recently.
- The course outline of record (COR) is a rigid structure that requires a lot of time and energy to modify and does not speak to faculty about meeting the needs of student learners. One aspect of the COR is to suggest a number of exams and how they are to be administered (without notes, calculator policy, etc.). Traditionally, the number of exams is related to the number of units of the course, and with this approach, one exam can cover a lot of content. There generally has been a status quo culture and there typically is not much discussion about flexibility with learning assessment and alternative modes of testing (e.g., testing more frequently and/or covering less material).
- “High stakes” exams, coupled with students' full schedules and life stressors, are a source of anxiety and stress. It is common that new material is taught continuously due to the day-by-day department schedule, while students are struggling to complete homework assignments and seek help when needed, thus falling behind. It is not customary that we regularly talk with students about managing stress and anxiety during the semester and only mention student support services at the start of a semester.

Wraparound Services

- Currently Black/African American students have the ability to attend the Math Tutoring Lab, utilize courses that have Supplemental Instruction and/or Embedded Tutoring, and/or courses that have support integrated within like Math 54 + 54C. However, the information about these

Metric: Transfer-Level Math - Black/African-American

services and how they could benefit students isn't always well communicated to faculty, counselors, staff, and students. Additionally, some of the services are limited due to funding and structure, and services need to be more infused with equity focus.

- Students also have to deal with high level of expenses with textbooks and materials.
- There is a lack of communication of current support services meant to help both part-time and full-time faculty meet students' needs, (e.g., GPS, Tutoring, Workshops, Direct Connect).
- Currently, some course offerings are in collaboration with special programs. Faculty teaching these classes are selected by the special program but there is no training provided.
- Intervention programs designed for incoming Black/African American students, where academic and student services collaborated to give students tools to succeed in academic semesters have been paused.

2b. Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, use this opportunity to envision and detail a more ideal structure. (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services
(Counseling, Support Programs, Textbook Programs, etc.) | <input type="checkbox"/> Other |
| <input type="checkbox"/> Budgeting and Administration
(HR, Purchasing, Processes, etc.) | |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another

Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?

Practices & Programs – how we interact with students, deliver services

Knowledge & Skills – what we know and can do

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

Instruction

- An equity-minded practice that could facilitate a shift to equitable outcomes is requiring a portion of the mathematics department to develop and implement teaching practices that center active learning. One approach that SMC could write into policy is for the mathematics department to create a pathway of learning for African American/ Black STEM students that utilize the flipped

Metric: Transfer-Level Math - Black/African-American

classroom method, creating consistency in teaching styles for students. The path could start at Math 2, 3, and 4. This provides this population of students with consistency, continuity, and community, and the gift of time.

- o Math faculty that desire to teach on this path should undergo extensive training. They should receive training in equitizing gateway courses through ETAG (Equity to Action EGC). Extensive training in actually making curriculum for the subject matter they are teaching for cultural relevance and inclusivity.
- In an ideal departmental culture that acknowledges the stress and anxiety caused by high stakes exams, there would be a greater number of opportunities for students to be assessed, and alternative ways of assessing students' knowledge. Given the increased availability and use of technology, it is now more feasible than ever to provide additional and different types of assessments to measure student learning.
 - o To eliminate the perpetuation of this friction point, and reduce the stress and anxiety experienced by mathematics students, we can recognize that students learn at different rates and are generally better able to master smaller amounts of material. Thus, a new culture that is accepting of giving more assessments with less material and/or different types of assessments, will help toward alleviating the negative emotions felt by students. Changing the culture to accept group projects, re-testing, a "no-harm" final exam and other innovative ideas will serve to reduce stress and anxiety and help close the racial equity achievement gap in mathematics.
- COR should be re-written and re-imagined
 - o The department's course outlines of record can be less rigid in the way that it has been and be more accommodating to faculty who are being challenged to meet students' needs and to close the racial achievement gap in mathematics.
 - o In an ideal setting, the faculty member will be ready to adjust a testing schedule, can offer a postponed assessment, will have the flexibility of having a make-up policy for a missed assessment, which is due to high stress or anxiety.

Wraparound Services

- For Tutoring and Tutoring Services, there would be training for tutors and IA's on equity every semester to make sure warm and positive environment for students. Tutoring services would have a collaborative relationship with Math that allowed them to create a partnership that helped faculty understand how to utilize services like Supplemental Instruction, Embedded Tutoring, Math Lab and also best practice for support courses like Math 54+54C.
- Investigate cheaper or no cost textbooks and homework packages or find resources for students to afford them, include OERs and affordable homework labs.
- A partnership between support services and Math department would be established to help them know about services offered to students and faculty such as: GPS, Student Care Teams, Direct Connect, CPT, Basic Needs, EOPS, Black Collegians, Adelante. This should occur semesterly, so faculty and department can stay up to date.
- Courses that are designated for special program should have faculty who are trained in equity pedagogy and have reduced classes sizes.
- Intervention program should be completed and implemented, such as READY S.E.T GO! That can

Metric: Transfer-Level Math - Black/African-American

serve as a summer bridge and winter intervention. Summer would help capture new students entering college and winter can serve as an intervention for students who could not pass their course in the fall or need extra help before spring. Also, Non-Credit Interventions could also be utilized

2c. Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

(2,500 character max)

- Rewrite the job hiring post to center it around those who have experience teaching Black/African American students, a teaching credential, high school experience, and/or community college.
- o During the hiring process, consider a candidates contributions or potential contributions to equity in the department.
- o During hiring process, reach out and advertise in a way that will increase the diversity in the applicant pool.
- A departmental investigation and adaptation of the COR to meet the current need of AB 705, AB 1705, and focuses on courses that will benefit students learning outcomes.
 - o Make the policies from the curriculum committee more equity focused- and to have flexibility and academic freedom to teaching the subject and to be student centered and student focused.
 - o Description of courses and course outlines are student-friendly and student focused in both language and outcomes.
- A budget that is allocated for curriculum development specializing in cultural inclusivity and relevancy.
- Professional Development and Flex that is equity focused.
 - o Have equity be a central and ongoing tenant of the Professional Learning Communities (PLCs) we have for STEM and liberal arts pathways.
- Create a partnership with special programs, support services, and Center for Wellness and Well-being that could potentially change the culture where faculty make mental health and self-care a routine part of student development within their classroom and seek support services. Checking-in with students can happen in the classroom, via surveys, use of emoticons, use of social media, and in one-on-one conferences. This also gives the opportunity for faculty to learn about support services for students.
- SMC provide students with access to textbooks and technology needed for classroom spaces. Consider OERs.
- Tutoring Services are given funding to expand services to students, as well as provided training on equity to make sure Black/African American students are well served. Base availability and services on needs of the students. Consider expanding weekend hours, online tutoring, and late weekday hours.
- Implementing designed intervention program, like Ready SET GO, to be used in summer; along with designing and implement winter intervention programs and non-credit options for student to develop math and college success skills.

Metric: Transfer-Level Math - Black/African-American

PLANNING & ACTION

3. Action Steps (Broad Priorities)

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to identify the priorities (up to 3) to move from the current to the ideal. Consider action steps in the following categories:

(5,000 character max)

What reform areas should SMC focus on in the next three years to move from our current reality to the one we envision?

Address one area for each of the following:

- Inquiry – what else do we need to know in order to better design and implement the change?
- Culture & conditions – what changes do we need to make in what we do, how we do it, who does it, and what we value?
- Friction points – what innovation (new or redesign) can address the friction points that contribute to the equity gap?

- Focusing on Course Outlines of Record (COR)
 - Inform the department about the curriculum committee process and about the guiding documents and rules for the COR. Learn more about the curriculum approval process for the department.
 - Not being highly reliant solely on the department curriculum committee representative, but rather have more colleagues be knowledgeable about the curriculum approval process. Should know how often the CORs are reviewed and revised.
 - Aligning math values to be student centered and teach students how to reduce math anxiety, particularly for Black/ African American students.
 - Adapting information on AB 705 & Adopting AB 1705 into CORs.
- Instructional Intervention Focus
 - We should identify mathematics faculty that have the skill and the motivation to teach support courses. Identify faculty that are interested in an active learning environment such as the flipped classroom method. Identify and support faculty that are interested in editing an OER to create an affordable course for students.
 - Hiring practices need to highlight and prioritize specific teaching qualifications and teaching experience.
 - Requiring mathematics faculty to allocate a certain amount of flex hours towards current research on learning theories relevant to mathematics education, developing culturally relevant content for their classes, etc.
- Partnership with tutoring and student services
 - What are current services students can utilize and how is it shared with faculty? What is the current status on summer bridge, winter bridge, and non-credit courses to help students gain skills in math? What is the current equity training for students and staff in these areas?
 - There is a need for better communication about the services, along with a better process of

Metric: Transfer-Level Math - Black/African-American

implementing inquiry to action. Currently, we collect a lot of data, information, and develop ideas but they are not put into practice. The focus should be student centered and equity driven.

- o Creating partnerships with tutoring and student services that allows for collaboration that is student focused, and a holistic model. This would allow faculty to know about services but also how to best utilize services. Also, a proper adaptation of summer, winter, non-credit intervention programs that will help students gain academic and college success skills.
- o Adding funding to utilize services and for students materials.

CHANCELLOR'S OFFICE SUPPORTS

4. Support Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. **Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?**

- | | |
|---|---|
| <input type="checkbox"/> Field Guidance & Implementation | <input checked="" type="checkbox"/> Technology Investments & Tools |
| <input checked="" type="checkbox"/> Technical Assistance/Professional Development | <input checked="" type="checkbox"/> Proof of Concept Pilots |
| <input checked="" type="checkbox"/> Data & Research | <input checked="" type="checkbox"/> Strategic and Operational Communication |
| <input checked="" type="checkbox"/> Policy & Regulatory Actions | |

Explanation of Supports Needed

You may use the space below to explain your selections. (2,500 character max)

- Technical Assistance/Professional Development
 - o Data & Research: Need for training on existing Chancellor's Office data collection tools for faculty to engage in data inquiry regarding the key metrics for Black/ African American students.
- Policy & Regulatory Actions
- Technology Investments & Tools
 - o Provide training on existing technology so that faculty and students are informed and can take full advantage of the tool's capabilities.
- Proof of Concept Pilots
 - o Information about interventions and pilots that are equity focused need to be expeditiously shared among colleges so that successful pilots can serve as a model.
- Strategic and Operational Communication
 - o Need to continually seek new, innovative and effective software and hardware to support learning mathematics, with the cost barrier in mind for economically

Metric: Transfer-Level Math - Black/African-American

disadvantaged Black/African American students.

Metric: Transfer-Level English Completion - Latinx

Guidance:

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

TARGET OUTCOMES FOR 2022-25

Population Experiencing the Most Significant Disproportionate Impact:

** A separate template will need to be completed for each of the DI populations identified for this metric*

Latinx/Hispanic, First-Time in College

Target Outcomes

The chancellor's office has established quantitative outcomes for us to target for this metric and population for 2022-25. Listed below are our years 1 through 3, calculated as quantitative outcomes.

	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25) Performance that represents racial parity for metric (based on baseline year):
Group 2: Latinx (14.9%)	Improve by 5.6% over the baseline to 20.5%	Improve by 11.2% over the baseline to 26.1%	Improve by 16.7% over the baseline to 31.6%

STRUCTURAL EVALUATION

1. Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. **Start with a student friction**

Metric: Transfer-Level English - Latinx

point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

What are student friction points and/or inequities experienced at SMC specifically related to this metric and student population? (2,500 character max)

- Based on your “five whys” exercise, determine the factors that contribute to the outcome
- Which factors are most salient or urgent to address?
- Are these factors race-conscious?
- Are these factors things SMC can control or change?

In English, an institutional and departmental culture prevents collective responsibility for addressing racial equity gaps in English for Latinx students. This stems from a difficulty in the College understanding who comprises the current SMC student body. In addition, the College’s culture fosters competition over collaboration and the “village” mindset. Moreover, equity work is collectively perceived as a “burden” and responsibility is passed on to a smaller percentage of people.

Issues manifest in several ways when it comes to the experience of students in the English 1 classroom:

- Classroom climates often do not create safety for Latinx students to seek help.
 - Latinx students who need additional support in the classroom may perceive help-seeking as being detrimental to their sense of self. Latinx students feel asking for help is not “safe” and fear asking for help can lead to negative consequences: students feeling embarrassed or shamed for needing help; faculty ignoring the student which leads them to not being helped, and faculty lowering their expectations of Latinx students.
- Faculty communication and classroom management doesn’t reach or resonate with Latinx students.
 - White Supremacist culture values urgency and getting “down to business” over student-faculty relationships. Research shows that feeling welcomed and seen are necessary for Latinx students to learn and thrive.
- Faculty have biases about how Latinx students learn and perceive “deficiencies” when it comes to Latinx students’ ability to learn college level English.
 - Examples include Latinx students who are outspoken or ask questions are perceived as “disrespectful,” “less engaged,” or “unprofessional.” Faculty make wrong assumptions about Latinx students which affects interactions with them. For Latinx students, assumptions made are that these students don’t have a good command of the English language.
- The course outline of record for English 1 does not reflect more culturally responsive texts and assignments for our current student populations.
 - For instance, transfer-English curriculum is jam-packed and does not provide flexibility, time, and opportunity to get to know students. The COR for English 1 + 28 is designed such that time is added to the class, but the extra time is more content based rather than student focused. In addition, the design of English 1 and English 1+28 is not race-conscious or culturally responsive.

2. Current and Ideal Structures

Metric: Transfer-Level English - Latinx

2a. Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. **With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric.** (Select all that apply and complete a separate response in the text box below for each checked box)

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| <input checked="" type="checkbox"/> Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.) | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Budgeting and Administration (HR, Purchasing, Processes, etc.) | |

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another

Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?

Practices & Programs – how we interact with students, deliver services

Knowledge & Skills – what we know and can do

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

Instruction:

After AB705 was legislated, the department was an early adopter of eliminating placement in pre-transfer-level composition classes. For several years prior, the department held discussions on the ways in which placement and promotion (or lack thereof) served as a barrier for particularly students of color, so the transition to AB705 made sense in that it was understand that the current composition sequence mean many students who started at the Basic Skills level would rarely make it to Transfer-level English 1 and even fewer made it to Transfer-level English 2. While the department understood the sequence was not working, it was unclear how the elimination of these course would affect the department's valued outcomes for students. Culturally, the department has focused on students exiting English 1 "college ready," which means highly proficient in both their reading and

Metric: Transfer-Level English - Latinx

writing skills. The mindset is that value is placed on students being 'transfer-level' ready after English rather than the first semester composition course serving as a starting point. Consequently, emphasis is placed on content knowledge and composition pedagogy as the vehicle for achieving desired success outcomes. In doing so, the instruction does not often facilitate a classroom environment that is safe and culturally responsive to Latinx students. Moreover, bias about how Latinx students learn and codified white supremacist ideas of what constitutes "appropriate" proficiency in literacy and writing maintain barriers to success that existed in the pre-AB705 course sequence. To address these friction points in the past professional development has been used to focus on engaging colleagues in best practices with the underpinning being all that is needed is solid universal pedagogy.

Wraparound services:

The College has provided some support in the form of funding for professional development and embedded tutor, in lieu of embedded counselors and embedded librarians. Efforts tested:

- Counseling presentations at the beginning of the semester (A specific model of intrusive counseling was proposed for 1+28; however, because of a lack of counselors, model was given to Math only.)
- Due to a lack of full-time library faculty, embedded librarians were not possible, specific windows in the semester were identified where library assistance would be provided specifically to 1+28 students. This option was piloted, but not enough demand.

In comparison to the possibilities offered across the state, large-scale supports have not been offered. This is cultural both within the department and institutional level. At the institution, a couple of factors contributed to a lackluster response to AB705 support:

- Emphasis has and continues to be on compliancy over meaningful support
- Infrastructure is lacking when it comes to additional library and counseling faculty to integrate essential support within the classroom or counseling support has been routed to achieving Pathways' milestones
- Large scale student support efforts implemented on campus over the last four years did not center AB705 students, who are often Latinx students. Examples: Student Care teams and peer navigators

The department, has less desire to utilize support services within the classroom for several reasons:

- Many 1 and 1+28 faculty are fatigued, along with mindset that half-baked interventions are more of a burden than an effective practice.
- Pilot implementation of support often entices a core group of people; however, a failure to show qualitative or quantitative data that points towards its efficacy affects morale when it comes to larger scale implementation.
- There is a lack of training on how to effectively implement these practices.
- Currently, the collaboration between the department and wraparound services is not student focused and allows silos to take place, not allowing help seeking behavior to thrive and does not take a holistic approach in allowing student to succeed. Support to tutoring and student services is minimal, and communication about services is not always advertised to faculty or training to staff.
- Clear and effective communication is not always given, specifically to adjunct faculty, on how to utilize trainings.

Budget and Administration

Metric: Transfer-Level English - Latinx

- Lack of larger institutional financial commitment (outside of the AB705 Action Plan)
- Minimal discussion regarding how AB705 relates to Pathways or how Pathways can support AB705 students
- There is minimal alignment tied to funding and support being outcome based, where the focus of budgets is tied to reducing or closing equity gaps.
 - Review if programs and department do not always ask for an equity focus or lens. Including hiring.
 - Budgets are not equity driven
- The current mission and vision of the college is not equity focused or student centered, and has not been revised in several years to focus on our disproportionately impacted students or their needs
 - The departments mission is also not displayed and written to be equity focused or driven by a student-centered approach.
- Currently, there is no flex day dedicated to updating the college of the equity goals and/or equitable outcomes; no allocated flex focused time dedicated to equity professional development for all staff on equity.
 - Everything is voluntary based and primarily faculty focused

2b. Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, use this opportunity to envision and detail a more ideal structure. (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
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What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another

Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?

Practices & Programs – how we interact with students, deliver services

Knowledge & Skills – what we know and can do

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

Metric: Transfer-Level English - Latinx

Instruction

- English Department faculty involved in on-going professional development with an emphasis placed on building culturally responsive practices, diversified teaching materials and texts, and race conscious approaches to closing equity gaps for Latinx students. Greater course distribution: More full-time faculty teaching ENGL 1, especially ENGL 1+28.
 - Opportunities for both full and part time faculty to work together during professional development activities and workshops geared toward composition pedagogy and curriculum development. Including mentorship to increase collegiality.
 - Learn more about our Latinx students beyond just their demographic percentages and success rates.
- Course Outline of Records are aligned and structured to be student center and student focused.
 - Focus on students' experience on the way to meeting SLOs, rather than solely completion/retention and transfer. Less pressure for students to perform/display college readiness immediately upon entering ENGL 1/1+28. More chances for students to build literacy, gain social capital, and retain skills needed to navigate college-level courses.
 - First year classes (ENGL 1/1+28) feel like a home-base for students to not only work on the requisite skills to pass the courses but also important college-life skills.
 - Faculty have time (and resources) to revamp/revise each of their respective ENGL 1/1+28 as well as safe spaces to receive feedback from peers and students outside of the formal evaluation process. New faculty, in particular, are given enough lead time to prep their approaches to ENGL 1/1+28, instead of adapting to the "standing" curriculum. Returning faculty teaching 1/1+28 serve as mentors/accountability partners for new faculty.
 - Faculty regard Latinx students with a growth mindset, communicate with students in ways that show both respect and compassion. Students feel as if faculty are on their team as partners and not saviors or gate-keepers.
 - More inclusive language and practices that encourage students to grow in their understanding of college-life and course material, instead of Latinx assimilating to fit longstanding and inequitable (often culturally/racially biased) norms.

Wraparound Services

- Integration of First Year Experience/Freshman seminar time into first year courses (ENGL 1/1+28) to emphasize use of both academic and personal counseling, mentorship opportunities, tutoring, and other campus resources.
 - Ready S.E.T. Go! Program, which has already been created, for incoming Latinx AB 705 students. Summer Bridge Program with each cohort assigned a care team (peer tutor, counselor, therapist, mentor, financial aid representative) cohorts of no more than seven students. Consist of Latinx students and provide the following: Latinx focused studies, lunch, field trips, therapy, bonding, based on shared interest/identity.
 - Focus on Summer and Winter, and Non-Credit interventions.
 - Academic Year: Special allocation of 30 units on block schedule (Fall & Spring: English

Metric: Transfer-Level English - Latinx

- and Math classes on Monday and Wednesday support days on Tuesday, Thursday, & Friday) taught by faculty with equity training
- Learning Communities and Cohorts: Students grouped into learning communities/cohorts to foster a sense of community and belonging, emphasizing the role of social capital in college success.
- Develop and create a communicative structure that allows faculty, staff, and students to have knowledge of and understand the services accessible to students but also how to be utilized.
 - Create semesterly workshops and trainings around services and special program available at SMC that focus on helping our Latinx students including utilizing GPS, Direct Connect, Student Services, Basic Needs etc.
 - Allow equity training for all staff, faculty students
- For Tutoring and Tutoring Services, there would be training for tutors and IA's on equity every semester to make sure warm and positive environment for students. Tutoring services would have collaborative relationship with English, that allowed them to create a partnership that helped faculty understand how to utilize services like Supplemental Instruction, Embedded Tutoring, Writing Center and also best practice for support courses like English 1+28
 - Greater investment in appealing to Latinx student interests to help shape course content and teaching strategies.

Policies and Process

- Student Feedback beyond End of Semester Evaluations: Chances for Latinx students to share their experiences, with confidence that their feedback will be taken seriously and changes implemented in ways they can see.
- Focus on creating a college and departmental mission and vision statement that centers equity, and aligns the goals in:
 - Communication policy that centers authenticity
 - Uplifts minoritized voices within the department
- Flex day workshops the engage in authentic conversations about race, that centralize students, faculty, and staff. Along with centering student campus services that help students have holistic support:
 - Student Service Programs
 - Basic Needs
 - GPS
 - Direct Connect
 - SMC GO
 - Financial Aid
 - Library
 - Tutoring
- Institutional priority on equity where mission and vision, align at a department to college level, center Latinx students' success
 - Funding is tied to and allocated by success in serving Latinx students
 - Faculty demographics mirror that of student populations
 - Program and department reviewed are equity focused and based around student success, that also tie to funding and support provided by the institution

Metric: Transfer-Level English - Latinx

2c. Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

(2,500 character max)

Prioritizing Latinx students within SMC's process and policies, along with accountability for failure.

- o Alignment of budget and funding to practices, programs, and departments that support and focus on Latinx students with successful outcomes.
- o Focusing on student success, rather than SMC's image of "number one in transfer"
- o Creating a culture that buys into equity work- the culture needs to shift equity in policies, process, and practice to create cohesiveness in institutional goals. Including tying institutional and departmental missions and visions to equity.

Work with faculty and administration re-imagine the Course Outline of Records to focus on the current student population to create transfer-level courses that can empower Latinx students to gain skills needed to succeed in transfer-level English and persist to other college courses.

- o Implement interventions (Summer/Winter/Non-credit) that support students persistence semester to semester, but prioritizing transfer-level English and Math within their first year.

Identify policies that that are most effective in the success of SMC's minoritized students.

- o Resource The Center for Teaching and Learning and Professional Development equity focus
- o Equity ombudsperson
- o Increased amount of equity -focused fellowships and sabbaticals for faculty to engage in larger projects, revise structures and more extensively revamp curriculum
- o Increase funding for instructional support such as tutoring and peer counselors.
- o Utilize climate surveys and equity audit to inform and restructure campus culture, norms, values, and expectations for the campus and department

PLANNING & ACTION

3. Action Steps (Broad Priorities)

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to identify the priorities (up to 3) to move from the current to the ideal. Consider action steps in the following categories:

(5,000 character max)

What reform areas should SMC focus on in the next three years to move from our current reality to the one we envision?

Address one area for each of the following:

Metric: Transfer-Level English - Latinx

- Inquiry – what else do we need to know in order to better design and implement the change?
- Culture & conditions – what changes do we need to make in what we do, how we do it, who does it, and what we value?
- Friction points – what innovation (new or redesign) can address the friction points that contribute to the equity gap?

Cultural Change

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

Course Outline of Records

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

Metric: Transfer-Level English - Latinx

- o Revise the Engl-1 Transfer-level rubric to be more inclusive and supportive of Latinx students.

Focus on Wrap-Around Services

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

CHANCELLOR'S OFFICE SUPPORTS

4. Support Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. **Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?**

- | | |
|---|---|
| <input type="checkbox"/> Field Guidance & Implementation | <input checked="" type="checkbox"/> Technology Investments & Tools |
| <input checked="" type="checkbox"/> Technical Assistance/Professional Development | <input type="checkbox"/> Proof of Concept Pilots |
| <input checked="" type="checkbox"/> Data & Research | <input checked="" type="checkbox"/> Strategic and Operational Communication |
| <input checked="" type="checkbox"/> Policy & Regulatory Actions | |

Explanation of Supports Needed

You may use the space below to explain your selections. (2,500 character max)

Metric: Transfer-Level English Completion - Black/African-American

Guidance:

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

TARGET OUTCOMES FOR 2022-25

Population Experiencing the Most Significant Disproportionate Impact:

** A separate template will need to be completed for each of the DI populations identified for this metric*

Black/African-American First-Time in College

Target Outcomes

The chancellor's office has established quantitative outcomes for us to target for this metric and population for 2022-25. Listed below are our years 1 through 3, calculated as quantitative outcomes.

	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25) Performance that represents racial parity for metric (based on baseline year):
Group 1: Black/African American (8.2%)	Improve by 7.8% over the baseline to 16%	Improve by 15.6% over the baseline to 23.8%	Improve by 23.4% over the baseline to 31.6%

STRUCTURAL EVALUATION

1. Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. **Start with a student friction**

Metric: Transfer-Level English Completion - Black/African-American

point or an inequitable outcome for a BI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

What are student friction points and/or inequities experienced at SMC specifically related to this metric and student population? (2,500 character max)

- Based on your “five whys” exercise, determine the factors that contribute to the outcome
- Which factors are most salient or urgent to address?
- Are these factors race-conscious?
- Are these factors things SMC can control or change?

In English, an institutional and departmental culture prevents collective responsibility for addressing racial equity gaps in English for Black students. This stems from a difficulty in the College understanding who comprises the current SMC student body. In addition, the College’s culture fosters competition over collaboration and the “village” mindset. Moreover, equity work is collectively perceived as a “burden” and responsibility is passed on to a smaller percentage of people.

Issues manifest in several ways when it comes to the experience of students in the English 1 classroom:

- Classroom climates often do not create safety for Black students to seek help.
 - Black students who need additional support in the classroom may perceive help-seeking as being detrimental to their sense of self. Black students feel asking for help is not “safe” and fear asking for help can lead to negative consequences: students feeling embarrassed or shamed for needing help; faculty ignoring the student which leads them to not being helped, and faculty lowering their expectations of Black students.
- Faculty communication and classroom management doesn’t reach or resonate with Black students.
 - White Supremacist culture values urgency and getting “down to business” over student-faculty relationships. This contrasts the research that shows feeling welcomed and seen are necessary for Black students to learn and thrive.
- Faculty have biases about how Black students learn and perceive “deficiencies” when it comes to Latinx students’ ability to learn college level English.
 - Examples include Black students who are outspoken or ask questions are perceived as “disrespectful,” “less engaged,” or “unprofessional.” In addition, faculty make wrong assumptions about Black students which affect how we interact with them.
- The course outline of record for English 1 does not reflect more culturally responsive texts and assignments for our current student populations.
 - For instance, transfer-English curriculum is jam-packed and does not provide flexibility, time, and opportunity to get to know students. Likewise, the COR for English 1 + 28 is designed such that time is added to the class, but the extra time is more of content based rather than student focused. In addition, the design of English 1 and English 1+28 is not race-conscious or culturally responsive.

2. Current and Ideal Structures

Metric: Transfer-Level English Completion - Black/African-American

2a. Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. **With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric.** (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services
(Counseling, Support Programs, Textbook Programs, etc.) | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Budgeting and Administration
(HR, Purchasing, Processes, etc.) | |

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another

Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?

Practices & Programs – how we interact with students, deliver services

Knowledge & Skills – what we know and can do

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

Instruction:

After AB705 was legislated, the department was an early adopter of eliminating placement in pre-transfer-level composition classes. For several years prior, the department held discussions on the ways in which placement and promotion (or lack thereof) served as a barrier for particularly students of color, so the transition to AB705 made sense in that it was understand that the current composition sequence mean many students who started at the Basic Skills level would rarely make it to Transfer-level English 1 and even fewer made it to Transfer-level English 2.

While the department understood the sequence was not working, it was unclear how the elimination of these courses would affect the department’s valued outcomes for students. Culturally, the department has focused on students exiting English 1 “college ready,” which means highly proficient in

Metric: Transfer-Level English Completion - Black/African-American

both their reading and writing skills. The mindset is that value is placed on students being 'transfer-level' ready after English rather than the first semester composition course serving as a starting point. Consequently, emphasis is placed on content knowledge and composition pedagogy as the vehicle for achieving desired success outcomes. In doing so, the instruction does not often facilitate a classroom environment that is safe and culturally responsive to Black/African American students.

Moreover, bias about how Black/African American students learn and codified white supremacist ideas of what constitutes "appropriate" proficiency in literacy and writing maintain barriers to success that existed in the pre-AB705 course sequence. To address these friction points in the past, professional development has been used to focus on engaging colleagues in best practices with the underpinning being all that is needed is solid universal pedagogy.

Wraparound services:

The College has provided some support in the form of funding for professional development and embedded tutoring, in lieu of embedded counselors and embedded librarians. Efforts tested:

- Counseling presentations at the beginning of the semester (A specific model of intrusive counseling was proposed for 1+28; however, because of a lack of counselors, model was given to Math only.)
- Due to a lack of full-time library faculty, embedded librarians were not possible, specific windows in the semester were identified where library assistance would be provided specifically to 1+28 students. This option was piloted, but not enough demand.

In comparison to the possibilities offered across the state, large-scale supports have not been offered. This is cultural both within the department and institutional level. At the institution, a couple of factors contributed to a lackluster response to AB705 support:

- Emphasis has and continues to be on compliance over meaningful support
- Infrastructure is lacking when it comes to additional library and counseling faculty to integrate essential support within the classroom or counseling support has been routed to achieving Pathways' milestones
- Large scale student support efforts implemented on campus over the last four years did not center supporting AB705 students, who are often Black/African American students. Examples: Student Care teams and peer navigators

The department, has less desire to utilize support services within the classroom for several reasons:

- Many 1 and 1+28 faculty are fatigued, along with mindset that half-baked interventions are more of a burden than an effective practice.
- Pilot implementation of support often entices a core group of people; however, a failure to show qualitative or quantitative data that points towards its efficacy affects morale when it comes to larger scale implementation.
- There is a lack of training on how to effectively implement these practices.
- Currently, the collaboration between the department and wraparound services is not student focus and allows silos to take place, not allowing help seeking behavior to thrive and does not

Metric: Transfer-Level English Completion - Black/African-American

take a holistic approach in allowing student to succeed. Support to tutoring and student services is minimal, and communication about services is not always advertised to faculty or training to staff.

- Clear and effective communication is not always given, specifically to adjunct faculty, on how to utilize trainings.

Budget and Administration

- Lack of larger institutional financial commitment (outside of the AB705 Action Plan)
- Minimal discussion regarding how AB705 relates to Pathways or how Pathways can support AB705 students
- There is minimal alignment tied to funding and support being outcome based, where the focus of budgets is tied to reducing or closing equity gaps.
 - Review if programs and department do not always ask for an equity focus or lens. Including hiring.
 - Budgets are not equity driven
- The current mission and vision of the college is not equity focused, and has not been revised in several years to focus on our disproportionately impacted students or their needs
 - The department mission is also not displayed and written to be equity focused or driven by a student-centered approach.
- Currently there is no flex day dedicated to updating the college of the equity goals and/or equitable outcomes; no allocated flex focused time dedicated to equity professional development for all staff on equity.
 - Everything is voluntary based and primarily faculty focused

2b. Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, use this opportunity to envision and detail a more ideal structure. (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.) | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Budgeting and Administration (HR, Purchasing, Processes, etc.) | |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another
Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?

Metric: Transfer-Level English Completion - Black/African-American

Practices & Programs – how we interact with students, deliver services

Knowledge & Skills – what we know and can do

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

Instruction

- English Department faculty involved in on-going professional development with an emphasis placed on building culturally responsive practices, diversified teaching materials and texts, and race conscious approaches to closing equity gaps for Black/ African American students.
Greater course distribution: More full-time faculty teaching ENGL 1, especially ENGL 1+28.
 - Opportunities for both full and part time faculty to work together during professional development activities and workshops geared toward composition pedagogy and curriculum development. Including mentorship to increase collegiality.
 - Learn more about our Black / African American students beyond just their demographic percentages and success rates.
- Course Outline of Records are aligned and structured to be student center and student focused.
 - Focus on students' experience on the way to meeting SLOs, rather than solely completion/retention and transfer. Less pressure for students to perform/display college readiness immediately upon entering ENGL 1/1+28. More chances for students to build literacy, gain social capital, and retain skills needed to navigate college-level courses.
 - First year classes (ENGL 1/1+28) feel like a home-base for students to not only work on the requisite skills to pass the courses but also important college-life skills.
 - Faculty have time (and resources) to revamp/revise each of their respective ENGL 1/1+28 as well as safe spaces to receive feedback from peers and students outside of the formal evaluation process. New faculty, in particular, are given enough lead time to prep their approaches to ENGL 1/1+28, instead of adapting to the "standing" curriculum. Returning faculty teaching 1/1+28 serve as mentors/accountability partners for new faculty.
 - Faculty regard Black/African American students with a growth mindset, communicate with students in ways that show both respect and compassion. Students feel as if faculty are on their team as partners and not saviors or gate-keepers.
 - More inclusive language and practices that encourage students to grow in their understanding of college-life and course material, instead of Black/African American assimilating to fit longstanding and inequitable (often culturally/racially biased) norms.

Wraparound Services

- Integration of First Year Experience/Freshman seminar time into first year courses (ENGL 1/1+28) to emphasize use of both academic and personal counseling, mentorship opportunities, tutoring, and other campus resources.

Metric: Transfer-Level English Completion - Black/African-American

- Ready S.E.T. Go! Program, which has already been created, for incoming Black/African American AB 705 students. Summer Bridge Program with each cohort assigned a care team (peer tutor, counselor, therapist, mentor, financial aid representative) cohorts of no more than seven students. Consist of Black/ African American students and provide the following: Black/ African American focused studies, lunch, field trips, therapy, bonding, based on shared interest/identity.
 - Focus on Summer and Winter, and Non-Credit interventions.
- Academic Year: Special allocation of 30 units on block schedule (Fall & Spring: English and Math classes on Monday and Wednesday support days on Tuesday, Thursday, & Friday) taught by faculty with equity training
- Learning Communities and Cohorts: Students grouped into learning communities/cohorts to foster a sense of community and belonging, emphasizing the role of social capital in college success.
- Develop and create a communicative structure that allows faculty, staff, and students to have knowledge of and understand the services accessible to students but also how to be utilized.
 - Create semesterly workshops and trainings around services and special program available at SMC that focus on helping our Black/African American students including utilizing GPS, Direct Connect, Student Services, Basic Needs etc.
 - Allow equity training for all staff, faculty students
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 - Communication policy that centers authenticity
 - Uplifts minoritized voices within the department
- Flex day workshops the engage in authentic conversations about race, that centralize students, faculty, and staff. Along with centering student campus services that help students have holistic support:
 - Student Service Programs
 - Basic Needs
 - GPS
 - Direct Connect
 - SMC GO
 - Financial Aid

Metric: Transfer-Level English Completion - Black/African-American

- Library
- Tutoring
- Institutional priority on equity where mission and vision, align at a department to college level, center Black/ African American students' success
 - Funding is tied to and allocated by success in serving Black/ African American students
 - Faculty demographics mirror that of student populations
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What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

(2,500 character max)

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Identify policies that are most effective in the success of SMC's minoritized students.

- Resource The Center for Teaching and Learning and Professional Development equity focus
- Equity ombudsperson
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- Utilize climate surveys and equity audit, to inform and restructure campus culture, norms, values, and expectations for the campus and department.

Metric: Transfer-Level English Completion - Black/African-American

PLANNING & ACTION

3. Action Steps (Broad Priorities)

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to identify the priorities (up to 3) to move from the current to the ideal. Consider action steps in the following categories:

(5,000 character max)

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Address one area for each of the following:

- Inquiry – what else do we need to know in order to better design and implement the change?
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Cultural Change

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 - o Institutional revision of mission and vision to include equity centered language and create cohesive language within departments missions and vision.

Course Outline of Records

- o Current course outline needs to be reimagined to fit the current student population with

Metric: Transfer-Level English Completion - Black/African-American

- incorporating the bylaws of AB-705 & AB-1705.
- o Re-writing pedagogy, course content and course design that support student engagement for Black/ African American students
- o Create an equity-based framework that can be used for COR revision and creation of new courses and create workgroups and timeline the focus on revision.
 - o Workgroups should include both staff and faculty, specifically associated and part-time faculty and instructional support, who collaborate across disciplines and teach transfer-level courses.
- o Revise the Engl-1 Transfer-level rubric to be more inclusive and supportive of Black/ African American students.

Focus on Wrap-Around Services

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

CHANCELLOR'S OFFICE SUPPORTS

4. Support Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. **Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?**

- | | |
|---|--|
| <input type="checkbox"/> Field Guidance & Implementation | <input checked="" type="checkbox"/> Technology Investments & Tools |
| <input checked="" type="checkbox"/> Technical Assistance/Professional | <input type="checkbox"/> Proof of Concept Pilots |

Metric: Transfer-Level English Completion - Black/African-American

Development

Data & Research

Strategic and Operational
Communication

Policy & Regulatory Actions

Explanation of Supports Needed

You may use the space below to explain your selections. (2,500 character max)

Metric: Successful Enrollment - Black/African-American

Guidance:

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

TARGET OUTCOMES FOR 2022-25

Population Experiencing the Most Significant Disproportionate Impact:

** A separate template will need to be completed for each of the DI populations identified for this metric*

Black/African-American, First-Time in College
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Target Outcomes

The chancellor's office has established quantitative outcomes for us to target for this metric and population for 2022-25. Listed below are our years 1 through 3, calculated as quantitative outcomes.

	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25) Performance that represents racial parity for metric (based on baseline year):
Black/African American (28.8%)	Improve by 3.4% over the baseline to 32.2%	Improve by 6.8% over the baseline to 35.6%	Improve by 10.2% over the baseline to 39.0%

STRUCTURAL EVALUATION

1. Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. **Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.**

Metric: Successful Enrollment - Black/African-American

What are student friction points and/or inequities experienced at SMC specifically related to this metric and student population? (2,500 character max)

- Based on your “five whys” exercise, determine the factors that contribute to the outcome
- Which factors are most salient or urgent to address?
- Are these factors race-conscious?
- Are these factors things SMC can control or change?

The majority of SMC’s Black student population does not come from the Santa Monica Unified School District; thus, Black students who apply to SMC are not part of the local community, therefore, do not feel a particular affinity to actually enrolling or maintaining continuous enrollment at SMC.

Black students who apply are not systematically and proactively contacted to ensure follow through to enrollment.

Black students come with expectations that SMC will support them, yet they experience structural failures in the transition from application to enrollment—due to limited access to support.

Black students do not experience a personalized, culturally relevant successful enrollment protocol that makes the student feel welcome and a sense of belonging which would ensure their enrollment.

- SMC relies heavily on programs like EOPS and Black Collegians to address this population’s needs, and our institutional culture is such that the responsibility for caring for and ensuring the success of Black students is marginalized to special programs – “we have this program, that’s the fix”. Furthermore, our Black students, who are more likely to have negative experiences with teachers and other authority figures prior to college, continue to encounter traumatic racialized experiences at SMC. For example, Black students are not able to talk and hang out on campus without complaints from teachers about noise and disturbances. Incidents like these are evidence that SMC only wants to attract Black students primarily for enrollment purposes, not because the college cares for this population, which is secondary at best.

Culturally relevant, antiracist approaches are not adequately infused in the practices, policies, and culture of the college outside of our under-resourced special programs

- For the Black students that are successful to enrollment at SMC, they encounter a culture where they aren’t valued or supported systematically. SMC sells students a dream that all students can be part of the transfer reputation, but once they arrive, Black students are subjected to policies, practices, and a culture that are designed for students who have an advantage on how and where to access resources and support. Given the systemic and structural failures of education that have negatively impacted their experiences up to this point, Black students are less likely to know what resources they need or feel agency in asking for help in a safe way. As a result, Black students will need to assimilate to the SMC culture, which is not designed for their success.

Furthermore, the success of Black students is not an institutional priority as evidenced by resource allocation. College budgets and resources are primarily rolled over, from year to year, and do not create opportunities for innovation and intentional outreach and recruitment of Black students. SMC currently operates in response to conditions and context of times when the college was experiencing

Metric: Successful Enrollment - Black/African-American

enrollment growth, particularly among the international student population. SMC has not fully adapted to the changing landscape of today's community college student, including the influx of racially minoritized student populations. This culture makes it extremely difficult for new innovations and practices to "stick" and for the college to engage in critical self-reflection. At all levels of the college there are active resisters to the transformational change required to respond to the needs and challenges that Black students at SMC face.

2. Current and Ideal Structures

2a. Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. **With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric.** (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|--|---|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services
(Counseling, Support Programs, Textbook Programs, etc.) | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Budgeting and Administration
(HR, Purchasing, Processes, etc.) | |

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another
Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?
Practices & Programs – how we interact with students, deliver services
Knowledge & Skills – what we know and can do
Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

Metric: Successful Enrollment - Black/African-American

There is an overlap between current structures and friction points because friction points are a consequence of current structures. As we have highlighted, SMC relies heavily on special programs like EOPS and Black Collegians to address this population's needs, and our institutional culture is such that the responsibility for caring for and ensuring the success of Black students is marginalized to special programs – “we have this program, that's the fix”. Furthermore, our Black students, who are more likely to have negative experiences with teachers and other authority figures prior to college, continue to encounter traumatic racialized experiences at SMC. Our college does not effectively highlight black student success. For example, we can highlight the transfer success of our black students by promoting campus wide HBCU transfer success stories. SMC is good about highlighting the success stories of those that are transferring to neighboring UC's or privates but does not intentionally seek out success stories of our black students to traditional HBCU's.

One of the current structures that currently impacts the support for our black students on our campus is the lack of collaboration or cohesiveness of services between our Student Services and Enrollment Development divisions. These areas continue to work in silos leaving it to students to figure out how to navigate the system and understand support services that are available to them or critical to their needs. There is no direct process to support the closing of the loop from Enrollment Development to Student Support Services for our most marginalized students and specifically our black student population.

Another way that the current structure does not support our black students is in our Athletic Department by not housing a full time Athletic Counselor in their department to support the retention and persistence rate of some of our black athletes. Historically, the black student athlete population tends to be higher than the general black student population across most colleges and universities.

2b. Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, use this opportunity to envision and detail a more ideal structure. (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|--|---|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services
(Counseling, Support Programs, Textbook Programs, etc.) | <input checked="" type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Budgeting and Administration
(HR, Purchasing, Processes, etc.) | |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another
Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?

Metric: Successful Enrollment - Black/African-American

Practices & Programs – how we interact with students, deliver services

Knowledge & Skills – what we know and can do

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

The college has invested time and effort in the development of the Student Care Teams, and this is one of the critical tools that we believe will support the ideal structure in seeing this program to fruition. The blueprint exists, the research has been completed and the necessary support have been identified. The only issue that is preventing this action from taking place is for Guided Pathways leadership to execute and identify how we can use existing resources to redesign the student experience that will have a direct impact to our black student population.

In 2020 counseling services were removed from the Welcome Center to support Areas of Interest Counseling and expand support for the development of Student Care Teams. As a result, onboarding initiatives were developed to support previous outreach services. The reintegration of counseling services to work with new students in a front-facing, first-stop capacity will help address many of the friction points highlighted in section # 1 of this report.

A return of our Summer Institutes and the staffing of our Center for Teaching Excellence is a critical resource to the campus in supporting our most marginalized students, specifically our black student population. We need a strong center that provides equity minded professional development services for all practitioner's faculty & classified. We don't see this as a priority in some academic departments or in student support services. Equity training needs to be mandatory and a priority to influence racial equity work campus wide and it needs to be embedded in the leadership and everything we do on campus. Another challenge in supporting this equity work is providing the necessary staffing to support the work in redesigning the campus for our students in going from transactional to relational engagement. Professional Development needs to include classified, management as well and not just prioritizing faculty.

2c. Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

(2,500 character max)

Intentional hiring is a priority. We must hire faculty and staff that represent the culture of black student success, often referred to as "Blackademia". This culture requires embedment beyond marginalizing to one specific program and goes beyond program student membership to provide support and services. One way to address Blackademia is through a proof-of-concept pilot like First Year Experience (FYE) and Summer Bridge (SB), which has been institutionalized at other California community colleges but has not been offered at SMC since 2018. FYE and SB are proven programs that incorporate case management models that more effectively address relational partnerships rather than transactional exchanges.

Metric: Successful Enrollment - Black/African-American

To meet a 10% increase in successful Black student enrollment at SMC by the 2024-2025 academic year, these programs will be critical to addressing the masses, as only a small percentage of black SMC students join Black Collegians, EOPS and other special programs. Offering FYE and SB with an alignment to SMC Promise for students who are not serviced by special programs provides a mechanism to capture these students and offer similar services and support with intention of developing a plan on a specific hand-off and referral process for students. As addressed in section 2B, the implementation of the CARE teams and Center for Teaching Excellence are at the core of necessary transformation that can positively impact successful enrollment for black students; these critical areas are at the forefront of achieving desired ideal structures.

PLANNING & ACTION

3. Action Steps (Broad Priorities)

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to identify the priorities (up to 3) to move from the current to the ideal. Consider action steps in the following categories:

(5,000 character max)

What reform areas should SMC focus on in the next three years to move from our current reality to the one we envision?

Address one area for each of the following:

- Inquiry – what else do we need to know in order to better design and implement the change?
- Culture & conditions – what changes do we need to make in what we do, how we do it, who does it, and what we value?
- Friction points – what innovation (new or redesign) can address the friction points that contribute to the equity gap?

1. Further inquiry is required to understand the needs of our black students. If we are truly wanting to be intentional in supporting our black students on this campus, then we must hear from the black student community directly in the form of surveys and focus groups. The black student community will include prospective students as they enter the enrollment funnel as well as capturing them on the other end after completing one term. Additionally, we would need to be intentional about surveying students that have stopped out at any point in their journey.
2. As stated in section 2B, Ideal Structures, taking the recommendation of transformative professional development and laying out the roadmap to execute the ideal “Northstar” journey. Identifying the leaders to implement this professional development as a broad priority and securing support from senior leadership to implement this goal throughout campus initiatives – such as Flex Day requirements – and embedded this in the overall campus equity goals. Require mandatory trainings and professional development as part of full-time and part-time faculty assignments, as well as requiring this ask of all classified staff and managers.
3. As addressed in section 1, Friction Points, the allocation of funding and resources has created

Metric: Successful Enrollment - Black/African-American

a disproportion in enrollment to achieve racial equity. As a college we need to be critical of our funding structures and ensure that initiatives that are addressing the needs of our black students are being supported. The current funding structure has remained the same for years and an examination direct impact, if any, to our equity initiatives is necessary. In order to see equity gaps close for black SMC students, a total reexamination of funding resources is necessary by creating a body of key stakeholders that ensures measurement and completion of initiatives.

CHANCELLOR'S OFFICE SUPPORTS

4. Support Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. **Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?**

- | | |
|--|--|
| <input type="checkbox"/> Field Guidance & Implementation | <input checked="" type="checkbox"/> Technology Investments & Tools |
| <input type="checkbox"/> Technical Assistance/Professional Development | <input checked="" type="checkbox"/> Proof of Concept Pilots |
| <input type="checkbox"/> Data & Research | <input type="checkbox"/> Strategic and Operational Communication |
| <input checked="" type="checkbox"/> Policy & Regulatory Actions | |

Explanation of Supports Needed

You may use the space below to explain your selections. (2,500 character max)

Policy & Regulatory Actions

As an example, Guided Pathways policy and regulatory actions are in place to help colleges move in redesigning the student experience at our respective colleges. In some cases, some colleges are able to move forward with some changes as others continue to struggle with some of the implementation of the Guided Pathways Initiative. Where the Chancellor's office can provide more support to colleges in ensuring we are addressing the needs of, in our college's case, support for black students, is for Policy and Regulatory actions to be very explicit in the language of what the expectations are in addressing these gaps and the specific student population in question at respective campuses.

Proof Concept Pilots

Another example, as addressed in 2C, Transformation Changes, is the Proof of Concept Pilots like First Year Experience and Summer Bridge programs. More directly, providing sufficient funding and support from the CCCCCO for these programs to become sustainable within the district's funding structure. Explicitly delineating funds for services such as black therapists to support critical areas that have been vastly underserved towards black student success in alignment with said pilot programs.

Metric: Successful Enrollment - Black/African-American

Technology Investments & Tools

A statewide student information system that would easily track our community college students. As stated in section #1, Friction Points, many of our black SMC students come from outside the local school district and ultimately migrate to other community colleges. A systemwide tool would greatly support the tracking of our students and ensure that many critical areas, such as enrollment, financial aid history and student support services, are properly reviewed and tracked.

Metric: Persistence from Term to Term - Latinx

Guidance:

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

TARGET OUTCOMES FOR 2022-25

Population Experiencing the Most Significant Disproportionate Impact:

** A separate template will need to be completed for each of the DI populations identified for this metric*

Latinx/Hispanic, First-Time in college

Target Outcomes

The chancellor's office has established quantitative outcomes for us to target for this metric and population for 2022-25. Listed below are our years 1 through 3, calculated as quantitative outcomes.

	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25) Performance that represents racial parity for metric (based on baseline year):
Group 2: Latinx (73.4%)	Improve by 2.2% over the baseline to 75.6%	Improve by 4.5% over the baseline to 77.9%	Improve by 6.7% over the baseline to 80.1%

STRUCTURAL EVALUATION

1. Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. **Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.**

Metric: Persistence from Term to Term - Latinx

What are student friction points and/or inequities experienced at SMC specifically related to this metric and student population? (2,500 character max)

- Based on your “five whys” exercise, determine the factors that contribute to the outcome
- Which factors are most salient or urgent to address?
- Are these factors race-conscious?
- Are these factors things SMC can control or change?

Friction Point: SMC is designed for students who already know how to advocate for themselves and the resources/services they need.

SMC’s system of serving students, from communicating and marketing resources, to recruitment and outreach for programs, is predicated on students who “know what they want and feel entitled to it”. Given the systemic and structural failures of education that have negatively impacted the educational experiences of our Latinx students up to this point, they are less likely to know what resources they need or feel they deserve the help and support from the campus. The process is not flexible or personal enough to adequately respond to the complex lives of our Latinx students.

The sole responsibility of navigating and accessing resources is placed squarely upon the individual student and there is no shared accountability for helping students navigate through the entry, retention and persistence process. SMC’s culture values formal roles over informal advising and relationship building with students, leading many first generation Latinx students feeling lack of understanding and support. Information is front loaded at the start of Fall, however, there is no follow-up after the information is provided to ensure Latinx students have the information needed to succeed and persist. Students simply don’t know what they don’t know.

In addition, help-seeking behaviors among Latinx students can create feelings of embarrassment and shame asking for help, and not wanting “to bother” anyone in seeking assistance, and fear associated with approaching faculty and staff. Furthermore, involving the family unit in a culturally responsive way is essential in gaining the trust of students and families, and ultimately persisting.

2. Current and Ideal Structures

2a. Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. **With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have**

Metric: Persistence from Term to Term - Latinx

produced inequitable outcomes for the student population defined for this metric. (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|---|---|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.) | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Budgeting and Administration (HR, Purchasing, Processes, etc.) | |

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another

Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?

Practices & Programs – how we interact with students, deliver services

Knowledge & Skills – what we know and can do

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

In our current structure, we expect students to come to SMC college ready, know how to seek information and advocate for themselves. In short, we are focused on a one-size-fits-all approach that is not personalized for individual students and does not take into account the cultural backgrounds and experiences of our students. Simply stated, we are not meeting them where they are. Our structure is such that we frontload an avalanche of information at a one-off “orientation” event prior to the start of each Fall semester, and then send our students on their way to seek additional support and resources on their own for the remainder of their educational experience at SMC.

As a designated HSI, SMC spends shockingly little time and resources (both capital and human) directly toward serving our Latinx students. As we know the students that are least likely to persist, we should double down on providing support and resources. Only if a student is lucky enough to be connected to the Latino Center do they receive a fraction of the personalized, high-touch, family oriented, culturally responsive services they need to persist. However, with the expectation that our Latinx students are served solely by our special programs (and not as a responsibility of the entire college), those programs are stretched too thin (and underfunded) to provide the type of support to keep Latinx students persisting. This leaves students feeling abandoned and often disengaging, and as a result drop out because they aren’t given the needed assistance. In addition, our culture is that of working in silos and we are not cross trained with our colleagues resulting in us being unable to adequately provide the type of support needed. We do not work collaboratively.

In addition, our communication and outreach to Latinx students leaves much to be desired because as an institution, we do not have a deep-rooted understanding of Latinx culture. In order to best serve our Latinx students and ensure they have the tools, resources, and support they need to persist, we

Metric: Persistence from Term to Term - Latinx

must first understand the most effective ways of reaching and communicating with our Latinx students and families. We need to be less transactional and more relational in our approach. How we communicate must be culturally meaningful (email is not a high touch, personal approach that Latinx students need). We must understand that “help seeking behavior” is not the norm, and staff need to be more “intrusive”/proactive/personal. This type of work is difficult. It is not immediate, requires time and staff, and must be intentional. This type of “personal” communication is often frowned upon by an institution that subscribes to the belief that college students are adults who must forge their own path.

2b. Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, use this opportunity to envision and detail a more ideal structure. (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|--|---|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services
(Counseling, Support Programs, Textbook Programs, etc.) | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Budgeting and Administration
(HR, Purchasing, Processes, etc.) | |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another

Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?

Practices & Programs – how we interact with students, deliver services

Knowledge & Skills – what we know and can do

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

The College can shift to more equitable outcomes for our Latinx student population by changing its current resource budget allocation. For example, Title V grant money could be used to hire more personnel to support our Latinx students. SMC should not expect our special programs such as the Latino Center to be the sole support for our Latinx student population. This leaves our staff (who work in the Latino Center) stretched thin. This creates an adverse impact on our Latinx students who wind up feeling disengaged and abandoned by the institution that recruited them from their communities to come to the College. SMC is designated as an HSI, this designation should guide appropriation of funding and resources to better serve our Latinx student population.

Metric: Persistence from Term to Term - Latinx

Additional support and resources concerning financial aid would be beneficial to support our Latinx student population towards persistence. The current financial aid support system operates under the assumption that students already know how to navigate the process, are full-time enrolled students, and are on the fast-track to degree completion and transfer. The process is needs to develop greater flexibility to adequately respond to the complex lives of our Latinx students, who are more likely to come from low-income families and need financial aid. For example, the financial aid application requires students to submit their parents' tax returns, which assumes that students have parents who are willing to share their tax information or that the information is readily available to students. Furthermore, the campus culture around financial aid is individual responsibility. Financial aid is perceived as the sole responsibility of personnel who work in the Financial Aid process, and there is no shared accountability for helping students navigate through the process. A shared responsibility would lead Latinx students to gain the financial aid knowledge and support from across the campus.

2c. Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

(2,500 character max)

The College needs to restructure its engagement to be more intentional in our efforts to support and affirm our Latinx student population. This work of engagement should be proactive and intrusive. The College must transform its engagement of our Latinx student population by re-imagining our ability to communicate. Latinx students need to visually see reflections of themselves in all areas (including student-facing areas) of the College. Case in point, we must communicate our support in our hiring practices, customer service engagement, marketing and outreach, in addition to the allocation of funding and resources. This effort requires an "all hands on deck" approach from the top down. Including trustees, administrators, faculty, classified staff, and operations.

The College needs to foster an environment where Latinx students feel safe asking for help. Part of our Latinx student population feeling safe asking for help includes knowing our students' stories so we know what areas they are not navigating well and why. To foster successful engagement that is more intentional in supporting our Latinx DI student population, the College can embrace the following equity minded practices:

- Design the onboarding process around our understanding of students' fear about entering the institution.
- Cross train the onboarding process to all departments.
- Focus on "just-in-time" interventions, e.g., outreach during high stress times, counseling reminders mid-semester, tutoring info during midterms and finals, applications and online information having a resource button to assist with needed clarification.
- Instructor's curriculum being infused with resources and services offered at SMC.

Metric: Persistence from Term to Term - Latinx

PLANNING & ACTION

3. Action Steps (Broad Priorities)

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to identify the priorities (up to 3) to move from the current to the ideal. Consider action steps in the following categories:

(5,000 character max)

What reform areas should SMC focus on in the next three years to move from our current reality to the one we envision?

Address one area for each of the following:

- Inquiry – what else do we need to know in order to better design and implement the change?
- Culture & conditions – what changes do we need to make in what we do, how we do it, who does it, and what we value?
- Friction points – what innovation (new or redesign) can address the friction points that contribute to the equity gap?

Inquiry:

Conduct a Gap Analysis

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

Culture and Conditions:

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

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

New innovation/design:

A “Mi Familia” Summer Bridge component.

The College providing proactive support means supporting Latinx students and their family unit. SMC needs to embrace a wrap-around model that involves the family unit as a partner to build community and trust. A “Mi Familia” Summer Bridge component would accomplish the task of full cultural engagement of our DI Latinx student population while incorporating family involvement. By taking a

Metric: Persistence from Term to Term - Latinx

“family centered” approach, the College can provide the essential tools necessary for Latinx students to have the supports needed on and off campus. Latinx students and family members can have questions answered and receive support in a way that is culturally responsive and non-threatening.

CHANCELLOR’S OFFICE SUPPORTS

4. Support Needed

The Chancellor’s Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. **Which supports among the options listed can the Chancellor’s Office provide to assist in reaching your ideal structure for this population and metric?**

- | | |
|---|--|
| <input type="checkbox"/> Field Guidance & Implementation | <input type="checkbox"/> Technology Investments & Tools |
| <input checked="" type="checkbox"/> Technical Assistance/Professional Development | <input type="checkbox"/> Proof of Concept Pilots |
| <input checked="" type="checkbox"/> Data & Research | <input type="checkbox"/> Strategic and Operational Communication |
| <input type="checkbox"/> Policy & Regulatory Actions | |

Explanation of Supports Needed

You may use the space below to explain your selections. (2,500 character max)

Metric: Persistence from Term to Term - Black/African-American

Guidance:

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

TARGET OUTCOMES FOR 2022-25

Population Experiencing the Most Significant Disproportionate Impact:

** A separate template will need to be completed for each of the DI populations identified for this metric*

Black/African-American, First-Time in College

Target Outcomes

The chancellor's office has established quantitative outcomes for us to target for this metric and population for 2022-25. Listed below are our years 1 through 3, calculated as quantitative outcomes.

	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25) Performance that represents racial parity for metric (based on baseline year):
Group 1: Black/African American (66.6%)	Improve by 4.5% over the baseline to 71.1%	Improve by 9% over the baseline to 75.6%	Improve by 13.5% over the baseline to 80.1%

STRUCTURAL EVALUATION

1. Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. **Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.**

Metric: Persistence from Term to Term - Black/African-American

What are student friction points and/or inequities experienced at SMC specifically related to this metric and student population? (2,500 character max)

- Based on your “five whys” exercise, determine the factors that contribute to the outcome
- Which factors are most salient or urgent to address?
- Are these factors race-conscious?
- Are these factors things SMC can control or change?

Friction Points

- Black students do not see themselves reflected in the faculty and staff of the College
- Black students experience microaggressions and other forms of racism on campus
- Structures, processes, and practices are not in place to support Black students when they experience racism and/or anti-Blackness at the college
- Black students do not feel safe in sharing their racialized experiences
- Black students do not feel valued at the college and do not experience a sense of belonging

SMC is ill-equipped to confront issues of institutional and other forms of racism against Black students on campus. Structures, processes, and practices are not in place to support Black and other racially minoritized students who experience microaggressions and other forms of racism on campus. And when issues arise, the College needs to take accountability. The College’s culture deflects from uncomfortable truths, where racism and anti-Blackness is not acknowledged. Our core values don’t reflect deep care for Black and other racially minoritized students beyond recruiting them from outside our District borders to fill “enrollment” numbers. Our current climate doesn’t allow students to feel safe enough to share their racialized experiences, which includes sharing racial equity concerns openly without fear of repercussions. This also extends to most employees, including white employees.

The employees who want to provide additional time and support for Black students, including getting to know students’ cultures and lived experiences are perceived on campus as being less effective and productive. Race-consciousness and equity-mindedness are not embedded into the existing hiring and evaluation processes. Therefore, we don’t attract talent who value Black and other racially minoritized students and in the process normalize racist behaviors of aggression. In addition, if the norm in hiring practices is resistant to change, the funding allocated to the recruitment of faculty and staff members to help foster that change will be stifled. Santa Monica College is focused on maintaining the status quo and the “right fit” person, and, therefore, does not intentionally recruit faculty/staff of color in all student facing areas and Black and other racially minoritized students not seeing themselves reflected in the faculty and staff of the College. This friction point also represents a set of interrelated root causes related to institutional culture and organizational values that may lead to why Black students leave the institution and do not come back.

2. Current and Ideal Structures

2a. Current Structure

Metric: Persistence from Term to Term - Black/African-American

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. **With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric.** (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|--|---|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services
(Counseling, Support Programs, Textbook Programs, etc.) | <input checked="" type="checkbox"/> Other (Hiring Practices) |
| <input checked="" type="checkbox"/> Budgeting and Administration
(HR, Purchasing, Processes, etc.) | |

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another

Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?

Practices & Programs – how we interact with students, deliver services

Knowledge & Skills – what we know and can do

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

Programs that specifically support Black students are understaffed and underfunded

A factor that contributes to a lack of sufficient resource allocation for Black students centers on the expectation that “special programs” such as Black Collegians (and Adelante) are solely expected to support our Black and other racially minoritized students, yet these and other student support programs are understaffed and underfunded. When staff are stretched thin, it creates a ripple effect leaving our Black students to feel abandoned and disengaged. This absence of support leads our Black student population to perceive that the institution has no accountability to them, leading to drop out.

College personnel are ill-equipped to support and engage Black students

Insufficient allocation of resources to support our Black student population in wrap around services, tutoring, and academic/curriculum engagement. There is a disconnect between the different sectors of the College, i.e., faculty instruction, counseling, and student services. There is an inadequate

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attention given to how we train personnel to support and engage our Black student population, which results in an unwelcoming environment where Black students have no sense of belonging.

“Status Quo” / “Right Fit” hiring practices stifles understanding of Black students needs

When Black students do not see representations of themselves on the College campus, this leads to them not feeling seen, safe, or valued. The compound effect results in Black students not being comfortable asking for help and sharing their challenges, causing Black students to leave the institution in pursuit of educational spaces that are more reflective of their realities and lived experiences. The maintaining of the “right fit” person in faculty and classified staff hiring also has the impact of stifling diversity of thought, which is needed to give voice to the unique perspective and existence our Black students bring with them to the educational environment.

2b. Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, use this opportunity to envision and detail a more ideal structure. (Select all that apply and complete a separate response in the text box below for each checked box)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services
(Counseling, Support Programs, Textbook Programs, etc.) | <input checked="" type="checkbox"/> Other (Hiring Practices) |
| <input type="checkbox"/> Budgeting and Administration
(HR, Purchasing, Processes, etc.) | |

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max per structure selected above)

Organization & Structure – who does what? How we interact/interface with one another

Culture & Norms – what is accepted? What do we value? What is our mindset for how we address problems? How do we communicate?

Practices & Programs – how we interact with students, deliver services

Knowledge & Skills – what we know and can do

Policies & Processes – how we do things

- What conditions at SMC contribute to the friction points?
- What conditions do we need to transform?

- The “voices at the table” must be varied and heard as decisions are made.
- The experiences of those individuals directly supporting Black students (faculty and classified professionals) needs to be valued.

An equity minded practice to shift towards a more equitable minded outcome in persistence for Black

Metric: Persistence from Term to Term - Black/African-American

students would be to re-imagine the culture surrounding resource allocation. There is too much of a silent majority participating, being fully engaged in equity work; demonstrating how to best support our Black students and they are frequently left out of conversations regarding what resources are most needed to do the work to effectively support our Black students. This also includes the exclusion of seeking feedback about the resource allocation needed to directly support Black students to gain successful outcomes. This leads to instructors' voice not being heard as it relates to the classroom needs for Black and other racially minoritized students. For example, insufficient funding to support Black and other racially minoritized students, tutoring and academic support programs are unable to effectively give the necessary resources to increase the persistence rates of students. In addition, when the culture of the College is resistant to change, then the necessary supportive resources for new hires, who are doing the difficult work of prioritizing racial equity will be lacking. This resistance results in burn out, leads to resignations, and ultimately contributes to the lack of persistence rates for Black and other racially minoritized students.

The College should realign its policies and instructional approach to be more equity minded so Black students can be fully supported by all divisions of the college. For example, information currently comes from the "outside" of the classroom. Instead of reaching students where they are (which is inside the classroom). To realign a more streamlined approach to instruction, counseling should be embedded in all courses. More specifically, partnerships between instruction and student facing support areas are needed to ensure a level of institutional accountability for our Black students.

To further engage equity minded practices of instruction, the College can embrace the following practices as ideal structures to support our Black students towards persistence:

- Instructors need to have access to data that shows which students are utilizing services, e.g., tutoring.
- Revise the student evaluation process of faculty (the focus should be on student need). For example, faculty evaluations should start with an "entrance" survey and followed up with a "mid-term" check-in, and conclude with an end of term evaluation analysis of the course.
- Instructors can offer class credit (points) to students who receive support for time spent outside of class engaging in supportive assistance, i.e., lab hours, office hours, and tutoring support.

2c. Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

(2,500 character max)

Structural changes that would serve to facilitate equitable outcomes for Black students would be to restructure the campus approach to resource allocation, chief among them being staffing and recruitment. SMC does not intentionally recruit faculty/staff of color. This is evident in the recruitment materials we disseminate. The descriptions are not appealing to those people who are trying to do anti-racist equity work, which SMC states it is striving towards. The emphasis of student equity work is not clearly seen in faculty/staff jobs. We don't utilize our networks and the faculty of color that are on our campus and reach out to their networks. Furthermore, when candidates are interviewed, people

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want them to be the “right fit” as folks don’t want things to change or be disrupted. This results in some candidates not being hired because they are not the right fit and we hire candidates who have no vested interest in dismantling the status quo. It is important that the College have more representation in areas that are student facing. In addition to the College having a deeper awareness regarding how this lack of representations impacts the psyche and thinking concerning “what our students see.”

The following are poignant examples of structural changes the College can make to transform how we allocate resources. In addition to dismantling inequitable practices, policies, and processes Black and racially minoritized students experience in-and-outside the classroom:

- Counseling to support the needs of our Black students should be embedded in the courses.
- We should refocus GPS. The College should make GPS more culturally sensitive to how students receive information. The generic messaging isn’t always useful for Black and other racially minoritized students.
- Managers should have a narrative in the Budget and Resource allocation process that addresses the impact and contribution to the campus equity goals for Black and other racially minoritized students.
- The College should leverage SEAP (state) and HSI (federal) money to serve our Black and other racially minoritized student populations.
- Rethinking our equity and diversity statements in our job descriptions.
- Centering Black student voices and their input in the hiring process.

PLANNING & ACTION

3. Action Steps (Broad Priorities)

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to identify the priorities (up to 3) to move from the current to the ideal. Consider action steps in the following categories:

(5,000 character max)

What reform areas should SMC focus on in the next three years to move from our current reality to the one we envision?

Address one area for each of the following:

- Inquiry – what else do we need to know in order to better design and implement the change?
- Culture & conditions – what changes do we need to make in what we do, how we do it, who does it, and what we value?
- Friction points – what innovation (new or redesign) can address the friction points that contribute to the equity gap?

Inquiry

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

The College should commission a working group to explore what Black students need to have a sense of belonging and agency at SMC. Black students at SMC experience microaggressions and other forms of racism on campus in and outside the classroom, which create barriers and serve as an impediment to persistence. An “Equity Working Group” can investigate anti-Black

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racism and bias at SMC and determine what students feel is missing from the current College infrastructure to transform how we identify and implement supports needed for persistence for Black students.

Culture & Conditions

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

Innovation

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

CHANCELLOR’S OFFICE SUPPORTS

4. Support Needed

The Chancellor’s Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. **Which supports among the options listed can the Chancellor’s Office provide to assist in reaching your ideal structure for this population and metric?**

- | | |
|---|---|
| <input type="checkbox"/> Field Guidance & Implementation | <input type="checkbox"/> Technology Investments & Tools |
| <input checked="" type="checkbox"/> Technical Assistance/Professional | <input type="checkbox"/> Proof of Concept Pilots |

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Development

Data & Research

Strategic and Operational
Communication

Policy & Regulatory Actions

Explanation of Supports Needed

You may use the space below to explain your selections. (2,500 character max)

The College could use the support of the resources from the Chancellor's Office to make student-centered improvements. The College's current approach to eliminating barriers towards persistence for our Black and other racially minoritized students is fragmented. As previously noted, there is a disconnect between the many sectors of the college, which has resulted in colleagues working in silos. This is evident in how we imagine the distribution of resource allocation, as well as in the intent and attention given to staffing and recruitment.

With the resources provided by the State Chancellor's Office, SMC can be proactive with how we re-imagine supporting our Black and other racially minoritized students. Reshaping how our Black and other racially minoritized students enter the classroom on day one, and are supported through midterm, until the last day of instruction. The support provided will help to inform and "reform" the practices and culture of the College far beyond the classroom.