



Santa Monica Community College District

REPORT ON 2021-2022 ANNUAL ACTION PLANS

ANNUAL ACTION PLAN 1		Lead Person: Vice-President, Academic Affairs
Reduce racial equity gaps and increase completion of Academic and Career Paths through a critical review of practices for developing, approving, and assessing Program Learning Outcomes (PLOs) and course-level Student Learning Outcomes (SLOs)		Responsible Area(s): Academic Affairs Academic Senate Department Chairs
<input type="checkbox"/> Completed and/or <input type="checkbox"/> Ongoing/Institutionalized	<input checked="" type="checkbox"/> Not completed. The intention is that this action plan (along with its methodology) will continue during 2022-2023. <input type="checkbox"/> Substantially completed <input type="checkbox"/> Other (include reason if checked)	
YEAR-END REPORT		
Update presented to DPAC on May 11, 2022 Update on 2021-2022 Annual Action Plan #1		
<p>This action plan relates to both Clarifying the Path for students and to Ensuring Learning (through continuous improvement) and, along with EGC, should be view a part of a 2-pronged approach to bring equity-informed changes to both individual teaching practices and structural changes to Course Outlines of Record (via the Curriculum Committee) and assessment of learning (via the Program Review Committee). Specifically, this action plan seeks to “close the loop” between the two committees and addresses (at least in part) 5 of the Guided Pathways standards as reflected in the SOAA:</p> <ul style="list-style-type: none"> • Every Path is intentionally designed to remove internal obstacles and mitigate external obstacles • Outcomes are aligned with the requirements for success in further education and employment • Instruction reflects and amplifies Black and Latinx student experiences, employing an asset-based, culturally relevant pedagogy • Faculty/programs assess whether students are mastering learning outcomes • Results of learning outcomes assessments are used to improve teaching <p>Each committee engaged in some of this work separately:</p> <ul style="list-style-type: none"> • Program Review Committee is undergoing a significant revamp to create a more meaningful and useful process • Curriculum Committee is creating a handbook with information on how to make Course Outlines of Record Equitable and Inclusive <p>Jointly the work to date included:</p> <ul style="list-style-type: none"> • investigation into the meaning of outcomes vs objectives vs competencies; • participation in Statewide/national “outcomes professional learning communities” via “Friday SLO Talks” and “SLO Symposium” • exploration into “faculty culture” surrounding outcomes at SMC and how to create ownership/buy-in for the need to reimagine outcomes (including how to scaffold the work given the “sense of overwhelm”). This includes the “Current State of SLOs” workshop/discussion held on May 20, 2022. 33 members of the SMC community participated in exploring the collective current 		

understanding of course-level SLOs and what it would mean to move from “compliance” to “usefulness” in relation to SLOs and their assessments. The participants included:

- 25 Faculty members, 4 Administrators, and 4 Classified Professionals distributed as follows:
 - 10 members of the Curriculum Committee,
 - 7 members of the Program Review Committee,
 - 10 Department Chairs,
 - 2 members of the Institutional Research staff,
 - 1 members of the Distance Education staff,
 - Academic Senate President, and
 - 2 members representing the SMC Redesign

Now that we have a general perception of committee members and department chairs understanding of Outcomes, the intention is that this action plan (along with its methodology) will continue during 2022-2023. The funds would be used largely as originally proposed: compensation for faculty members to co-create equity-informed practices for the development, approval, and assessment of SLOs and PLOs thereby strengthening the collaboration and connection between Curriculum and Program Review. Of the 576 hours originally allocated, we have used only 84 hours. Therefore, we seek to utilize the remaining 492 hours in the 2022-2023 year.

2021-2022 Budget Information

Allocated: \$44,707 (one-time)

Funding Source: Award for Innovation

Expended: \$6,529

Balance Left: \$38,187

DPAC RECOMMENDATION: Accepted as submitted

DATE: July 27, 2022



Santa Monica Community College District

REPORT ON 2021-2022 ANNUAL ACTION PLANS

ANNUAL ACTION PLAN 2		Lead Contact Person: Vice-President, Academic Affairs
Reduce Equity Gaps Reduce racial equity gaps in course success for largest gateway courses via professional development in equity-minded teaching practices and curricular development.		Responsible Area(s): Academic Affairs Academic Senate Professional Development Committee Redesign Implementation Team Discipline Faculty EGC Leads Dean, Equity, Pathways and Inclusion Center for Teaching Excellence
<input type="checkbox"/> Completed and/or <input type="checkbox"/> Ongoing/Institutionalized	<input checked="" type="checkbox"/> Not completed <input type="checkbox"/> Substantially completed <input checked="" type="checkbox"/> Other (include reason if checked). Funding will continue to support faculty stipends, EGC co-leads, support for internal and external speakers, program evaluation, and peer course observation/evaluation.	
YEAR-END REPORT		
Update presented to DPAC on April 27, 2022 <u>Equitizing Gateway Courses</u> Please provide additional updates since the presentation to DPAC on April 27, 2022: Since the presentation to DPAC in April, EGC participants completed the spring semester curriculum. Specifically, Cohort 2 participants – who are in the first semester of the EGC program - continued to learn more about equity-centered (e.g. community responsive and culturally responsive) and trauma-informed pedagogies with African American and Latinx community college students. In addition, Phase 4 focused on multiple types of student engagement to foster a sense of belonging and increase student success and retention. Cohort 1 participants, who are in the second semester of EGC, were focused on applying what was learned during the fall semester. To that end, participants developed and administered a course-specific survey to engage in the process of soliciting student input and incorporating student voice in real time to support student success. In addition, a primary focus of the semester was to apply and integrate equity-centered pedagogy, active learning strategies, and student engagement practices to significantly revise a course. In addition to meeting and working in departmental Equity to Action Groups (EtAGs), the spring semester included an external speaker, Cheryl E. Matias, Ph.D. Dr. Matias’ research focuses on race and ethnic studies in education with a theoretical focus on critical race theory, critical whiteness studies, critical pedagogy and feminism of color. Specifically, she uses a feminist of color approach to deconstruct the emotionality of whiteness in urban teacher education and how it impacts urban education. Dr. Matias’ presentation was well-attended by over 150 attendees. Participants expressed appreciation for the way in which she challenged faculty to consider the ways in which whiteness and white emotionality is attended to and can covertly derail equity efforts inside and outside of the classroom.		

The semester concluded with Cohort 1 participants submitting the following semester end deliverables:

- Copy of the course specific survey developed
- Summary of course revisions

Cohort 2 submitted the following deliverables:

- Equity-centered professional development and action plan
- Equitized syllabus

Department Chairs in Cohort 2 have also completed their Chairs EtAG in which they focused on equity-centered leadership development. This group was led by former SMC faculty member and department chair, Karen Gunn, Ph.D., who also provided the opportunity for one-on-one leadership and equity coaching. The culmination of this group was the development and submission of department equity plans.

The conclusion of the spring semester marked the completion of the first year of EGC. Survey data indicates that participants continue to report a sense of cohesion among EtAG members (100%) and that they are progressing well through the program (88%). In addition, survey respondents reported satisfaction with the leadership of and communication about the program (88%). Retention rate is high and survey respondents across both cohorts report the intention to continue in the program (Cohort 1: 70%; Cohort 2: 88%).

Looking ahead: In the fall semester, Cohort 1 will begin implementing the proposed course revisions. Through the process of equity-centered peer observation (using the equity-centered action model as a guide including the Equity Self-Assessment Tool), participants will have the opportunity to receive feedback on the changes in pedagogy and student engagement. Funding will continue to support faculty stipends, EGC co-leads, support for internal and external speakers, program evaluation, and peer course observation/evaluation.

2021-2022 Budget Information

Allocated: \$1,402,535 (one-time)

Funding Source: SEAP and Guided Pathways

Expended: \$716, 198.63

Balance Left: \$686, 336.37

*Note: There are remaining expenditures from 2021-2022 FY that will be invoiced in 2022-2023 FY. Budget information will be updated in the next action plan report or upon request.

DPAC RECOMMENDATION: Accepted as submitted

DATE: July 27, 2022



Santa Monica Community College District

REPORT ON 2021-2022 ANNUAL ACTION PLANS

ANNUAL ACTION PLAN 3		Lead Contact Person Colleen McGraw
Reduce Equity Gaps Reduce racial equity gaps and increase success in AB 705 mathematics courses		Responsible Area(s): Academic Affairs Mathematics Counseling Student Instructional Support Institutional Research Classified Professional Development Committee
<input type="checkbox"/> Completed and/or <input checked="" type="checkbox"/> Ongoing/Institutionalized	<input type="checkbox"/> Not completed <input type="checkbox"/> Substantially completed <input type="checkbox"/> Other (include reason if checked)	
YEAR-END REPORT		
Update presented to DPAC on May 11, 2022 Update on 2021-2022 Annual Action Plan #3		
Please provide additional updates since the presentation to DPAC on May 11, 2022:		
<ul style="list-style-type: none"> - With the help of Institutional Research we conducted focus groups inquiries with Math 54+54C students in spring 2021 and analyzed the information in summer 2021. The study asked students about their experience in the course. The themes noted were: students value peer learning and support, perceived paced of the math class impacts learning, students are not confident in their math skills, students seek flexibility and empathy from instructors, student-faculty interactions and classroom climate directly impact student's Math 54 learning and classroom experience. - In summer 2021 we planned the professional learning communities (PLCs) for fall 2021. We implemented the PLCs in fall 2021 and spring 2022. The PLC were implemented with an equity focus. We are currently planning the PLCs for fall 2022 - Starting summer 2021 all students received a transfer level placement. Prior to that students could be placed into below transfer level mathematics courses. From summer 2021 through summer 2022, all students placed into transfer level mathematics courses but could self-select to take below transfer level courses. Starting fall 2022 not below transfer level courses will be offered at SMC in line with AB 705. We did see an increase in enrollment in transfer level courses, and increase in throughput, along with a decrease in success rates (as expected) - Starting in fall 2021 we have several faculty and the department chair participate in EGC (Cohort 1 and 2). As part of this faculty who participated wrote an equity plan for their classes and the chair created department equity plan was crafted. - The focus group data was used to help plan the Board of Trustees (BOT) Grant for Math 54+54C in conjunction with the Professional Learning Community for Math 54+54C. 		

- Originally we planned to create a department specific one unit equity course, instead the department took advantage of the participation of several faculty in the Board of Trustees Grant, EGC and the NSF Equity Grant.
- As part of the BOT grant we worked with Allied Pathways to have 4, 2-hour equity training sessions in fall 2021 and a 5 hour winter equity retreat for math 54 teachers.
- We invited Jeremiah Sims as part of the STEM PLC to talk about his equity training in fall 2021 and spring 2022. The entire department was invited to his talks where he introduced his impact tool.
- Faculty who participated in the NSF grant were guest speakers at the PLC meetings to share their experiences with equity practices.
- We implemented several support strategies including: instructional assistants in the math lab , embedded tutors in 13 mathematics courses, including support sections and below transfer level course and one calculus section, math lab (non-embedded) tutoring, basic needs support by encouraging faculty to use GPS and CARES funding, Peer Navigators were piloted in 10 sections., equity practices learned in EGC, NSF and BOT Workshops
- The evaluation strategies that were implemented included: increased use of the Math Lab for both instructional assistants and tutors, positive feedback from instructors and students about embedded tutors, positive instructor and student feedback on peer navigators, increased used of GPS by faculty and positive feedback from faculty on effectiveness of GPS and students responsiveness to GPS, student survey implemented by the EGC and BOT participants in spring 2022, faculty survey implemented in PLCs.
- An additional department wide equity survey was implemented in June 2022. The results will be used to analyze where teachers are currently in their equity journey and to determined areas to focus on the best serve or math faculty and students.
- Department equity group developed a department specific equity statement. The statement is now posted on the department web site after departmental approval at the June department meeting.
- Additional community building practices that were discusses and we hope to implement moving forward included: conversations surrounding the individual and departmental equity plans, have past participants from EGC, NSF and PLCs lead the conversation., incorporate work of EGC and NSF into PLCs., bring in additional experts to support efforts and facilitate conversations as needed, sending faculty to conferences, such as NCORE.
- Additional Inquiry that we plan to implement include: student focus groups in all support courses to learn impact of new placement, further research into tutoring support including the use of embedded tutors and instructional assistants., effects of placement into transfer level math, Impact of no longer offering below transfer level courses, create a calculus with support course, create a quantitative reasoning course, investigate non-credit math courses to bridge the gap in math.
- Additional community building include: opportunities to dialogue with colleagues in departmental workshops and departmental meetings about successes and challenges supporting students in math support courses., classroom community building through the use of IAs, embedded tutors, counseling, tutoring, and basic needs support.

2021-2022 Budget Information

Allocated: \$192,330 (ongoing)

Funding Source: Unrestricted Fund

Expended:

Balance Left:

DPAC RECOMMENDATION: Accepted as submitted

DATE: July 27, 2022



Santa Monica Community College District

REPORT ON 2021-2022 ANNUAL ACTION PLANS

ANNUAL ACTION PLAN 4		Lead Contact Person Elisa Meyer
Reduce Equity Gaps Reduce racial equity gaps and increase success in English 1 (including English 1 + 28)		Responsible Area(s): Academic Affairs English Counseling Library Student Instructional Support Institutional Research Classified Professional Development Committee
<input type="checkbox"/> Completed and/or <input checked="" type="checkbox"/> Ongoing/Institutionalized	<input type="checkbox"/> Not completed <input type="checkbox"/> Substantially completed <input type="checkbox"/> Other (include reason if checked)	
YEAR END REPORT		
Update presented to DPAC on March 23, 2022 English Action Plan <p>This iteration of the action plan’s purpose was to provide additional support to English faculty when it came to faculty professional development and growth as it related to the stated goals behind AB705 legislation and the more specific college-wide goals of closing racial equity gaps for our Black and Latinx students. Approval of the action plan didn’t occur until mid-summer of 2021, which modified the initial timeline. Likewise, covid-related circumstances furthered these adjustments.</p> <p>As intended in the initial plan we were able to collect data regarding professional development through an English-specific professional development survey. In addition, we engaged in projects related to the efficacy of embedded tutoring, changes in course policy, and adjustments to grading practices. Moreover, we made use of Data Coaching 4.0 data that focused on more effective communication strategies with students as well as equitable grading.</p> <p>Ultimately, the data informed adjustments to the professional development and support strategies we discussed and implemented. The specific strategies we pursued were the use of embedded tutoring and policy changes as they related to late work and attendance. In addition, we continued the discussion of reimagining grading practices. To do so, our strategy was two-fold: First, ensure that the department participated in the critical college-wide equity training provided by Equitizing Gateway Courses by pausing the department-specific professional learning community. This was a success in that we had chair participation in the first chairs cohort as well as a fall and spring faculty cohort. Second, to support faculty who were unable to make a full-year commitment, we held a series of department workshops that focused on the following subjects:</p>		

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

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

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

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

The above was presented to DPAC in March. Since then, it has become increasingly clear that the College needs to do more when it comes to offering AB705 support. In an effort to contribute to additional statewide AB705 data collection, the English department provided data regarding AB705 support which included whether the College was offering learning communities, required tutoring, embedded tutors, and/or embedded counselors for both English 1 and English 1+28 courses.

Though the findings have not been reported, the survey speaks to the wide range of support being offered to these students, most of which is not scaled-up at SMC. This was evident in the survey and discussions focusing on the second iteration of the equity plan due this November to the Chancellor's office that relates to the support for the metric that closes racial equity gaps for students completing transfer-level English 1 and Math in their first year.

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

2021-2022 Budget Information

Allocated: \$142,896 (ongoing) Funding

Source: Unrestricted Fund Expended:

\$14,849.40*

Balance Left: TBD

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

DPAC RECOMMENDATION: Accepted as submitted

DATE: August 24, 2022



Santa Monica Community College District

REPORT ON 2021-2022 ANNUAL ACTION PLANS

ANNUAL ACTION PLAN 5		Lead Contact Person: Mike Tuitasi Vice-President, Student Affairs Janet Robinson
Increase persistence, retention and completion Increase persistence, retention, and completion among racially minoritized students via the SMC GPS (Gateway to Persistence and Success) technology tool		Responsible Area(s): Student Affairs Academic Affairs MIS Institutional Research Redesign Implementation Team
<input type="checkbox"/> Completed and/or <input checked="" type="checkbox"/> Ongoing/Institutionalized	<input type="checkbox"/> Not completed <input type="checkbox"/> Substantially completed <input type="checkbox"/> Other (include reason if checked)	
YEAR-END REPORT		
Update presented to DPAC on April 27, 2022 Gateway to Persistence, Retention and Completion		
Please provide additional updates since the presentation to DPAC on April 27, 2022:		
Listed below are some key accomplishments since our presentation to DPAC on April 27, 2022:		
<ul style="list-style-type: none"> • The Lead GPS Ambassadors continued to load the progress surveys into GPS to be dispersed to instructional faculty for the spring 2022 and summer 2022 terms to encourage them to use GPS to provide feedback to and submit referrals for students in their classes • GPS Ambassadors provide on-going outreach and training to instructional faculty and staff members in one-on-one and group settings. For example, one of the GPA Lead Ambassadors provided GPS training to a new AAI team member to show her how to assign counselors to referrals submitted by instructional faculty members in her assigned counseling area • GPS Ambassadors helped review GPS survey questions before a survey was disseminated to faculty and staff at the end of the spring 2022 term to assess their feedback and experiences with GPS this academic year. Feedback from the survey will be utilized by the ambassadors to brainstorm additional updates/changes to GPS for the 2022-2023 year. • The GPS Ambassadors created a “GPS Commercial” to encourage more instructional faculty members to utilize GPS to communicate with their students. This commercial will be debuted Fall 2022. • The Ambassadors continue to champion and bring forward questions and concerns that instructional and counseling faculty have about utilization of the GPS tool (e.g. Ambassadors are championing the ability for instructional faculty to utilize a “preferred name” in GPS if they choose to do so vs. being forced to use the name required at the college for payroll purposes) 		

- One of the GPS Ambassadors continues to **attend monthly meetings with the EAB/Starfish company** (creators of the GPS platform) to provide input and receive helpful information to share with the Ambassador team regarding the platform
- The Lead GPS Counseling Ambassador **helps follow up on outstanding referrals** that have been open longer than the advertised window
- The GPS Counseling Ambassadors provided a **training to the counseling department about how to complete their GPS profiles** in the platform to provide a more compelling and welcoming platform for students to connect with a counselor for any needs – For counselors who did not upload a profile by the requested deadline, this lead Ambassador went in and added a profile avatar for the counselors
- The Lead GPS Counseling Ambassador also provided a “friendly reminder” **email to counselors about how to properly close out referrals** at the end of the day

2021-2022 Budget Information

Allocated: \$93,034 (ongoing)

Funding Source: SEAP, Ongoing until GPS is institutionalized

Expended:

Balance Left:

DPAC RECOMMENDATION: Accepted as submitted

DATE: July 27, 2022



Santa Monica Community College District

REPORT ON 2021-2022 ANNUAL ACTION PLANS

ANNUAL ACTION PLAN 6 SMC Online Education Increase the number of online degree and certificate completions by African American and Latinx students.		Lead Contact Person: Tammara Whittaker Responsible Area(s): Academic Affairs Distance Education Distance Education Committee Department Chairs or designees Academic Senate Institutional Research Redesign Team Marketing
<input type="checkbox"/> Completed and/or <input checked="" type="checkbox"/> Ongoing/Institutionalized	<input type="checkbox"/> Not completed <input type="checkbox"/> Substantially completed <input type="checkbox"/> Other (include reason if checked)	
YEAR-END REPORT		
Update presented to DPAC on April 27, 2022 SMC Online Education Please provide additional updates since the presentation to DPAC on April 27, 2022: <ul style="list-style-type: none"> • The spring 2022 Pronto usage and feedback student survey facilitated by Institutional Research revealed that additional marketing efforts and training will be pivotal in the use and success of the tool. While there was a low survey response rate and not many students in the survey used Pronto, 68% of students felt they were “able to communicate with my instructor faster.” There will be continued efforts to explore tools that will provide a greater sense of community and engagement in an online learning environment. • The Peer Online Course Review (POCR) program has experienced overwhelming demand since the presentation and the funding allocated to the program no longer meets the current need. In efforts to ensure faculty have access to this transformative professional development opportunity, additional funding was requested using the PBAR process. • The allocation for the temporary part-time project manager may be removed. The process to establish an instructional designer position is underway. 		
2021-2022 Budget Information Allocated: \$126,175 (one-time) Funding Source: Unrestricted (\$65,000), SEAP (\$61,175) Expended: \$87,224.90 Balance Left: \$38,950.10		
DPAC RECOMMENDATION: Accepted as submitted		
DATE: July 27, 2022		



Santa Monica Community College District

REPORT ON 2021-2022 ANNUAL ACTION PLANS

<p>ANNUAL ACTION PLAN 7</p> <ul style="list-style-type: none"> • Implement Counseling and support staff clusters for all Areas of Interest (AOI) (At Scale) • Student Care Teams (SCT): Reduce racial equity gaps in persistence, retention, and completion through the implementation of a “case management approach” for racially minoritized students. 		<p>Lead Contact Persons: Michael Tuitasi Vice-President, Student Affairs Janet Robinson Nick Mata Jose Hernandez Laurie Guglielmo Deyadra Blye</p> <p>Responsible Area(s): Redesign Implementation Team Student Affairs Academic Affairs Enrollment Development Institutional Research Information Technology Title V Grant</p>
<input type="checkbox"/> Completed and/or <input checked="" type="checkbox"/> Ongoing/Institutionalized	<input type="checkbox"/> Not completed <input type="checkbox"/> Substantially completed <input type="checkbox"/> Other (include reason if checked)	
<p>YEAR-END REPORT</p>		
<p>Update presented to DPAC on April 27, 2022 Areas of Interest Peer Navigators</p> <p>Please provide additional updates since the presentation to DPAC on April 27, 2022: Listed below are key accomplishments for DPAC plan #7 in 2021-22:</p> <ul style="list-style-type: none"> • Contracted with the Radical Root Collective (RRC) to begin a systematic equity focused professional development for the counselors and staff assigned to the AOI’s. These professional development experiences are a crucial part of the AOI’s. See post-training Counselor survey results on following webpage: Radical Root Collective Equity Training- Counselor Survey Results • Established communication with Financial Aid to add financial aid representation/staff to each of the AOI’s. FA has confirmed that an FA technician or specialist will be assigned to each AOI. The plan is to complete these appointments along with the launch of each of the additional AOI’s in the Fall 2022 term. • In 2021 a collaboration with the Outreach staff, the Student Ambassadors, Peer Navigators, and Career Services Center Counselors and Staff, we developed a cohort of freshman students (Black and LatinX) who received a series of intentional communications, assistance and touchpoints throughout their fall 2021 matriculation process. (Note that we do feel the challenges of the pandemic presented factors that we cannot account for and IR has suggested that we mirror our efforts in Year 2 to create a more stable norm.) After Year 2 we will compare and evaluate the data and decide upon how to proceed. Results of the first year of this intentional communication and outreach are attached. 		

- Created AOI specific career opportunities in the form of career fairs, resume writing, and interview skills workshops. GPS was the tool used to coordinate and communicate with the AOI specific students regarding these events.
- As stated in the Areas of Interest Presentation PPT, four new AOI Counselor leads will be established for the three new Areas of Interest which will be launched in Fall 2022: 1) Arts, Media & Entertainment- One AOI Counselor lead for CMD Campus, Entertainment Technology and one AOI Counselor lead for the Main Campus, Performing & Fine arts 2) People & Society 3) Culture, History and Language
- Title V Grant successfully implemented Year 2 & Year 3 Objectives. The Peer Navigator Program has expanded our utilization of GPS, Jabber, and purchased laptops for Peer Navigators to use while working remote. Peer Navigators used Discord as the primary online platform to engage FTIC students and conducted multiple in-class presentations in our effort to support AB705 efforts
- For the 21-22 academic year, the Peer Navigator Program hired 22 Peer Navigators (7 to serve in each AOI and 1 for Social Media). Through consistent outreach, workshops and in class presentations Peer Navigators provided support for more than 941 FTIC Latinx & African American students. Our larger outreach efforts provided resources and guidance to 824 additional students.

2021-2022 Budget Information

Allocated: \$492,998 (ongoing)

Funding Source: SEAP (\$164,160), Navigating Pathways (\$328,838)

Expended:

Balance Left:

DPAC RECOMMENDATION: Accepted as submitted

DATE: July 27, 2022



Santa Monica Community College District

REPORT ON 2021-2022 ANNUAL ACTION PLANS

ANNUAL ACTION PLAN 8		Lead Contact Person: Sherri Lee-Lewis Vice-President, Human Resources
Human Resources Staffing Plan		Responsible Area(s): Human Resources Academic and Student Affairs Business Services Academic Senate
Research and assess costs associated with developing a human Resources staff plan which supports student success by achieving benchmark levels of full-time faculty, classified staff and administrators.		
<input type="checkbox"/> Completed	<input type="checkbox"/> Not completed	
and/or	<input type="checkbox"/> Substantially completed	
<input type="checkbox"/> Ongoing/Institutionalized	<input checked="" type="checkbox"/> Other (include reason if checked). The District will proceed with the Human Resources staffing plan upon completion of the educational master plan.	
YEAR- END REPORT		
Update presented to DPAC May 25, 2022: The charge of the Annual Action Plan was to determine an estimated cost for developing a Human Resources staffing plan. It was confirmed that \$125,000 was originally allocated by the Budget Committee and approved by DPAC to support this Annual Action Plan. Vice-President Lee-Lewis recommended that the District proceed with the Human Resources staffing plan and revisit it once an educational master plan is developed. It was estimated that the process would take about 8 months to complete the Human Resources staffing plan. She will discuss this with the Superintendent/ President and Senior Staff and report back to DPAC on the Superintendent/President’s guidance and decision about the educational master plan. Please provide additional updates since the presentation to DPAC on May 25, 2022: Senior staff, including Superintendent/President, Dr. Jeffery accepted the recommendation to resume the comprehensive staffing plan upon completion of the educational master plan. Until then, the area Vice-Presidents in conjunction with Human Resources, will assess the management and classified staffing needs within their areas of responsibility. Faculty hiring decisions will remain under the purview of the Superintendent/President in consultation with the Academic Senate President and the Vice-President, Business Administrative Services. The Procurement Office will need to request an update to the current estimate as we move towards completion of the master plan.		
2021-2022 Budget Information		
Allocated: \$125,000 (one-time) Funding Source: Unrestricted Expended: Balance Left:		
DPAC RECOMMENDATION: Accepted as submitted		
DATE: July 27, 2022		