A meeting of the Santa Monica Community College District Planning and Advisory Council (DPAC) is scheduled to be held on Wednesday, December 9, 2020 at 3:00 p.m. This meeting will be conducted via Zoom Conference.

I.   Call to Order

II.   Members
Jennifer Merlic, Administration, Chair Designee
Nate Donahue, Academic Senate President, Vice-Chair
Mike Tuitasi, Administration Representative
Chris Bonvenuto, Management Association Representative
Dione Carter, Management Association Representative
Jamar London, Academic Senate Representative
Peter Morse, Faculty Association President
Elaine Roque, Faculty Association Representative
Cindy Ordaz, CSEA Representative
Dee Upshaw, CSEA Representative
Tafari Alan, Associated Students Representative
Joshua Elizondo, Associated Students Representative

In accordance with Executive Order N-29-20 issued by Governor Gavin Newsom and dated March 17, 2020, members of the District Planning and Advisory Council will participate in the meeting telephonically or by Zoom Conference.

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/93886279276

Or iPhone one-tap (US Toll): +16699006833,93886279276# or
+12532158782,93886279276#

Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 253 215 8782 (US Toll)
+1 346 248 7799 (US Toll)
+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
Meeting ID: 938 8627 9276

Public Comments

<u>Instructions for Submitted Written Comments</u>
Individuals wishing to submit written comments to be read at a DPAC meeting shall send an email to DPAC Coordinator ROSE_LISA@smc.edu by 2:30 p.m. for the meeting beginning at 3 p.m. The email should contain the subject line "DPAC Written Comments" and include the following information in the body of the email:

- Name
- Address
- Name of organization (if applicable)
- Topic or Item

<u>Instruction for Participating in DPAC Meeting by Zoom</u>
Individuals wishing to speak at a DPAC meeting shall send an email to DPAC Coordinator ROSE_LISA@smc.edu by 2:30 p.m. for the meeting beginning at 3 p.m. The email should contain the subject line "DPAC Written Comments" and include the following information in the body of the email:

- Name
- Address
- Name of organization (if applicable)
- Topic or Item

When it is time for a speaker to address DPAC, their name will be called and the microphone on their Zoom account will be activated. A speaker's Zoom Profile should match their real name.

III.   Review of Minutes: October 28, 2020

IV.   Reports

V.   Superintendent/President's Response to DPAC Recommendations, if any.

VI.   Agenda

1. COVID-19 Update

2. Review 2021-2022 Annual Action Plans

    Action Plan 1:   Reduce racial equity gaps and increase completion of Academic and Career Paths through critical review and revision of each path's required curriculum Continue development

    Action Plan 2: Reduce racial equity gaps in course success for largest gateway courses via professional development in equity-minded teaching practices

    Action Plan 3: Reduce racial equity gaps and increase success in AB 705 mathematics courses

    Action Plan 4: Reduce racial equity gaps and increase success in English 1 (including English 1 + 28)

    Action Plan 5: Increase persistence, retention, and completion among racially minoritized students via the SMC GPS (Gateway to Persistence and Success) technology tool

    Action Plan 6: Increase the number of online degree and certificate completions by African American and Latinx students.

Action Plan 7:
1. Implement Counseling and support staff clusters for all Areas of Interest (AOI) (At Scale)
2. 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.

Action Plan 8: 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.

3. Budget Committee Recommendation for use of HEERF/MSi Funds)

VII.   Adjournment
Meeting schedule through June 2021 (second and fourth Wednesdays each month at 3 p.m.)
January 13, 27, 2021
February 10, 24
March 10, 24
April 14, 28
May 12, 26
June 9, 23

Meeting of the Council of Presidents (COP)
The Council of Presidents will discuss the agenda for the DPAC meeting on January 13, 2021.

District Planning and Advisory Council (DPAC)
Meeting schedule through June 2021
(second and fourth Wednesdays each month at 3 p.m.)

Meeting Date	Topic	Invitees/Responsible Areas/ Related Reports
June 24	• COVID-19 Update • Budget Update • Accreditation Update	
July 8	• Equal Employment Opportunity Plan • Review of DPAC Scope and Function/Update for 2020-2021 • COVID-19 Update • Budget Update	Tre'Shawn Hallbaker Jennifer Merlic Mike Tuitasi Chris Bonvenuto
July 22	• DPAC Annual Report, 2019-2020 • COVID-19 Update • International Students Update • 2020-2021 Action Plans	Jennifer Merlic/Nate Donahue Mike Tuitasi Pressian Nicolov Chris Bonvenuto
August 12	Meeting Cancelled	
August 26	• COVID-19 Update • 2020-2021 Annual Action Plans: Superintendent's Response • Responses to 2019-2020 Action Plans • Start process to develop 2021-2022 Action Plans	Mike Tuitasi Chris Bonvenuto/Jennifer Merlic DPAC Academic Senate Retreat: Discuss potential Action Plans for 2021-2022
September 9	• COVID-19 Update • Information Technology Master Plan, 2020-2025 • Continue development of Action Plans for 2021-2022	Mike Tuitasi Marc Drescher DPAC Invite input from others as needed Review 2020-2021 Actions Plans
September 23	• COVID-19 Update • Accreditation Mid-Term Report • Adopted 2020-2021 Budget • Continue development of Action Plans for 2021-2022	Mike Tuitasi Erica LeBlanc Chris Bonvenuto DPAC Invite input from others as needed
	Council of Presidents	Review DPAC Actions/Discussions for DPAC News (July – September)

October 14	• COVID-19 Update	Mike Tuitasi
	• Recommendation to Superintendent/President to establish a Presidential Task Force to assess impacts of the remote environment on the SMC student experience.	DPAC Invite input from others as needed
	• Discuss DPAC Quarterly Report and Video	Invite Kiersten Elliott and Grace Smith
	• Continue development of Action Plans for 2021-2022	
October 28	• COVID-19 Update	Mike Tuitasi
	• Academic Senate Goals and Objectives	Nate Donahue
	• Submission of Action Plans for 2021-2022	DPAC Invite input from others as needed
November 11	No meeting - Holiday (Veterans Day)	
November 25	Cancel	
November 30	Board of Trustees Goals and Priorities, 2020-2021 Program Review Planning Summary Vision for Success/IE Dashboard Institutional Effectiveness Observations	 Stephanie Amerian and Hannah Lawler Hannah Lawler
December 9	Continue development of Action Plans for 2021-2022 Budget Committee Recommendation for use of HEERF/MSI funds	DPAC Chris Bonvenuto
	<mark>Council of Presidents</mark>	<mark>Review DPAC Actions/Discussions for DPAC News(September --December)</mark>
January 13, 2021	Finalize Action Plans for 2021-2022 Governor's Proposed Budget for 2021-2022	Review DPAC Actions/Discussions for DPAC News (October-December)
January 27		Fiscal/Budget Committee Reviews 2021-2022 Annual Action Plans
February 10		
February 24		
March 10		Fiscal/Budget Committee forwards 2021-2022 Action Plans to DPAC with comments
March 24	Guided Pathways Scale of Adoption Assessment	Jennifer Merlic and Pathways Team
	<mark>Council of Presidents</mark>	<mark>Review DPAC Actions/Discussions for DPAC News(January-March)</mark>
April 14	DPAC review 202-2022 Action Plans with Fiscal/Budget Committee input and forwards them to the Superintendent/ President	

April 28		
May 12		
May 26	Review 2021-2022 Annual Actions Plans with Budget Committee input	DPAC
June 9	Tentative Budget for 2021-2022	Chris Bonvenuto Hannah Lawler Vicki Drake and Erica LeBlanc
June 23	Start process for responses to 2020-2021 Action Plans	DPAC
	Council of Presidents	Review DPAC Actions/Discussions for DPAC News(April-June)

SANTA MONICA COLLEGE

Santa Monica Community College District

2021-2022 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

ACTION PLAN 1 **Reduce Equity Gaps** Reduce racial equity gaps and increase completion of Academic and Career Paths through critical review and revision of each path's required curriculum	**Lead Person:** Jennifer Merlic **Responsible Area(s):** Academic Affairs

Map to 2017-2022 Strategic Initiatives

- ■ Close Gaps in educational outcomes
- ■ Educational and career opportunities and pathways
- ❑ Long-term and integrated planning linked to resource allocation
- ❑ Human Resource plan which supports student success
- ❑ Improve facilities and technology infrastructure, integration and staffing
- ❑ Ensure long-term fiscal stability

Map to Institutional Planning Documents

■ Board of Trustees Core Priorities # <u>1</u> ■ Academic Senate Objectives # 1<u>___</u> ❑ Program Review Observations ❑ Institutional Effectiveness Dashboard Report ■ Student Equity Plan Activities[1] # <u>2</u> ■ Guided Pathways Redesign Goals[2] # <u>1, 4, 8</u>	■ Accreditation Recommendations 1. Indicate Standard <u>_____</u> 2. Quality Focus Essay ■ Institutional Learning Outcomes Supporting Goals[3] # <u>1, 2</u> ■ CCC Chancellor's Office Vision for Success[4] # <u>1, 2, 3, 4, 5, 6</u> ❑ Other (specify):

Methods to Accomplish the Annual Action Plan (*include timeline*)

- Critical review and revision of Program Learning Outcomes (PLOs) in the context of transfer and workforce requirements
- Critical review and revision of gateway (and critical/gatekeeper) courses Student Learning Outcomes (SLOs) in the context of transfer and workforce requirements
  - o This may involve revisions to the Course Outline of Record, to include, for example, the integration of anti-racist, culturally relevant curriculum and pedagogy, project-based learning, collaborative learning, and applied learning opportunities.
- Examine the integration of career exploration into gateway courses
- Critical review and revision of program courses to center anti-racism in the curriculum

Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college's goal of eliminating equity gaps:

- Critical review and revision of Academic and Career Paths will result in a more robust, anti-racist, and applicable curriculum designed to reduce the racial equity gaps and increase completion.

Describe what data, if any, will be requested of Institutional Research to conduct an assessment of the action plan.

Status of Action Plan

Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services Date:	**Fiscal/Budget Committee Response**	
Action Plan Submitted to Superintendent/President Date	Superintendent/President's Response ☐ Approved ☐ Consider* ☐ Not Approved* *If checked, an explanation will be provided in writing.*	_____ Superintendent/President Date:

2021-2022 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

ACTION PLAN 2 **Reduce Equity Gaps** Reduce racial equity gaps in course success for largest gateway courses via professional development in equity-minded teaching practices	**Lead Person:** Jennifer Merlic **Responsible Area(s):** Academic Affairs

Map to 2017-2022 Strategic Initiatives
■ Close Gaps in educational outcomes ■ Educational and career opportunities and pathways ❑ Long-term and integrated planning linked to resource allocation ❑ Human Resource plan which supports student success ❑ Improve facilities and technology infrastructure, integration and staffing ❑ Ensure long-term fiscal stability

Map to Institutional Planning Documents	
■ Board of Trustees Core Priorities # 1 ■ Academic Senate Objectives #1 ❑ Program Review Observations ❑ Institutional Effectiveness Dashboard Report ■ Student Equity Plan Activities[1] # 2, 4 ■ Guided Pathways Redesign Goals[2] # 4, 8	■ Accreditation Recommendations 1. Indicate Standard #_____ 2. Quality Focus Essay ■ Institutional Learning Outcomes Supporting Goals[3] # 1, 2 ■ CCC Chancellor's Office Vision for Success[4] #2, 3, 4, 5, 6 ❑ Other (specify):

Methods to Accomplish the Annual Action Plan (*include timeline*)
• Implement professional development program (developed in 2020-2021) to offer training at-scale

Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college's goal of eliminating equity gaps:
• Reducing the racial equity gap in gateway courses will significantly reduce the overall college racial equity gap. Gateway courses set the stage for a student's future. Moreover, many gateway courses are also our most popular General Education courses for students pursuing a different Academic and Career Path, thus they make up some of the highest enrolled courses. • This Action Plan will be ongoing over several years and will require significant investment in professional development. This investment will likely be recouped based on improved retention and completion rates (i.e., return on investment).

Status of Action Plan

Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services Date:	**Fiscal/Budget Committee Response**	
Action Plan Submitted to Superintendent/President Date	Superintendent/President's Response ☐Approved ☐ Consider* ☐ Not Approved* *If checked, an explanation will be provided in writing.*	Superintendent/President Date:

2021-2022 ACTION PLANS TO SUPPORT THE
INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

ACTION PLAN 3 **Reduce Equity Gaps** Reduce racial equity gaps and increase success in AB 705 mathematics courses	**Lead (Contact) Person** • Colleen McGraw **Responsible Area(s):** • Academic Affairs • Mathematics • Counseling • Student Instructional Support • Institutional Research

Map to 2017-2022 Strategic Initiatives
■ Close gaps in educational outcomes ❑ Educational and career opportunities and pathways ❑ Long-term and integrated planning linked to resource allocation ❑ Human Resource plan which supports student success ❑ Improve facilities and technology infrastructure, integration and staffing ❑ Ensure long-term fiscal stability

Map to Institutional Planning Documents	
❑ Board of Trustees Core Priorities #_____ ❑ Academic Senate Objectives #_____ ❑ Program Review Observations ■ Institutional Effectiveness Dashboard Report ■ Student Equity Plan Activities[1] #2, 4 ■ Guided Pathways Redesign Goals[2] #4, 8	❑ Accreditation Recommendations 1. Indicate Standard #_____ 2. Quality Focus Essay ■ Institutional Learning Outcomes Supporting Goals[3] #2, 5 ■ CCC Chancellor's Office Vision for Success[4] #2, 3 ❑ Other (specify):

Methods to accomplish goal:
- Conduct research with Math faculty including extent and method of implementation of "just in time remediation" to achieve a greater degree of consistency in faculty implementation. (SPRING 2021)
  - Based on research results, identify best practices which improve learning and successful course completion in Math for Black and Latinx students (SUMMER 2021)
    - Develop an "Equitable Practices Course" for instructors
  - Provide training and support for instructors in teaching strategies shown to improve learning and successful course completion in Math for Black and Latinx students (FALL 2021)
    - Instructors receive 1 LHE release time or stipend to participate in Equitable Practices Course. (FALL 2021)
    - Instructors receive 1 LHE release time or stipend to implement new practices acquired in the Equitable Practices Course and be trained to become future "equity coaches" for the department. (SPRING 2022)
- Conduct research with students to gain deep understanding of effective practices and barriers faced by Black and Latinx students in completing Math AB705 courses and identify the support necessary to close racial equity gaps. (SPRING 2021)
  - Determine effectiveness of support programs including:
    - instructional assistants
    - embedded tutors
    - embedded counselors
    - math lab (non-embedded) tutoring
    - basic needs support
- Develop TWO professional learning communities for courses with support: [Math 2+2C, 3+3C, 4+4C, 26+26C], and [21+21C, 54+54C] (2021-2022)

- o PLC to assess and improve the materials created for these courses to better serve Black and Latinx students.
  - o PLC to share equity best practices so infuse such practices into the culture of the department.
- Maintain a seat cap of 35 in the support courses (Math 2+2C, 3+3C, 4+4C, 26+26C, 21+21C, 54+54C, 1, 1B, 1C and 50) (2021-2022)
- Collaborate with the Student Care Team / Title V work team and Instructional Support to integrate "peer navigator functions" within the scope of work of embedded tutors in all support courses. (SUMMER 2021)

Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college's goal of eliminating equity gaps:

Reducing the racial equity gap in AB 705 math courses will significantly reduce the overall college racial equity gap. Transfer-level mathematics courses set the stage for a student's academic success. Along with English 1, these mathematics courses are part of nearly every Academic and Career Path. Moreover, having all instructors become more active participants in improving the course materials by viewing them through an equity lens and participating in equity coaching will enhance the experience of learning mathematics for Black and Latinx students.

Status of Action Plan		
Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services Date:	**Fiscal/Budget Committee Response**	
Action Plan Submitted to Superintendent/President Date	Superintendent/President's Response ☐Approved ☐ Consider* ☐ Not Approved* *If checked, an explanation will be provided in writing.*	_____ Superintendent/President Date:

2021-2022 ACTION PLANS TO SUPPORT THE
INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

ACTION PLAN 4 **Reduce Equity Gaps** Reduce racial equity gaps and increase success in English 1 (including English 1 + 28)	**Lead (Contact) Person** • Elisa Meyer **Responsible Area(s):** • Academic Affairs • English • Counseling • Library • Student Instructional Support • Institutional Research

Map to 2017-2022 Strategic Initiatives
■ Close gaps in educational outcomes ❑ Educational and career opportunities and pathways ❑ Long-term and integrated planning linked to resource allocation ❑ Human Resource plan which supports student success ❑ Improve facilities and technology infrastructure, integration and staffing ❑ Ensure long-term fiscal stability

Map to Institutional Planning Documents	
❑ Board of Trustees Core Priorities #_____ ❑ Academic Senate Objectives #_____ ❑ Program Review Observations ■ Institutional Effectiveness Dashboard Report ■ Student Equity Plan Activities[1] #2, 4 ■ Guided Pathways Redesign Goals[2] #4, 8	❑ Accreditation Recommendations 1. Indicate Standard #_____ 2. Quality Focus Essay ■ Institutional Learning Outcomes Supporting Goals[3] #2, 5 ■ CCC Chancellor's Office Vision for Success[4] #2, 3 ❑ Other (specify):

- Conduct qualitative research with English faculty (SPRING 2021)
  - o Determine targeted professional development (SUMMER 2021)
  - o Provide training and support for instructors in teaching strategies shown to improve learning and successful course completion rates for Black and Latinx students. (FALL 2021)
- Conduct qualitative research with students to gain deep understanding of effective practices and barriers faced by Black and Latinx students in completing English 1 and identify the AB 705 support necessary to close racial equity gaps. (SPRING 2021):
  - o Determine effectiveness of and make recommendations regarding support programs including:
    - instructional assistants
    - embedded tutors
    - embedded counselors
    - embedded librarian
    - additional hours at the WHTC
    - Smarthinking online tutoring
    - basic needs support
    - technological support
- Develop and implement "English 1 + 28-specific training" for Peer Navigators and Student Care Team members to better support students to successful completion of transfer-level English. (SUMMER 2021)
- Utilize English 1 and English 1 + 28 Professional Learning Communities (PLC) (2021-2022)

- o   assess and improve course content, material, and teaching practices to better serve Black and Latinx students.
- o   collect, organize, and share equity best practices to infuse such practices into the culture of the department.

Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college's goal of eliminating equity gaps.

Reducing the racial equity gap in English 1 will significantly reduce the overall college racial equity gap. Transfer-level English sets the stage for a student's academic success. The result would be:
1) the college would have in place more research-based practices and supports to address the academic needs of Black and Latinx students, increase successful course completion, and create a sense of belonging on campus; and
2) as more English faculty engage in equity-focused professional development directly tied classroom best practices, their pedagogy and curriculum will elicit improved academic outcomes for Black and Latinx students.

Status of Action Plan		
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Action Plan Submitted to Superintendent/President Date	Superintendent/President's Response ☐Approved ☐ Consider* ☐ Not Approved* *If checked, an explanation will be provided in writing.	_____ Superintendent/President Date:

Santa Monica Community College District

2021-2022 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

ACTION PLAN 5	Lead Person:
Increase persistence, retention and completion	Michael Tuitasi
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

Map to 2017-2022 Strategic Initiatives
■ Close Gaps in educational outcomes
❑ Educational and career opportunities and pathways
❑ Long-term and integrated planning linked to resource allocation
❑ Human Resource plan which supports student success
❑ Improve facilities and technology infrastructure, integration and staffing
❑ Ensure long-term fiscal stability

Map to Institutional Planning Documents	
■ Board of Trustees Core Priorities # <u>1</u>	❑ Accreditation Recommendations 1. Indicate Standard # _____ 2. Quality Focus Essay
■ Academic Senate Objectives # 1	
❑ Program Review Observations	■ Institutional Learning Outcomes Supporting Goals[3] # <u>1, 2</u>
❑ Institutional Effectiveness Dashboard Report	■ CCC Chancellor's Office Vision for Success[4] # <u>2, 3, 4, 5, 6</u>
■ Student Equity Plan Activities[1] # <u>2, 3, 4</u>	
■ Guided Pathways Redesign Goals[2] # <u>3, 7, 8, 9</u>	■ Other (specify):

Methods to Accomplish the Annual Action Plan (*include timeline*)

- Expand the use of GPS among instructional faculty and counseling faculty as well as student support services providers
  - o GPS faculty ambassadors will be selected to serve during 2021-22 academic year with marketing, training, and encouraging faculty to use the system.
- Develop predictive analytics/retention scores in collaboration with Starfish consulting team and MIS Department
- Use predictive scores to engage in proactive outreach to students less likely to complete and persist

Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college's goal of eliminating equity gaps:

The expanded utilization of GPS, the launch of predictive analytics, and the resulting pro-active outreach to students to result in:

- Increased usage of campus services/resources among racially minoritized students
- Increased retention among racially minoritized students
- Increased degree and transfer completion for racially minoritized students

Status of Action Plan

Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services Date:	Fiscal/Budget Committee Response	
Action Plan Submitted to Superintendent/President Date	Superintendent/President's Response ☐Approved ☐ Consider* ☐ Not Approved* *If checked, an explanation will be provided in writing.	Superintendent/President Date:

2021-2022 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

ACTION PLAN 6	Lead Person:
	Tammara Whittaker
SMC Online Education	
	Responsible Area(s):
	Academic Affairs
Increase the number of online degree and certificate completions by African American and Latinx students.	Distance Education
	Department Chairs or designees
	Academic Senate
	Distance Education Committee
	Institutional Research
	Redesign Team
	Marketing

Map to 2017-2022 Strategic Initiatives

- ■ Close Gaps in educational outcomes
- ■ Educational and career opportunities and pathways
- ❑ Long-term and integrated planning linked to resource allocation
- ❑ Human Resource plan which supports student success
- ❑ Improve facilities and technology infrastructure, integration and staffing
- ❑ Ensure long-term fiscal stability

Map to Institutional Planning Documents

■ Board of Trustees Core Priorities #1, # 2	❑ Accreditation Recommendations
	1. Indicate Standard #_____
■ Academic Senate Objectives #1	2. Quality Focus Essay
❑ Program Review Observations	
	❑ Institutional Learning Outcomes Supporting Goals[3] #_____
❑ Institutional Effectiveness Dashboard Report	
■ Student Equity Plan Activities[1] #2, #3	■ CCC Chancellor's Office Vision for Success[4] #1 #2 # 4
■ Guided Pathways Redesign Goals[2] # 3, #4, #5, #6, #7, #8	❑ Other (specify):

- • Develop a structure for professional development of online instructors (Fall 2021)
  - - Sustain a local peer online course review (POCR) team using the CVC-OEI rubric (Fall 2021)
  - - Establish instructional designer position (Spring 2022)
  - - Sustain Online Teaching & Design (OTD) certification course for current and future online faculty (Fall 2021)
  - - Sustain Online Teaching Winter Institute for current and future online faculty (Winter 2022)
  - - Create professional development communities focused on racial equity and culturally responsive pedagogy in an online environment (Planning Fall 2021, Implementation Spring 2022)
- • Regularly collect online course success and degree progress data, disaggregated by race and ethnicity, to monitor progress toward closing inequitable gaps in African American and Latinx student achievement data (Fall 2021)
- • Refine and enhance student services available to online learners (Spring 2022)
  - - Explore peer navigator/online success coaching model for online education (Spring 2022)
  - - Increase support services offered to online learners (Spring 2022)
  - - Explore services and related software to support closing the racial equity gap for African American and Latinx students in an online learning environment (Spring 2022)
- • Identify resources for ongoing support to ensure the long-term integrity of new and continuing online programs, with a sustained focus on closing racial equity gaps (Fall 2021)
- • Explore software and/or online tools to foster an online community and promote student engagement (Fall 2021)

- Identify a process and expanded support with various campus stakeholders to establish agreements with states to increase non-resident FTES (Fall 2021)

Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college's goal of eliminating equity gaps:

- Increased access for students to higher education
- Increased online degree and certificate completion by African American and Latinx students and reduced equity gaps for these metrics
- There will be a larger pool of well-qualified online instructors to expand the number of degree-required course sections in preparation for expanded marketing of our fully online programs
- Recommendations for online student support services

Status of Action Plan		
Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services Date:	**Fiscal/Budget Committee Response**	
Action Plan Submitted to Superintendent/President Date	Superintendent/President's Response ☐ Approved ☐ Consider* ☐ Not Approved* *If checked, an explanation will be provided in writing.*	_____ Superintendent/President Date:

2021-2022 ACTION PLANS TO SUPPORT THE
INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

ACTION PLAN 7 3. Implement Counseling and support staff clusters for all Areas of Interest (AOI) (At Scale) 4. 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.	**Lead Persons:** Michael Tuitasi Janet Robinson Nick Mata Jose Hernandez Laurie Guglielmo Deyadra Blye **Responsible Area(s):** Redesign Implementation Team Student Affairs Academic Affairs Enrollment Development Institutional Research IT Title V Grant

Map to 2017-2022 Strategic Initiatives
■ Close Gaps in educational outcomes ■ Educational & career opportunities, and pathways ❑ Long-term and integrated planning linked to resource allocation ❑ Human Resource plan which supports student success ❑ Improve facilities and technology infrastructure, integration, and staffing ❑ Ensure long-term fiscal stability

Map to Institutional Planning Documents	
■ Board of Trustees Core Priorities #1 ■ Academic Senate Objectives #1 & 2 ❑ Program Review Observations ❑ Institutional Effectiveness Dashboard Report ■ Student Equity Plan Activities[1] #3 ■ Guided Pathways Redesign Goals[2] #3	❑ Accreditation Recommendations 1. Indicate Standard #_____ 2. Quality Focus Essay ■ Institutional Learning Outcomes Supporting Goals[3] #1 & 2 ■ CCC Chancellor's Office Vision for Success[4] #3 ❑ Other (specify):

Methods to Accomplish the Annual Action Plan (*include timeline*)

Area of Interest- Counseling Clusters:

- Implement Area of Interest Counseling and support services clusters in all AOI's (Academic and Career).
- Utilize GPS as a tool for proactive outreach and intervention.
- Implement a Classified Staff- Coaching model that is financially sustainable.
- Expand consistent, high touch, and proactive outreach utilizing Peer Navigators.

Student Care Teams:
Implement Student Care Teams in Health Science and Business Areas of Interest.

- Implement Year 2 and 3 Objectives for Title V Grant "Navigating the Pathways to Student Success".
- Use high impact practices and research gathered from the STEM Area of Interest cohort and hire additional Peer Navigators to populate Student Care Teams for First Time in College (FTIC) students in the Health Science and Business Areas of Interest. (Summer 2021)
- Expand access to technology for the Peer Navigator Program.
- Explore how Peer Navigators can support AB705 efforts (English and Math).

- Identify an online platform for Peer Navigators to communicate successfully with student cohorts. Explore Get-Set, People Grove, and Canvas platforms.
- Re-envision a "homebase" model for supporting students on-ground and online.
- Implement a "case management approach" via the SCT model and Starfish/GPS for FTIC students in the STEM, Health Science, and Business Areas of Interest. (Fall 2021)
- Assess the impact of the SCT model on student success, retention, and completion. (Summer 2021)
- Work with Special Programs to develop SCT's and a case management model.

Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college's goal of eliminating equity gaps:

- All students will be assigned to a Counseling cluster based on their AOI.
  - Increase a sense of belonging and connectedness for Black and Latinx students, which will lead to feelings of mattering, importance, and validation.
- SCTs and a "case management approach" will provide our racially marginalized students (Black and Latinx) with pro-active, wrap around services resulting in increased success, retention, and completion.

Status of Action Plan		
Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services Date:	**Fiscal/Budget Committee Response**	
Action Plan Submitted to Superintendent/President Date	Superintendent/President's Response ☐Approved ☐ Consider* ☐ Not Approved* *If checked, an explanation will be provided in writing.	Superintendent/President Date:

2021-2022 ACTION PLANS TO SUPPORT THE
INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

ACTION PLAN 8 **Human Resources Staffing Plan** 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.	**Lead Person:** Sherri Lee-Lewis Vice-President, Human Resources **Responsible Area(s):** Human Resources Academic and Student Affairs Business Services

Map to 2017-2022 Strategic Initiatives
❑ Close Gaps in educational outcomes ❑ Educational and career opportunities and pathways ❑ Long-term and integrated planning linked to resource allocation ■ Human Resource plan which supports student success ❑ Improve facilities and technology infrastructure, integration and staffing ❑ Ensure long-term fiscal stability

Map to Institutional Planning Documents	
■ Board of Trustees Core Priorities #_3 ■ Academic Senate Objectives # 3 ❑ Program Review Observations ❑ Institutional Effectiveness Dashboard Report ❑ Student Equity Plan Activities[1] #_____ ■ Guided Pathways Redesign Goals[2] #3	❑ Accreditation Recommendations 1. Indicate Standard #_____ 2. Quality Focus Essay ■ Institutional Learning Outcomes Supporting Goals[3] #2 ■ CCC Chancellor's Office Vision for Success[4] #2 & #3 ❑ Other (specify):

Methods to Accomplish the Annual Action Plan (*include timeline*)

During 2020-2021 fiscal year, the District's procurement office in conjunction with the office of human resources, will research and assess the costs associated with developing a staffing plan to assist the college in systematically identifying and prioritizing staffing (faculty, staff and management) needs, pending the outcome of restructuring the organization due to the supplemental retirement plan) SRP, the Pathways redesign efforts and budget considerations. A cost estimate will assist with planning and the creation of a realistic timeline for completion.

Other efforts related to this Action Plan will include:
• Re-evaluating the faculty ranking process; consider integrating the 75-25 in the ranking process
• Coordinating with Pathways Redesign Team to develop a staffing plan

Comment: This is the first stage of a 3-5 year staffing plan designed to fully support all college operations and ensure conditions that optimize student success and eliminate equity gaps. The plan will also address the issue of increasing the number and percentage of full-time instructional and non-instructional faculty. The staffing plan for facilities and information technology have already been completed but should be revisited during the assessment process to reflect any updates, especially as they relate to the Pathways redesign and the loss of personnel due to the SRP.

Describe the anticipated outcomes that will result from the completion of the action plan, including how its completion might further the college's goal of eliminating equity gaps:

The cost to develop a human resources staffing plan will be determined.

Status of Action Plan

Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services Date:	**Fiscal/Budget Committee Response**	
Action Plan Submitted to Superintendent/President Date	Superintendent/President's Response ☐ Approved ☐ Consider* ☐ Not Approved* *If checked, an explanation will be provided in writing.*	_____ Superintendent/President Date: