



Santa Monica Community College District
District Planning and Advisory Council
MEETING – JULY 27, 2022
AGENDA

A meeting of the Santa Monica Community College District Planning and Advisory Council (DPAC) is scheduled to be held on Wednesday, June 27, 2022 at 3:00 p.m. This meeting will be conducted via Zoom Conference.

I. Call to Order

II. Members

Mike Tuitasi, Administration, Chair Designee
Jamar London, Academic Senate President, Vice-Chair
Bradley Lane, Administration Representative
Chris Bonvenuto, Management Association Representative
Dione Carter, Management Association Representative
Stephanie Amerian, Academic Senate Representative
Peter Morse, Faculty Association President
Elaine Roque, Faculty Association Representative
Cindy Ordaz, CSEA President
Martha Romano, CSEA Representative
Joshua Elizondo, Associated Students Representative
Melody Mashouf, Associated Students Representative

During the COVID-19 (Coronavirus) Global Pandemic, the Board of Trustees has determined in accordance with Government Code Section 54953 that as a result of the ongoing emergency that meeting in person would present imminent risks to the health and safety of the attendees at public meetings. The Zoom format used for Santa Monica College public meetings ensures public participation and provides an opportunity for the public to directly address the body. Members of the public have the right to request to make public comments until such time as the public comment period is over.

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:

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+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

Instructions for Submitted Written Comments

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

Instruction for Participating in DPAC Meeting by Zoom

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

Each speaker may be allowed a maximum of three minutes per topic. 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: June 22, 2022

IV. Reports

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

VI. Agenda

1. COVID-19/Return to Campus Update
2. Accreditation Update
3. Link to: [DPAC Annual Report 2021-2022](#)
4. Report on 2021-2022 Annual Action Plans (year-end reports except for #4 are included below)

VII. Adjournment

Meeting schedule for 2022-2023

August 10, 24	January 11, 25, 2023
September 14, 28	February 8, 22
October 12, 26	March 8, 22
November 9, 23	April 12, 26
December 14	May 10, 24
	June 14, 28

Meeting of the Council of Presidents (COP)

The Council of Presidents will discuss the agenda for the DPAC meeting on August 10, 2022.



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:

DATE:



Santa Monica Community College District

REPORT ON 2021-2022 ANNUAL ACTION PLANS

ANNUAL ACTION PLAN 2	
Reduce Equity Gaps	<p>Lead Contact Person: Vice-President, Academic Affairs</p> <p>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</p>
<p>Reduce racial equity gaps in course success for largest gateway courses via professional development in equity-minded teaching practices and curricular development.</p>	
<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	
<p>Update presented to DPAC on April 27, 2022 <u>Equitizing Gateway Courses</u></p> <p>Please provide additional updates since the presentation to DPAC on April 27, 2022:</p> <p>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.</p> <p>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.</p>	

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:

DATE:



Santa Monica Community College District

REPORT ON 2021-2022 ANNUAL ACTION PLANS

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

DATE:



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 communicated 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:

DATE:



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: 		
DATE:		



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:

DATE:



Santa Monica Community College District

REPORT ON 2021-2022 ANNUAL ACTION PLANS

ANNUAL ACTION PLAN 8	
Human Resources Staffing Plan	<p>Lead Contact Person: Sherri Lee-Lewis Vice-President, Human Resources</p> <p>Responsible Area(s): Human Resources Academic and Student Affairs Business Services Academic Senate</p>
<p>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.</p>	
<input type="checkbox"/> Completed and/or <input type="checkbox"/> Ongoing/Institutionalized	<input type="checkbox"/> Not completed <input type="checkbox"/> Substantially completed <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	
<p>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.</p> <p>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.</p> <p>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.</p>	
<p>2021-2022 Budget Information Allocated: \$125,000 (one-time) Funding Source: Unrestricted Expended: Balance Left:</p>	
DPAC RECOMMENDATION:	
DATE:	

District Planning and Advisory Council (DPAC)
Meeting schedule 2022-2023
(second and fourth Wednesdays each month at 3 p.m.)

Meeting Date	Topic/Related Reports	Invitees/Responsible Areas
July 13, 2022	Cancelled	
July 27	Update: COVID-19/Return to Campus Accreditation Update DPAC Annual Report 2021-2022 Report on 2021-2022 Action Plans	Mike Tuitasi Jamar London DPAC DPAC
August 10	Report on 2021-2022 Action Plans (process continues)	DPAC
August 24	Update: COVID-19/Return to Campus Report on 2021-2022 Action Plans (process continues) Discussion of Annual Action Plans for 2023-2024 DPAC Scope and Function, 2021-2022 DPAC Semi-Annual Report	Mike Tuitasi DPAC Academic Senate Retreat: Discuss potential Action Plans for 2023-2024 Invite input from others as needed
September 14	Update: COVID-19/Return to Campus DPAC Orientation Report on 2021-2022 Action Plans Continue development of Action Plans for 2023-2024	Mike Tuitasi DPAC
September 28	Update: COVID-19/Return to Campus Review of report on 2021-2022 Annual Action Plan Continue development of Action Plans for 2023-2024 Adopted Budget 2022-2023	Mike Tuitasi DPAC Chris Bonvenuto
October 12	Update: COVID-19/Return to Campus Continue development of Action Plans for 2023-2024 Board Goals and Priorities, 2022-2023 Academic Senate Annual Objectives, 2022-2023	Mike Tuitasi DPAC
October 26	Update: COVID-19/Return to Campus Continue development of Action Plans for 2023-2024	Mike Tuitasi DPAC
November 9	Update: COVID-19/Return to Campus 2023-2024 Annual Action Plans	Mike Tuitasi DPAC
November 23	Cancel?	
December 14	Vision for Success/IE Dashboard Finalize Action Plans for 2023-2024	Hannah Lawler DPAC

January 11, 2023	Governor's Proposed Budget for 2023-2024	Chris Bonvenuto
January 25	Finalize 2022-2023 Action Plans to forward to Senior Staff, Fiscal, and Budget Committee	DPAC
February 8		
February 22	COVID-19 Update DPAC Semi-Annual Report 2021-2022	Mike Tuitasi
March 8	Technology Update	Marc Drescher
March 22	2022-2023 Annual Action Plans Update Guided Pathways Scale of Adoption Assessment	To be scheduled Maria Munoz/Guido Delpiccolo
April 12	Cancel (spring break)	
April 26	2022-2023 Annual Action Plans Update	To be scheduled
May 10	2022-2023 Annual Action Plans Update	To be scheduled
May 24	Review 2023-2024 Annual Actions Plans with Budget Committee input	DPAC
June 14	Tentative Budget for 2023-2024	Chris Bonvenuto
June 28	Start process for year-end report on 2022-2023 Action Plans	DPAC