



Santa Monica Community College District
District Planning and Advisory Council
MEETING –AUGUST 24, 2022
MINUTES

A meeting of the Santa Monica Community College District Planning and Advisory Council (DPAC) was held on Wednesday, August 24, 2022. This meeting was conducted via Zoom Conference.

- I. Call to Order -3:05 p.m.
- II. Members Present
 - Chris Bonvenuto, Administration, Chair
 - Jamar London, Academic Senate President, Vice-Chair
 - Lisa Rose, Management Association Representative
 - Dione Carter, Management Association Representative
 - Stephanie Amerian, Academic Senate Representative
 - Peter Morse, Faculty Association Representative
 - Elaine Roque, Faculty Association Representative
- III. The minutes of the DPAC meeting on July 27, 2022 were unanimously approved as amended (Bradley Lane was not present at the meeting) with one abstention.
- IV. Public Comments - None
- V. Superintendent/President's Response to DPAC Recommendation - None
- VI. Agenda
 1. Update: COVID-19/Return to Campus: COVID-19 numbers continue to decline. The college is now looking into the emerging Monkeypox threat.
 2. Accreditation Update: A draft of the Institutional Self-Evaluation Report (ISER) has been submitted to Dr. Jeffery for review. It will be shared with the Board of Trustees in mid-September for its review and input and then submitted for approval at its meeting on October 4, 2022. The ISER will be submitted to the ACCJC in mid-December in preparation for the team's visit in spring 2023.
 3. Motion was made by Elaine Roque and seconded by Dione Carter to accept the Year-End Report on 2021-2022 Annual Action Plan #4 as submitted. *Unanimously approved.*
 4. Discussion of Annual Action Plans for 2023-2024. It was suggested that the 2022-2023 Annual Actions Plans (#1 – Development and a Master Plan for Education and #2 – Relaunch the Center) continue for 2023-2024. It was also suggested that an Annual Action Plan focused on enrollment and retention be developed for 2022-2023. It was recommended that these proposed Annual Action Plans be presented to the constituency groups for their input. A draft of the Quality Focus Essay (QFE) will be presented at the next DPAC meeting to be considered in the development of the 2022-2023 Annual Action Plans.
 5. The DPAC Scope and Function, 2022-2023 was reviewed. It will be updated with DPAC Planning Subcommittee members for 2022-2023 and presented for approval at a future meeting.

III. Adjournment – 3:43 p.m.

Meeting schedule for 2022-2023 (second and fourth Wednesdays each month at 3 p.m.)

September 14, 28

October 12, 26

November 9, 23

December 14

January 11, 25, 2023

February 8, 22

March 8, 22

April 12, 26

May 10, 24

June 14, 28



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