

DPAC Annual Action Plan 24-25 Progress Report

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Presenters

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Presentation Overview

1. Introduction
 - a. **DPAC Annual Action Plan 24-25:** Identify the retention and persistence components of existing college plans and activities, develop recommendations on how to improve coordination of the plans and develop recommendations on how to assess the annual impact of each plan on retention and persistence.
2. Document overview
 - a. Retention and Persistence Plan Analysis
 - b. Santa Monica College Planning Crosswalk – Summary
 - c. Example planning crosswalk with metrics and accountability measures
 - d. Example: Preview Day, College Kickoff, and VIP Welcome (Fall 2024) – Term Persistence to Spring 2025
3. Document walk-through
4. Recommendations
5. Discussion

Retention and Persistence Plan Analysis

Retention and persistence efforts are evident across SMC’s major plans. These plans include the Strategic Enrollment Management Plan (SEM), Student Equity Plan (SEP), Guided Pathways Workplan (GP), and others.

I. Term-to-Term Persistence Initiatives

- **Auto-enrollment and Onboarding (SEM.A.2.1–2.4):** Automatically enrolling students into the SMC Promise Program, offering Promise Orientation, and ensuring warm handoffs to support programs.
- **Faculty Training & Cross-Training (GP-B/D/E-1.3, SEP.C.1/2.2):** Faculty and staff receive training to understand and address the academic, social-emotional, and cultural needs of students.
- **Bridge Programs (SEP.C.2.1, GP-B-1.7):** Summer bridge efforts such as “Mi Familia” are designed to increase comfort, familiarity, and support among incoming Black and Latinx students.
- **Predictive Analytics and Case Management (GP-B-1.8):** Implementing tools to identify at-risk students early and respond with timely, personalized support.

Plans Referenced: SEM, SEP, GP

II. Retention Strategy Integration

- **Student Engagement and Mentoring (SEM.D.X.1, SEM.C.2.2):** Promoting engagement through campus employment and peer mentoring (e.g., MOCAN).
- **Early Alert and Progress Monitoring (SEM.D.X.7):** Strengthening use of Early Alert systems and embedding them into the student experience.
- **Campus-Wide Retention Culture (SEM.D.X.4–D.X.5):** Messaging that retention is “everyone’s job,” supported through coordinated communication campaigns and cross-campus committees.
- **Faculty Awareness (SEM.B.2.5):** Workshops to educate faculty about specific student populations such as international students to improve classroom inclusivity.

Plans Referenced: SEM, SEP, GP

III. Onboarding and Counseling Access

- **Extended Service Hours & Modalities (SEM.A.4.6, SEM.E.X.1):** Offering support services beyond traditional hours and expanding online options.
- **Peer Support Models (SEM.D.X.2):** Use of Student Ambassadors and Peer Navigators in onboarding and ongoing outreach.
- **Program-Specific Orientation (SEM.E.X.3):** Creating orientation programming within special programs to reinforce connections and build community.
- **Area of Interest Student Care Teams (SEM.F.1.7):** Faculty-led care teams provide equity-minded guidance and support aligned to academic pathways.

Plans Referenced: SEM, GP

IV. Addressing Equity Gaps in Persistence and Belonging

- **Culturally Relevant Professional Development (SEP.C.1/2.2, GP-B/C/D/E-1.2):** Professional learning aimed at equity-minded teaching and support practices.
- **Inquiry and Gap Analyses (SEP.C.1/2.1):** Institutional self-assessment on cultural, motivational, and procedural gaps impacting Black and Latinx student persistence.
- **Intentional Community Building (SEM.H.2.1–2.3):** Marketing, storytelling, and celebration strategies that showcase student success and support belonging.

Plans Referenced: SEP, GP, SEM

V. Academic Support and Curriculum-Embedded Strategies

- **High-Impact Teaching Practices (SEM.D.1–4.9):** Active classroom strategies that increase retention, especially for Black and Latinx students.
- **Equitizing Gateway Courses (GP-B/C/D/E-1.2):** Training faculty to make foundational courses more inclusive and supportive.
- **Instructional Designers and Online Learning (SEM.F.1.8, SEM.F.2.1):** Enhancing instructional quality across modalities to support student persistence.

Plans Referenced: SEM, GP

VI. Pathways, Maps, and Enrollment Tools

- **Program Mapping and Integration (GP-B/D/E-1.4, SEM.F.2.1):** Integrated maps that align with scheduling, student planning, and financial aid eligibility.

DPAC AAP # 1 24-25

Retention Effort Assessment

- **ZTC and Scheduling Flexibility (GP-B/D/E-1.5–1.6, SEM.F.2.3):** Making it easier to persist by removing cost barriers and offering schedules that accommodate part-time and distance learners.
- **Degree Audit and Goal Alignment (SEM.G.1/2.4–1/2.7):** Redesigning the goal declaration process and improving degree audit tools.

Plans Referenced: GP, SEM

SANTA MONICA COLLEGE PLANNING CROSSWALK -- SUMMARY

FOCUS AREA I: ACCESS

Goal 1: Increase, with Equity, Enrollment

Strategic Enrollment Management Plan Strategies: A.1.1-11; A.3.1-4; A.4.1-5, 8; A.6.1-5; A.7.1-4; B.1.1-8; H.2.4-7; H.3.2-3; H.4.1
Student Equity Plan Strategies: A.1.1-3
Guided Pathways Workplan Strategies: A.1.1-4

Goal 2: Expand, with Equity, Financial Aid

Strategic Enrollment Management Plan Strategies: A.6.6; C.1.1-7; C.2.1, 3-5; C.4.1-3; C.5.1-2; C.6.1-2; C.7.1

Goal 3: Expand Support Services for Basic Needs Including Mental Health

Strategic Enrollment Management Plan Strategies: B.2.1-4; E.1.5; E.2.5; E.3.5; E.4.5

Goal 4: Refine Class Scheduling

Strategic Enrollment Management Plan Strategies: F.2.1

Goal 5: Increase Community Partnerships

Strategic Enrollment Management Plan Strategies: A.4.7; A.5.1-3

FOCUS AREA II: ENGAGEMENT

Goal 1: Improve Instructional Effectiveness

Strategic Enrollment Management Plan Strategies: D.1.9; D.2.9; D.3.9; D.4.9; F.1.8; F.2.1
Technology Master Plan Strategies: 3.1
Campus Master Plan Strategies: 1.2

Goal 2: Expand, Clarify and Promote Curricular Offerings

Strategic Enrollment Management Plan Strategies: A.7.5; B.1.9-10; F.1.1-6, 9; F.2.1; G.1.3, 5, 8; G.2.3, 5, 8

Goal 3: Increase, with Equity, Student Sense of Belonging

Strategic Enrollment Management Plan Strategies: C.2.2; D.1.1,6; D.2.1,6; D.3.1,6; D.4.1,6; H.2.1-3

Goal 4: Refine, with Equity, Student Access to Counseling Services

Strategic Enrollment Management Plan Strategies: A.4.6; D.1.2; D.2.2; D.3.2; D.4.2; E.1.1,3; E.2.1,3; E.3.1,3; E.4.1,3; F.1.7; G.1.2; G.2.2

Goal 5: Improve Collaboration Among College Areas

Strategic Enrollment Management Plan Strategies: D.1.4,5,7; D.2.4,5,7; D.3.4,5,7; D.4.4,5,7; H.4.2

Goal 6: Increase, with Equity, Term-to-Term Persistence

Strategic Enrollment Management Plan Strategies: A.2.1-4; B.2.5

Student Equity Plan Strategies: C.1.1-2; C.2.1-2

Guided Pathways Workplan Strategies: B.1.1-13; C.1.1-2; D.1.1-6; E.1.1-6

FOCUS AREA III: SUCCESS**Goal 1: Increase, with Equity, Course Success & Retention**

Strategic Enrollment Management Plan Strategies: F.2.1; F.3.1

Goal 2: Increase, with Equity, Completions of Transfer Level Math and English

Student Equity Plan Strategies: B.1.1-7; B.2.1-7

Guided Pathways Workplan Strategies: B.1.1-2, 14-15; C.1.1-10; D.1.1-2; E.1.1-2

Goal 3: Increase, with Equity, Transfer to Four-Year Institutions

Student Equity Plan Strategies: D.1.1-2; D.2.1-2

Guided Pathways Workplan Strategies: B.1.1-6; C.1.1-2; D.1.1-15; E.1.1-13

Goal 4: Increase, with Equity, Degree and Certificate Awards

Strategic Enrollment Management Plan Strategies: G.1.1; G.2.1

Goal 5: Increase, with Equity, Vision Goal Completion

Student Equity Plan Strategies: D.1.1-3; D.2.1-3

Guided Pathways Workplan Strategies: B.1.1-6; C.1.1-2; D.1.1-13; E.1.1-18

FOCUS AREA IV: INFRASTRUCTURE**Resource 1: Campus Facilities**

Campus Master Plan Strategies: 1.1, 3-7; 2.1-3; 3.1-3; 4.1-6; 5.1-6; 6.1-5; 7.1-6; 8.2-3

Resource 2: Human Resources

Technology Master Plan Strategies: 4.2

Resource 3: Digital Presence and Communication

Strategic Enrollment Management Plan Strategies: E.1.2; E.2.2; E.3.2; E.4.2; G.1.9; G.2.9; H.4.3

Resource 4: Professional Development

Strategic Enrollment Management Plan Strategies: D.1.3; D.2.3; D.3.3; D.4.3; E.1.4; E.2.4; E.3.4; E.4.4

Resource 5: College Planning

Campus Master Plan Strategies: 8.1, 4

Resource 6: Technology/Student Information System/ERP

Strategic Enrollment Management Plan Strategies: C.3.1-4; D.1.8; D.2.8; D.3.8; D.4.8; E.1.6; E.2.6; E.3.6; E.4.6; G.1.4, 6, 7; G.2.4, 6, 7; H.1.1; H.3.1, 4-6

Technology Master Plan Strategies: 1.1,2; 2.1-3; 3.2-4; 4.1

Example: planning crosswalk with metrics and accountability measures.

Initiative Indicator 2: COURSE COMPLETION

Institutional Goal: Increase the number of students who complete and succeed in all courses

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
<ul style="list-style-type: none"> Course completion in target course(s) Success rate (grades) in target course(s) Success rate in college-level English and/or math course Time to college level from basic skills Decrease in repeats Decrease in W's # units earned by the end of first semester, first year 	<p>Objective 2.1 Increase the persistence, completion, and success in all courses for African American and Latino/a students and other groups experiencing equity gaps. (SSSP, SE)</p>	<ul style="list-style-type: none"> Academic Affairs VP Student Services VP Enrollment Development VP Academic Senate President 	Spring 2017-Spring 2018	<p>Link to data reports</p>	
	<p>Activity 2.1.1 Explore and engage in the use of improvement science and networked improvement communities (Carnegie Foundation) to change practices and eliminate the equity gaps for African American, Latino/a, and other students experiencing such gaps.</p>	<ul style="list-style-type: none"> Integrated Planning Committee for CR and NC SSSP, Equity, BSI, AEBG 	Spring 2017-Spring 2018		
	<p>Activity 2.1.2 Increase students' opportunities for prep for assessment test working collaboratively with high schools.</p>	<ul style="list-style-type: none"> Enrollment Services Outreach English and Math Chairs Director Instructional Services 	Spring 2018 - develop promotional materials, packaged prep materials, work with high school leadership and faculty to distribute.		
	<p>Activity 2.1.3 Promote practices associated with creating community in the classroom through faculty professional development. Create community in the instructional support services through professional development with relevant classified staff and student tutors. Provide social opportunities, events, and food in instructional support centers. Create a "master" SMC community calendar</p>	<ul style="list-style-type: none"> Academic Affairs VP Center for Teaching Excellence Professional Development Committee Professional Ethics Committee of the Senate Learning Resources Faculty leadership 	<p>Fall 2017 - Academic Affairs convene workgroup to develop workshops and resources for distribution.</p> <p>Spring 2018 – hold Flex Day and departmental flex. Learning Resources holds trainings, develop/implement events for students.</p>		

Preview Day, College Kickoff, and VIP Welcome (Fall 2024) - Term Persistence to Spring 2025

3) Among first-time in college students in Fall 2024 who were predicted not to persist, does participation of Preview Day, College Kickoff, and/or VIP Welcome Day influence their persistence

Group	Fall 2024 FTIC Predicted Not to Persist				Participation Rate
	Predicted Not to Persist	Actually Persisted	% Persisted	Diff (PDKW - None)	
None	1,233	498	40%		16%
Preview, Kickoff, or Welcome	227	150	66%		
Grand Total	1,460	648	44%	+25.7%	

Race/Ethnicity*	Fall 2024 FTIC Predicted Not to Persist				Participation
	Predicted Not to Persist	Actually Persisted	% Persisted	Diff (PDKW - None)	
Asian	61	22	36%	+10%	15%
None	52	18	35%		
Preview, Kickoff, or Welcome	9	4	44%		
Black	187	76	41%	+35%	11%
None	166	61	37%		
Preview, Kickoff, or Welcome	21	15	71%		
Latine	652	346	53%	+14%	22%
None	508	254	50%		
Preview, Kickoff, or Welcome	144	92	64%		
Native Am.	2	1	50%	NA	0%
None	2	1	50%		
Two or More	70	35	50%	+21%	21%
None	55	25	45%		
Preview, Kickoff, or Welcome	15	10	67%		
Unreported	17	8	47%	NA	0%
None	17	8	47%		
White	471	160	34%	+46%	8%
None	433	131	30%		
Preview, Kickoff, or Welcome	38	29	76%		

*No Pacific Islander students were included in the Fall 2024 first-time in college students who were predicted not to persist

Denominator: First-time college students in Fall 2024 identified as at risk of not persisting to Spring 2025, according to a predictive model developed by Institutional Research that incorporates a range of student

Numerator: Among those in the denominator who actually persisted and re-enrolled in Spring 2025.

Key Insights:

First-time college students predicted not to persist who attended SMC Preview Day, College Kickoff, and/or VIP Welcome Day **persisted at a higher rate (66%)** than those who did not participate in any of the events (40%), **a 26 percentage point difference.**

The **biggest differences in persistence rate** between attendees and non-attendees were found among White **(+46%)**, **followed by Black students (+35%)**. This suggests that early engagement events may be especially impactful for these groups.

On average, **16%** of students predicted not to persist **attended at least one of the three early engagement events**. Participation was **lowest among Native American (0%), Unreported (0%), and White students (8%)**, while the **highest rates** were observed among **Latine (22%) and multi-racial students (21%)**.

Self-selection bias may be at play: Students who chose to attend these events may have higher motivation or access to support systems.