



Santa Monica Community College District

RESPONSES TO 2020-2021 ANNUAL ACTION PLANS

ACTION PLAN 1		Lead Person: Maria Muñoz
Academic and Career Paths		Responsible Area(s): Redesign Team Academic Affairs Academic Senate Curriculum Committee Marketing Information Technology
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Not completed (<i>see DPAC's recommendation following Response</i>) <i>Check one of the following boxes.</i> <input type="checkbox"/> <i>Substantially completed</i> <input checked="" type="checkbox"/> <i>Ongoing, to be completed in 2021-2022</i> <input type="checkbox"/> <i>Other (include reason if checked)</i>	
RESPONSE		
<p>In regards to publishing the program maps:</p> <p>Throughout 2020-2021, SMC has worked with Curriqunet to house the approved maps in a manner that leverages the data already contained in the Curriculum Management System. That work is now largely completed. 117 preliminary (course sequence) maps are now housed in Curriqunet. By Opening Day, 2021, Curriqunet will produce student-facing versions of the maps for our public website.</p> <p>In regards to critically examining the maps (Academic and Career Paths):</p> <p>This aspect of the action plan has been postponed due to the struggles in actually publishing the maps as well as the additional burden faced by faculty as a result of the pandemic. Additionally, we postponed this effort in light of the value that the Equitizing Gateway Courses Program (EGC) effort will add to the critical examination. Moreover, it was determined that working with the Curriculum Committee and Program Review Committee prior to faculty proposing revisions would strengthen the effort. This work with those committees will occur in 2021-2022. (Please see 2021-2022 Action Plan for more detail.)</p>		
DPAC RECOMMENDATION: Accepted as submitted		
DATE: August 25, 2021		



Santa Monica Community College District

2020-2021 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

<p>ACTION PLAN 1</p> <p>Academic and Career Paths</p> <ul style="list-style-type: none"> • Publish preliminary (course sequence) maps on the web for all Academic and Career Paths (programs). • Critically examine all Academic and Career Paths in the interest of closing equity gaps and increasing completion. 	<p>Lead Person: Maria Muñoz</p> <p>Responsible Area(s): Redesign Team Academic Affairs Academic Senate Curriculum Committee Marketing Information Technology</p>
<p>Map to 2017-2022 Strategic Initiatives</p>	
<ul style="list-style-type: none"> ■ Close Gaps in educational outcomes ■ Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability 	
<p>Map to Institutional Planning Documents</p>	
<ul style="list-style-type: none"> ■ Board of Trustees Core Priorities #1 ■ Academic Senate Objectives #1, #2 <input type="checkbox"/> Program Review Observations ■ Institutional Effectiveness Dashboard Report ■ Student Equity Plan Activities¹ #3 ■ Guided Pathways Redesign Goals² #1, #2 	<ul style="list-style-type: none"> <input type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard #_____ 2. Quality Focus Essay ■ Institutional Learning Outcomes Supporting Goals³ #1 ■ CCC Chancellor’s Office Vision for Success⁴ #1, #2 <input type="checkbox"/> Other (specify):
<p>Methods to Accomplish the Annual Action Plan (<i>include timeline</i>)</p>	
<ul style="list-style-type: none"> • Finalize and publish maps for any programs that have not been published. (Fall 2020) • Create “First Year ‘generic’ Area of Interest maps” in order to help undecided students start with some common core courses in each Area of Interest (Winter 2021). <p>Coordinate the critical examination of existing programs and program learning outcomes, and, if necessary, generate tangible recommendations for revisions to program learning outcomes and/or curricular changes in the interest of student learning, student efficiency and student racial equity. This includes, but is not limited to the integration of culturally relevant pedagogy and learning, project-based learning, collaborative learning, and applied learning opportunities. (Fall 2020 & Spring 2021) Curriculum Committee and Program Review specifically, including the Academic Senate, as well as the Redesign work team on Equitizing Gateway Courses would all play a crucial role in this endeavor.</p>	
<p>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:</p>	
<ul style="list-style-type: none"> • Program maps will reduce time to completion of programs, reduce unit accumulation (and thus reduce costs), and begin to “level the playing field” between first generation students and “non-first generation” students. • First Year Area of Interest maps will help students explore interests without accumulating “unnecessary” units. • Critical examination of programs and program learning outcomes will result in a more robust and applicable curriculum and pedagogy specifically designed to reduce the racial equity gaps. 	

<p>Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services</p> <p>Date: February 26, 2020</p>	<p>Fiscal/Budget Committee Response</p> <p>Reviewed by Budget Committee: June 3, 2020</p> <ul style="list-style-type: none"> • No additional unrestricted funds requested • Existing staffing/supplied will be utilized <p>Funding Source – Grant Funds Already Authorized</p> <p>Award of Innovation: \$50,000</p> <p>Guided Pathways: <u>\$35,000</u></p> <p>Total: \$85,000</p> <p><u>Description of how funds will further the Annual Plan</u></p> <p>Now that existing program maps have been created and vetted, we need a technological solution to help us publish these maps. Our hope is that a vendor we choose will be able to use the information stored in the curriculum management system (META) and create the output of that information that is visually appealing and easy to navigate for students. Also, we would want the maps to be integrated into our internal MIS system, MyEdPlan, so that students already have a pre-populated plan based on the program they selected.</p> <p>We also have a dedicated counselor who has already vetted all the maps to ensure mapping guidelines were followed and there is consistency throughout the process of vetting. Counselors have been instrumental in this work and we expect that they will continue working with instructional faculty on creating new maps and revising existing programs, as well as vetting them before they go to Curriculum Committee for approval.</p> <p><u>Additional Information</u></p> <p>Once the program mapping process is streamlined through Curriculum, there will be a need for collaboration between instructional and counseling faculty to continue in order to create, review, and finalize maps. There will also be a need for training the Curriculum Committee on how to review and approve new and revised program maps.</p> <p><u>Budget Committee</u></p> <p>Discussion: Budget Committee members are concerned with ongoing vendor costs for the design of the maps for subsequent years.</p> <p><u>Recommendation</u></p> <p>On June 3, 2020, there was unanimous consent by the Budget Committee to present the Academic and Career Paths' Annual Action Plan Budget Information Form to DPAC as presented.</p> <p><u>Voting</u></p> <p>11-Yes, 0-No, 0-Abstentions</p>	
<p>Action Plan Submitted to Superintendent/President</p> <p>Date July 23, 2020</p>	<p>Superintendent/President's Response</p> <p><input checked="" type="checkbox"/> Approved</p> <p><input type="checkbox"/> Consider*</p> <p><input type="checkbox"/> Not Approved*</p> <p><i>*If checked, an explanation will be provided in writing.</i></p> <p>Presented to DPAC: August 26, 2020</p>	 <hr/> <p>Superintendent/President</p> <p>Date: August 3, 2020</p>



Santa Monica Community College District

RESPONSES TO 2020-2021 ANNUAL ACTION PLANS

ACTION PLAN 2		Lead Person: Maria Muñoz
Equitizing Gateway and Critical Courses		Responsible Area(s): Redesign Team Academic Affairs Academic Senate Professional Development Committee
Reduce the racial equity gap in 6-8 prominent “gateway” courses and 2 “critical” (AB705) courses.		
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Not completed (<i>see DPAC’s recommendation following Response</i>) <i>Check one of the following boxes.</i> <input type="checkbox"/> <i>Substantially completed</i> <input checked="" type="checkbox"/> <i>Ongoing, to be completed in 2021-2022</i> <input type="checkbox"/> <i>Other (include reason if checked)</i>	
RESPONSE		
<p>In large part, due to the pandemic, this effort was postponed. Instead, trainings to incorporate equity-minded practices in remote instruction were offered to all faculty. The Equitizing Gateway Courses program (EGC) team leads worked with Distance Education faculty, administrators and staff to infuse equity-minded principles into the Distance Education training being provided to all faculty and staff through Summer and Fall of 2020. In Spring 2021, the team regrouped for the (EGC) rollout, and are now prepared for a remote launch in the Fall 2021. The program is a 5-semester, college-wide professional development opportunity for faculty to cultivate and deepen equity-centered pedagogical practices and to better serve today’s students, particularly our African-American and Latinx students.</p> <p>Additionally, a decision was made to offer the (EGC) at-scale to all full-time and associate status adjunct faculty beginning in fall 2021. Therefore, much of 2020-2021 involved developing/expanding the EGC design to serve the larger target population and transition the program to the remote environment. (Please see 2021-2022 Action Plan for more detail on the forthcoming EGC effort.)</p>		
DPAC RECOMMENDATION: Accepted as submitted		
DATE: August 25, 2021		



Santa Monica Community College District

2020-2021 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

<p>ACTION PLAN 2</p> <p>Equitizing Gateway and Critical Courses</p> <p>Reduce the racial equity gap in 6-8 prominent “gateway” courses and 2 “critical” (AB705) courses.</p>	<p>Lead Person: Irena Zugic</p> <p>Responsible Area(s): Redesign Team Academic Affairs Academic Senate Professional Development Committee</p>		
<p>Map to 2017-2022 Strategic Initiatives</p> <ul style="list-style-type: none"> ■ Close Gaps in educational outcomes ■ Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability 			
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<p>Methods to Accomplish the Annual Action Plan (<i>include timeline</i>)</p> <ul style="list-style-type: none"> ➤ Gateway courses: Entry level courses which offer students an idea of the program and engage student to figure out if they want to continue or move to another path. ➤ Critical courses: Courses (either inside or outside of the discipline) that predict success in a program of study and are often viewed as a milestone in student progression. <ul style="list-style-type: none"> • Continue the multi-semester, multi-phase instructional faculty professional development (60-75 participants) in 6-8 “gateway” courses and in 2-4 “critical” courses impacted by AB 705 (e.g., English 1, 1+28, Math 54 & 54/54C) which will have begun in Spring 2020. • Implement changes in classes in Fall 2020 (developed in Spring 2020). • Assess results, make necessary improvements to close equity gaps in those classes, and revise professional development for additional cohorts of faculty (Spring 2021). 			
<p>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:</p> <ul style="list-style-type: none"> • Reducing the racial equity gap in gateway and critical courses will significantly reduce the college racial equity gap. Both gateway and critical courses (in English and Math) 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. • We anticipate that the goal of Equitizing Gateway and Critical Courses will require this Action Plan to be ongoing over several years and will require significant investment in professional development, but we equally anticipate that this investment will be recouped based on much improved retention and completion numbers. 			

Status of Action Plan

Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services

Date: February 26, 2020

Fiscal/Budget Committee Response

Reviewed by Budget Committee: June 30, 2020

- No additional unrestricted funds requested
- Existing staffing/supplied will be utilized

Funding Source – Grant Funds Already Authorized

Guided Pathways	\$110,000 (Reassigned time/benefits for EGC faculty leads)
Guided Pathways	30,000 (Stipends for DE Subcommittee faculty leads)
SEAP	214,500 (Consultants/courses for Equitizing Gateway Courses)
SEAP	769,600 (Stipends/benefits to work with faculty)
SEAP	14,050 (Books, journals and materials for professional development)
Total:	\$1,138,150

Description of how funds will further the Annual Plan

Equitizing Gateway Courses (EGC) is designed to actionize the College’s Board Approved Equity Goals, Vision for Success, and Redesign 9 Efforts. The Equity Plan looked to develop professional development that closes equity gaps, by inquiry based processes, creating an infrastructure to sustain and coordinate efforts, improve the racial climate. EGC selected 8 of the highest enrolled classes by Black and Latinx students with the highest equity gaps. We will work directly with 70 faculty members who historically teach these classes, in an on-ground and online format, for a full year to work on the redesign of these classes from an equitized pedagogical foundation. These faculty members will then provide all developed work and provide workshops to the rest of their departments. Of the 70 people, about 15 will emerge as equity leaders to continue to improve the racial climate within the school and their respective departments.

EGC supports Vision for Success by increasing success in gateway courses, which are currently barriers to students earning a certificate, associate degree, or transferring. EGC is the only Redesign effort directly working on the Critical and Gateway Courses. Additionally, professional development, areas of student support, campus community, and program maps will be influenced by the work of the EGC Participants. Faculty from across campus will be able to access much of the content and professional development opportunities.

Additional Information

As listed in the DPAC Action Plan #2, the anticipated outcomes that will result from the completion of the action plan are the following:

- The value added to the college: 8 Gateway Courses worked on for 1 year Summer 20 - Spring 21, 8 leads (one from each course) will be trained as an equity leader, 70 faculty participants, 4 DE/Equity faculty members, approximately 575 faculty members from across campus will be able to benefit from the larger trainings.
- Reducing the racial equity gap in gateway and critical courses will significantly reduce the college racial equity gap. Both gateway and critical courses (in English and Math) 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.
- We anticipate that the goal of Equitizing Gateway and Critical Courses will require this Action Plan to be ongoing over several years and will require significant investment in professional development, but we equally anticipate that this investment will be recouped based on much improved retention and completion numbers.

Budget Committee Discussion

The Budget Committee members agreed this is an important action plan to support students and the college's overall mission of providing equitable Gateway Courses. The Budget Committee is looking forward to receiving updated information from Jenny Merlic, Vice President, Academic Affairs.

Action Plan Submitted to Superintendent/President

Date July 23, 2020

Superintendent/President’s Response

- Approved
- Consider*
- Not Approved*

*This action plan is on hold pending a return to campus and well need to reconsidered by DPAC.

DPAC Response – August 26, 2020

There was consensus that ideally this should be an on-campus activity, but that a discussion should occur about providing these professional development activities via distance education.

*Presented to DPAC: August 26, 2020
DPAC discussion: There was consensus that ideally this should be an on-campus activity, but that a discussion should occur about providing these professional development activities via distance learning.*



Superintendent/President

Date: August 3, 2020



Santa Monica Community College District

RESPONSES TO 2020-2021 ANNUAL ACTION PLANS

<p>ACTION PLAN 3</p> <p>Instructional Support / Learning Resources for Students</p> <p>Using data and assessment of identified best practices, align the structure and operation of instructional supports.</p>		<p>Lead Person: Maria Muñoz</p> <p>Responsible Area(s): Redesign Team Academic Affairs Academic Senate Student Instructional Support Committee Institutional Research</p>
<p><input type="checkbox"/> Completed</p>	<p><input checked="" type="checkbox"/> Not completed (<i>see DPAC's recommendation following Response</i>) Check one of the following boxes.</p> <p><input type="checkbox"/> Substantially completed</p> <p><input checked="" type="checkbox"/> Ongoing, to be completed in 2021-2022</p> <p><input type="checkbox"/> Other (include reason if checked)</p>	
<p>RESPONSE</p>		
<p>In large part, due to the pandemic, this effort was postponed/modified.</p> <p>Modified method:</p> <ul style="list-style-type: none"> Design equity- and evidence-based professional development for implementation in Summer/Fall 2021 for instructors and learning resources staff members for ONLINE Instructional Support / Learning Resources that serves the needs of our racially marginalized students. <p>To this end, Wendi DeMorst, Associate Dean of Student Instructional Support (Interim), along with Human Resources collaborated on a professional development session on June 16, 2020 for the instructional assistants and tutoring coordinators. This session was geared explicitly to strengthening knowledge and connections around peer learning. The session was led by Devon Werble, from 3CSN as well as Vali Engles and Lindsey Lazo.</p> <p>This session focused on metacognition as a process of learning that is student-centered to help students recognize the gap between knowing a topic and understanding it. This session also explored tools and techniques in applying metacognitive strategies in tutoring sessions and incorporating them into everyday practice.</p> <p>Silvana Carrion and Wendi DeMorst also presented to classified staff on November 19, 2020. "Classified Professionals Conversation: Equity Conversations and Priorities" as part of a HR classified professional development series</p> <p>Future professional development activities include the following:</p> <ul style="list-style-type: none"> Winter retreat (Dec. 2021)-Staff will receive equity-based professional development focused on the topics: in-group and out-group bias and the power of allyship Research College Reading and Learning Association (CRLA) tutor training certification program for all instructional assistants (Fall 2021) and offer training in Spring 2022 A selection of Math and English Instructional Assistants and Coordinators will attend the Association for College for Tutoring and Learning Assistance (ACTLA) conference (Spring 2022) Research ACTLA remote online tutor training program (Fall 2021) and offer training to student tutors in Spring 2022 		

DPAC RECOMMENDATION:

Accepted as submitted

DATE: SEPTEMBER 8, 2021



Santa Monica Community College District

**2020-2021 ACTION PLANS TO SUPPORT THE
INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES**

<p>ACTION PLAN 3</p> <p>Instructional Support /Learning Resources for Students</p> <p>Using data and assessment of identified best practices, align the structure and operation of instructional supports.</p>	<p>Lead Person: Irena Zugic</p> <p>Responsible Area(s): Redesign Team Academic Affairs Academic Senate Student Instructional Support Committee Institutional Research</p>		
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<p>Methods to Accomplish the Annual Action Plan (<i>include timeline</i>)</p> <ul style="list-style-type: none"> • Establish data collection standards (Summer 2020) and analyze usage and effectiveness data (Fall 2020) • Integrate Starfish “tracking” with instructional support (Summer 2020) • Implement equity- and evidence-based professional development for instructors and learning resources staff members (Student Tutors—both embedded and drop-in, Instructional Assistants, Supplemental Instructors, Tutoring Coordinators) (Fall 2020) • Redesign the operation of tutoring to intentionally serve the needs of our racially marginalized students (Winter 2021) 			
<p>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:</p> <ul style="list-style-type: none"> • Centralizing, aligning, and basing our outside-of-the-classroom Instructional Supports on equity-based and evidence-based practices will likely result in increased academic success overall. Designing those supports specifically with our racially marginalized students at the center of the design will significantly help us reduce the equity gap. 			

Status of Action Plan

Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services

Date: February 26, 2020

Fiscal/Budget Committee Response

Reviewed by Budget Committee: June 3, 2020

- Additional unrestricted funds requested, ongoing
- Existing staffing/supplied will be utilized

Unrestricted Funds Requested

Equipment	\$20,000 (ipads)
Consultants	\$20,000 (professional development)
Conferences	<u>\$40,000</u> (professional development)
Total:	\$80,000

Description of how funds will further the Annual Plan

1.The ipads will be essential as we move forward in using GPS as our tutor tracking system. All the centers will be using GPS so that we are able to collect the data in a consistent and uniform way. The tutors will need to be able to have devices to un-flag students who were put in the early alert system that receive tutoring. They would also use them to give feedback in GPS on what they worked with students on, so that faculty and counselors have a clear picture of how the students have been supported. These would also be used if we need to support SMC's transitions to temporary online tutoring.

2.Working with Edna Chavarry and Cyrus Fernandez we plan to bring in consultants who can talk to the LRC staff about how to redesign the tutoring to help support our racially minoritized students. They will also help us to implement equity/ research based professional development for the Tutoring Coordinators and IA's as well as SI leaders and student tutors.

3.With the implementation of AB705 the Staff need training on how to support the students who are now entering into college level English and Math courses. The ACTLA (The Association of Colleges for Tutoring and Learning Assistance) has an annual conference that is dedicated to the improvement of tutoring with educators from across the nation who come and share researched best practices. We would like to continue to attend. We have gone in the past and have come back and implemented various strategies and practices that were shared. (\$2,000 per person for 20 people)

Additional Information

Discussion: The Budget Committee agreed that bringing in a consultant to help redesign the tutoring program was the most important item in the request. The following adjustments were suggested: Training/Consultants: \$26,000, Conferences: \$4,000 (2 people per year to attend and share information), Equipment: None - using Chromebooks instead of IPADs as we have a stock on hand.

Recommendation

On June 3, 2020 the Budget Committee members agreed to send the Institutional Support and Learning Resources' Annual Action Plan Budget Information Form to DPAC as amended above.

Voting

9-Yes, 0-No, 2-Abstentions: Martha Romano, Teresita Rodriguez

Action Plan Submitted to Superintendent/President

Date July 23, 2020

Superintendent/President's Response

- Approved (with recommendation made by Budget Committee)
- Consider*
- Not Approved*

**If checked, an explanation will be provided in writing.*

Presented to DPAC: August 26, 2020

DPAC discussion: Agreed. This information will be discussed with the tutoring director.



Superintendent/President

Date: August 3, 2020



Santa Monica Community College District

RESPONSES TO 2020-2021 ANNUAL ACTION PLANS

<p>ACTION PLAN 4</p> <p>Student Care Teams</p> <p>Implement a Student Care Team (SCT) model for students in the STEM Area of Interest</p>	<p>Lead Person: Michael Tuitasi</p> <p>Responsible Area(s): Redesign Team Student Affairs Academic Affairs Enrollment Development STEM Program Institutional Research</p>
<p><input checked="" type="checkbox"/> Completed</p>	<p><input type="checkbox"/> Not completed (<i>see DPAC's recommendation following Response</i>) <i>Check one of the following boxes.</i></p> <p><input type="checkbox"/> <i>Substantially completed</i></p> <p><input checked="" type="checkbox"/> <i>Ongoing, to be completed in 2021-2022</i></p> <p><input type="checkbox"/> <i>Other (include reason if checked)</i></p>
<p>Methods to Accomplish the Annual Action Plan (<i>include timeline</i>)</p> <ul style="list-style-type: none"> • Leveraging SMC Title V grant “Navigating the Pathways to Success” and under the leadership of a Project Manager or Director (hired in Spring 2020), finalize the Student Care Team model. (Summer 2020) <ul style="list-style-type: none"> ○ Accomplished - Hired Project Manager, summer 2020 to implement Peer Navigators within STEM AOI • Using the practices developed in Spring 2020, hire students (“peer navigators”) to populate Student Care Teams for FTIC students in the STEM Area of Interest. (Summer 2020) <ul style="list-style-type: none"> ○ Accomplished - Hired 8 students to serve as Peer Navigators within the STEM AOI. Served 345 Black & Latinx students throughout the 20-21 academic year. Activities included hosting 4 workshops per semester, monthly Peer Navigator newsletter, emailing and/or calling students weekly to share resources and offering 1:1 meetings via Zoom. Peer Navigators also outreached (via phone & email) to Black & Latinx HS seniors with identified majors in the 3 target AOIs during spring 21 from top 7 feeder schools. ○ Expanded to hire 5 Peer Navigators + 1 Social Media Coordinator (student) in Spring 21, for a total of 13 Peer Navigators. Peer Navigators launched in STEM, Health/Wellness, & Business Areas of Interest. • Populate SCTs with applicable SMC professionals (e.g., discipline faculty, student services, enrollment). (Summer 2020) <ul style="list-style-type: none"> ○ In progress. ○ Counseling Lead for SCT was identified & brought on Spring 21 - Teresa Garcia ○ Established SCT Committee in Fall 20 ○ Identified counselors & lead counselors for Area of Interest Counseling Clusters in 3 AOIs. Each lead counselor will serve on the SCT. ○ Summer/Fall 21 will identify instructional faculty who may serve on SCT • Implement a “case management approach” via the SCT model and Starfish for FTIC students in the STEM Area of Interest. (Fall 2020) <ul style="list-style-type: none"> ○ In Progress. ○ Peer Navigators each receive a caseload of mentees within their Area of Interest at the beginning of the academic year. STEM Peer Navigators started the fall semester with 85 mentees each, with approximately 50% of that caseload identified as Black & Latinx. Peer Navigators had consistent outreach to Black & Latinx students via email and phone throughout the academic year. All other students received an initial email from Peer Navigators at the beginning of Fall 20 semester and were on marketing mailing list to promote events and receive the monthly Peer Navigator newsletter. 	

- Laurie G. & Janet Robinson developed framework for case management approach. D. Blye collaborated on aspects related to Peer Navigator function and future role (Winter 21)
- Exploring future possibilities for SCT integration with Starfish
- As part of an onboarding project led by T. Garcia, incoming students who have identified majors within the 3 AOIs will be “tagged” in their SMC student profile -
- Assess the impact of the SCT model on student success, retention, and completion. (Spring 2021)
 - In progress. Need to analyze data received from Peer Navigator survey and establish a larger survey to assess impact of full SCT.
 - Peer Navigators established a survey to gauge student engagement with Peer Navigators during Spring 21. Sent to target audience during summer 21.
- Organize the expansion of the SCT model to 2 additional Areas of Interest for Fall 2021. (Summer 2021)
 - Accomplished.
 - Spring 21 soft launch into 2 additional Areas of Interest – Business, Health & Wellness. Hired 5 Peer Navigators, 3 in Business & 2 in Health/Wellness. These 5 students served ____ students throughout the spring semester.
 - Summer 21 hiring 7 Peer Navigators to serve in each of the 3 AOIs (total 21 Peer Navigators) to fully expand into 3 AOIs. Data as of 7/28/2021 has 792 Black & Latinx FTIC students enrolled for the fall within the 3 AOIs.

DPAC RECOMMENDATION:

Accepted as submitted

DATE: August 25, 2021



Santa Monica Community College District

2020-2021 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

<p>ACTION PLAN 4</p> <p>Student Care Teams</p> <p>Implement a Student Care Team (SCT) model for students in the STEM Area of Interest</p>	<p>Lead Person: Michael Tuitasi</p> <p>Responsible Area(s): Redesign Team Student Affairs Academic Affairs Enrollment Development STEM Program Institutional Research</p>
<p>Map to 2017-2022 Strategic Initiatives</p>	
<ul style="list-style-type: none"> ■ Close Gaps in educational outcomes ■ Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability 	
<p>Map to Institutional Planning Documents</p>	
<ul style="list-style-type: none"> ■ Board of Trustees Core Priorities #1 ■ Academic Senate Objectives #1, #2 <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report ■ Student Equity Plan Activities¹ #3 ■ Guided Pathways Redesign Goals² #3 	<ul style="list-style-type: none"> <input type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard # _____ 2. Quality Focus Essay ■ Institutional Learning Outcomes Supporting Goals³ #1, #2 ■ CCC Chancellor’s Office Vision for Success⁴ #3 <input type="checkbox"/> Other (specify):
<p>Methods to Accomplish the Annual Action Plan (<i>include timeline</i>)</p>	
<ul style="list-style-type: none"> • Leveraging SMC Title V grant “Navigating the Pathways to Success” and under the leadership of a Project Manager or Director (hired in Spring 2020), finalize the Student Care Team model. (Summer 2020) • Using the practices developed in Spring 2020, hire students (“peer navigators”) to populate Student Care Teams for FTIC students in the STEM Area of Interest. (Summer 2020) • Populate SCTs with applicable SMC professionals (e.g., discipline faculty, student services, enrollment). (Summer 2020) • Implement a “case management approach” via the SCT model and Starfish for FTIC students in the STEM Area of Interest. (Fall 2020) • Assess the impact of the SCT model on student success, retention, and completion. (Spring 2021) • Organize the expansion of the SCT model to 2 additional Areas of Interest for Fall 2021. (Summer 2021) 	
<p>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:</p>	
<ul style="list-style-type: none"> • SCTs and a “case management approach” will provide students—particularly our racially marginalized students—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: February 26, 2020

Fiscal/Budget Committee Response

Budget
 Title V Grant- Navigating the Pathway to Success
 YEAR 2: 2020-2021
 ACCOUNT: 1.3-00000.0-26120-00334-6390021

POSITION	AMOUNT	BENEFITS	TOTAL
Project Manager	\$133,117	\$37,273	\$170,390
Activity Director	\$26,686	\$7,472	\$34,158
FA Counselor (Stipend)	\$14,000	\$3,920	\$17,920
50% Admin Asst.	\$33,475	\$9,373	\$42,848
Coaching	\$131,950	\$36,946	\$168,896
Student Employment (Peer Navigators)	\$134,400	\$6,720	\$141,120
Supplies	\$7,168		\$7,168
Professional Development/ Meetings	\$16,000		\$16,000
Technology	\$1,500		\$1,500
Total	\$498,296	\$101,704	\$600,000

Budget Committee

Discussion: Budget Committee members expressed concern that when the grant expires, expenses will be shifted to the Unrestricted General Fund, adding to the deficit.

Recommendation

No recommendation was proposed

Voting

No voting occurred

Action Plan Submitted to Superintendent/President

Date July 23, 2020

Superintendent/President's Response Approved
 Consider*
 Not Approved*

*The Superintendent would like to see an implementation plan which includes how to institutionalize the grant and how to minimize the effect on the Unrestricted General Fund during this time of fiscal constraint.

Presented to DPAC: August 26, 2020

DPAC discussion: Some concerns have already been addressed. Vice-President Mike Tuitasi will update the action plan.



Superintendent/President

Date: August 3, 2020



Santa Monica Community College District

RESPONSES TO 2020-2021 ANNUAL ACTION PLANS

ACTION PLAN 5		Lead Person: Stacey Jones Janet Robinson
Starfish GPS Early Alert System		Responsible Area(s): Student Affairs Academic Affairs Information Technology
Expand the Implementation of Starfish “GPS” Early Alert Solution Campus-wide and Launch Student Retention Predictive Analytics		
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Not completed (<i>see DPAC’s recommendation following Response</i>) <i>Check one of the following boxes.</i> <input type="checkbox"/> Substantially completed <input type="checkbox"/> Ongoing, to be completed in 2021-2022 <input type="checkbox"/> Other (<i>include reason if checked</i>)	
RESPONSE		
<p>A lot was accomplished during the 2020-2021 year related to the continued launch of the Starfish Early Alert system at SMC. Fall 2020 marked the campus-wide launch of the system following an initial pilot in the Spring and Summer of 2020. A diverse GPS implementation team (consisting of representatives from various departments on campus), continued to meet on a weekly basis to discuss, brainstorm and activate the various tools within GPS to help close gaps in educational outcomes at SMC. The following are highlights of what was accomplished during the 2020-2021 academic year related to the GPS system:</p> <p><u>Fall 2020</u></p> <ul style="list-style-type: none"> • Added faculty Ambassadors to do outreach and trainings with faculty 1-on-1 and in group settings • Presentations were made by ambassadors during Flex Day, to the Academic Senate and to faculty during department meetings • Training videos were created and strategically shared with departments and/or individual instructional faculty members • We created an Area of Interest designation within GPS for students who identified STEM as their major or career-related field of interest • We worked with and provided training to the tutoring center staff to educate them on the use of GPS to assist with appointment scheduling • We updated and enhanced the messaging templates within the GPS system for kudos, flags and referrals raised by faculty members • With the help of Institutional research, we disseminated a survey to counseling faculty and students regarding their experience with GPS and preliminary survey results were collected • GPS items raised for Fall 2020 <ul style="list-style-type: none"> ○ Kudos- 23,773 ○ Flags-10,105 ○ Referrals- 2,605 <p><u>Winter 2021</u></p> <ul style="list-style-type: none"> • We launched and piloted the GPS scheduling system within the tutoring center at SMC • We provided training about GPS to the Basic Needs staff at SMC and then... • We launched the Basic Needs and Wellness flag within GPS for faculty to refer students or students to self-refer for resources • An analysis of survey results was conducted and used to enhance servicing during the winter/spring 2021 terms • Update and Check-in meetings regarding GPS were conducted with the VPs of Academic Affairs and Student Affairs 		

Spring 2021

- Worked with Tammara W. to add a GPS link in Canvas allowing faculty and students access GPS
- Faculty Ambassadors continued outreach and trainings with faculty 1-on-1 and in group settings
- Presentations were made by ambassadors again during Flex Day, to the Academic Senate and to faculty during department meetings
- A second survey was disseminated to instructional faculty to collect feedback regarding their use of and experience with GPS
- Conducted meeting with Direct Connect faculty Leads to discuss ways to collaborate across platforms and how to promote both platforms to faculty and students
- Update and Check-In meetings regarding the launch of predictive/operational analytics within GPS were conducted with IT and IR leads at SMC along with Starfish account managers
- GPS Website updates completed
- GPS items raised for Spring 2021
 - Kudos- 20,633
 - Flags-10,105
 - Referrals- 1,810
- We reviewed persistence from fall to spring and saw a greater number of GPS students persist from then those who were not using GPS.

Summer 2021 (Looking Forward to 2021-2022):

- Finalized a GPS faculty video to be shared in the new year
- Finalized a GPS student overview video
- Finalizing the changeover to new GPS Leads and Ambassadors
- Flex Day presentation planning: “Tips to make your semester easier with GPS” presented by Stacey Jones, Kristin Lui-Martinez, and Jose Cue, to provide a general overview to faculty on how they can use GPS to help students, provide a live demo of the platform, and introduce the new ambassador team
- Visit Days presentation to students, presented by Stacey Jones, Janet Robinson, and Kristin Lui Martinez. We will provide a video overview, and Q&A’s
- Updated FAQs are being drafted by current Ambassadors to be shared with incoming Ambassadors.
- Targeting larger departments (e.g. Business) to promote usage of GPS amongst faculty
- Will work with Institutional Research to prepare for the implementation of analytics within GPS during Winter2022.

DPAC RECOMMENDATION:

Accepted as submitted

DATE: August 25, 2021



Santa Monica Community College District

2020-2021 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

ACTION PLAN 5 Starfish GPS Early Alert System Expand the Implementation of Starfish “GPS” Early Alert Solution Campus-wide and Launch Student Retention Predictive Analytics		Lead Person: Stacey Jones Dan Nannini Brenda Benson Responsible Area(s): Student Affairs Academic Affairs Information Technology
Map to 2017-2022 Strategic Initiatives <input checked="" type="checkbox"/> Close Gaps in educational outcomes <input type="checkbox"/> Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability		
Map to Institutional Planning Documents		
<input checked="" type="checkbox"/> Board of Trustees Core Priorities #1 <input checked="" type="checkbox"/> Academic Senate Objectives #1 <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report <input type="checkbox"/> Student Equity Plan Activities ¹ # _____ <input checked="" type="checkbox"/> Guided Pathways Redesign Goals ² #3	<input type="checkbox"/> Accreditation Recommendations 1. Indicate Standard # _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals ³ #2 <input checked="" type="checkbox"/> CCC Chancellor’s Office Vision for Success ⁴ #1 #2 <input checked="" type="checkbox"/> Other (specify): Award for Innovation California Community Colleges Guided Pathways Grant	
Methods to Accomplish the Annual Action Plan (<i>include timeline</i>) Following the implementation of the pilot Starfish “GPS” Early Alert solution in English and math in spring 2020, the Implementation Team will roll out the Early Alert solution campus-wide in fall 2020. The roll-out will include a marketing campaign, individual and group training sessions, the creation of a training video, and the selection of GPS faculty ambassadors to help troubleshoot and encourage usage of the system. We also hope to rollout other Starfish solutions including student retention predictive analytics that will help counselors be more intentional in their outreach to students.		
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: By implementing the Starfish/GPS Early Alert solution campus-wide as well as the student retention predictive analytics, we hope to see: 1) Increased usage among faculty of Early Alert (kudos, flags and referrals) 2) increased retention across the college, particularly among racially marginalized students, and 3) increases in degree and transfer completion over time.		

Status of Action Plan

Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services

Date: February 26, 2020

Fiscal/Budget Committee Response

Reviewed by Budget Committee: June 3, 2020

- No additional unrestricted funds requested
- Existing staffing/supplies will be utilized
- Grant funds will be utilized (SEAP and Award for Innovation)

Funding Source:

SEAP	\$12,500 (stipends for 5 GPS Faculty Ambassadors)
SEAP	<u>\$ 5,000</u> (GPS marketing campaign)
Total:	\$17,500

Description of how funds will further the Annual Plan

SMC GPS Faculty Ambassadors will:

- Help generate enthusiasm for the GPS retention tool
- Help with training and troubleshooting across the college

A job description for this position will be created in the next few weeks. These ambassadors will come from different departments and will help create strong usage and support among SMC instructional faculty. The SMC campus-wide marketing campaign will include printed and digital materials and videos. These requested were approved in January 2020 by the Guided Pathways Implementation Team, but funds have not yet been allocated.

Additional Information

SMC GPS needs a leader person who can dedicate 30-40 hour per week to this project. Stacey Jones is currently in this role but may be reverting back to full-time Assessment and Admissions responsibilities within the division of Enrollment Development. This project is critical to SMC's redesign and retention efforts and will only expand as the project increases in scope. Fall 2019 was spent building the back-end foundation for the GPS Early Alert solution in order to launch a small pilot in spring 2020. In fall, 2020, we will launch the Early Alerts solution campus-wide, introduce Predictive Analytics, and create a more robust mechanism to support SMC's tutoring efforts. Dedicated human resources is the key to the success of this effort.

Budget Committee

Discussion: Budget Committee clarified that Irena Zugic is the SMC GPS lead person and that the Faculty Ambassadors will receive a stipend.

Recommendation

On June 3, 2020, the Budget Committee agreed to send the Starfish GPS Early Alert System Annual Action Plan Budget Information form to DPAC as presented

Voting

11-Yes, 0-No, 0-Abstentions

Action Plan Submitted to Superintendent/President

Date July 23, 2020

Superintendent/President's Response

- Approved
- Consider*
- Not Approved*

**If checked, an explanation will be provided in writing.*

Presented to DPAC: August 26, 2020



Superintendent/President

Date: August 3, 2020



Santa Monica Community College District

RESPONSES TO 2020-2021 ANNUAL ACTION PLANS

<p>ACTION PLAN 6</p> <p>SMC Online Education</p> <p>Increase the number of online degree and certificate completions by African American and Latinx students.</p>		<p>Lead Person: Tammara Whittaker</p> <p>Responsible Area(s): Academic Affairs Distance Education Department Chairs or designees Academic Senate Distance Education Committee Institutional Research Redesign Team Marketing</p>
<p><input type="checkbox"/> Completed</p>	<p><input type="checkbox"/> Not completed (<i>see DPAC's recommendation following Response</i>) Check one of the following boxes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Substantially completed <input checked="" type="checkbox"/> Ongoing, to be completed in 2021-2022 <input type="checkbox"/> Other (include reason if checked) 	
<p>RESPONSE</p> <ul style="list-style-type: none"> • As of December 2020, the College successfully fulfilled the goals of the \$500,000 one-year grant from the Chancellor's Office via the CVC-OEI (California Virtual Campus Online Education Initiative) to improve the quality of our online courses, expand the number of CTE courses and programs available via online delivery, and make SMC Associate Degrees available online by putting math and lab science general education courses online. Over 244 CTE courses, 21 certificates, and 4 associate degrees for transfer have been approved for online instruction; following the momentum of these developments, and in response to the pandemic, an additional 600+ courses were fully approved for online delivery. • The grant efforts also provided a framework to develop an infrastructure to better support faculty in maintaining consistent best practices for high quality online courses. The grant also established a system to allow faculty to self-select course(s) to be reviewed using the CVC-OEI Course Design Rubric and were paired with an experienced Peer Online Course Review (POCR) faculty member. To date, 70 CVC-OEI Course Rubric reviews were completed with an accessibility review. The institution is now under review to become a 'Certified POCR Campus' recognized by the CVC-OEI. Additionally, a temporary project manager was hired to fulfill the role of an instructional designer. It is now recommended the college creates a permanent instructional designer position—or better, positions—to support a robust, competitive online education program. • Professional development opportunities focused on high-quality, equity-minded and inclusive online teaching and learning. In efforts to support this focus, training webinars and online certification courses were developed by expert online SMC faculty, accessibility experts, and equity practitioners. The courses ranged from two weeks to eight weeks. To this date, 276 faculty have voluntarily completed an online teaching certification. • Institutional Research provided the six-year trend of DE Course Success Rates (Fall 2014 – Fall 2019) by African American and Latinx students. When looking at DE course success rates by race/ethnicity, Black, Latinx, Native American, and Pacific Islanders students experience the largest gaps when compared to the highest performing group. Moreover, racially minoritized students were completing their DE courses at lower rates than the on-ground courses. However, in Fall 2019, the gap has closed except for African-American/Black students; although their gap in successful completion between DE and on-ground courses has reduced over the years. The transition to mostly online offerings due to the pandemic will largely impact future data. Moreover, there is a need to develop a database to accurately identify programs that are completely online when the campus returns back to on-ground instruction. • Expansion of online support services, such as Smarthinking Online Tutoring services, were also provided for students. Additionally, an online engagement tool was identified and will be piloted at scale to foster online community and improve the online learning experience for students. 		

- Due to COVID-19 and the pivot to online instruction, various methods identified in the action plan were halted to prioritize resourcing professional development for faculty and online support services for students. Higher education's shift to online during the pandemic will have short and long-term implications for the future. It will be important to re-evaluate and identify new methods to address the current racial equity gap.
- As post-pandemic online modalities are clarified, SMC must enhance its instructional design best practices and support with additional personnel, develop a more robust quality assurance policy and procedure for online instruction, and proactively plan to realize short- and long-term strategic goals for SMC distance education.

DPAC RECOMMENDATION:

Accepted as submitted

DATE: August 25, 2021



Santa Monica Community College District

2020-2021 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

<p>ACTION PLAN 6</p> <p>SMC Online Education</p> <p>Increase the number of online degree and certificate completions by African American and Latinx students.</p>	<p>Lead Person: Tammara Whittaker</p> <p>Responsible Area(s): Academic Affairs Distance Education Department Chairs or designees Academic Senate Distance Education Committee Institutional Research Redesign Team Marketing</p>
<p>Map to 2017-2022 Strategic Initiatives</p>	
<ul style="list-style-type: none"> ■ Close Gaps in educational outcomes ■ Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability 	
<p>Map to Institutional Planning Documents</p>	
<ul style="list-style-type: none"> ■ Board of Trustees Core Priorities #1, # 2 ■ Academic Senate Objectives #1 <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report ■ Student Equity Plan Activities¹ #2, #3 ■ Guided Pathways Redesign Goals² # 3, #4, #5, #6, #7, #8 	<ul style="list-style-type: none"> <input type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard #_____ 2. Quality Focus Essay <input type="checkbox"/> Institutional Learning Outcomes Supporting Goals³ ■ CCC Chancellor’s Office Vision for Success⁴ #1 #2 # 4 <input type="checkbox"/> Other (specify):
<p>Methods to Accomplish the Annual Action Plan (<i>include timeline</i>)</p> <p>Note: Spring 2020 activities are included for context and are funded by the CBCOEI Grant which expires June 2020. These activities to be completed in Spring 2020 will be leveraged in Fall 2020.</p> <ul style="list-style-type: none"> • Develop a structure for professional development of online instructors (Spring 2020) <ul style="list-style-type: none"> - Establish a local peer online course review (POCR) team using the CVC-OEI rubric (Spring-Fall 2020) - Explore instructional design staffing opportunities (Spring 2020) - Create professional development communities focused on racial equity and culturally responsive pedagogy in an online environment (Planning Spring 2020, Implementation Fall 2020) - Promote Zero Cost Textbook and OER adoption in online courses, especially those courses that would establish fully ZTC/OER degrees and certificates (Fall 2020) • Collect online course success and degree progress data, disaggregated by race and ethnicity, to establish a baseline metric for closing inequitable gaps in African American and Latinx student achievement data. (Spring 2020) • Identify critical courses to convert to fully online courses to establish fully online degrees and certificates by leveraging one-year Online CE Pathways grant (Spring 2020) <ul style="list-style-type: none"> - Elementary Statistics and Astronomy Lab (Spring 2020) - Five fully online CE certificates (Summer 2020) 	

- Refine and enhance student services available to online learners (Spring 2021)
 - Explore peer navigator/online success coaching model for online education (Spring 2021)
 - Increase support services offered to online learners (Spring 2021)
 - Explore services and related software to support closing the racial equity gap for African American and Latinx students in an online learning environment (Fall 2020)
 - Redesign SMC online homepage to ensure that it provides effective access to both instructional offering and online student services, especially for African American and Latinx students (Spring 2020)
- 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 2020)

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: February 26, 2020

Fiscal/Budget Committee Response

Reviewed by Budget Committee: June 17, 2020

- Additional unrestricted funds requested, ongoing

Additional Unrestricted Funds Requested

Temp Project Manager	\$47,863.50
Non-teaching special assignment	\$13,739.40 (Accessibility expert)
Non-teaching special assignment	\$40,000 (POCR Training/Reviews)
Non-teaching release time	\$20,000 (Faculty Leader for POCR)
Non-teaching special assignment	\$6,800 (Reimbursement for training)
Total	\$128,402.90

Description of how funds will further the Annual Plan

These funds will be used to build and sustain a local Peer Online Course Review (POCR) process at the college. This process will help maintain consistent best practices for high quality DE courses. Additionally, individual support and professional development focusing on effective online teaching practices will be offered to all faculty, with a particular focus on new and first-time DE instructors. This broader training will necessarily support SMC's transition to temporary online instruction. Finally, while the current instructional designer and accessibility expert are a temporary solution, it is our hope to recruit for a permanent instructional designer in the future.

POCR Training/Reviews- Reviewers will receive a \$700 stipend for each course reviewed (approx. 40 reviews per year). Reviewers will receive an additional stipend to become POCR certified, and reviewees will receive a nominal stipend for participation.

Part-Time Instructional Designer - Gerry Clark (\$47,863.50/10months)

POCR Faculty Lead - Laura Manson (\$20,000 per year/20% release time)

DE/POCR Accessibility expert- Shawn Jordison (6 hrs/wk*30wks*76.33hr)

@ONE Professional Development Reimbursement - @One courses (\$85 per course/80 faculty)

Budget Committee

Discussion: The members of the Budget Committee expressed concerns about adding extra costs to the Unrestricted General Fund during the district's current fiscal climate.

Recommendation

On June 17, 2020, the Budget Committee members did not receive the significant votes to send the SMC Online Education Annual Action Plan Budget Information Form to DPAC.

Voting

6-Yes, 0-No, 4-Abstentions: Delores Raveling, Teresita Rodriguez, Martha Romano, Dee Upshaw

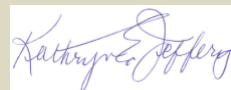
Action Plan Submitted to Superintendent/President

Date July 23, 2020

Superintendent/President's Response

- Approved
- Consider*
- Not Approved*

**If checked, an explanation will be provided in writing.*



Superintendent/President

Date: August 3, 2020



Santa Monica Community College District

RESPONSES TO 2020-2021 ANNUAL ACTION PLANS

ACTION PLAN 7 Facilities Master Plan Complete the CEQA (California Environmental Quality Act) Process for the Facilities Master Plan		Lead Person: Charlie Yen Responsible Area(s): Vice-President, Business/Adm
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Not completed (<i>see DPAC's recommendation following Response</i>) <i>Check one of the following boxes.</i> <input type="checkbox"/> <i>Substantially completed</i> <input checked="" type="checkbox"/> <i>Ongoing, to be completed in 2021-2022</i> <input type="checkbox"/> <i>Other (include reason if checked)</i>	
RESPONSE		
<p>The District had completed 80% of the Facilities Master Planning (FMP) process when the pandemic arose. A key aspect of the FMP process is continual meetings with all constituencies and the community to elicit information, ideas and needs so that the development if the FMP is data driven. Because the pandemic resulted in the District moving to a remote modality the decision was made to put the FMP process on hold as meaningful engagement and effective outreach was deemed difficult in a remote environment. Additionally, the process was put on hold so that the campus could determine if the delivery of education post pandemic would result in a change to the FMP.</p> <p>The District is hopeful that as the pandemic wanes the FMP can be completed in mid-2021-2022 and the CEQA process completed in mid-2022-2023.</p>		
DPAC RECOMMENDATION: Accepted as submitted		
DATE: September 8, 2021		



Santa Monica Community College District

2020-2021 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

<p>ACTION PLAN 7</p> <p>Facilities Master Plan</p> <p>Complete the CEQA (California Environmental Quality Act) Process for the Facilities Master Plan</p>	<p>Lead Person: Charlie Yen</p> <p>Responsible Area(s): Chris Bonvenuto Vice-President, Business/ Administration</p>
<p>Map to 2017-2022 Strategic Initiatives</p>	
<p><input type="checkbox"/> Close Gaps in educational outcomes</p> <p><input type="checkbox"/> Educational and career opportunities and pathways</p> <p><input type="checkbox"/> Long-term and integrated planning linked to resource allocation</p> <p><input type="checkbox"/> Human Resource plan which supports student success</p> <p><input checked="" type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing</p> <p><input type="checkbox"/> Ensure long-term fiscal stability</p>	
<p>Map to Institutional Planning Documents</p>	
<p><input checked="" type="checkbox"/> Board of Trustees Core Priorities #14</p> <p><input type="checkbox"/> Academic Senate Objectives</p> <p><input type="checkbox"/> Program Review Observations</p> <p><input checked="" type="checkbox"/> Institutional Effectiveness Dashboard Report</p> <p><input type="checkbox"/> Student Equity Plan Activities¹ # _____</p> <p><input type="checkbox"/> Guided Pathways Redesign Goals²</p>	<p><input type="checkbox"/> Accreditation Recommendations</p> <p>1. Indicate Standard # _____</p> <p>2. Quality Focus Essay</p> <p><input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals³ #4</p> <p><input checked="" type="checkbox"/> CCC Chancellor’s Office Vision for Success⁴ #2</p> <p><input type="checkbox"/> Other (specify):</p>
<p><u>Background:</u></p> <p>On March 5, 2019, the Board of Trustees approved an agreement with DLR Group to prepare a facilities Master Plan for the SMC Main Campus. The Master Plan will generate and articulate the long-term vision for SMC. With input from partners and stakeholders, the plan will create a practical, data-driven, and visionary road map for SMC that looks to develop strategies to enhance the user experience, promote academics, and address land use, buildings, transportation, parking, utilities, sustainability, and open space for the next 20 years to meet the education need and better serve SMC students and staff.</p> <p><u>Methods to Accomplish the Annual Action Plan (include timeline)</u></p> <p>The Master Plan will be completed in fiscal year 2019-20, and it will be followed by the CEQA process to obtain project entitlement before any construction can start. This process is anticipated to take the entire fiscal year 2020-21. The District will enter into the following agreements for the services to assist with the process:</p> <ul style="list-style-type: none"> • Traffic Consultant • Environmental Consultants <p>A public meeting will be held to solicit input from the college community.</p> <p>It is expected that the CEQA report will be presented to the Board of Trustees in June 2021.</p>	
<p>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:</p> <p>The CEQA process is an essential step for future developments of SMC’s facilities. It will provide the Board with information about the environmental impacts of construction projects prior to granting approval, and allow the public to comment on the impacts of projects. This process will be completed in mid 2021.</p>	

Status of Action Plan

Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services

Date: February 26, 2020

Fiscal/Budget Committee Response

Reviewed by Budget Committee: June 17, 2020

- No additional unrestricted funds requested
- Other funds will be utilized

Other Funds

Bond \$700,000

Budget Committee

Discussion: Budget Committee members were in consensus that using bond funds is the best option for the district.

Recommendation:

On June 17, 2020, there was unanimous agreed to send the Facilities Master Plan Annual Action Plan Budget form to DPAC as presented.

Voting

10-Yes, 0-No, 0-Abstentions

Action Plan Submitted to Superintendent/President

Date July 23, 2020

Superintendent/President's Response

- Approved
- Consider*
- Not Approved*

**If checked, an explanation will be provided in writing.*



Superintendent/President

Date: August 3, 2020



Santa Monica Community College District

RESPONSES TO 2020-2021 ANNUAL ACTION PLANS

ACTION PLAN 8 Technology Master Plan Complete Year One of Technology Master Plan Goals, Objectives and Recommendations <i>(once the Technology Master Plan is completed, more specific information related to goals, objectives and recommendations will be included here)</i>		Lead Person: Marc Drescher Responsible Area(s): Information Technology
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Not completed <i>(see DPAC's recommendation following Response)</i> <i>Check one of the following boxes.</i> <input type="checkbox"/> Substantially completed <input type="checkbox"/> Ongoing, to be completed in 2021-2022 <input type="checkbox"/> Other <i>(include reason if checked)</i>	
RESPONSE RESPONSE		
Information Technology completed year one of the 2020-2025 Technology Master Plan. Highlights for year one of the Technology Master Plan include:		
Planned TMP Projects Completed <ul style="list-style-type: none"> • The IT Help and IT Student Help support teams responded to 18,580 remote service requests. • Completed the technology infrastructure for the new Early Childhood Learning Center, Pico Village and the Pico Classroom Complex. • Implemented a streamlined SSO (Single Sign-On) process to make password management easier and consistent throughout SMC's online services. • Implemented new Student Network Account onboarding process to increase security and enable self-service password recovery. • Upgraded the wireless network in the Library, Cayton, Drescher Hall, CMD, HSS, Math and ESL. • Added new components for Student Financial Aid Support system, CampusLogic, to streamline the FA application, appeal and awarding process and communication. • Management Information Systems continued to make progress on critical upgrades to extend the life of SMC's Student Information System. • SMC Promise revision • New FTEs calculation and reporting policy for Noncredit classes. • New ESL Guided Self Placement Procedure and revised Math Guided Self Placement. • New Faculty Contract that overhauls the pay codes. • Additional components were added to the Starfish implementation as part of Phase 1. • AS Fee restructuring and new Student Representation Fee. • Canvas structure redesign. • MIS reporting redesign. • Stipend Request/Approval program and workflow. • Intensive English Program Fee Structure for ISC. • To support the growing needs from Management Information Systems, a new programmer/ analyst position was established and approved. 		
Unplanned COVID related Projects Completed <ul style="list-style-type: none"> • Implemented a Student Chat Bot to provide enhanced online student IT Support from home. 		

- Installed approximately 900 web cams in offices, classrooms, and conference rooms.
- Bundy Drive Up WiFi: Extended wifi to Bundy parking lot for students without home access.
- Provided a “Virtual Computing Lab” allowing students to access SMC lab environments remotely.
- Automated several SMC processes and manual forms using Adobe Sign workflows and digital signatures to process from work-at-home environment.
- Upgraded and extended technology environment using Citrix to allow faculty and staff to remotely access SMC technology resources.
- Implemented Microsoft Intune for remote management and deployment of district computing devices to assist in supporting a work-at-home environment.
- Staffed and supported in-person student labs at Center for Media Design throughout COVID19.
- CARES and emergency funds distribution.
- COVID AdHoc Reports and Data Requests
- New Teaching Methods additions for Web ISIS due to at home learning because of COVID
- Grading Policy Changes as result of COVID
- New GW Drop Grade emergency requirement due to COVID
- Salary Freeze and Furlough programming changes due to COVID

Planned TMP Projects Delayed for following year.

- Continued discussion of ERP delayed until COVID ends and there is clarity of budget.
- BankMobile: Bank card to replace checks for students
- TargetX Revamp for email eblasting
- Installment Payment Plan
- (GPS) StarFish Phase II
- Design Technology 114 Lab Upgrade
- Design Technology 206 Lab Upgrade
- Design Technology 271 Lab Upgrade
- Business 263 Lab Upgrade

DPAC RECOMMENDATION:

Accepted as submitted

DATE: September 22, 2021



Santa Monica Community College District

**2020-2021 ACTION PLANS TO SUPPORT THE
INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES**

<p>ACTION PLAN 8</p> <p>Technology Master Plan</p> <p>Complete Year One of Technology Master Plan Goals, Objectives and Recommendations <i>(once the Technology Master Plan is completed, more specific information related to goals, objectives and recommendations will be included here)</i></p>	<p>Lead Person: Marc Drescher</p> <p>Responsible Area(s): Information Technology</p>
<p>Map to 2017-2022 Strategic Initiatives</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Close Gaps in educational outcomes <input type="checkbox"/> Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input checked="" type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability 	
<p>Map to Institutional Planning Documents</p>	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Core Priorities 7, 9, 11, 16 <input type="checkbox"/> Academic Senate Objectives <input checked="" type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report <input type="checkbox"/> Student Equity Plan Activities¹ #_____ <input type="checkbox"/> Guided Pathways Redesign Goals² #3 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard #IIC_____ 2. Quality Focus Essay <input type="checkbox"/> Institutional Learning Outcomes Supporting Goals³ #2 <input checked="" type="checkbox"/> CCC Chancellor’s Office Vision for Success⁴ #2, #3 <input checked="" type="checkbox"/> Other (specify): 2020-2025 Technology Master Plan: Vision 1-4
<p>Methods to Accomplish the Annual Action Plan <i>(include timeline)</i></p> <p>Upon approval of the Technology Master Plan, IT will complete year one of the 2020-2025 Technology Master Plan. The plan will be presented to DPAC for review and approval. An annual update will be given to the Technology Planning Committee.</p>	
<p>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:</p> <p>The 2020-2025 Technology Master Plan is under development in 2019-2020. It is critical that completion of the plan provides outcomes that enable progress of other college initiatives.</p>	

Status of Action Plan

Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services

Date: February 26, 2020

Fiscal/Budget Committee Response

Reviewed by Budget Committee: June 17, 2020

- No additional unrestricted funds requested
- Grant Funds will be utilized

Funding Source:

IEPI* Grant	\$95,000 (Berry Dunn-IT Assessment, TMP)
IEPI* Grant	<u>\$24,500</u> (IT Staffing Plan)
Total:	\$119,500

*Institutional Effectiveness Partnership Initiative

Description of how funds will further the Annual Plan

The funds were used to conduct an IT Assessment, develop a five-year Technology Master Plan, and an IT staffing plan with the help of Berry Dunn consulting services.

Budget Committee

Discussion: Members of the Budget Committee were in consensus that using Grant funds to complete this project is a good option for the district.

Recommendation:

On June 17, 2020, the Budget Committee unanimously approved the Technology Master Plan Annual Action Plan Budget Information form to be sent to DPAC as presented.

Voting

10-Yes, 0-No, 0-Abstentions

Action Plan Submitted to Superintendent/President

Date July 23, 2020

Superintendent/President's Response

- Approved
- Consider*
- Not Approved*

**If checked, an explanation will be provided in writing.*



Superintendent/President

Date: August 3, 2020



Santa Monica Community College District

RESPONSES TO 2020-2021 ANNUAL ACTION PLANS

ACTION PLAN 9		Lead Person: Sherri Lee-Lewis Vice-President, Human Resources Responsible Area(s): Human Resources Academic and Student Affairs Business Services
Human Resources Staffing Plan Research and assess the costs associated with developing a human resources staffing plan which supports student success by achieving benchmark levels of full-time faculty, classified staff and administrators.		
<input checked="" type="checkbox"/> Completed	<input checked="" type="checkbox"/> Not completed (<i>see DPAC's recommendation following Response</i>) <i>Check one of the following boxes.</i> <input type="checkbox"/> Substantially completed <input checked="" type="checkbox"/> Ongoing, to be completed in 2022-2023 or 2023-2024 <input type="checkbox"/>	
RESPONSE		
<p>Due to the COVID-19 pandemic, sudden shift to working remotely (100% or hybrid), furloughs and salary freezes, and the Supplemental Retirement Plan (SRP) that 97 employees took advantage of, securing a consultant for the staffing plan was placed on hold during 2020-21. A re-evaluation period is needed to reassess the staffing needs of the District.</p> <p>Now that the District is moving towards on-ground operations and classes for students in the fall, and resuming some normalcy for its employees, Human Resources can begin to reprioritize its efforts towards working with the office of Procurement to identify a consultant to inform, organize and work with us to create and develop a comprehensive staffing plan. The estimated cost for this task is \$125,000.</p>		
DPAC RECOMMENDATION: Accepted as submitted		
DATE: August 25, 2021		



Santa Monica Community College District

2020-2021 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

ACTION PLAN 9 Human Resources Staffing Plan Research and assess the costs associated with developing a human resources staffing 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		
<input type="checkbox"/> Close Gaps in educational outcomes <input type="checkbox"/> Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input checked="" type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability		
Map to Institutional Planning Documents		
<input checked="" type="checkbox"/> Board of Trustees Core Priorities #3 <input checked="" type="checkbox"/> Academic Senate Objectives #3 <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report <input type="checkbox"/> Student Equity Plan Activities ¹ # _____ <input checked="" type="checkbox"/> Guided Pathways Redesign Goals ² #3	<input type="checkbox"/> Accreditation Recommendations 1. Indicate Standard # _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals ³ #2 <input checked="" type="checkbox"/> CCC Chancellor's Office Vision for Success ⁴ #2, #3 <input type="checkbox"/> Other (specify):	
Methods to Accomplish the Annual Action Plan (<i>include timeline</i>) During Spring 2020, 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 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: <ul style="list-style-type: none"> • 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 will be developed. 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.		
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: February 26, 2020

Fiscal/Budget Committee Response

Reviewed by Budget Committee

Budget Committee

Recommendation

Voting

Action Plan Submitted to Superintendent/President

Date July 23, 2020

Superintendent/President's Response

- Approved
- Consider*
- Not Approved*

**If checked, an explanation will be provided in writing.*



Superintendent/President

Date: August 3, 2020



Santa Monica Community College District

RESPONSES TO 2020-2021 ANNUAL ACTION PLANS

<p>ACTION PLAN 10</p> <p>DPAC Annual Action Plan Budget Review</p> <p>Develop and implement a budget review/analysis process for proposed DPAC Annual Action Plans which is a core component of the revised Annual Strategic Planning process.</p>	<p>Lead Person: Vice-President, Business/Administration</p> <p>Responsible Area(s): Budget Office Budget Committee</p>
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<p><input checked="" type="checkbox"/> Completed</p>	<p><input type="checkbox"/> Not completed (<i>see DPAC's recommendation following Response</i>) Check one of the following boxes.</p> <p><input type="checkbox"/> Substantially completed</p> <p><input type="checkbox"/> Ongoing, to be completed in 2021-2022</p> <p><input type="checkbox"/> Other (<i>include reason if checked</i>)</p>
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RESPONSE

The Budget Committee developed a budget review and analysis process which was implemented for the 2020-2021 planning cycle. The process is as follows:

1. DPAC approves preliminary Annual Action Plans for the coming planning cycle.
2. The District Budget Office distributes to the "Lead Person" of each preliminary Annual Action Plan the "DPAC Annual Action Plan Budget Information Form" (DAAPBIF) for completion. The form includes the following requests for information:
 - a. Is there a request for additional unrestricted funds?
 - b. If no additional unrestricted funds are requested please explain why? (*Using current staffing/supplies, use of grant funds, etc*)
 - c. If additional unrestricted funds are requested please outline the requested budget by object code.
 - d. Please describe how these unrestricted funds will further the Annual Action Plan.
 - e. If restricted funds will be used please outline the approved budget by object code?
 - f. Please describe how these restricted funds will further the Annual Plan.
 - g. Please outline the projected personnel time, by position, needed to complete the plan. (*2021-22 improvement to the process*)
 - h. Please add any important additional information related to the request.
3. Once all DAAPBIFs are received the Budget Committee reviews the forms by individual Annual Action Plan. Annual Action Plan Leads are informed on the date the Committee will review the DAAPBIF if they wish to attend.
4. After review the Budget Committee prepares a recommendation to DPAC for each Annual Action Plan.
5. The Budget Committees recommendations are presented to DPAC for consideration.
6. If DPAC approves an Annual Action Plan the District Budget Office contacts the Lead Person of the Annual Action Plan with instruction on how to access the new budget allocation.
7. If DPAC denies an Annual Action Plan the District Budget Office contacts the Lead Person of the Annual Action Plan to inform them of the decision.

This process has been used in the last two years of institutional planning with great success.

DPAC RECOMMENDATION:
Accepted as submitted

DATE: August 25, 2021



Santa Monica Community College District

**2020-2021 ACTION PLANS TO SUPPORT THE
INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES**

<p>ACTION PLAN 10</p> <p>DPAC Annual Action Plan Budget Review</p> <p>Develop and implement a budget review/analysis process for proposed DPAC Annual Action Plans which is a core component of the revised Annual Strategic Planning process.</p>	<p>Lead Person: Christopher M. Bonvenuto Vice-President, Business/ Administration</p> <p>Responsible Area(s): Budget Office Budget Committee</p>
<p>Map to 2017-2022 Strategic Initiatives</p>	
<p><input type="checkbox"/> Close Gaps in educational outcomes <input type="checkbox"/> Educational and career opportunities and pathways <input checked="" type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input checked="" type="checkbox"/> Ensure long-term fiscal stability</p>	
<p>Map to Institutional Planning Documents</p>	
<p><input checked="" type="checkbox"/> Board of Trustees Core Priorities #III <input type="checkbox"/> Academic Senate Objectives #____ <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Dashboard Report <input type="checkbox"/> Student Equity Plan Activities¹ #____ <input type="checkbox"/> Guided Pathways Redesign Goals² #____</p>	<p><input type="checkbox"/> Accreditation Recommendations 1. Indicate Standard #____ 2. Quality Focus Essay</p> <p><input type="checkbox"/> Institutional Learning Outcomes Supporting Goals³ #____</p> <p><input type="checkbox"/> CCC Chancellor's Office Vision for Success⁴ #____</p> <p><input type="checkbox"/> Other (specify):</p>
<p>Methods to Accomplish the Annual Action Plan (<i>include timeline</i>)</p> <ul style="list-style-type: none"> • Develop an Annual Plan budget form (February 19, 2020) • Implement a process of review by the Budget Office to confirm the financial accuracy of the resource request. (March 1, 2020) • Implement a process of review by the Budget Committee for input (March 1, 2020) • Assess and refine the process in Spring 2020 for 2020-2021 	
<p>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:</p> <p>All proposed Annual Action plans will have a budget review/analysis performed which will inform DPAC and the Superintendent/President of the projected cost of the proposed plan. In the Superintendent/President approved a proposed Annual Action Plan, resources will be allocated in the next Adopted Budget.</p>	

Status of Action Plan

Draft Action Plan Reviewed by DPAC and Submitted to Fiscal Services

Date: February 26, 2020

Fiscal/Budget Committee Response

Reviewed by Budget Committee: June 17, 2020

- No additional unrestricted funds requested
- Existing staffing/supplied will be utilized

Budget Committee

- Discussion: Budget Committee members were in consensus to use current staff and supplies to complete the action plan.

Recommendation:

- On June 17, 2020, the Budget Committee unanimously agreed to send the DPAC Annual Action Plan Budget Review Information form to DPAC as presented.

Voting

10-Yes, 0-No, 0-Abstentions

Action Plan Submitted to Superintendent/President

Date July 23, 2020

Superintendent/President's Response

- Approved
- Consider*
- Not Approved*

**If checked, an explanation will be provided in writing.*



Superintendent/President

Date: August 3, 2020