

Scale of Adoption Self-Assessment (SOAA)

Santa Monica College
March 2021

NOTE: Many of the 23 standards/practices of the self-assessment have been modified for the purposes of making them more meaningful and useful to SMC. Specifically, we have attempted to integrate the currently separated “Equity Considerations” of each area/pillar into the standard/practice itself, thus intentionally centering the equity goals of the college. The equity gaps that currently exist at SMC are a result “of design”. Intentionally redesigning our practices, policies, and procedures to center Black and Latinx students sets the stage for SMC to close its equity gaps, not “by chance” but “by intention” and “by design”. Intentionally designing for racially minoritized students will have the result of benefiting all students, while simultaneously, and specifically, serving the needs of students who historically have been forced to occupy the margins.

For example: Standard 1b has been modified from: “Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area” to: “Every Academic and Career Path is intentionally designed to remove internal obstacles and mitigate external obstacles faced by racially minoritized students to help achieve their educational and career goals.”

1. MAPPING PATHWAYS TO STUDENT END GOALS

Equity Considerations in Area 1:

- Are SMC's website and program pages easy to navigate and understand for students and families without prior experience with higher education?
- How could SMC ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?
- How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?

**1a. ~~Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”.~~
Programs are organized in broad career-focused Areas of Interest and are intentionally marketed to be welcoming to Black and Latinx students**

Current status (including the “Equity Considerations” above):	<input type="checkbox"/> Not occurring	<input type="checkbox"/> Not systematic	<input type="checkbox"/> Planning to scale	<input checked="" type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale
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Progress to date:

- All SMC programs (degrees, certificates, transfer prep) are organized into 7 Areas of Interest (Aoi):
 - Arts, Media, and Entertainment
 - Business
 - Culture, History, and Languages
 - Education
 - Health and Wellness
 - People and Society
 - STEM
- Areas of Interest are prominently visible on the SMC website and included in the schedule of classes and college catalog
- VIP Welcome Day on-ground and virtual Welcome Week features Open Houses/Receptions for each Area of Interest
- SMC’s curriculum management system (CurriQunet META) includes an Area of Interest designation for each program
- Areas of Interest were added in CorsairConnect for students to self-identify in addition to their program. This information is intended to be used for purposes of creating Student Care Teams for each Area of Interest and proactively outreaching to students using SMC GPS. In addition, it can be used for Area of Interest programming and community building.

Term, if at scale or scaling: Fall 2019

Next steps:

- Equity-based document/website review of Area of Interest marketing materials
- Design challenge for students to inform how we should incorporate career-focused Areas of Interest into our existing “#1 in Transfer” culture
- Integration of Areas of Interest into CCCApply
- Establishing a (Department/Curriculum Committee) process by which new programs will be placed/vetted into an existing Area of Interest
- Creation of programming and community building for each Area of Interest

Timeline for implementing next steps: Fall 2021

<p>1a. Support Needed?</p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>X Reporting/data</td> </tr> <tr> <td>X Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	X On campus /individual training	X Technology	X Reporting/data	X Other		<p>Challenge or barrier:</p> <ul style="list-style-type: none"> Integration into CCCApply Lack of uniformity/standardization for students from institution to institution (“meta-major” labeling and display of maps) across the state Funding for Student Care Team constituents and programming 	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> We would like to know how other colleges are integrating Areas of Interest into CCCApply and their MIS system. Training on implementation of a “case management” model Regional guidance on how CA community colleges could work together to reduce confusion for students regarding “meta-majors”, programs, and maps since they vary from college to college Funding for Student Care Team constituents and programming
Policy guidance	Connections with other GP teams									
Regional training	X On campus /individual training									
X Technology	X Reporting/data									
X Other										

1b. ~~Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.~~

Every Academic and Career Path is intentionally designed to remove internal obstacles and mitigate external obstacles faced by racially minoritized students to help achieve their educational and career goals.

Current status (including the "Equity Considerations" above): Not occurring Not systematic Planning to scale **Scaling in progress** At scale

Progress to date:

- All Academic and Career Paths have a defined course sequence for the most efficient and effective completion of the student's award and/or transfer goal.
- Career Education programs utilize advisory boards and collaborate with SMC's Workforce and Economic Development department to ensure labor market data is at the forefront of program design and curriculum
- Programs have begun to critically reflect on courses and courses sequences to better identify the skills and knowledge (SLOs and PLOs) necessary for students to successfully enter their next stage (whether it be the workforce or further education)
- Short-term certificates have been prioritized in Academic and Career Path course sequences to provide students with career laddering opportunities and stackable skills/milestones

Term, if at scale or scaling: Spring 2019

Next steps:

- Course and program curriculum, along with Student Learning Outcomes (SLOs), need to be critically assessed and subsequently more formally aligned with Program Learning Outcomes (PLOs) to align with (and not go beyond) the entry skills/requirements of transfer institutions and careers
- Courses and programs need to be critically assessed to best accommodate students attending less than full-time
- Courses and programs need to be critically assessed to best accommodate students engaging as distance learners
- Gateway and large GE courses need to be evaluated and revised using an equity lens (i.e. student support, culturally relevant pedagogy, scheduling, curriculum, etc.) to reduce/eliminate the current racial equity gaps
- Assessment and revision of SMC's program review and curriculum development processes to ensure racially marginalized students are at the center of course and program design and implementation

Timeline for implementing next steps: Fall 2021

1b. Support Needed?

Policy guidance	Connections with other GP teams
X Regional training	X On campus /individual training
Technology	Reporting/data
Other	

Challenge or barrier:

- Curriculum development and approval processes need to be more proactive in promoting pathways.
- Program review needs to be revised and proactive in trying to achieve racial equity goals

Support Needed – Detail:

- Training and consultation regarding centering our racially marginalized students in curriculum development, approval process, and program review

1c. Detailed, student-friendly information is provided on SMC’s website on the employment and further education opportunities targeted by each Academic and Career Path.												
Current status (including the “Equity Considerations” above):	<input type="checkbox"/> Not occurring	<input type="checkbox"/> Not systematic	<input type="checkbox"/> Planning to scale	<input checked="" type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale							
<p>Progress to date:</p> <ul style="list-style-type: none"> SMC’s Career Education (CE) program webpages have been updated with information directly fed from Career Coach with related jobs, salaries, opportunities, etc. Some of SMC’s transfer-oriented program webpages have been updated with information directly fed from Career Coach with related jobs, salaries, opportunities, etc. <p>Term, if at scale or scaling: Spring 2018</p>												
<p>Next steps:</p> <ul style="list-style-type: none"> Ensure all programs webpages include information on employment and further education opportunities targeted by the program Integrate easy access to ASSIST transfer information on published program maps <p>Timeline for implementing next steps: Spring 2022</p>												
<p>1c. Support Needed?</p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	X Technology	Reporting/data	Other		<p>Challenge or barrier:</p> <ul style="list-style-type: none"> ASSIST information should be integrated with program information 		<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> Integration of ASSIST information to our program information would be extremely helpful rather than students having to go visit Assist to find transfer institution requirements for their specific program.
Policy guidance	Connections with other GP teams											
Regional training	On campus /individual training											
X Technology	Reporting/data											
Other												

~~1d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.~~

Academic and Career Paths are intentionally mapped out for students with racial equity in mind. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is student-friendly and easily accessible on SMC's website.

Current status (including the "Equity Considerations" above):	<input type="checkbox"/> Not occurring	<input type="checkbox"/> Not systematic	<input type="checkbox"/> Planning to scale	<input checked="" type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale
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Progress to date:

- All Academic and Career Paths have a defined course sequence (including appropriate college level English and Math) for the most efficient and effective completion of the student's award and/or transfer goal.
- Gateway courses for each Academic and Career Path are identified

Term, if at scale or scaling: N/A

Next steps:

- Publish Academic and Career Path course sequences (Spring 2021)
- Develop a curriculum committee approval process for new and revised program maps (Spring 2021)
- Identify critical courses (other than GE English and Math) (Fall 2021)
- Adapt maps to accommodate part-time students (Fall 2021)
- Identify and adapt maps for distance education learners (Fall 2021)
- Integrate program maps with students' educational plans, degree audit, and scheduling (Fall 2022)
- Integrate real cost for program completion and economic benefits (Fall 2022)

Timeline for implementing next steps: Fall 2021

<p>1d. Support Needed?</p> <table> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	X Technology	Reporting/data	Other		<p>Challenge or barrier:</p> <ul style="list-style-type: none"> Integration of program maps with our internal MIS system and students' educational plans. Existing technology vendors (i.e. Bakersfield's program mapper) are visually appealing but maps do not integrate with educational planning or scheduling systems. Also, EduNav which is more dynamic and interactive does not integrate with home-grown MIS systems. 	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> Identification of and funding for technology that will seamlessly integrate with our internal MIS system and inform educational planning for students, as well as scheduling of classes
Policy guidance	Connections with other GP teams									
Regional training	On campus /individual training									
X Technology	Reporting/data									
Other										

1e. Required math courses are appropriately aligned with the student’s field of study.		
Current status (including the “Equity Considerations” above):	<input type="checkbox"/> Not occurring	<input type="checkbox"/> Not systematic
	<input type="checkbox"/> Planning to scale	<input checked="" type="checkbox"/> Scaling in progress
	<input type="checkbox"/> At scale	
<p>Progress to date:</p> <ul style="list-style-type: none"> • Areas of Interest are constructed in part due to the required math course(s) • The first math course on a map meets the needs of a student entering any program within the same Area of Interest <p>Term, if at scale or scaling: Fall 2018</p>		
<p>Next steps:</p> <ul style="list-style-type: none"> • Contextualize required math based on Area of Interest <p>Timeline for implementing next steps: Spring 2022</p>		
<p>1e. Support Needed?</p> <p>Policy guidance Connections with other GP teams</p> <p>X Regional training X On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>	<p>Challenge or barrier:</p> <ul style="list-style-type: none"> • Contextualizing math courses 	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> • While math courses are aligned with each program, we need support with contextualization of math courses and they should match with the standards set by transfer institutions • Exploring reduction of math units and impact on total units of a map

2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY

Equity Considerations in Area 2:

- Does SMC assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has SMC considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?
- For critical program courses, does SMC disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has SMC used to improve overall student success in these courses?
- Does SMC proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is SMC building bridges to high-opportunity college programs for students in adult basic skills programs?

2a. ~~Every new student is helped to explore career/college options, choose a program of study, and develop a full program plan as soon as possible.~~ Every Black and Latinx student is proactively helped to explore career/college options, choose a program of study, and develop a customized educational plan as soon as possible

Current status (including the “Equity Considerations” above):	<input type="checkbox"/> Not occurring	<input type="checkbox"/> Not systematic	<input checked="" type="checkbox"/> Planning to scale	<input type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale
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Progress to date:

- All undecided first time in college students participate in one of the following as a career planning experience:
 - Enroll in Counseling 12 (Career Planning)
 - Enroll in Counseling 20 (Student Success Seminar) which has been modified to include a career counselor presentation and students schedule a 30-minute appointment with a career counselor.
 - Individual Career Counseling appointments for students participating in the Black Collegians Program or Adelante programs
 - College to Career workshop presented in many classes
 - Many English 1 + 28 classes are using a writing assignment directed at career exploration
 - College to Career brochure created with 7 steps to employment upon completion of a career certificate, AA degree or bachelor’s degree
 - ElimiMajor sheet helps students cull out majors they are not interested in investigating
- Began partnership with ASU to Implement their interactive career exploration tool (Me3) that helps students narrow down their goal and consequently link to SMC programs
- Launched peer navigator program in STEM Aol and identified STEM Aol Counseling Cluster

Term, if at scale or scaling: N/A

Next steps:

- Contextualize Counseling 12 for each Area of Interest
- Implement English 1 + 28 writing assignment to all sections
- Create web-based version of ElimiMajor and revise within Areas of Interest
- Assign career counselors to Areas of Interest and Student Care Teams
- Create web-based College to Career 7 Steps to Success with links for all tasks
- Implement summer programming for FTIC Black and Latinx students
 - Phase 1: Enroll 250 new-to-SMC Black and Latinx students in Counseling 12 sections in the Summer and then provide a faculty mentor for them in late Summer and Fall
 - Phase 2: Enroll 250 new Black and Latinx students in Counseling 12 sections in the Winter and then provide a faculty mentor for them in late Winter and Spring
- Implement Area of Interest Counseling and support services clusters in all AOP’s (Academic and Career).
- Implement a Classified Staff- Coaching model that is financially sustainable.
- Implement Student Care Teams in Health Science and Business Areas of Interest.
- Use high impact practices and research gathered from the STEM Area of Interest cohort and hire additional Peer Navigators to populate Student Care Teams for First Time in College (FTIC) students in the Health Science and Business Areas of Interest. (Summer 2021)

Timeline for implementing next steps: Fall 2021

<p>2a. Support Needed?</p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training X On campus /individual training</p> <p>Technology Reporting/data</p> <p>X Other</p>	<p>Challenge or barrier:</p> <ul style="list-style-type: none"> The CSC serves the entire SMC campus of 30,000 + students. We do not have enough career counselors to do this. 	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> Funding to increase the pool of personnel who could engage in career counseling.
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2b. ~~Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.~~

Supports are intentionally designed for and provided to help Black and Latinx students to succeed in the "gateway" courses for SMC's Academic and Career Paths.

Current status (including the "Equity Considerations" above): Not occurring Not systematic **Planning to scale** Scaling in progress At scale

Progress to date:

- Additional supports are in place for several, but not all, gateway courses including supplemental Instruction (SI) in English, math, and the sciences; History peer mentoring; Sociology Coaching Program; embedded tutoring in English and math; embedded counselors in English and math; chemistry bootcamp; and drop-in tutoring at discipline-specific tutoring centers and in the Black Collegians and Adelante program offices
- Gateway courses have been identified for each program and a faculty professional development program to revise/equitize these courses is currently being developed
- Implemented SMC GPS (Starfish) software campus-wide to help identify students in need of additional support to enable proactive and just-in time services.
 - Launched the faculty ambassador program with two faculty leads in charge of planning marketing and trainings across campus to increase usage of SMC GPS among faculty
 - Launched appointment system for English and Math Tutoring that will help streamline processes for students. This will also help us collect data and analyze it in order to better support students by making services available during the most needed timeframes for students
- Direct Connect, which is a holistic student support navigation portal intentionally designed with an equity lens for the most vulnerable students, has been launched in Canvas for instructors to use.
- Launched peer navigator program in STEM Aol and identified STEM Aol Counseling Cluster

Term, if at scale or scaling: N/A

Next steps:

- Development of systematic data collection standards for all instructional support programs
- Data collection and analysis to determine which instructional support methods are most effective in which courses and appropriately reallocate funds
- Begin implementation of faculty professional development program aimed at equitizing gateway and large GE courses
- Launch the Equity Self-Assessment Tool (ESAT) campus-wide
- Implement Student Care Teams to provide proactive and just-in time support for students
 - Implement Area of Interest Counseling and support services clusters in all AOP's (Academic and Career).
 - Implement a Classified Staff- Coaching model that is financially sustainable.
 - Implement Student Care Teams in Health Science and Business Areas of Interest.
 - Use high impact practices and research gathered from the STEM Area of Interest cohort and hire additional Peer Navigators to populate Student Care Teams for First Time in College (FTIC) students in the Health Science and Business Areas of Interest. (Summer 2021)
- Implement SMC GPS (Starfish) Operational and/or Strategic Analytics which would help facilitate Case Management approach to Counseling and Student Care Teams and would also help provide data to inform faculty professional development needs in order to support success of our Black and Latinx students
- Direct Connect website launch and incorporation of SMC GPS in its appropriate areas where students could "raise their hand" in GPS in order to receive proactive support from someone from that department/area

Timeline for implementing next steps: Fall 2021

<p>2b. Support Needed?</p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training X Technology X Reporting/data X Other</p>	<p>Challenge or barrier:</p>	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> • Technology – SMC GPS (Starfish) will enable better collaboration between classroom faculty and counselors to help the college move to a proactive support structure, but this is one more in a long list of software packages that do not integrate with our SIS. • Reporting/Data – improved methods to collect data on individual student use of support services is needed in order to assess effectiveness of these supports. This, too, must integrate with our SIS. • Other – Funds to enable ongoing, intensive professional development for faculty, staff, and administration on best practices to promote equity and close gaps in student outcomes.
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2c. ~~Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year.~~

Supports are intentionally designed for and provided to help Black and Latinx students to succeed in the program-relevant (“critical”) math course by the end of their first year.

Current status (including the “Equity Considerations” above):

Not occurring

Not systematic

Planning to scale

Scaling in progress

At scale

Progress to date:

- Co-requisite support courses are in place for first transfer-level courses in each of SMC’s 4 math pathways:
 - STEM (trigonometry-based calculus): Math 2, 3, 4
 - Business (non-trigonometry calculus): Math 26
 - Social Sciences (statistics): Math 54
 - Liberal Arts (finite math): Math 21
- Guided self-placement tools help students identify if co-requisite support is appropriate
- Instructional Assistant hours in the Math Lab (tutoring center) have been significantly increased to meet student demand
- Embedded academic (i.e. tutoring) and non-academic support (i.e. counseling) has been implemented in some co-requisite classes and in two remaining pre-transfer courses (Math 1 and 50)
- Implemented SMC GPS (Starfish) campus-wide that includes Math Tutoring Referral which allows instructors to be proactive in connecting students to Math Tutoring services, including the Zoom drop-in tutoring.

Term, if at scale or scaling: Fall 2019

Next steps:

- Development of systematic data collection standards for all instructional support programs
- Data collection and analysis to determine which instructional support methods are most effective (particularly for our racially marginalized students) in which courses and reallocate funds accordingly
- Evaluate and improve current co-requisite support course model
- Conduct research with Math faculty including extent and method of implementation of “just in time remediation” to achieve a greater degree of consistency in faculty implementation. (SPRING 2021)
 - Based on research results, identify best practices which improve learning and successful course completion in Math for Black and Latinx students (SUMMER 2021)
 - Develop an “Equitable Practices Course” for instructors
 - Provide training and support for instructors in teaching strategies shown to improve learning and successful course completion in Math for Black and Latinx students (FALL 2021)
- Conduct research with students to gain deep understanding of effective practices and barriers faced by Black and Latinx students in completing Math AB705 courses and identify the support necessary to close racial equity gaps. (SPRING 2021)
 - Determine effectiveness of support programs including:
 - instructional assistants
 - embedded tutors
 - embedded counselors
 - math lab (non-embedded) tutoring
 - basic needs support
- Develop TWO professional learning communities for courses with support: [Math 2+2C, 3+3C, 4+4C, 26+26C], and [21+21C, 54+54C] (2021-2022)

- PLC to assess and improve the materials created for these courses to better serve Black and Latinx students.
- PLC to share equity best practices so infuse such practices into the culture of the department.
- Collaborate with the Student Care Team / Title V work team and Instructional Support to integrate “peer navigator functions” within the scope of work of embedded tutors in all support courses. (SUMMER 2021)

Timeline for implementing next steps: Fall 2021

<p>2c. Support Needed?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Policy guidance</td> <td style="width: 50%;">Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>X Reporting/data</td> </tr> <tr> <td>X Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	X Technology	X Reporting/data	X Other		<p>Challenge or barrier:</p> <ul style="list-style-type: none"> ● Title 5 	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> ● Technology – SMC GPS (Starfish) will enable better collaboration between classroom faculty and counselors to help the college move to a proactive support structure, but this is one more in a long list of software packages that do not integrate with our SIS. ● Reporting/Data – improved methods to collect data on individual student use of support services is needed in order to assess effectiveness of these supports. This, too, must integrate with our SIS. ● Other – Funds to enable ongoing, intensive professional development for faculty, staff, and administration on best practices to promote equity and close gaps in student outcomes.
Policy guidance	Connections with other GP teams									
Regional training	On campus /individual training									
X Technology	X Reporting/data									
X Other										

2d. ~~Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year.~~

Supports are intentionally designed for and provided to help Black and Latinx students to succeed in the program-relevant (“critical”) English course by the end of their first year.

Current status (including the “Equity Considerations” above):

Not occurring

Not systematic

Planning to scale

Scaling in progress

At scale

Progress to date:

- Co-requisite support courses are in place for SMC’s first transfer-level English course: English 1.
- Guided self-placement tools help students identify if co-requisite support is appropriate
- In-class academic (i.e. tutoring and/or instructional assistance) and non-academic (i.e. counseling) support visits have been made available to all instructors in English 1 and English 1 + 28 (co-requisite) classes
- Implemented SMC GPS (Starfish) campus-wide that includes Writing & Humanities Tutoring Referral which allows instructors to be proactive in connecting students to Writing & Humanities Tutoring Center (WHTC) services, including the appointment system.

Term, if at scale or scaling: Fall 2018

Next steps:

- Development of systematic data collection standards for all instructional support programs
- Data collection and analysis to determine which instructional support methods are most effective (particularly for our racially marginalized students) in which courses and reallocate funds accordingly
- Evaluate and improve current co-requisite support course model
- Conduct qualitative research with English faculty (SPRING 2021)
 - Determine targeted professional development (SUMMER 2021)
 - Provide training and support for instructors in teaching strategies shown to improve learning and successful course completion rates for Black and Latinx students. (FALL 2021)
- Conduct qualitative research with students to gain deep understanding of effective practices and barriers faced by Black and Latinx students in completing English 1 and identify the AB 705 support necessary to close racial equity gaps. (SPRING 2021):
 - Determine effectiveness of and make recommendations regarding support programs including:
 - instructional assistants
 - embedded tutors, counselors, librarian
 - additional hours at the WHTC
 - Smarthinking online tutoring
 - basic needs support
 - technological support
- Develop and implement “English 1 + 28-specific training” for Peer Navigators and Student Care Team members to better support students to successful completion of transfer-level English. (SUMMER 2021)
- Utilize English 1 and English 1 + 28 Professional Learning Communities (PLC) (2021-2022)
 - assess and improve course content, material, and teaching practices to better serve Black and Latinx students.
 - collect, organize, and share equity best practices to infuse such practices into the culture of the department.

Timeline for implementing next steps: Fall 2021

<p>2d. Support Needed?</p> <p>Policy guidance Regional training X Technology X Other</p> <p>Connections with other GP teams On campus /individual training X Reporting/data</p>	<p>Challenge or barrier:</p> <ul style="list-style-type: none"> Title 5 	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> Technology – SMC GPS (Starfish) will enable better collaboration between classroom faculty and counselors to help the college move to a proactive support structure, but this is one more in a long list of software packages that do not integrate with our SIS. Reporting/Data – improved methods to collect data on individual student use of support services is needed in order to assess effectiveness of these supports. This, too, must integrate with our SIS. Other – Funds to enable ongoing, intensive professional development for faculty, staff, and administration on best practices to promote equity and close gaps in student outcomes.
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**2e. ~~Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.~~
Intensive supports are intentionally designed and provided for Black and Latinx students entering at below college level.**

Current status (including the “Equity Considerations” above):	<input type="checkbox"/> Not occurring	<input type="checkbox"/> Not systematic	<input checked="" type="checkbox"/> Planning to scale	<input type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale
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Progress to date:

- Development and implementation of an adaptive learning course in math (Math 1) to allow a one semester path through pre-transfer math
- Some intensive support is available: STEM Skills, Chem Bootcamp, math lab, writing labs, Supplemental Instruction, embedded tutoring
- ESL courses, both credit and noncredit, are available to assist English language learners
- Optional English support courses are available to students in both Reading and Grammar

Term, if at scale or scaling: N/A

Next steps:

- Development of systematic data collection standards for all instructional support programs
- Data collection and analysis to determine which instructional support methods are most effective (particularly for our racially marginalized students) in which courses and reallocate funds accordingly
- Implement summer programming for FTIC Black and Latinx students
 - Phase 1: Enroll 250 new-to-SMC Black and Latinx students in Counseling 12 sections in the Summer and then provide a faculty mentor for them in late Summer and Fall
 - Phase 2: Enroll 250 new Black and Latinx students in Counseling 12 sections in the Winter and then provide a faculty mentor for them in late Winter and Spring
- Implementation of Student Care Teams along with an integration of information from both academic and non-academic supports to “close the loop”
- Implement SMC GPS (Starfish) Operational Analytics (predictive/retention scores) which would help facilitate Case Management approach to Counseling and Student Care Teams

Timeline for implementing next steps: Fall 2021

2e. Support Needed?

Policy guidance	Connections with other GP teams
Regional training	On campus /individual training
X Technology	X Reporting/data
X Other	

Challenge or barrier:

- It is difficult to direct students into appropriate courses given their options to choose transfer level via Guided Self-Placement. Those who fail often repeat until no further attempts are available to them. Students need to be identified early for proactive counseling and course enrollment.

Support Needed – Detail:

- Technology – Starfish will enable better collaboration between classroom faculty and counselors to help the college move to a proactive support structure, but this is one more in a long list of software packages that do not integrate with our SIS.
- Reporting/Data – improved methods to collect data on individual student use of support services is needed in order to assess effectiveness of these supports. This, too, must integrate with our SIS.
- Other – Funds to enable ongoing, intensive professional development for faculty, staff, and administration on best practices to promote equity and close gaps in student outcomes.

2f. ~~The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.~~

SMC works with high schools to support Black and Latinx students to enter college-level coursework in an Academic and Career Path when they enroll in college.

Current status (including the “Equity Considerations” above):	<input type="checkbox"/> Not occurring	<input type="checkbox"/> Not systematic	<input checked="" type="checkbox"/> Planning to scale	<input type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale
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Progress to date:

- Implementation of Senior Experience and counseling support pilot for prospective students in SMC’s local high school (SAMOHI)
 - Students enroll in Counseling 12 (Career Planning) as well as Counseling 19 (Orientation Seminar) which helps students navigate the college matriculation steps
 - An SMC counselor is housed at the high school site to assist students
- SMC is working with 6 local high schools outside of our district to offer Dual enrollment classes
- To support students interested in pursuing a direct path to the workforce, many of the Dual Enrollment courses lead to a Certificate of Achievement
- Dual enrollment integrates career exploration
- Outreach counselors use Area of Interest materials to help prospective students narrow down possible programs of study.
- Student Ambassadors are being trained to do high school presentations and engage our students in the onboarding process.

Term, if at scale or scaling: N/A

Next steps:

- Offer additional sections of Counseling 12 (Career Planning) at SAMOHI
- Implement new peer outreach program at feeder high schools
- Increase outreach efforts at highest feeder schools outside of Santa Monica and increase engagement and support for Black and Latinx students
- Continue work with local school district to implement ERWC curriculum designed by CSU and HS (Senior-level English course would prepare students to enroll directly into transfer-level English
- Continue work with SMMUSD to implement dual enrollment math in senior year at SAMOHI
- Collect and analyze concurrent/dual enrollment data disaggregated by race/ethnicity to ensure the dual enrollment program is redesigned to meet the needs of our racially minoritized students
- Expand dual enrollment to additional High Schools via K-12 SWP partnerships.

Timeline for implementing next steps: Fall 2021

<p>2f. Support Needed?</p> <table> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>X Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	X On campus /individual training	Technology	Reporting/data	X Other		<p>Challenge or barrier:</p> <ul style="list-style-type: none"> • SMC students come from multiple school districts. The greatest challenge e aligning our efforts with all the high schools we work with. 	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> • The greatest need will be training the college and high school staff on the various programs of study at the college and ensuring that they are supporting students in their career exploration needs. • Training will also need to happen for the career exploration tool or class that the college will develop.
Policy guidance	Connections with other GP teams									
Regional training	X On campus /individual training									
Technology	Reporting/data									
X Other										

3. KEEPING STUDENTS ON PATH

Equity Considerations in Area 3:

- How does SMC support counselors to incorporate engaging, proactive, and culturally-relevant counseling practices to better support underrepresented students' success in their programs?
- How does SMC ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?
- How does SMC integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?
- How does SMC ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?

**3a. ~~Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.~~
Counselors proactively engage Black and Latinx students in building and sustaining momentum toward completing program requirements.**

Current status (including the “Equity Considerations” above):	<input type="checkbox"/> Not occurring	<input checked="" type="checkbox"/> Not systematic	<input type="checkbox"/> Planning to scale	<input type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale
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Progress to date:

- 30% of SMC students participate in special counseling programs where counselors are better able to more closely monitor completion of program requirement through intrusive counseling, review of educational plans (done via MyEdPlan), and degree audit software
- 70% of SMC students seek counseling “as needed” which results in a lack of systematic monitoring of student progress
- Preliminary discussions have occurred regarding various mechanisms to help monitor student progress

Term, if at scale or scaling:

Next steps:

- Transition to a “case management counseling model” based on Areas of Interest
- Research and identify technology needed to help monitor completion of program requirements
- Assign priority to rearchitect the regressive degree audit algorithm (currently used by academic records evaluators) to identify students who are close to meeting select progression benchmarks with initial focus on Black and Latinx students pursuing ADTs
- Develop and implement a communication plan for students (as part of the redesigned regressive degree audit and progress benchmarks)
- Prepare and fully train evaluators on the shifting of responsibilities
- Transition from evaluations at the time of graduation, to evaluations as transcripts are received
- Assign evaluators to Areas of Interest

Timeline for implementing next steps: Fall 2021

- Fall 2021 – Implement Area of Interest counseling and reassign academic reports evaluators to Areas of Interests
- Summer 2021 – Rearchitect regressive degree audit algorithm and integrate to SIS
- Fall 2021 – Commence proactive outreach by academic records evaluators to assigned cohort of first and second year African American and Latinx students pursuing ADT
- Fall 2022 – Implement technology needed to easily identify completion of program requirement

<p>3a. Support Needed?</p> <p>X Policy guidance Connections with other GP teams</p> <p>X Regional training On campus /individual training</p> <p>X Technology Reporting/data</p> <p>X Other</p>	<p>Challenge or barrier:</p> <ul style="list-style-type: none"> • Our barrier is time and allocation of human and fiscal resources to make these changes happen 	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> • Technology: use system buying power to negotiate better pricing on CRM platforms like Salesforce to facilitate communication with students • Assistance in restructuring cumbersome procurement rules and processes • Additional trainings subsidized by the CCCCCO for front line staff on Guided Pathways and their role in student success and equity—not only faculty and management
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3b. Students can easily see how far they have come and what they need to do to complete their program.

Current status (including the “Equity Considerations” above):	<input type="checkbox"/> Not occurring	<input type="checkbox"/> Not systematic	<input type="checkbox"/> Planning to scale	<input checked="" type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale
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Progress to date:

- 90% of SMC students complete an electronic education plan (MyEdPlan) within their first semester at SMC
 - MyEdPlan allows students to see how far they have come and what they need to do to complete their program
- A large percentage of SMC students have taken coursework at other colleges and universities and this information does not currently populate MyEdPlan
- Transcript data capture technology was adopted by Admissions and Records and an internal course articulation rule builder (MyCAP—My Course Articulation Program) was developed four years ago
- Tens of thousands of courses from outside SMC have been evaluated for equivalency, but have not be integrated into our degree audit system and MyEdPlan

Term, if at scale or scaling:

Next steps:

- Prepare a request for proposals for a new ERP/SIS
- Prepare a request for information for education planner/degree audit/program mapper tool that integrates into any ERP/SIS system ultimately selected
- Select, integrate, and deploy tool
- Integrate MyCAP with degree audit system and MyEdPlan
- Integrate program maps into MyEdPlan and explore technology that will integrate this information in a visually appealing format for our students. The cost-benefit information and time to complete the program would be embedded as the student progresses toward completing their self-defined goal.

Timeline for implementing next steps: Fall 2021

- ERP/SIS:
- RFI for for education planner/degree audit/program mapper tool:
- RFP for for education planner/degree audit/program mapper tool:
- Selection of education planner/degree audit/program mapper tool:
- Implementation of tool:

<p>3b. Support Needed?</p> <p>X Policy guidance Connections with other GP teams</p> <p>X Regional training X On campus /individual training</p> <p>X Technology Reporting/data</p> <p>Other</p>	<p>Challenge or barrier:</p> <ul style="list-style-type: none"> Our college needs to make a definitive decision about the status of our current homegrown technology platform and identify and support the implementation of identified technology. A culture of indecision in the organization prevails and impedes progress. Integration of program maps with our internal MIS system and students’ educational plans. Existing technology vendors (i.e. Bakersfield’s program mapper) are visually appealing but maps do not integrate with educational planning or scheduling systems. Also, EduNav which is more dynamic and interactive does not integrate with home-grown MIS systems. 	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> Technology: use system buying power to negotiate better pricing on CRM platforms like Salesforce to facilitate communication with students Assistance in restructuring cumbersome procurement rules and processes Facilitated change management discussions to address a culture of indecision
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<p>3c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track. Counselors and students are alerted when students are at risk of falling off their program map and have policies and supports intentionally design with racial equity in mind to intervene in ways that help students get back on track.</p>							
<p>Current status (including the “Equity Considerations” above):</p>		<input type="checkbox"/> Not occurring	<input checked="" type="checkbox"/> Not systematic	<input type="checkbox"/> Planning to scale	<input type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale	
<p>Progress to date:</p> <ul style="list-style-type: none"> Counselors are currently not alerted when students are at risk of falling off their program maps When students get on progress or academic probation, they are encouraged to attend a two-hour, counselor led “Back to Success” workshop Implemented SMC GPS (Starfish) campus-wide in order to help identify students in need of additional support to enable proactive and just-in time services. 							
<p>Term, if at scale or scaling:</p>							
<p>Next steps:</p> <ul style="list-style-type: none"> Identify technology that will provide this type of alert (such as EduNAV, EAB Navigate, Stellic, ...) Transition to a “case management counseling model” based on Areas of Interest which utilize predictive analytics to engage in proactive outreach Implement SMC GPS (Starfish) System Flags and Operational Analytics (predictive/retention scores) which would help facilitate Case Management approach to Counseling and Student Care Teams 							
<p>Timeline for implementing next steps: Fall 2021</p> <ul style="list-style-type: none"> RFI for education planner/degree audit/program mapper tool: RFP for education planner/degree audit/program mapper tool: Selection of education planner/degree audit/program mapper tool: Implementation of tool: 							
<p>3c. Support Needed?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>Policy guidance</p> <p>Regional training</p> <p>X Technology</p> <p>Other</p> </td> <td style="width: 50%; border: none;"> <p>Connections with other GP teams</p> <p>X On campus /individual training</p> <p>Reporting/data</p> </td> </tr> </table>		<p>Policy guidance</p> <p>Regional training</p> <p>X Technology</p> <p>Other</p>	<p>Connections with other GP teams</p> <p>X On campus /individual training</p> <p>Reporting/data</p>	<p>Challenge or barrier:</p> <ul style="list-style-type: none"> Our college needs to make a definitive decision about the status of our current homegrown technology platform and identify and support the implementation of identified technology. A culture of indecision in the organization prevails and impedes progress. 		<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> Facilitated change management discussions to address a culture of indecision 	
<p>Policy guidance</p> <p>Regional training</p> <p>X Technology</p> <p>Other</p>	<p>Connections with other GP teams</p> <p>X On campus /individual training</p> <p>Reporting/data</p>						

3d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.
Assistance is provided to students who are unlikely to be accepted into limited-access programs (such as nursing) to redirect them to other comparable paths.

Current status (including the “Equity Considerations” above):	<input type="checkbox"/> Not occurring	<input checked="" type="checkbox"/> Not systematic	<input type="checkbox"/> Planning to scale	<input type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale
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Progress to date:

- Students in the Health Sciences Department who are not accepted into the Registered Nursing Program have other departmental options:
 - Respiratory Care Program leads to an AS Degree in Respiratory Care preparing the student to take the licensing exam to become a Respiratory Therapist
 - Providing Care to Older Adults is a noncredit certificate program that prepares students for entry level careers working with older adults.
 - Completion of this program may qualify students for entry in high demand occupations such as Caregivers, Companions, Social and Human Service Assistants, Direct Support Professionals, Resident Care Providers, among others
 - Rehabilitation Therapy Aide is a noncredit certificate program that teaches students how to maintain treatment areas, prepare and aid therapy sessions, transport immobile patients, and the proper methods of body mechanics for patient assistance

Term, if at scale or scaling:

Next steps:

- Develop schematic representations of the relationship between the programs.
- Inform counselors and students of options

Timeline for implementing next steps: Fall 2021

<p>3d. Support Needed?</p> <table style="width: 100%;"> <tr> <td style="width: 50%;">Policy guidance</td> <td style="width: 50%;">Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>X Reporting/data</td> </tr> <tr> <td>X Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	X On campus /individual training	X Technology	X Reporting/data	X Other		<p>Challenge or barrier:</p>	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> • Advertising of both credit and noncredit programs.
Policy guidance	Connections with other GP teams									
Regional training	X On campus /individual training									
X Technology	X Reporting/data									
X Other										

3e. ~~The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.~~

SMC schedules courses to ensure Black and Latinx students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Current status (including the “Equity Considerations” above):

Not occurring

Not systematic

Planning to scale

Scaling in progress

At scale

Progress to date:

- SMC has undertaken a rigorous review of scheduling best practices in the literature as well as an inventory of SMC-created ideas and initiatives
- SMC has hired a data scientist to model tools offering real-time student enrollment trajectory and velocity data to constantly revise and improve the schedule to meet student needs, not only before the enrollment cycle but during it.
- SMC has formed a task force to build capacity in the online teaching space so that we may market newly available fully online degrees, and also have the capacity to schedule sections to meet student demand while supporting instructional best practices as the online schedule grows

Term, if at scale or scaling:

Next steps:

- Develop a source of clean data showing each student’s “authentic” education plan and their trajectory and velocity on that plan
- Investigate how students, particularly Black and Latinx students, make enrollment decisions and are affected by the scheduling environment
- Further explore best practices and useful scheduling patterns among peer colleges, especially around carefully scheduled short-term courses to provide rolling start dates and streamlined program sequences.
- Further develop a broad coalition of stakeholders in scheduling and enrollment management
- Evaluate the impact of new scheduling practices on student access, retention, and success
- Explore year-long course enrollment possibilities

Timeline for implementing next steps: Fall 2021

- Fall 2021
 - Identify tool for student ed plan data
 - Conduct student enrollment observations and surveys
 - Build two-day patterns and organized short-term courses into Fall 2021 schedule
 - Convene a broad group of scheduling and enrollment management stakeholders for an open conversation about opportunities to improve our scheduling processes
- Spring 2022
 - Select student ed-plan data tracker tool and prepare for integration
 - Interpret and apply lessons from student enrollment observations and surveys
 - Observe enrollment trends in two-day and short-term courses in Spring 2022 schedule
- Summer 2022
 - Implement student ed-plan tracker tool, working with IT
 - Interpret and apply lessons from success and persistence rates in two-day and short-term courses from Fall 2021, particularly as they affect Black and Latinx students.

<p>3e. Support Needed?</p> <p>Policy guidance Regional training X Technology X Other</p> <p>Connections with other GP teams On campus /individual training X Reporting/data</p>	<p>Challenge or barrier:</p> <ul style="list-style-type: none"> • Funding and the time required of MIS will present real challenges to the technology upgrade. • Validating the data will take a broad team from across several departments, including Academic Affairs, Counseling, IT, and Department Chairs. 	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> • SMC will need a source of funds to procure the ed-plan tracker tool as well as person hours to integrate and implement it. • To continue the exploration of innovative scheduling practices, SMC should continue to build a broad coalition of stakeholders in scheduling and enrollment management, holding discussions <i>before</i> key scheduling milestones are met so as to build improvements into the scheduling process before it begins.
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4. ENSURING THAT STUDENTS ARE LEARNING

Equity Considerations in Area 4:

- How is SMC ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?
- As faculty make curricular changes to better align course assignments with program learning outcomes, how does SMC support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?
- What opportunities exist for faculty or counselors to critically examine their role in advancing equity-minded teaching and advising practices at SMC (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?
- Is SMC disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?

4a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Current status (including the “Equity Considerations” above):	<input type="checkbox"/> Not occurring	<input type="checkbox"/> Not systematic	<input type="checkbox"/> Planning to scale	<input checked="" type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale
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Progress to date:

- Program mapping pre-work began the critical inquiry of aligning program learning outcomes with the entry skills/knowledge required for the student’s next step (either workforce or transfer)
- Some Career Education programs, working with their advisory committees, have revised the program learning outcomes and aligned the required course SLOs to the identified PLOs
- Some “transfer-focused” programs, working with transfer destinations, have revised the program learning outcomes and aligned the required course SLOs to the identified PLOs

Term, if at scale or scaling: Spring 2018

Next steps:

- All programs examine through an equity lens—and revise as needed—course SLOs and program PLOs (with the help of the Curriculum Committee, Institutional Effectiveness Committee, and Program Review Committee)

Timeline for implementing next steps: Spring 2022

<p>4a. Support Needed?</p> <table> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>X Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>X Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	X Regional training	X On campus /individual training	Technology	Reporting/data	X Other		<p>Challenge or barrier:</p> <ul style="list-style-type: none"> • PLOs and SLOs took decades to create, and we are seeking to change and align them all in the space of two short years. All changes to SLO and PLO’s must be approved by the Curriculum committee. This creates a large burden on the Curriculum Committee, and the way it is currently resourced does not allow for the review, equitization and approval of thousands of SLO’s and over a hundred PLO’s. 	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> • Resources and time for department members and Senate Committees to engage more deeply in this work. To review every SLO and PLO in the college, and make sure they are clearly mapped to each other and vetted for equity, is a Herculean effort that will take many hundreds of faculty and administrative hours. Regional convenings for discipline faculty to meet and discuss SLO and PLO alignment would also be effective in creating cross-college collaboration.
Policy guidance	Connections with other GP teams									
X Regional training	X On campus /individual training									
Technology	Reporting/data									
X Other										

4b. ~~Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.~~

Instruction across programs (especially in gateway and critical courses) is intentionally designed to engage Black and Latinx students by reflecting and amplifying Black and Latinx student experiences, employing an asset-based, culturally relevant pedagogy to help students think critically, solve meaningful problems, and work and communicate effectively with others.

Current status (including the “Equity Considerations” above):	<input type="checkbox"/> Not occurring	<input checked="" type="checkbox"/> Not systematic	<input type="checkbox"/> Planning to scale	<input type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale
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Progress to date:

- SMC has an Applied/Service-Learning Program to help facilitate applied learning experiences in courses and programs
- Several of SMC’s Career Education programs have applied learning experiences embedded in the program requirements
- Over the past 7 years, hundreds of SMC faculty have participated in SMC’s Faculty Summer Institute focused on equity-based, active learning pedagogy
- Creation of Professional Learning Communities in English and Math to support faculty in the implementation of AB 705

Term, if at scale or scaling: N/A

Next steps:

- Develop and implement faculty professional development to facilitate equity-based instruction in gateway and large GE courses that engages students in active and applied learning and encourages students to think critically, solve meaningful problems, and work/communicate effectively with others
- Expand SMC’s reading apprenticeship program by partnering with 3CSN
- Revise course outlines of record to reflect greater engagement of students in equity-based, active and applied learning and stronger encouragement of students to think critically, solve meaningful problems, and work/communicate effectively with others
- Publicize the Equitized Model Syllabus developed by SMC’s Academic Senate
- Curriculum is reflective of and relevant to communities of color

Timeline for implementing next steps: Fall 2021

<p>4b. Support Needed?</p> <table> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>X Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>X Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	X Regional training	X On campus /individual training	Technology	Reporting/data	X Other		<p>Challenge or barrier:</p> <ul style="list-style-type: none"> • We need to engage, professionally develop faculty practitioners who can start working with individual faculty members in the review of their syllabi and curriculum. While a model syllabus will act as a guideline, nothing can take the place of dedicated time, space, and resources for each individual faculty member to collaborate with their peers and complete this process for their own courses. Faculty who are not part of the original equitizing gateway courses module want access to resources so they can start this work now 	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> • We need additional resources to scale the equitizing gateway courses project. Not only do all of our full-time faculty have to become trained and documented equity practitioners, all of our part time faculty must have access to the same resources. Then, departments will need resources to create the time and space to review all of their introductory courses through a lens of equity (after have had robust training in the practice of equity). Hundreds of courses taught by over a thousand faculty will have to be reviewed, and many of those changes will have to be approved by and already under resourced curriculum committee.
Policy guidance	Connections with other GP teams									
X Regional training	X On campus /individual training									
Technology	Reporting/data									
X Other										

4c. ~~Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.~~
Black and Latinx students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.

Current status (including the “Equity Considerations” above):	<input type="checkbox"/> Not occurring	<input checked="" type="checkbox"/> Not systematic	<input type="checkbox"/> Planning to scale	<input type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale
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Progress to date:

- SMC offers a large variety of “stand-alone” internships courses
- Career Services Center staff encourage students to engage in an internship experience
- Service-Learning opportunities are available for students
- SMC has an Applied and Service-Learning Program to facilitate applied learning in courses
- Some programs offer service-learning, experiential, clinical or practicum experiences independent of the Applied and Service-Learning Program (i.e. nursing, CTE, STEM, Kinesiology and other courses that require a practicum or observation hours)
- Launched service/applied learning options in study abroad experiences
- Expanded opportunities to students in online courses via online orientations
- In Fall 2019, over 100 students participated in an Applied and Service Learning opportunity, completing close to 900 hours of service in the community

Term, if at scale or scaling: N/A

Next steps:

- Develop and implement faculty professional development to facilitate equity-based instruction in gateway and large GE courses that intentionally embeds applied learning opportunities into coursework
- Revise course outlines of record to embed applied learning opportunities into courses
- Explore program revision to embed applied learning opportunities into program requirements
- Identify all current applied learning opportunities
- Centralize applied learning experiences for facilitation and data collection

Timeline for implementing next steps: Spring 2022

<p>4c. Support Needed?</p> <table> <tr> <td>X Policy guidance</td> <td>X Connections with other GP teams</td> </tr> <tr> <td>X Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>X Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	X Policy guidance	X Connections with other GP teams	X Regional training	X On campus /individual training	X Technology	X Reporting/data	Other		<p>Challenge or barrier:</p>	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> • Helping students find and gain work experience through internships needs to be a campus-wide initiative. All Faculty need to support students in this
X Policy guidance	X Connections with other GP teams									
X Regional training	X On campus /individual training									
X Technology	X Reporting/data									
Other										

<p>4d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs. Faculty/programs assess whether Black and Latinx students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>						
<p>Current status (including the “Equity Considerations” above):</p>		<input type="checkbox"/> Not occurring	<input type="checkbox"/> Not systematic	<input checked="" type="checkbox"/> Planning to scale	<input type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale
<p>Progress to date:</p> <ul style="list-style-type: none"> All SMC faculty record student learning outcomes (SLOs) for all students in their classes. SMC disaggregates course level SLOs by race and ethnicity and publicize to department the racial disparities that exist in course level student learning outcomes. <p>Term, if at scale or scaling: N/A</p>						
<p>Next steps:</p> <ul style="list-style-type: none"> Create a process (managed by the Curriculum, Program Review, and Institutional Effectiveness committees) to regularly revise SLOs and PLOs through an equity lens, ensuring that the outcomes are inclusive of a wide range of pedagogies, assignments, and are meaningfully communicated to students <p>Timeline for implementing next steps: Fall 2021</p>						
<p>4d. Support Needed?</p> <p>Policy guidance X Regional training Technology X Other</p>		<p>Connections with other GP teams X On campus /individual training Reporting/data</p>		<p>Challenge or barrier:</p> <ul style="list-style-type: none"> Revising SLOs and PLOs through an equity lens will take a lot of training and time to accomplish 		<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> We need dedicated state funding in order to provide increased resources for the gargantuan task of revising all of our learning outcomes and support services through a guided pathways framework.

4e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Results of learning outcomes assessments are used to improve teaching and the learning outcomes for Black and Latinx students through program review, professional development, and other intentional campus efforts.

Current status (including the “Equity Considerations” above):	<input type="checkbox"/> Not occurring	<input checked="" type="checkbox"/> Not systematic	<input type="checkbox"/> Planning to scale	<input type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale
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Progress to date:

- SMC’s Program Review Committee is conducting a focused review of our previous practices and developing an entirely new Program Review process. “Program Review Taskforce” was created, which includes members of administration and the Academic Senate, in order to innovate and implement these changes in the 2020-21 Academic Year.
- Professional Development regarding student and program learning outcomes has been developed by the Academic Senate, vetted by the Joint Institutional Effectiveness committee, and will be delivered, perhaps in the form of webinars, during the 2020-21 academic year. The Curriculum Committee will also be offered professional development regarding equitizing student and program learning outcomes in the Fall of 2020.

Term, if at scale or scaling: N/A

Next steps:

- Program Review Taskforce will continue meeting and will implement changes via the shared governance process and through the Academic Senate.
- Curriculum Committee and Program Review Committee will also partner with the Professional Development committee in order to deliver PD content to faculty regarding the creative renovation of Student Learning Outcomes and Program Learning Outcomes to align with the Redesign framework in order to close racial equity gaps.
- Critical review and revision of Program Learning Outcomes (PLOs) in the context of transfer and workforce requirements
- Critical review and revision of gateway (and critical/gatekeeper) courses Student Learning Outcomes (SLOs) in the context of transfer and workforce requirements
 - This may involve revisions to the Course Outline of Record, to include, for example, the integration of anti-racist, culturally relevant curriculum and pedagogy, project-based learning, collaborative learning, and applied learning opportunities.
- Critical review and revision of program courses to center anti-racism in the curriculum

Timeline for implementing next steps: Fall 2021

<p>4e. Support Needed?</p> <p>Policy guidance Connections with other GP teams</p> <p>X Regional training X On campus /individual training</p> <p>X Technology Reporting/data</p> <p>X Other</p>	<p>Challenge or barrier:</p> <p>When the state instituted the practice of SLO’s in the early 2010’s, many faculty were alienated by the process. Now, we must convince these faculty that student and program learning outcomes are a way to assess equity in student success. This represents a cultural change that will require sustained education and professional development.</p> <p>Every department, even discipline, has their own process for creating and re-evaluating their course-level student learning outcomes. Some faculty create outcomes for their individual courses, while other departments maintain uniform SLO’s across similar courses.</p>	<p>Support Needed – Detail:</p> <p>Increased funding for faculty professional development regarding aligning student learning outcomes with program learning outcomes.</p> <p>Technology to support the alignment and mapping of SLOs to PLOs and vice versa.</p>
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4f. SMC helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Current status (including the “Equity Considerations” above):	<input type="checkbox"/> Not occurring	<input checked="" type="checkbox"/> Not systematic	<input type="checkbox"/> Planning to scale	<input type="checkbox"/> Scaling in progress	<input type="checkbox"/> At scale
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Progress to date:

- SMC’s performing arts, visual arts, and applied art and design programs currently assist students in developing portfolios, whether physical or virtual

Term, if at scale or scaling: N/A

Next steps:

- Continue exploration of relevant industry badging in consultation with advisory boards
- Develop curriculum that fulfills industry-informed badging requirements, where necessary
- Explore options such as ePortfolio to support students

Timeline for implementing next steps: Spring 2022

<p>4f. Support Needed?</p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>X Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	X Regional training	On campus /individual training	X Technology	Reporting/data	Other		<p>Challenge or barrier:</p> <ul style="list-style-type: none"> Where badging requires an industry examination, the cost can be prohibitive for students. The College cannot currently administer industry certification exams due to lack of facilities and staff authorized to administer these exams. 	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> Regional coordination with industry to establish ways for the CCC’s to offer industry-recognized credentials. By working as a consortium, we can more easily attract the attention of large scale employers/industries. Some SMC programs have been interested in assisting students to earn industry credentials by administering the relevant exams on campus and assisting with the cost of taking the exams (i.e. Microsoft Certificates). The college lacks a facility and support staff to administer these exams.
Policy guidance	Connections with other GP teams									
X Regional training	On campus /individual training									
X Technology	Reporting/data									
Other										

4g. ~~The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.~~

SMC assesses effectiveness of educational practice for Black and Latinx students and uses the results to create targeted professional development.

Current status (including the “Equity Considerations” above):

Not occurring

Not systematic

Planning to scale

Scaling in progress

At scale

Progress to date:

- SMC has administered CCSSE twice in the last decade, last surveying students in Spring of 2017
- SMC has pursued learning about the climate issues that impact student experience and learning, particularly for racially marginalized students, rather than using engagement surveys
- In Fall 2019, the National Assessment of Collegiate Campus Climates (NACCC) was administered online to all enrolled students to assess constructs such as institutional commitment, impact of external environments, mattering and affirmation, racial learning and literacy, encounters with racial stress, and cross-racial engagement.
- SMC has engaged over 200 faculty and staff in professional learning modules focused on evidence-based educational practices that are effective in teaching and supporting men of color
- SMC faculty and departments regularly monitor outcomes data, such as SLO mastery rates, course success, and course retention by race/ethnicity

Term, if at scale or scaling: N/A

Next steps:

- Analyze the results of the NACCC survey and make recommendations for action based on the findings
- Engage in inquiry (particularly focused on peer mentoring, academic support, sense of identity) to better learn about student experience and needs and share the findings with the campus
 - Develop and implement faculty professional development to facilitate equity-based instruction in gateway and large GE courses
 - Develop and implement faculty professional development in the STEM area to equitize pedagogy, curriculum, and classroom activities
 - Develop and implement the “Equity Avengers Program”: a professional development program to develop practitioners to make course-level, program-level, and system-level changes and to ensure committees and programs approach their work using an “equity-minded perspective”
- Implement SMC GPS (Starfish) Strategic Analytics which would help provide data to inform faculty professional development needs in order to support success of our Black and Latinx students
- Begin implementation of faculty professional development program aimed at equitizing gateway and large GE courses
- Launch the Equity Self-Assessment Tool (ESAT) campus-wide
- Create professional development communities focused on racial equity and culturally responsive pedagogy in an online environment (Planning Fall 2021, Implementation Spring 2022)
- Regularly collect online course success and degree progress data, disaggregated by race and ethnicity, to monitor progress toward closing inequitable gaps in African American and Latinx student achievement data (Fall 2021)

Timeline for implementing next steps: Fall 2021

- February – June 2020: Collect Data and disseminate findings; provide opportunity for practitioners to engage with the data and findings
- June 2020 – August 2020: Findings of the data are used to inform the planning and design of professional development programs.
- August 2020: Professional development programs start
- January 2021 – May 2021: Changes to practice and new strategies are implemented/documentated
- April 2021: Begin to evaluate the strategies/changes implemented

<p>4g. Support Needed?</p> <p>Policy guidance</p> <p>X Regional training</p> <p>Technology</p> <p>Other</p> <p>X Connections with other GP teams</p> <p>X On campus /individual training</p> <p>Reporting/data</p>	<p>Challenge or barrier:</p> <ul style="list-style-type: none"> • One challenge to the work is institutional culture/resistance to change. The College’s culture includes a motivation to maintain the status quo. Many innovations of the College focus on creating policies and programs directed at students and is less focused on a critical self-reflection of the institutional practices and structures that lead to students not learning and succeeding. Because of our campus culture, it will be challenging to re-shift our orientation and focus on professional development. • Another challenge will be workload. Currently, all of the innovative or redesign of our practices and programs are done in addition to the old work, not <i>instead of</i>. The College will need support in transitioning from our old practices to new ones. 	<p>Support Needed – Detail:</p> <ul style="list-style-type: none"> • Training for how to prepare for and lead change (skills and knowledge) is necessarily for the practitioners responsible for directing the change in the classroom (change management, etc.). Connections with other GP teams may provide another form of support for faculty and other leaders to help build community around practitioners who are tackling similar issues.
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