

Santa Monica College Student Equity Executive Summary

The full Santa Monica College Equity Plan will be submitted via the Chancellor's Office NOVA system. The formatting required by this system is table-based and therefore not easily read. Thus, the content and background information have been assembled into this Executive Summary for use by the Santa Monica College community.

The 2019 Santa Monica College Equity plan was developed jointly by members of the Equity Steering Committee and the Academic Senate Joint Institutional Effectiveness Committee.

Where We Were: A Historical Perspective

Since Governor Jerry Brown proposed legislation to fund and support student equity in 2014 (SB 860), Santa Monica College (SMC) has actively designed and implemented programs and interventions to address equity gaps in student outcomes. The 2019 Student Equity Plan is a culmination of years of work and is built upon previous equity planning efforts. The reading of the 2019 plan should be grounded in an understanding of the foundational work that has enabled the College to effectively drive change towards more equitable student outcomes, including, but not limited to:

- Dedicated spaces and regular opportunities for authentic dialog around racial climate and student equity (for example, Confidential Equity Office Hours for Employees, Equity Brown Bags, Equity Speaks meetings, "Black Minds Matter" series);
- Activities designed to build literacy around student equity skills (for example, Teaching Men of Color courses, college-wide equity summits, workshops, data coaching program);
- Strategic and intentional equity planning (for example, facilitated planning meetings and retreats, attendance of planning institutes);
- Development and integration of equity tools to existing procedures and practices (for example, pathways rubric focused on integrating equity-minded practices, equity centered interview questions, job descriptions for the faculty hiring process, adding equity outcomes to the faculty ranking committee priorities); and,
- Equity student discussions that focus on African American and Latinx SMC students to get feedback about their experience in accessing services; experience inside the classroom with faculty; and their overall thoughts about the levels of essential support at SMC.

Importance of Language: The keywords and terms used to describe the equity imperative at Santa Monica College centers language that refrains from blaming the student for the lack of successful outcomes. Language used in this document was selected to challenge SMC cultural norms and move toward an equity minded view of the campus. To become a more equity centered campus, SMC must: 1) Become race-conscious and aware of racial identity 2) Regularly use disaggregated data to identify racialized pattern in outcomes 3) Reflect on racial consequences of taken-for-granted practices and policies 4) Exercise agency and self-monitor to produce racial equity 5) View the institution as a racialized space (*Reference: <https://cue.usc.edu/about/equity/equity-mindedness/>*). These key terms will be vetted and modified as part of the implementation of equity activities outlined in this plan.

Key Terms Used in this document:

Diversity: Being composed of a “range of different elements”. In education, this is defined along the a broad range of dimensions of including race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is extremely important to support and protect diversity because by valuing individuals and groups free from prejudice, and by fostering a climate where equity and mutual respect are intrinsic.

<http://www.qcc.cuny.edu/diversity/definition.html>. The SMC climate must be shaped by an equity framework that enables the campus to achieve optimal “inclusion” of diverse students.

Equality: The state of being “equal”. The equity framework acknowledges that students who attend SMC have had varying access to educational opportunities. In order to ensure that every student, regardless of background, has an equal chance to succeed, SMC must create the conditions that produce equality in its educational outcomes.

Equity: Fair and just inclusion. An equitized society is one in which all can participate and prosper. The goal of equity must be to create conditions that allow ALL to reach their full potential. (Reference: Veronica Neal). Equity is an ongoing process and an accountability lens. It is not an end product.

Racial Equity: The application of justice to systems that have been out of balance with regards to race. Racial equity is both a process and an outcome. As an outcome, we achieve racial equity when race no longer determines one’s socioeconomic outcomes; when everyone has what they need to thrive, no matter where they live. As a process, we apply racial equity when those most impacted by structural racial inequity are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives. <https://www.centerforsocialinclusion.org/our-work/what-is-racial-equity/>

Racially Minoritized: The Merriam-Webster dictionary defines a minority as “group of people who are different from the larger group in a country, area, etc., in some way (such as race or religion” (minority. n.d.). According to the most recent US Census “Hispanic/Latino” are fast becoming a majority (48.7% compared to whites 52.2%) in Los Angeles <https://www.census.gov/quickfacts/losangelescitycalifornia>. This also holds true at Santa Monica College, where Black and Latinx students represent 49% of the College population. Despite this fact, Latinx and Black students at SMC are often referred “underrepresented minorities” at the College and do not succeed at the same rates as white students. In this example, the noun minority is not appropriate, the verb “minoritized” should be applied. These students, despite representing the majority of the college population, are facing stigmas and prejudices. A minoritized student, is a student that because of circumstances outside of his or her control, has to deal with issues of racism, ableism, and teachers presuming his or her competence. **Reference:** <https://www.theodysseyonline.com/minority-vs-minoritize>)

Equity-Mindedness: refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. **Reference:** <http://cue.usc.edu/equity/equity-mindedness/>

Cultural Humility: Cultural humility is a **lifelong process** of self-reflection, self-critique and commitment to understanding and respecting different points of view, and engaging with others humbly, authentically and from a place of learning (Tervalon & Murray-Garcia, 1998). Cultural humility is a unique framework for moving us toward equity. It is a philosophy that addresses the role of **power and privilege** in a system, as well as the imbalanced power of voice and power to make decisions (i.e., the power **over** and the power **to**). Moreover, it is critical to ensure campus commitment and **consistency across policies and procedures**. Understanding institutional, interpersonal and internalized oppression is also an essential and ongoing aspect to this approach to organizational transformation.

Microaggression: Brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group, and are expressed in three forms: microassaults, microinsults and microinvalidations. “ (Sue, et al., 2007, p.72)

Privilege: an unearned advantage given by society to some people but not all.

Power: The capacity, opportunity, ability influence or direct the behavior or the course of events.

Oppression: systemic, pervasive inequality that is present throughout society and that benefits people with more privilege and harms those with fewer privileges.

Unconscious Bias: Unconscious bias applies to how we perceive other people. We are all biased and becoming aware of our biases will help us mitigate them in our work [with students].” – NX Leaders (2012)

Culturally Responsive: Culturally Responsive recognizes the importance of including an individual’s cultural references in all aspects of learning (Ladson-Billings,1994).

The following graphic provides a high-level summary of the equity-related activities and outcomes that have facilitated the cultural change and deepened institutional commitment for student and racial equity:

AT A GLANCE: A Recent History of the Student Equity Plan at SMC

2018-2019

Equity Summit: Appraising and Assessing Campus Racial Incidents

White Ally group formed

USC Race & Equity Center: Training for campus and student leaders on institutionalizing racial equity

Academic Senate Equity & Diversity Committee developed a faculty resource guide on equitizing teaching practices

Faculty Resource Guide

Center for Urban Education (CUE): Student Equity Planning Institute

Equity imperative drafted (Intro of 2019 plan)

Data methodology and inquiry tools

The four priorities for plans identified

2017-2018

Integrated plan (SSSP & BSI & Equity) with budget submitted to state

Equity Summit: Allyship in Action

Community College Equity Assessment Lab (CCEAL): "Teaching Men of Color" training for faculty and Classified staff

"Black Minds Matter" course

Equity Institute for Men of Color

Center for Urban Education (CUE): Faculty Hiring Institute

Equity-minded interview questions and training

Revision of job announcements to include equity commitment

Department chairs training on equitable hiring practices (by Chair of Chairs)

Equity Pedagogy

Equity-minded classroom practices at large

Allied Path (Veronica Keiffer-Lewis): Facilitated equity planning

Development of equity vision, mission, framework, and lens

Redesign/Pathways: Inquiry group formed to ensure equity is infused in the redesign and guided pathways work

Development of rubric & guidelines for implementing pathways

2014-2015

First equity plan with budget submitted to state

First equity summit on fundamentals of equity planning

Administered the Community College Survey of Men (CCSM)

2015-2016

Second equity plan with budget submitted to state

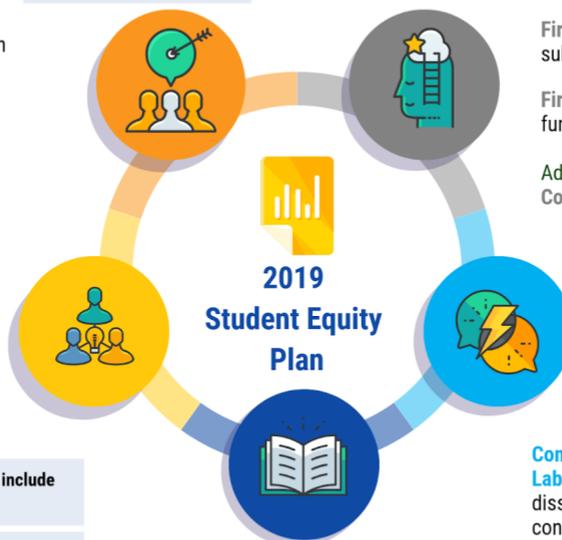
Equity Summit: Cultural Humility & Equity Framework

Community College Equity Assessment Lab (CCEAL): Results of the CCSM disseminated and student focus groups conducted

Data on student experience to inform planning

Center for Urban Education (CUE): Student Equity Planning Institute

Goals in plan to eliminate equity gaps for all student groups



2016-2017

Equity Summit: White Fragility

Community College Equity Assessment Lab (CCEAL): "Teaching Men of Color" training for faculty

Equity-minded classroom practices at large

Items in the light blue squares signify the products or outcomes of equity activities that have directly impacted the content of the 2019 Student Equity

Introduction

Santa Monica College has maintained a commitment to achieve equity in educational outcomes for all students for many years. SMC prides itself in serving a “globally” diverse student population that is increasingly diverse in race/ethnicity, life experiences, and academic preparedness. Santa Monica College officially reached the “Hispanic” enrollment threshold of 25% in 2005, qualifying it as a Hispanic Serving Institution (HSI) by the US Department of Education. This has allowed SMC to access federally funded grants to assist the institution with moving from a Latinx *enrolling* to Latinx *servicing* institution with regards to student success outcomes. The dual identities of SMC, (1) a globally diverse college and (2) a Minority Serving Institution (MSI) are often in conflict with one another. For example, the HSI designation is completely absent from the institution’s mission (which was revised in 2017) and marketing materials ([Quick Facts, Why Come to SMC](#)), rendering a growing population of students at SMC and the support systems available to them relatively invisible. Through the formation of the Equity Plan Task Force and Student Equity Steering Committee, SMC has been working to build a campus identity that more clearly articulates who our students are and what we as an institution must do to better serve them.

With an enrollment of just under 30,000 credit students per semester, 61% of whom are racially minoritized students ([Fall 2018 “Fast Facts”](#)), Santa Monica College continues to see pervasive data across every student success indicator demonstrating that the College is not effectively serving Latinx and African American students specifically. SMC’s racial equity gaps are in direct conflict with the College mission to create a learning environment that both challenges students and supports them in achieving their educational goals. SMC proposes to actively pursue racial equity as a centerpiece to its educational mission, hiring, program services, institutional governance, and college planning processes. We believe that SMC can truly embody our number one in transfer slogan for ALL students by collectively committing to employ an equity framework that centers the lived experiences of our most marginalized student groups on campus.

The consistent and pervasive underperformance of SMC with regards to Latinx and African American students must be addressed with more systematic and broad reaching activities centered on confronting issues of race, discrimination, bias and oppression. While the College is considered a minority serving institution (Latinx and African American student population of 49%), SMC remains a predominantly white institution with regard to faculty (full time and part time), academic administrators, and classified managers. In redesigning the institution, SMC must learn to center practices and procedures that represent a significant portion of our students. Hiring highly successful content experts that lack preparation to facilitate discussions around race has historically resulted in the sidelining of racial equity when discussing college planning, new initiatives and proposed interventions. Thus, SMC proposes to utilize the equity plan activities to equip all College employees with the knowledge, skills, and abilities required to discuss issues of race as it relates to campus culture and student success.

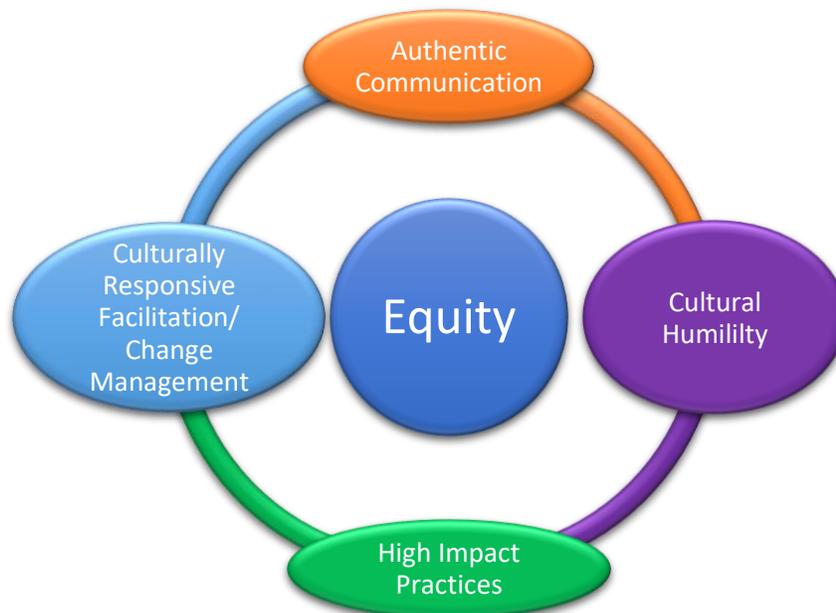
In 2018, a broad group of faculty, administrators, and staff convened to integrate the Student Success and Support Program (SSSP)—both credit and noncredit, Student Equity, the Basic Skills Initiative, and the Guided Pathways teams into a single plan with racial equity in educational outcomes for Latinx and African American students at the center. Over the course of developing the plan, the comprehensive work group developed equity vision and mission statements to guide and inform the plan as follows:

Equity Vision statement, “SMC is a dynamic and culturally responsive educational community that upholds the values of equity, inclusion and social justice as a pathway to personal and academic excellence.”

Equity Mission statement, “SMC is an educational institution dedicated to providing an equitable learning and working environment. We intend to make clear, through our lived values and praxis, our commitment to inclusive excellence, which is reflected in our student outcomes and employee satisfaction.”

To achieve racial equity in educational outcomes for Latinx and African American students, who experience the greatest gaps in service across each metric measured by the student equity plan, SMC is pursuing this work at the institutional, interpersonal, and intrapersonal levels. At the institutional level the college community will examine policies, practices, and structures that create barriers for students. Engaging in Guided Pathways redesign to become a “student-ready college” is one example of these efforts. The goals related to course success, transfer, and degree/certificate completion cannot be achieved without each department engaging in data-driven equity-minded work daily. At the individual level the goal is for each member of the SMC community to become “equity-minded,” embracing equity as a core value and recognizing the ways in which they can help begin to work towards racial equity in the work they do every day at the College. To achieve this SMC will provide professional development to all groups, develop “equity core teams” in departments and divisions, and host all-campus events focused on racial equity and actively anti-racist praxis. We will employ the use of an equity framework developed in the Guided Pathways Intention Equity and Retention Team to define and work toward developing campus wide competencies in the following areas:

SMC Equity Framework



<p><u>Authentic Communication:</u></p>	<p>How will we address conflict, misinformation, microaggressions, and unintentional wounding? How will we ensure students are heard and respected as partners in this process? In what ways and in what spaces can the modeling of authentic communication begin? What active steps can be taken to model this behavior? How will we gain commitments to authentic communication? How will we ensure all voices are heard? How will community agreements/norms be embedded in our interactions?</p>
<p><u>Cultural Humility:</u></p>	<p>What assumptions are we making about our work environment? What cultural dynamics are we looking to challenge or center? Why are we challenging or centering them? How will we disable power imbalances?</p>
<p><u>High Impact/Anti-Racist Practices:</u></p>	<p>What HIPs have we intentionally embedded to enhance the learning and engagement of Latinx and African American students? Are we showing up as culturally humble experts who are learning and open to exploring new ideas? What practices need additional resources to scale-up and reach a greater proportion of Latinx and African American students? What qualitative and quantitative data do we need to collect along the way to help identify which practices are successful with students of color?</p>
<p><u>Change Management and Culturally Responsive Facilitation:</u></p>	<p>Who is best prepared to facilitate an equity-focused meeting? How will these facilitators be supported? Are we as an institution prepared to commit to dialogue that squarely centers our examination and decisions of the College around Latinx and African American students? If so, how? Are we committed to communication styles that value “calling-in vs. calling-out”?</p>

SMC Equity Lens

An equity lens ensures the living embodiment of our framework and will guide preplanning, implementation, reflections, and reconstruction when evaluating college level policies, practices, planning and implementation decisions.

It is vital that SMC improve in the following core competencies to meet the ambitious equity goals proposed in this plan and the Local Vision Report:

- Define and differentiate between the words equity, equality, social justice, diversity, collegiality, and fairness;
- Become aware of how implicit bias and stereotypes shape our interactions with students and peers;
- Recognize and interrupt microaggressions when they are committed, understand the “death by a thousand papercuts” metaphor for individuals who endure these papercuts in their daily lives;
- Create a culture where we recognize breakdowns in communication and “call each other in” as opposed to “call each other out” whenever possible;
- Reflect and refine campus documents and tools (examples: course syllabi and IGETC) using an equity lens that speaks most effectively to African American, Latinx, and first-generation college students;
- Normalize conversations about race; do individual intrapersonal work on unpacking why there may be discomfort around issues of race;
- Disrupt deficit language when discussing racially minoritized; citing *their* issues as being the cause for any lack of success while at SMC;
- Look at data in student judiciary processes to uncover any trends;
- Avoid using a “savior” mentality when discussing interventions needed to reach students from racially minoritized backgrounds; ensuring all students succeed at SMC is not a noble form of outreach, it is the college imperative.
- Use data to recognize and dismantle college wide practices, discourse, etc. that implicitly center oppressive ideologies and colonizing mentalities.

Student Equity Plan Rationale: *Prioritizing Racial Equity*

During the December 2018, February 2019, and March 2019 meetings, the SMC Institutional Effectiveness Committee discussed the mechanics of the goal-setting process and articulated a rationale describing the levers chosen to set the local goals for the Vision for Success metrics. One of the first activities of the Student Equity Plan (SEP) was to eliminate parallel planning processes and leverage existing committees to promote the SEP equity vision for Santa Monica College. Key elements of the SMC Institutional Effectiveness goal-setting process that will be applied to the SEP include:

1) Prioritization of closing the equity gaps for racially minoritized groups. The baseline data reveals that the groups who experience the largest and most persistent equity gaps in terms of completion, transfer, and workforce are the racially minoritized groups: Black, Latinx, and Native American/Alaskan Native. While gaps are observed for some metrics for other groups, the College has focused on setting goals that eliminate the equity gaps experienced by the racially minoritized groups. [Appendix A](#) of the Vision for Success Report describes the baseline performance of all groups experiencing equity gaps for

all metrics, including disability status, foster youth, first-generation status, low-income status, veterans, and LGBT¹.

2) Setting numeric goals based on a calculation that envisions racial parity for the metrics. The systemwide Vision for Success and Student Equity Planning goals challenge the institutions to simultaneously increase the overall success of all students while reducing or eliminating the equity gaps. These goals narrowly focus on improving the overall success without considering that equity gaps often lead to an unintended scenario where the overall success improves, but the gaps widen or stay the same. In order to ensure that the College achieves both parts of the Vision goals, the numeric goals for the metrics will be determined based on a calculation which produces an outcome in which the highest performing group's success remains stable, but the overall success improves, and gaps are eliminated for the disproportionately impacted racial/ethnic groups. The "Bottom Up" (known as "Strategic Rise" at SMC)² method was used to calculate the number of additional students by ethnicity/race that need to succeed in the baseline year to achieve equity. The SEP goals were set using the Strategic Rise calculations.

3) Recognition that goals are symbolic of the College's aspiration and do not represent absolute mathematical precision. In the past, the College set small and arbitrary target goals (for example, a 1% increase in course success) for metrics on the IE dashboard. While the College saw minor progress in metrics over time, the results were woefully inadequate, and no meaningful strides were made in terms of student success. In order to achieve the goals of the Vision for Success, colleges will be required to be bold and transformative and abandon the "business as usual" framework. To that end, the SMC has leveraged the local goal setting process to instill a sense of urgency around improving student outcomes and mobilize the campus community by setting ambitious (but measurable) goals that are symbolic of our collective ideal. The goals may not be realistically achievable in the short time period set by the Student Equity Plan (2021-2022), but they convey the College's resolute commitment to actions that will improve student success in terms of completion, transfer, and workforce preparation faster than ever before and to eliminate racial equity gaps across these outcomes.

Student Equity Plan Methodology and Goals

To determine which student demographic groups were disproportionately impacted in terms of the equity metrics, the proportionality index (PI) and percentage point gap (PPG) calculations were used. The PI calculation was used for metrics measuring volumes or counts of successful students: Vision for Success Goal Completion and Transfer to a Four-Year University. Conceptually, the PI calculation functions by comparing the proportional representation of a demographic group among a reference population (for example, 9% of credit students enrolled are Black/African American) to the proportional representation of the same group among a successful population (for example, 5% of students who transferred are Black/African American). To achieve equity, the two proportions represented by the demographic group in the reference and successful populations need to be equal. Cases where the

¹ LGBT and first-generation status data were not systematically collected at the time of the baseline years; these datasets are incomplete.

² A conscious decision was made by SMC Equity practitioners to rebrand the term "bottom up" to "strategic rise" as the former term is deficit-minded (blames students) and the latter is equity-minded SANTA MONICA COLLEGE VISION FOR SUCCESS GOALS 7

student group, in this example: Black/African American enrolled, has a larger representation at 9% when compared to their representation in the successful population, 5% transfer, indicate that an equity gap exists for the group. The PPG calculation was used for rate or percentage metrics: Enrolled in the Same Community College, Retained from Fall to Spring, and Completed Both Transfer-Level Math and English. Conceptually, the PPG functions by comparing the performance or rate of a demographic group to the highest performing group for the metric. All groups who achieve the outcome at lower rates than the highest performing group beyond the margin of error value are identified as being disproportionately impacted.

The baseline data for the student equity plan metrics revealed that the groups who experienced the **largest** and **most persistent** equity gaps in terms of access (successful enrollment), retention, transfer, credential completion (vision goal completion), and transfer-level Math and English completion were the racially minoritized groups, particularly Black and Latinx. While gaps are observed for some metrics for other groups¹, the College prioritized setting goals that eliminate the equity gaps experienced by the racially minoritized groups. To that end, the College utilized two distinct methodologies to determine goals for the overall student population and racially minoritized groups (first methodology) and other student demographic groups (second methodology).

Methodology #1: Goals Representing Racial Parity in Outcomes (Eliminate Gaps)

Goals for overall student population metrics and equity goals for racially minoritized student groups were determined using the “Bottom Up” (known as “Strategic Rise”² at SMC) method recommended by the USC Center for Urban Education and described earlier. These goals show the number of additional students by ethnicity/race that need to succeed in the baseline year to achieve equity. Refer to [Appendix C](#) in the Vision for Success document for a detailed description of the methodology. The reference population for the volume metrics were transfer/degree declared students enrolled at SMC in 2017-2018 (based on informed and/or uninformed self-reported educational goal).

OVERALL STUDENT POPULATION

Metric*	Baseline Performance (2017-2018)**	Target Goal by 2021-2022 – Equity Gaps Eliminated (Improve by)***	% Increase/Decrease Over Baseline Performance
Enrolled in the Same Community College	10,284	12,004 (+1,720)	+17%
Retained from Fall to Spring at the Same College	22,724	25,226 (+2,502)	+11%
Completed Both Transfer-Level Math and English Within the District in the First Year	442	994 (+552)	+125%
Attained the Vision Goal Completion	2,361	3,717 (+1,356)	+57%
Transferred to a Four-Year Institution	3,444	5,000 (+1,556)	+45%

*Data source: [Student Success Metrics](#); metrics and data source for the equity goals were prescribed to colleges by the Chancellor's Office

**Baseline years were prescribed to colleges by the Chancellor's Office

***Represents the ultimate goals; calculates what the goal would be (based on the baseline year) if equity was achieved and gaps for racially minoritized students were eliminated.

RACIALLY MINORITIZED STUDENT GROUPS

Target Groups	Equity Metric	Baseline Performance	Target Goal by 2021-2022 - (Improve by)	% Increase/Decrease Over Baseline Performance
Some other race – Male	Enrolled in the Same Community College	55	99 (+44)	80%
Some other race - Female		63	106 (+43)	68%
Native Hawaiian or Other Pacific Islander - Male		16	40 (+24)	150%
Native Hawaiian or Other Pacific Islander - Female		11	38 (+27)	246%
Black – Female		744	995 (+251)	34%
Asian – Male		519	795 (+276)	53%
Latinx – Female		1,914	2,205 (+291)	15%
More than one race – Female	Retained from Fall to Spring at the Same College	450	541 (+91)	20%
Black – Male		741	933 (+192)	26%
Black – Female		924	1,157 (+233)	25%
Latinx – Male		3,790	4,192 (+402)	11%
Latinx – Female		4,675	5,181 (+233)	11%
Black – Male	Completed Both Transfer-Level Math and English Within the District in the First Year	9	49 (+40)	444%
Black – Female		6	41 (+35)	583%
Latinx – Male		59	210 (+151)	256%
Latinx - Female		82	226 (+144)	176%
Native Hawaiian or Other Pacific Islander – Male	Attained the Vision Goal Completion	1	3 (+2)	200%
Latinx – Male		290	577 (+287)	99%
Black – Male		48	149 (+101)	210%
Black - Female		70	184 (+114)	163%
American Indian or Alaska Native – Male		1	3 (+2)	200%

Black - Male	Transferred to a Four-Year Institution	111	182 (+71)	64%
Black - Female		136	240 (+104)	76%
Latinx - Male		449	855 (+406)	90%
Latinx - Female		593	1,072 (+479)	81%
Some other race - Male		16	120 (+104)	650%
Some other race - Female		27	112 (+85)	315%
American Indian or Alaska Native - Male		0	3 (+3)	200%
American Indian or Alaska Native - Female		2	6 (+4)	200%

Student Equity Plan Activities:

A group of cross-sectional equity practitioners that are team leaders of major initiatives at the College, (senate committees and guided pathways team leaders) attended a student equity planning institute in 2019. At the institute, the group discussed a more systematic approach to create a system for transformative change in response to college equity data. The team developed a broad set of priorities to engage in intentional work around the assessment of campus climate, professional development, and coordinated planning activities to racial equity at Santa Monica College.

1) Align Equity Goal Setting with Institutional Effectiveness and Other Cross-Campus Planning Bodies

Issue: In previous years, the equity planning task force and committees formed plans and set goals for student metrics in the student equity plan in parallel with other standard college planning processes (Example the Institutional Effectiveness Committee). This resulted in a variety of equity metrics being addressed and separate goals being set for each. This made it difficult to communicate equity plan goals effectively college-wide and infuse equity into the College’s decision-making processes. SMC proposes a strategy to address the lack of cohesive equity planning by carrying out the following activities:

- Work within the IE committee to develop and communicate a standardized rationale for evaluating, setting goals, and measuring progress to close equity gaps at the College.
- Prioritize groups experiencing the most disproportionate impact across all plan indicators. Currently, the groups most underserved by Santa Monica College are racially minoritized groups; specifically, African American and Latinx students enrolled at the College.
- Engage the Classified, Administrative and Faculty leadership of the SMC District Planning Advisory Council to set institutional priorities that focus on closing the equity gaps in the College data.
- Set ambitious goals and mobilize other college wide planning committees and teams (Student Equity and Achievement, Guided Pathways Implementation Teams, Senate Equity and Diversity

Committee, Senate Program Review) to initiate transformational change needed to meet the goals and close the racial equity gap at SMC.

2) Implement Inquiry-Based Process to Eliminate Equity Gaps

Issue: College initiatives were not intentionally focused on closing racial equity gaps at SMC. Small pilot programs have proven ineffective in closing racial equity gaps; however, the inability to measure and scale successful interventions continues to be a challenge across the College.

The Office of Institutional Research, in consultation with appropriate campus programs and committees, will conduct a comprehensive assessment of student support services and communication/marketing documents using an action research lens by creating inquiry teams. Action research brings together and trains practitioners (called “practitioner-researchers”) who are in positions to bring about direct change and make decisions to actively participate in assessment and evaluation of specific practices, policies and related documents, and programs. For example, the practitioner-researchers who will be evaluating the Welcome Center services for first-year students will be the students, staff, and faculty who work in the center.

The action research will involve equity-minded inquiry that assesses the effectiveness of services across campus through a racial equity lens, and answer questions such as “Are our African American students accessing the services of our office at the same rate as other students? Why not?” and “Do our marketing materials for our center speak effectively to the African American/Latinx population?”

The inquiry team will be trained by external experts/scholars on the principles of the SMC Equity Framework, equity-mindedness and on key methods of inquiry: observations, interviews, and document reviews. The inquiry team will apply the inquiry methods to learn how services work and don’t work, particularly for our racially minoritized and economically disadvantaged students.

The focus of the inquiry activities will be to systematically map all services, activities, structures, and staffing that contribute to equity planning metrics. The inquiry team will review and evaluate the documents (for example, IGETC document or transfer website), practices (for example, embedded tutors in math classes), and policies (for example, counseling appointment setting process) around core services and programs that help students achieve the metric outcomes, including, but not limited to:

- The onboarding process
- First-year student services
- Transfer services
- Career services
- Academic support services (SI, tutoring)
- Early alert systems

The goal of this activity is to achieve the following outcomes that improve the College’s ability to revise and create programs and interventions that more directly reflect the needs and experiences of racially minoritized students:

- 1) Documents, practices, procedures, and policies of core services are updated/revised, are more student-friendly overall, and are welcoming and accessible for racially minoritized students;
- 2) New documents, practices, procedures, and policies of core services will be designed to address any gaps;
- 3) Students who are targeted by the revised/new strategies, particularly the racially minoritized students, will report that the services, related materials, and communication about the services (marketing, etc.) are relevant to them and meet their needs; and,
- 4) Members of the inquiry team will have an increased understanding of the specific needs and experience of racially minoritized students and will feel more agency in being able to address student needs.
- 5) Program review will incorporate this structure in measuring effectiveness of interventions and closing racial equity gaps department wide. An inquiry strategy will be incorporated into annual and 6-year department, program, and division planning.

3) Create an infrastructure to support sustained and coordinated equity minded decision-making and development across all areas of the College.

Issue: SMC does not have any dedicated equity staffing to create, coordinate and sustain the training, planning, and strategy development of the campus community around racial equity data, best practices, and principles. Without a centralized and visible infrastructure that extends college-wide, racial equity training interventions and development have been focused primarily on faculty in academic and student affairs areas.

- Establish an “Institutional Equity, Planning and Effectiveness” leader that monitors equity data and coordinates the efforts to address institutional equity gaps across every division. This leader will create opportunities for equity minded implementation and decision making that affect general College business. Planning and implementation at the College must focus on culturally responsive inquiry and problem-solving facilitation college-wide and, therefore, the leader of these efforts should sit on senior staff. Successful implementation of AB705 with a focus on racial equity, progress on metrics that contribute to the student-centered funding formula, and redesign of the Santa Monica College student experience are among the many changes that require leadership and expertise in institutional equity planning and effectiveness.
- In collaboration with SMC Human Resources, the Equity, Planning and Effectiveness leader will develop programming to augment the services of Title IX and provide formal Equal Opportunity training for all SMC Hiring committee members.
- Create an ombudsperson to provide confidential space for employees to discuss issues regarding campus culture, process microaggressions and other forms of toxic workplace behavior that undermine the principles of cultural humility, authentic communication, and culturally responsive management praxis. This will institutionalize the Confidential Equity Office

Hours currently provided by members of the Equity Steering Committee per the request of College employees.

- Expand Equity Data Coaching. The Office of Institutional Research, in collaboration with the Center for Teaching Excellence and the Senior Staff Lead on Equity, Planning and Effectiveness, will expand the existing data coaching program (currently focused on CTE) to train faculty, staff, and manager practitioners to analyze student equity data and facilitate dialogue in the context of programs around student equity using an equity-minded framework. The College will build on the model and expand the program to include training across all departments and programs. Specifically, the equity data coaching program, will:
 1. Train practitioners on the technical aspects of calculating and analyzing equity gaps numerically in the context of the Vision for Success and Equity Plan metrics;
 2. Deepen practitioner knowledge of the historical and current context of race issues embedded in the systems of the U.S., including higher education;
 3. Prepare practitioners to respond effectively to deficit-minded (perspectives that place the responsibility of success solely on students and link failure on the shortcomings of students) reactions to racial equity data; and,
 4. Train practitioners to apply an equity-minded framework (perspectives that emphasizes institutional responsibility for inequities in student outcomes) in facilitating difficult data discussions at the program and committee levels, particularly around racial equity gaps.

The ultimate goal of this activity is to better enable SMC to act on our equity goals via the following outcomes that improve the racial climate and campus culture :

1. An authentic community of practitioners who drive equity-minded dialogue and are proficient in the analysis of data to identify where our practices, policies, and programs are not working for our racially minoritized students will exist;
2. The College will be more intentionally engaged in inquiry practices focused on better understanding the needs and experience of racially minoritized students;
3. Conversations around race, racism, and racial equity gaps on campus will be normalized; and,
4. The College will assume collective and personal responsibility for racial inequities that exist in student outcomes.

4) Assess and Improve the Racial Climate at Santa Monica College

Understanding the Racial Climate on Campus

During the Fall 2015 and Spring 2016, the Community College Equity and Assessment Lab (CCEAL) conducted focus groups with SMC students who identified as “men of color.” This study laid the foundation for much of the professional development conducted by The Center for Teaching Excellence and The Equity Steering Committee. CCEAL will continue their work with SMC by administering a

comprehensive set of surveys that examine factors that influence student success at SMC by faculty and student services. The National Assessment of Collegiate Campus Climate (NACC) will also be administered at SMC to gather data on how our students are experiencing the institution's racial climate. NACC assesses how students are experiencing a sense of "Mattering" and "Affirmation" in different areas of the campus: Cross-racial engagement; Racial Learning and Literacy; Encounters with Racial Stress; Appraisals of Institutional Commitment; and Impact of External environment.

In addition to widely sharing the results, findings will be utilized by The Equity Steering Committee and The Center for Teaching Excellence to create ongoing and sustained professional development. Specifically, the data will be used to:

1. Guide authentic discussions of how our racially minoritized students experience SMC
2. Guide authentic discussions about how our racially minoritized colleagues experience SMC
3. Inform the understanding of institutional members who are engaged in equity-minded inquiry
4. Inform the need for institutional wide professional development
5. Results will be utilized by Equity Data Coaches during discussions with the larger campus community
6. Results will provide focus areas that should be addressed during the Redesign of the Student Experience

Discussing the Racial Climate on Campus

The Center for Teaching Excellence, in collaboration with the Student Equity Steering Committee, will develop training around Language, Collaborative Spaces, and Difficult Conversations. Openly and frankly discussing race is not easy and requires extensive professional development. It is important that training is provided to validate the fact that conversations about race and ethnicity are set in historical context, and are therefore delicate and sometimes painful. Research tells us that the language that we use in our conversations, marketing, and writing matters to students and colleagues. This training will also provide campus-wide opportunities for healing and promote equity practitioner well-being. SMC cannot effectively assist students impacted by racism and bias if our campus employees are experiencing trauma in their daily work environments.

The Equity Steering Committee and The Center for Teaching Excellence will collaborate to create ongoing and sustained professional development. Specifically, the findings will be used to:

1. Train faculty and classified professionals on how language can be framed in an equitable or deficit manner.
2. Creation of collaborative spaces that are private where our community can explore questions about race without judgement, in the interest of growth.

3. The college community will co-create a set of Community Understandings for conversations/meetings to respect the voices in the room. These Community Understandings can then be modified to fit the needs of particular groups.
4. Train and practice *Calling In* as a way of respectfully dialoguing around difficult subjects.

The goal of these activities is to achieve the following outcomes that improve the College's ability to revise and create programs and interventions that more directly reflect the needs and experiences of racially minoritized students:

1. The College will have a validated report that identifies student groups demonstrating disproportionate impact by race/ethnicity within gender as well as predictive modeling of factors influencing student engagement, use of services, and focus in college.
2. The College will have a faculty report detailing recommendations for professional development with a focus on teaching and learning practices based on threshold scores from national benchmarks. Data will be disaggregated by full-time tenured, full-time tenure track, part-time teaching here only, part-time teaching at multiple institutions, developmental education, general education, and major required courses.
3. The College will have a student services report detailing recommendations for professional development with a focus on support practices based on threshold scores from national benchmarks. Data are disaggregated by area (e.g., financial aid, services to students with disabilities, admissions and records, outreach and matriculation, academic advising, psychological and health services, student life and activities, retention programs, tutoring services, transfer center and services).
4. The College community will be able to use language intentionally to create a campus climate that validates the identities and experiences of our students.
5. Conversations between colleagues will incorporate equity into core practices.

Integration of Initiatives:

Approximately two-thirds of new SMC students assess at the developmental level in English, ESL, and/or mathematics. The Basic Skills Initiative (BSI) aligns with the Student Equity plan goal of improving and accelerating the rates of developmental course success for African American and Latinx students, which, in turn, supports all academic achievement goals. BSI seeks to close the equity gaps by providing learning support services to students; supporting faculty in developing accelerated course work which is responsive to AB 705; integrating counseling, study skills, career/transfer information into courses, and supporting the Guided Pathways redesign. SMC will leverage the Student Equity and Achievement program to create mechanisms to infuse racial equity training as a key focal point of all accelerated coursework and companion courses. With respect to Basic Skills, SMC must assess the following: What is the impact of self-placement and accelerated courses on our most marginalized, racially minoritized

students? Are additional hours in the form of corequisite support courses in the classroom effective at closing SMC's racial equity gap?

The Student Success and Support Program team has identified a variety of high impact activities that support the student equity goals, the success of basic skills students, and the implementation of a Guided Pathways redesign of the student experience. In order to ensure all students are served effectively, the SSSP team must be trained on how to regularly conduct disproportionate impact analyses to determine gaps in core services and delivery among racially minoritized populations. SSSP aligns effectively with the Guided Pathways redesign and will improve practice by providing a care team for all first-time freshmen/first generation students to facilitate major selection and educational planning.

As suggested in the Chancellor's Office publication, "Vision for Success," SMC is using the "... Guided Pathways framework to bring about transformational change, ultimately braiding various funding streams in service of a singular, coherent plan for improvement" (p. 22). Using a student-centered approach, the Guided Pathways redesign is an integrated, inclusive strategy to reimagine and comprehensively redesign the student experience, engaging the College as an inquiry-based, networked community to create an equity-driven institution as competent in student completion of programs as it is in student access. The goals of the redesign are to reduce/eliminate equity gaps, reduce time to completion, and increase the rates of completion overall. Therefore, the Guided Pathways redesign directly supports the Student Equity goals and activities. The College is engaged in making the student experience more intentional, supported, and clear to help guide and support each student—regardless of academic preparation—to reach their self-defined academic goals effectively and efficiently.

The integration of initiatives and plans will become the foundation for future programming under the Student Equity and Achievement (SEA) Program. Current budget priorities are being developed by the Vice Presidents of Academic Affairs, Student Affairs, and Enrollment Development in consultation with the College's Guided Pathways leadership.

Budgeted Resources by Equity Plan Activities and Metrics

In addition to the proposed priorities that are essential in making transformative change around racial equity, SMC is currently funding a variety of academic interventions, counseling support, administrative and classified positions that align with both the Vision for Success and Student Equity Plan Goals. These ongoing activities will be assessed as part of the equity-minded inquiry (Activity 2) listed above and presented to college planning committees (Activity 1) for input on scaling of successful programs.

Equity Plan Activities and *all* Equity Plan Metrics: 1) Align Equity Goal Setting with Institutional Effectiveness and Other Cross-Campus Planning Bodies 2) Implement Inquiry-based process to eliminate equity gaps 3) Create an infrastructure to support sustained and coordinated equity minded data decision making and development across all areas of the College. 4) Improve the Racial Climate at Santa Monica College. Total Equity Budget: \$859,765

- **Equity based Data Coaching Training:** Develop a team of equity practitioners to deepen the institution's understanding of *why* the equity gaps exist for departmental and program metrics within the context of instructional support services and curriculum delivery. 21 faculty have been trained in data coaching.
- **Faculty Summer Institute:** 2-week training program designed to increase faculty use of culturally responsive pedagogy and promote equity practices in the classroom. 205 faculty members have participated in the FSI program at SMC.
- **Academic Senate Diversity and Equity Committee Handbook:** Highlighting pedagogy and strategies for centering practices that promote student learning for racially minoritized in the classroom.
- Adopting the **Guided Pathways Institutional Equity and Retention Team** rubric and recommendations into student equity plan, guided pathways, SSSP, and BSI processes.
- **Sustained Equity Centered Professional Development:** Ongoing professional development focused on culturally responsive pedagogy and high impact practices.
 - **Equity Summit:** Veronica Neal (Calling In, Ally Building), Robin D'Angelo (White Fragility), USC Race and Equity Center (anti-racist policies and practices in higher education). Each year we have welcomed over 80 members of the Santa Monica College community. In 2019, 55 Faculty, 1 Board of Trustee, 13 Classified Professionals, and 18 Administrators attended.
 - Center for Urban Education **Equity in Hiring:** Prepare a more equity-focused, comprehensive hiring and human resource onboarding process. In 2017 SMC sent a team of (Attendance-Department Chairs, HR managers, etc.) to provide guidance on how to intentionally focus on equity in faculty recruitment, evaluation and hiring.
 - Center for Urban Education **Student Equity Planning Institute:** SMC has sent teams of 10 (2015) and 17 (2019) to the Student Equity Plan Institute hosted by the USC Center for Urban Education. This conference has been central to developing a comprehensive Equity Plan that addresses the Chancellor's office planning requirements and provides a framework for implementing intervention and activities.
 - Center for Urban Education **Equity Minded Teaching Institute:** In 2018, SMC sent a team of 8 faculty to 2-day training on equity minded practices in the classroom. Follow up webinars were also provided. In August, SMC plans to send additional faculty to the 2019 Equity Minded Teaching Institute.
 - **Center for Organizational Responsibility and Advancement:** In response to the reports generated by CCEAL (CC Survey of Men of Color); Teaching men of color was offered by the equity committee and 84 faculty and 35 classified staff members have completed CORA training.
 - **FLEX Days:** Veronica Neal, Kimberley Papillion, Frank Harris, J. Luke Wood, Jeff Schinske ([see SMC FLEX Day Programs](#)): to assist with delivering high impact practices aimed at shifting institutional culture.
- **National Conference on Race and Ethnicity, A2MEND, UMOJA, 3CSN:** Send groups of faculty, department chairs, staff, and students to conferences focused on race and ethnicity in higher

education. Since 2016, SMC student equity has sent four teams and a total of 52 staff members to NCORE for training. SMC has sent 30 faculty and 30 students African American Male Educational Network and Development Conference.

- **Social Justice & Equity Speaker Series:** Fall 2018, the SMC Equity Steering Committee along with the SMC Faculty Association brought a series of speakers to address Equity & Social Justices issues that impact our campus. We had over 150 students, faculty, and staff attend this series. The speakers included, Dr. Tyrone Howard (UCLA), Dr. Antonia Darder (LMU), Dr. Lindsey Perez-Huber (CSU Long Beach), and Dr. Kyndal Brown (UCLA).
- **Equity Evaluation and Research:** Associate Dean, Faculty Lead, Dean of Institutional Research, Director of Academic Affairs, and project managers (among others) work with equity research analysts to expand pilot projects and determine efficacy and sustainability of new efforts to close identified equity gaps.
- **Support ongoing SMC Equity Research:** Senior Analyst directs and assists with evaluation of interventions and provides critical data and information to inform planning.
- **Student Equity Committee Key Personnel and Informational Materials/Web Development:** Planning and communication activities to promote student equity and related activities at the College.

Equity Plan Metrics: Access (Successful Enrollment); Retention Fall to Spring for African-American, Latinx and other student groups experiencing equity gaps: Total Budget: \$575,808

- **Veteran Resource Center Service Expansion:** Increase capacity for connecting Veterans at SMC to centralized psychological and counseling services in the Veterans Resource Center.
- **Guardian Scholars:** Provide Guardian Scholars (foster youth) with a dedicated program coordinator/counselor to connect participants with student support services and closely monitor academic progress. Provide mental health referrals and additional staff to support foster youth.
- **African American Collegians/Latino Centers:** Student Services Assistant, part time counselors, and social workers/mental health professionals to provide program support, expand academic and personal counseling, referrals to mental health and other community-based resources.
- **Dreamers Advising:** Provide counseling to support our ally training program and student workers to act as peer mentors for undocumented students.
- **STEM counseling:** Part time counseling to support all STEM students at SMC to assist with the STEM education planning process.
- **Direct Student Support:** Provide assistance with books, transportation, and child-care costs.

Equity Plan Metric: Completion of transfer level math/English and targeted courses, for African-American, Latinx and other student groups experiencing equity gaps. Total Budget: \$447,697

- **Supplemental Instruction (SI), Tutoring, and Learning Center Support:** Expand support for embedded tutoring and learning centers to improve access and quality of service across disciplines. Instructional Assistant support for African American Collegian and Latino Centers in Math and English, Student Services Specialist in Supplemental Instruction.

- **Embedded Tutoring:** Provide student tutors during the short-term, intensive winter and summer intersessions in STEM subjects. Targeted outreach for African American and Latinx students to promote course success.
- **History Peer Learning Program:** Expand peer-learning program to build history specific reading and writing skill building workshops.
- **Sociology Coaching Program:** Promote successful course completion among African American and Latinx students.
- **Chemistry Bootcamps and Math Workshops:** Boost math/chemistry skills among African American and Latinx students that lead to successful course completion.
- **Black Collegians/Latino Center instructional support:** Provide full-time math Instructional Assistant to provide support for African American and Latinx students. Expand peer-mentoring program.

Equity Plan Metric: Increase the overall number of degrees and certificates awarded African-American and Latino/a/x students and other groups experiencing equity gaps.

- **Integration of Career Services in Black Collegians/Latino Center programs:** Provide comprehensive career services in the centers where target group students receive core services.

Equity Plan Metric: Increase the overall number of students who are transfer prepared and successfully transfer among African-American and Latino/a/x students and other groups experiencing equity gaps.

Total Budget: \$111,500

- **Equity Transfer Programs:** Expand and promote transfer immersion programs, coursework, and opportunities to engage with SMC faculty mentors.
- **Scholars Program outreach:** focused outreach to African American and Latinx students eligible for the SMC scholars transfer program.

Funded Student Equity activities for 2014-15, 2015-16, and 2017-18

In 2014-15 Santa Monica College Student Equity Plan had three overarching goals:

1. To build institutional capacity to address the achievement gap by engaging in systematic quantitative and qualitative inquiry, and by implementing interventions and student support that directly address the identified equity gaps.
2. To establish a standing college committee on Student Equity, which will monitor progress on the plan, submit required annual reports, and develop future plans.
3. To develop consensus on determining the performance measures for monitoring progress toward achieving the desired outcomes and establish target dates for achieving these outcomes.

The 2015-16 overarching goals for the Santa Monica College Student Equity plan included:

1. To build institutional capacity to address the achievement gaps experienced by target group students.

2. To assess and evaluate all equity funded projects to determine the most effective practices for closing the achievement gaps identified in campus-based research.
3. To communicate evaluation results widely and develop plans for expansion of best practices, leveraging projects to maximize the impact on target group students

In 2017-18 Integrated Planning Goals:

1. Santa Monica College will embrace student equity as a core value for which all will take responsibility.
2. Decrease the time to completion for degree, certificate, employment outcomes, and transfer, particularly for groups experiencing equity gaps.
3. Increase the persistence, completion, and success in all courses, particularly the ESL and English and math sequences, for African-American and Latino/a/x students and other groups experiencing equity gaps.
4. Increase the overall number of degrees and certificates awarded and successful employment outcomes for African-American and Latino/a/x students and other groups experiencing equity gaps.
5. Increase the overall number of students who are transfer prepared and successfully transfer among African-American and Latino/a/x students and other groups experiencing equity gaps.

Santa Monica College accomplished two of the goals in the 2014-15 Student Equity plan by establishing a Student Equity committee with representation from all campus constituencies and by developing consensus on the performance measures for monitoring progress toward achieving the desired outcomes and establishing target dates for achieving these outcomes. Santa Monica College conducted campus-wide research and inquiry, and designed student support interventions that culminated with data evaluation to identify the most successful intervention strategies. The SMC Equity committee also examined paths for successful pilot programs to be brought to scale to close the equity gaps.

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018
Budget for Building Institutional Equity	\$228,373	\$579,320	\$698,893	

Overall the campus-based research indicates that the target group students who experience the greatest disproportionate impact are African American and Latino/a students, particularly males. There are also areas in which foster youth, veteran students, and students with disabilities experience gaps in achievement. Goals to eliminate equity gaps experienced by target groups by the year 2021 were initially set in the 2014-2015 Student Equity Plan. Equity gaps were previously calculated using the percentage point gap methodology, which measures equity gaps by subtracting the success rate of the target group from the success rate of the highest achieving group for each metric. Gap values of 0% indicate that the equity goal has been achieved. The following describes the equity gaps experienced by target groups for previous equity plan metric (all have been revised in 2019) for the last four cohort years.

Indicator A: Access

Access was defined as access to the institution as well as access to critical services by key equity target groups identified in the data.

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018	Compared to Baseline Year (Fall 2016 – Fall 2013)
Budget	\$443,505	\$653,776	\$759,673		
	Cohort Year				
Target Population	Fall 2013	Fall 2014	Fall 2015	Fall 2016	
Male	-2.5%	-3.3%	-3.7%	-3.9%	-1.4%
Black	-1.4%	-1.6%	-1.5%	-1.8%	-0.4%
Latinx	-2.2%	-1.0%	-0.5%	+0.4%	+6.2%

Indicator B: Course Completion

Santa Monica College’s faculty and staff believe that the biggest difference in closing the equity gaps will be in the classroom, which is the one place that all community college students share and can be reached. Therefore, the SMC Student Equity Plan has focused on improving teaching and learning experiences in the classroom and expanding access to instructional support services for target student groups.

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018	Compared to Baseline Year (2015/16 – 2012/13)
Budget	\$280,417	\$488,460	\$341,527		
	Cohort Year				
Target Population	2012-2013	2013-2014	2014-2015	2015-2016	
Black	-14.3%	-13.6%	-13.6%	-13.9%	+0.4%
Latinx	-5.8%	-6.6%	-6.8%	-6.6%	-0.8%
Low-Income	-9.2%	-4.5%	-4.7%	-5.1%	+4.1%
Veterans	-3.8%	-3.2%	-3.6%	-3.5%	+0.3%
Foster	-19.1%	-10.3%	-26.7%	-16.4%	+2.7%

Indicator C: ESL and Basic Skills Completion

SMC invested in interventions that create pathways from basic skills to college level courses. Examples of these interventions include the English Academy and expand access to instructional support services for target group students.

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018
Budget for Items ESL and Basic Skills	\$108,148	\$134,195	\$85,177	

C: Basic Skills Math Completion

Basic skills math completion describes the percentage of credit students who first enrolled in a course below transfer-level math in the cohort year and completed a college-level math course within six years of the cohort year (Source: Student Success Scorecard).

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018	Compared to Baseline Year (2010/11 – 2007/08)
	Cohort Year				
Target Population	2007-2008	2008-2009	2009-2010	2010-2011	
Black	-27.2%	-29.6%	-21.3%	-26.0%	+1.2%
Latinx	-16.7%	-19.8%	-9.3%	-12.8%	+3.9%

C: Basic Skills English Completion

Basic skills English completion describes the percentage of credit students who first enrolled in a course below transfer-level English in the cohort year and completed a college-level English course within six years of the cohort year (Source: Student Success Scorecard).

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018	Compared to Baseline Year (2010/11 – 2007/08)
	Cohort Year				
Target Population	2007-2008	2008-2009	2009-2010	2010-2011	
Black	-26.9%	-27.3%	-28.2%	-32.4%	-5.5%
Latinx	-16.8%	-14.3%	-13.8%	-16.6%	+0.2%
Low-Income	-1.8%	-1.7%	-2.1%	0%	+1.8%

C: Basic Skills ESL Completion

Basic skills ESL completion describes the percentage of credit students who first enrolled in a course below transfer-level ESL in the cohort year and completed a college-level English or ESL course within six years of the cohort year (Source: Student Success Scorecard).

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018	Compared to Baseline Year (2010/11 – 2007/08)
	Cohort Year				
Target Population	2007-2008	2008-2009	2009-2010	2010-2011	
Black	**	-30.5%	-21.8%	-15.2%	+15.3%*

Latinx	-17.9%	-17.8%	-14.4%	-22.5%	-4.6%
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**The equity gap for the Black student population for the Basic Skills ESL Completion metric was not measured for the baseline year as the cohort size was too small (fewer than 10). As a result, the 2008-2009 year was used as the baseline year for this target group.

Indicator D: Degree and Certificate Completion

For Indicator D, Degree and Certificate Completion, the 2008-09 cohort is examined. In 2014-15 SMC implemented an innovative strategy, leveraging technology and in-house data to award degrees and certificates to students who did not realize they were eligible. Those results are not yet reflected in these data.

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018	Compared to Baseline Year (2010/11 – 2007/08)
Leveraged SSSP funding and other grant funding sources					
	Cohort Year				
Target Population	2007-2008	2008-2009	2009-2010	2010-2011	
Black	-13.1%	-3.6%	-4.5%	-12.8%	+0.3%
Latinx	No gap	No gap	No gap	No gap	NA

Indicator E: Transfer

The Student Equity committee created a timeline and primary focus for each year. Basic Skills, Access and Course completion addressed the bottleneck in transfer for African American and Latinx students and therefore was the primary focus of the equity activities in prior year plans. Transfer programming support in the form of counseling overlaps largely with several indicators to increase student support services.

Equity Plan Year	2014-2015	2015-2016	2016-2017	2017-2018	Compared to Baseline Year (2010/11 – 2007/08)
Budget	\$29,305	\$48,080	\$65,605		
	Cohort Year				
Target Population	2007-2008	2008-2009	2009-2010	2010-2011	
Black	-10.5%	-19.8%	-15.7%	-5.7%	+4.8%
Latinx	-14.9%	-16.6%	-14.0%	-15.8%	-0.9%

Name of the College/District: Santa Monica College

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