## FOCUS AREA I: ACCESS

**Goal 1: Increase, with Equity, Enrollment**

Strategic Enrollment Management Plan Strategies:

SEM.A.1.1. Expand partnership with the Santa Monica-Malibu School District (SMMUSD)

SEM.A.1.10. Student Ambassadors call campaign to Black and Latinx, first time in college applicants inviting them to participate in orientation+, onboarding seminars, connect with peer navigators and career services

SEM.A.1.11. Redesign Recruitment Initiatives to include Faculty, CE Programs & Special Program Staff

SEM.A.1.2. Increase participation in High School College Fairs and promotion of SMC Programs

SEM.A.1.3. Increase High School Presentations and Application Workshops

SEM.A.1.4. Increase High School Seniors' Visits to the main campus to explore the college

SEM.A.1.5. Assist students with the enrollment process via newly designed Onboarding Seminars

SEM.A.1.6. Expand High School Engagements with grades 9-11

SEM.A.1.7. Expand Middle School Early Outreach exposure

SEM.A.1.8. Increase enrollment from top feeder High Schools

SEM.A.1.9. Streamline non-feeder High School Visits

SEM.A.3.1. Establish ongoing partnership with SMMUSD Parent Groups

SEM.A.3.2. Establish partnerships with other local feeder high school parent groups

SEM.A.3.3. Establish regular communication with Parent Groups

SEM.A.3.4. Include workshops for Parents at Open House and other events

SEM.A.4.1. Develop a meaningful communication plan for adult learners supporting a sense of community and belonging

SEM.A.4.2. Provide direct Adult Learner Support in Enrollment Lab

SEM.A.4.3. Establish Adult Learning focused advising to support Adult Learner applicants

SEM.A.4.4. Explore and promote low-cost childcare & direct connection to Student Support Programs

SEM.A.4.5. Establish support for Adult Learners with basic needs programs

SEM.A.4.8. Provide priority enrollment to students parenting dependent children under age 18

SEM.A.6.1. Continue participation in NACAC Fairs out of state in fall & spring

SEM.A.6.2. Proactively register Non-Resident Applicants in Orientation+ Webinar online

SEM.A.6.3. Invite California Non-Residents residing in the state to attend an in-Person Enrollment Lab for enrollment support

SEM.A.6.4. Invite non-resident applicants and continuing students to attend Non-Resident Information Session to understand requirement to become CA residents

SEM.A.6.5. Assist non-resident students with processing residency reclassification requests

SEM.A.7.1. Revise administrative regulations to ensure barriers to application and enrollment are removed.

SEM.A.7.2. Expand the number of information sessions held to include prospective students, parents, school counselors and principals and offer them year-round

SEM.A.7.3. Adopt a case management approach to better support concurrent enrollment Black and Latinx applicants through the admission and enrollment process

SEM.A.7.4. Implement a communication plan to help onboard concurrent enrollment students

SEM.B.1.1. Set international student enrollment targets and growth projections based on established annual replacement rates.

SEM.B.1.2. Competitive commission structures to international agent partners

SEM.B.1.3. Develop digital Advertising/Search Engine Maximization (SEO) campaign for international students.

SEM.B.1.4. Adopt more flexible international student admission deadlines (late admission enrollment cycles).

SEM.B.1.5. Implementation of Admission Workshops, Pre-enrollment Seminars and Virtual New Student Webinar for international students.

SEM.B.1.6. Work with the IEC Counseling Team to increase counselor availability following new student webinars to facilitate new student enrollment

SEM.B.1.7. Virtual fair participation for international students

SEM.B.1.8. Resume in-person travel for international student recruitment

SEM.H.2.4. Increase the use of digital marketing channels across social media, search engines, and display marketing platforms to market academic and career education programs to reach a greater number of diverse prospective students.

SEM.H.2.5. Improve marketing of evening, late-start, and weekend classes.

SEM.H.2.6. Improve communication and follow-up with current and prospective students, parents, high schools, and members of the community by employing a multi-channel approach including the use of printed materials, email, phone, text messaging, social media, landing pages, radio, etc.

SEM.H.2.7. Expand the use of personalized electronic and mailed communications to better engage prospective students.

SEM.H.3.2. Redesign select College webpages (landing page, Apply to SMC) to better promote "Why SMC" to prospective students and enhance the onboarding of new students. Incorporate authentic and inclusive student voices to drive the student narrative.

SEM.H.3.3. Improve use of communication technologies to better serve students, thereby positively impacting recruitment, onboarding, and retention. As an example, a new onboarding campaign introducing students to essentials and supports is now running.

SEM.H.4.1. Have recurring cross-functional meetings between Marketing, Enrollment Development, Student Affairs, and Academic Affairs to guide internal and external marketing and communication strategy, especially as it impacts enrollment.

## Student Equity Plan Strategies:

SEP.A.1.1. Further inquiry to understand the needs of our Black/African American students including hearing from the Black/African American student community directly through the form of surveys and focus groups.

SEP.A.1.2. Transformative professional development to include mandatory training and identifying the leaders to implement this professional development as a broad priority and securing support from senior leadership to implement this goal throughout campus initiatives.

SEP.A.1.3. Re-examination of funding resources through the creation of key stakeholders that ensure assessment and completion of initiatives.

## Guided Pathways Workplan Strategies:

GP.A.1.1. Increase stronger relationship with and increased presence in our local district (i.e., SMConnections) and additional outreach and focus on persistence once students are enrolled.

GP.A.1.2. Further inquiry to understand needs of our Black and Latinx applicants and community through surveys and focus groups.

GP.A.1.3. Create a Summer Bridge component that provides proactive support to Black and Latinex applicants and their family unit. GP.A.1.4. Effective marketing and welcoming practices for racially marginalized and post-traditional students.

## Goal 2: Expand, with Equity, Financial Aid

### Strategic Enrollment Management Plan Strategies:

SEM.A.6.6. Connect students with Financial Aid office resources for non-resident students.

SEM.C.1.1. Enhance marketing efforts to disseminate Financial Aid and Fees information.

SEM.C.1.2. Provide peer-led workshops to explain charges/fees/payment deadlines to various student populations (out of state students, AB 540 students and noncredit students).

SEM.C.1.3. Create short video clips of various student scenarios (AB540, Out of State Dependent and Independent, Incoming resident freshman) submitting the FAFSA/California Dream Act application to be posted on the Website, Instagram, and Tik Tok.

SEM.C.1.4. Develop communication plan to promote campaigns and "Just in Time" information on all social media platforms, website, and SMC Go app, chatbots, etc.

SEM.C.1.5. Offer workshops and webinars to student population to explain Satisfactory Academic Progress in relation to overall Academic Progress, effects of withdrawal for Financial Aid eligibility, and various appeal opportunities especially Income Appeals for financial aid eligibility.

SEM.C.1.6. Message encouraging students to apply for financial aid on Corsair Connect student portal once students first log into following admissions application submission.

SEM.C.1.7. Create short videos that explain the fees and payment process at SMC along with information concerning Bank Mobile as the platform to receive refunds.

SEM.C.2.1. Develop marketing pieces, (e,g., flyers, hiring posters, etc. to be placed around campus and on social media platforms, and SMC Go app) about on campus jobs.

SEM.C.2.3. Develop better mechanisms to connect students and expose them to student employment opportunities.

SEM.C.2.4. Simplify the hiring packet and provide clearer communication to students

SEM.C.2.5. Increase off –campus employment opportunities. Re-engage with community resources and agencies.

SEM.C.4.1. Work with Institutional Research to develop a student survey to poll students on who is and who is not applying for aid. From the students who applied for financial aid (submitting the FAFSA), how did they know to apply for aid?

SEM.C.4.2. Collaborate with Student Affairs and Academic Affairs to offer Financial Aid presentations to Counseling 20 Classes as well as working with English and Math faculty to offer Financial Aid presentations in first year courses.

SEM.C.4.3. Enhance Financial Literacy education inside and outside of the classroom

SEM.C.5.1. Partner with Noncredit and External Programs department to develop a referral process to onboard students into credit academic programs.

SEM.C.5.2. Form partnerships with Counselors assigned to work with noncredit students to provide counsel on the Financial Aid application process and explain fees information to students interested in transitioning from non-credit to credit academic programs

SEM.C.6.1. Marketing campaigns to students that have withdrawn or stopped out from attendance of credit coursework.

SEM.C.6.2. For students who may be close to meeting AB540 eligibility, inform them about free noncredit programs that can be counted towards meeting AB540 eligibility which helps with resident tuition charges and possibly Cal Grant eligibility.

SEM.C.7. Explore mechanisms to address college affordability (e.g. zero cost textbooks, expansion of promise programs for part-time students, etc.)

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

Strategic Enrollment Management Plan Strategies:

SEM.B.2.1. Redesign communication strategies for international students related to expected costs of education and SMC's food security programs.

SEM.B.2.2. Expand our database of affordable housing options and make housing a central component of our new student on-boarding process for international students.

SEM.B.2.3. The IEC will work with the Center for Wellness and Wellbeing to offer programming to destigmatize mental health services and to implement outreach efforts designed to connect international students to mental health resources.

SEM.B.2.4. The IEC will work with the counseling team to strategically identify new incoming students that would benefit most from the application of Reduced Course Load (RCL) rules in their first semester of enrollment.

| SEM.E.5.5. Enhance partnerships with Santa Monica and Los Angeles community organizations and agencies to support providing holistic and wrap-around services at the college. This will enhance services in the areas of basic needs, mental health, legal support, childcare, etc. |
|---|

## Goal 4: Refine Class Scheduling

Strategic Enrollment Management Plan Strategies:

SEM.F.2.3. Adopt scheduling and enrollment management tools more responsive to students' enrollment needs, including an approach to scheduling that limits class cancellations.

SEM.F.2.4. Use student education plan data to assess the effectiveness of current scheduling practices.

SEM.F.2.5. Publish annual course schedule (or course frequency data) in a student-friendly format.

## Goal 5: Increase Community Partnerships

Strategic Enrollment Management Plan Strategies:

SEM.A.4.7. Continue partnerships with local Adult School Programs.

SEM.A.5.1. Build partnership with the city of Santa Monica Community Events.

SEM.A.5.2. Direct Liaison with Virginia Avenue Park ongoing community activities.

SEM.A.5.3. Increase Outreach presence at Community Events for neighboring cities.

## FOCUS AREA II: ENGAGEMENT

## Goal 1: Improve Instructional Effectiveness

Strategic Enrollment Management Plan Strategies:

SEM.D.1-4.9. Continue to explore and implement high impact practices both in the classroom and in support services that increase retention for our Black and Latinx student populations.

SEM.F.1.8. Employ instructional designers sufficient to support dynamic, multi-media content across all instructional modalities.

SEM.F.2.1. Maintain a comprehensive online program with expanded online-specific student support.

Technology Master Plan Strategies:

TMP.3.1. Promote usable and consistent experience in classrooms and labs

Campus Master Plan Strategies:

CMP.1.2. Ensure classrooms and learning spaces are equipped with flexible furniture that encourages active and collaborative learning.

## Goal 2: Expand, Clarify and Promote Curricular Offerings

Strategic Enrollment Management Plan Strategies:

SEM.A.7.5. Create and promote degree and certificate pathways for concurrent enrollment students.

SEM.B.1.10. Work with Academic Affairs to develop innovative programs in response to global economic demand to attract international students.

SEM.B.1.9. Work with Academic Affairs to develop new online certificates and degree programs/markets to target international students who may not have the financial means to pursue an on-ground education in the U.S.

SEM.F.1.1. With the Dean of Equity, Pathways, and Inclusion, identify, promote, and support curriculum development and instructional best practices shown to close inequitable achievement gaps for Black and Latinx students.

SEM.F.1.2. Develop a high-completion, high-wage additional baccalaureate degree at SMC with a specific plan to recruit African American/Black and Latinx students.

SEM.F.1.3. Develop apportionment framework for tutoring services as a means to increasing support for AB705 English and Math students of color.

SEM.F.1.4. Increase noncredit degree pathways to transfer-level credit courses and programs.

SEM.F.1.5. Increase planned concurrent enrollment opportunities with partner high schools.

SEM.F.1.6. Work with Math and English departments to develop proposals for first-year Math and English courses with Area of Interest content and experiences.

SEM.F.1.9. Establish a regular process to identify emerging industries and skills gaps to invest in new programs and upskilling opportunities with demonstrable wage-improving employment outcomes.

SEM.F.2.1. Publish current program maps with relevant and accessible labor market information.

SEM.G.1/2.3. Promote use of program maps built around stackable credentials.

SEM.G.1/2.5. Support the adoption and implementation of credit for prior learning assessment and the awarding of relevant college credit.

SEM.G.1/2.8. Encourage and support the conversion of department certificates into Chancellor's Office approved certificates.

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

### Strategic Enrollment Management Plan Strategies:

SEM.C.2.2. Support student engagement in the campus by intentionally marketing on-campus job opportunities

SEM.D.X.1. Targeted mentoring to connect students and staff to mentors on campus, for example, MOCAN that connects students who identify with men of color with staff who identify the same across campus.

SEM.D.X.6. Research evidence-based interventions, practices, and programs that cultivate students' feelings of belonging in the classroom and develop a repository for faculty. Ensure that practices included in this resource use a race-conscious and equity-minded lens.

SEM.H.2.1. Develop marketing materials based on authentic representation and intentional inclusion of marginalized students that promote resources available at the College to support their onboarding, adjustment, and belongingness.

SEM.H.2.2. Celebrate Black, Latinx, and first-generation college student successes through appreciative communication (i.e., acknowledge successful completion of first term; Dean's List; progression milestones).

SEM.H.2.3. Expand and refresh digital assets such as authentic photographs and videos that showcase SMC campus life, for use in marketing and communication campaigns.

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

### Strategic Enrollment Management Plan Strategies:

SEM.A.4.6. Explore offering services outside the normal "9 to 5" model to support working students.

SEM.D.X.2. Strengthen and improve upon existing peer outreach and contact efforts by using students in the onboarding and retention process (i.e., Student Ambassadors and Peer Navigators).

SEM.E.X.1. Expand hours and availability of support services to accommodate varied student schedules and needs, both in person and virtually. Develop service modalities that are also accessible to students at the various satellite campuses.

SEM.E.X.3. Develop onboarding and orientation programs within special programs that complement and reinforce the college-wide orientation services. This will reinforce student engagement and student success messaging. In addition, it will allow students to connect with other students in a smaller setting at the beginning of their college career.

SEM.F.1.7. Support Area of Interest-based Student Care Teams with instructional faculty leads trained in racial equity practices to support FTIC Black and Latinx students.

SEM.G.1/2.2. Create a communication and student engagement plan focused on progression milestones and the early selection of a program of study.

## Goal 5: Improve Collaboration Among College Areas

### Strategic Enrollment Management Plan Strategies:

SEM.D.X.4. Establish a committee with cross-representation on campus to collaborate on retention efforts, monitor progress on retention strategies and goals, and foster communication and collegiality amongst Academic Affairs and Student Services practitioners.

SEM.D.X.5. Design and implement a marketing and communication campaign to improve awareness of retention strategies and garner commitment around the idea that retention is everyone's job and should be infused into our daily work.

SEM.D.X.7. Strengthen existing early alert efforts and increase usage of tool by incorporating early alert into the student experience and working with the Academic Senate to encourage faculty participation.

SEM.H.4.2. Devise a mechanism (i.e., blog, intranet) by which SMC offices may share timely enrollment and student support services information, how-to's, etc., with college personnel so they may in turn better assist students.

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

### Strategic Enrollment Management Plan Strategies:

SEM.A.2.1. Auto enroll all qualified students into the SMC Promise program.

SEM.A.2.2. Offer an SMC Promise Orientation.

SEM.A.2.3. Proactively outreach to SMC Promise eligible students to reemphasize program requirements via email, phone calls and SMS text messaging.

SEM.A.2.4. Increase collaboration with Student Support Programs to ensure a warm handoff for continued student support for SMC Promise Students.

SEM.B.2.5. The IEC will work with Academic Affairs to create faculty-led workshops designed to increase faculty awareness of international student needs.

### Student Equity Plan Strategies:

SEP.C.1.1. Create a Resource Allocation - Equity Working Group to explore what Black students need to have a sense of belonging and agency at SMC.

SEP.C.1.2. Equitize the hiring and onboarding process to better screen faculty candidates and student facing staff regarding their work experience with BIPOC (and more narrowly focused) Black students.

SEP.C.2.1. Create a "Mi Familia" Summer Bridge component that provides proactive support to Latinx students and their family unit. 4. Create a Resource Allocation - Equity Working Group.

SEP.C.1/2.1.Conduct a gap analysis among key stakeholders (Faculty, staff, and students) to determine the cultural, institutional (organizational), motivational, and knowledge gaps related to achieving our persistence goals.

SEP.C.1/2.2.Provide resource allocations for ongoing training to cross train all faculty and staff to be equipped with the knowledge, skills, and tools to effectively engage the social-emotional, academic, and basic needs of our Black/African American and Latinx students.

### Guided Pathways Workplan Strategies:

GP-B/C/D/E-1.1. Further identify and define the operations, practices, and workflow of the AOI Student Success Teams in relation to General Counseling and our strong special programs.

GP-B/C/D/E-1.2. Continue to support Equitizing Gateway Courses professional development program for instructional faculty to become more aware of and comfortable with an equity-based framework to employ in the classroom.

GP-B/D/E-1.3. Engage in cross training with all faculty and staff to better equip them with the knowledge, skills, and tools to effectively engage the social-emotional and academic needs of our students.

GP-B/D/E-1.4. Integrate program maps into course scheduling processes to reduce internal obstacles.

GP-B/D/E-1.5. Integration of Zero Textbook Cost (ZTC) integration into the curriculum development and revision processes

GP-B/D/E-1.6. Expansion of ZTC integration into Academic and Career Paths and marketing of ZTC in the program maps.

GP-B-1.7. Create a summer bridge program that increases the degree of comfort and engagement of first-generation students.

GP-B-1.8. Implement a predictive analytics tool to facilitate a proactive "case management approach" to student support.

GP-B-1.9. Further develop the benefits and meaning (cohort/learning communities, sense of belonging, student engagement) of Areas of Interest.

GP-B-1.10. Integrate "guided career exploration" in courses/classrooms across gateway and large GE courses in an effort to solidify a student's "why".

GP-B-1.11. Explore the integration of a "light your fire course" into the first semester of each program map.

GP-B-1.12. Develop recommendations for General Education courses for each Academic and Career Path which complement a student's "why" and display such recommendations on the program maps.

GP-B-1.13. Integrate program maps and milestones into student educational plan creation/modification.

GP-B-1.14. Assess (and revise as needed) courses and programs to best accommodate students attending less than full-time.

GP-B-1.15. Assess (and revise as needed) courses and programs to best accommodate students engaging as distance learners.

## FOCUS AREA III: SUCCESS

### Goal 1: Increase, with Equity, Course Success & Retention

Strategic Enrollment Management Plan Strategies:

SEM.F.2-3.1. Assess racially disaggregated success and retention data by online modality and term length to scale up practices supportive of Black and Latinx student course completion.

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

Student Equity Plan Strategies:

SEP.B.1/2.1. Focus on math Course Outlines of Record (COR) by educating departments about the curriculum committee process, documentation and rules.

SEP.B.1/2.2. Focus on hiring and supporting math faculty with the skills to teach support courses and who will participate in continuous education about current learning theories and practices.

SEP.B.1/2.3. Create partnerships with math tutoring and student services that allows for collaboration that is student focused, and holistic.

SEP.B.1/2.4. Professional development focused on understanding learning needs and environments for Black/African American and Latinx students that prioritize best teaching practices in English courses.

SEP.B.1/2.5. Focus on wraparound services that are integrated both within and outside of the classrooms, along with training for English faculty on how to utilize services to best be presented and promoted to Latinx students.

SEP.B.1/2.6. Align budget and procedures to help support programs and departments to create sustainable changes, and ensure allocations are given based on success of practices being student focused and student centered.

SEP.B.1/2.7. Reimagine the English Course Outline of Record (COR) to fit the current student population with incorporating the bylaws of AB-705 & AB-1705.

Guided Pathways Workplan Strategies:

GP-B/C/D/E-1.1. Further identify and define the operations, practices, and workflow of the AOI Student Success Teams in relation to General Counseling and our strong special programs.

GP-B/C/D/E-1.2. Continue to support Equitizing Gateway Courses professional development program for instructional faculty to become more aware of and comfortable with an equity-based framework to employ in the classroom.

GP-C-1.3. The college can support math & English faculty in their professional learning, including topics such as effectively communicating care, validation, and mattering to racially minoritized students and fostering an inclusive classroom environment.

GP-C-1.4. Assess (and revise as needed) the corequisite model focusing on how students experience the corequisite instruction; explore noncredit alternatives.

GP-C-1.5. Increase awareness and information to departments about the curriculum committee process, documentation, and rules regarding revisions to the course outlines of record.

GP-C-1.6. Reimagine the course outlines of record to fit the current student population while incorporating the requirements of AB705/1705.

GP-C-1.7. Hire new and support current faculty to teach support courses; offer continuous education about current learning theories and practices.

GP-C-1.8. Create stronger partnerships between instructional faculty and tutoring and student services which would allow for increased student-focused collaboration.

GP-C-1.9. Offer professional development focused on understanding learning needs and environments for Black and Latinx students that prioritize best teaching practices.

GP-C-1.10. Align budget and procedures to help support programs and departments to create sustainable changes and ensure allocations are given based on success of practices being student focused and student centered.

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

Student Equity Plan Strategies:

SEP.D.2.1. Create an FYE-style program that focuses on exposing Latinx students to transfer majors and institutions.

SEP.D.1/2.1. Engage in equity focused inquiry to drive campus-wide discussions and decisions about how current practices, policies, and culture contributes to equity gaps in transfer outcomes for Black and Latinx students.

SEP.D.1/2.2. Establish and support collaborative networks to cultivate and promote equity-minded community building.

Guided Pathways Workplan Strategies:

GP-B/C/D/E-1.1. Further identify and define the operations, practices, and workflow of the AOI Student Success Teams in relation to General Counseling and our strong special programs

GP-B/C/D/E-1.2. Continue to support Equitizing Gateway Courses professional development program for instructional faculty to become more aware of and comfortable with an equity-based framework to employ in the classroom.

GP-B/D/E-1.3. Engage in cross training with all faculty and staff to better equip them with the knowledge, skills, and tools to effectively engage the social-emotional and academic needs of our students.

GP-B/D/E-1.4. Integrate program maps into course scheduling processes to reduce internal obstacles.

GP-B/D/E-1.5. Integration of Zero Textbook Cost (ZTC) integration into the curriculum development and revision processes.

GP-B/D/E-1.6. Expansion of ZTC integration into Academic and Career Paths and marketing of ZTC in the program maps.

GP-D/E-1.7. Create an environment in which instructional faculty are seen as partners to student services employees and the classroom is better utilized to share and discuss academic information and resources.

GP-D/E-1.8. Integrate DEI training into the academic calendar such that it becomes "expected" rather than merely voluntary.

GP-D/E-1.9. Provide Black and Latinx students with opportunities to provide feedback and recommendations through engagement in shared government processes to create a college that better serves the needs of students to reach their transfer goals.

GP-D/E-1.10. Create a safe environment in classrooms that allows Black and Latinx students to feel valued and understood, thus increasing their likelihood of successful completion and transfer.

GP-D/E-1.11. Assign counselors and student support staff to Areas of Interest to collaborate with faculty in providing Black and Latinx students with information and resources that lead towards achieving their transfer goals.

GP-D/E-1.12. Implement an integrated degree audit engine to facilitate a proactive approach to student progress utilizing data analytics.

GP-D/E-1.13. Further develop the benefits and meaning (cohort/learning communities, sense of belonging, student engagement) of Areas of Interest.

GP-D-1.14. Make transfer process more transparent for instructional faculty by having instructional faculty observe counseling sessions and having counseling faculty walk through student journey from application to first day of class to key touchpoints and services.

GP-D-1.15. Invite all faculty and staff to assist with transfer applications to create better awareness of transfer process.

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

Strategic Enrollment Management Plan Strategies:

SEM.G.1/2.1. Expand the "Awards Without Petition Initiative" to include currently enrolled students.

## Goal 5:  Increase, with Equity, Vision Goal Completion

Student Equity Plan Strategies:

SEP.D.1/2.1. Explore and ask about the experiences of Black/African American and Latinx students who transfer without degree/certificate completion.

SEP.D.1/2.2. Create learning communities for faculty/staff to address their knowledge/skills gap in supporting Black and Latinx students.

SEP.D.1/2.3. Address the racialized trauma, microaggressions, and triggers that continue to be unacknowledged and not addressed through research about trauma-informed practices; community building and moving away from a culture focused on reducing liability.

Guided Pathways Workplan Strategies:

GP-B/C/D/E-1.1. Further identify and define the operations, practices, and workflow of the AOI Student Success Teams in relation to General Counseling and our strong special programs.

GP-B/C/D/E-1.2. Continue to support Equitizing Gateway Courses professional development program for instructional faculty to become more aware of and comfortable with an equity-based framework to employ in the classroom.

GP-B/D/E-1.3. Engage in cross training with all faculty and staff to better equip them with the knowledge, skills, and tools to effectively engage the social-emotional and academic needs of our students.

GP-B/D/E-1.4. Integrate program maps into course scheduling processes to reduce internal obstacles.

GP-B/D/E-1.5. Integration of Zero Textbook Cost (ZTC) integration into the curriculum development and revision processes.

GP-B/D/E-1.6. Expansion of ZTC integration into Academic and Career Paths and marketing of ZTC in the program maps.

GP-D/E-1.7. Create an environment in which instructional faculty are seen as partners to student services employees and the classroom is better utilized to share and discuss academic information and resources.

GP-D/E-1.8. Integrate DEI training into the academic calendar such that it becomes "expected" rather than merely voluntary.

GP-D/E-1.9. Provide Black and Latinx students with opportunities to provide feedback and recommendations through engagement in shared government processes to create a college that better serves the needs of students to reach their transfer goals.

GP-D/E-1.10. Create a safe environment in classrooms that allows Black and Latinx students to feel valued and understood, thus increasing their likelihood of successful completion and transfer.

GP-D/E-1.11. Assign counselors and student support staff to Areas of Interest to collaborate with faculty in providing Black and Latinx students with information and resources that lead towards achieving their successful completion and transfer goals.

GP-D/E-1.12. Implement an integrated degree audit engine to facilitate a proactive approach to student progress utilizing data analytics.

GP-D/E-1.13. Further develop the benefits and meaning (cohort/learning communities, sense of belonging, student engagement) of Areas of Interest.

GP-E-1.14. Conduct inquiry about the experiences of students who transfer without degree/certificate completion to develop interventions and remove barriers.

GP-E-1.15. Develop a space for faculty/staff to create transformative learning communities for students beyond linked classes and warm handoffs and referrals.

GP-E-1.16. Address—through trauma-informed practices—the racialized trauma, microaggressions, and triggers that are often unacknowledged and interfere with student completion.

GP-E-1.17. Engage in stronger community building and transition away from a culture focused on reducing liability.

GP-E-1.18. Design a strategy/intervention to proactively support those students predicted not to complete in the statistical model developed by the Office of Institutional Research.

## FOCUS AREA IV: INFRASTRUCTURE

**Resource 1: Campus Facilities**

Campus Master Plan Strategies:

CMP-1.1. Increase the space standard in classrooms to 25 ASF/station (minimum) and potentially to 35 ASF/station.

CMP-1.3. Ensure classrooms and learning spaces have access to natural daylight, views to outdoors, as well as thermal and acoustical comfort.

CMP-1.4. Renovate library space to improve study space for students.

CMP-1.5. Provide new or renovated student-centered space that activates the campus and brings students together.

CMP-1.6. Provide space for centralized tutoring services to streamline the student experience.

CMP-1.7. Strategic replacement projects for Business and Drescher will transform the Pico campus edge and meet the program needs of the future.

CMP-2.1. Demolition of modular and temporary structures.

CMP-2.2. Demolish buildings that do not have the flexibility to transition to future learning environments.

CMP-2.3. Plan for strategic investments over the next two decades to modernize aging facilities, keep new buildings in excellent condition, and keep buildings requiring moderate investment at or above the level they operate at today.

CMP-3.1. Demolish English as a Second Language Building, Math Complex, Pico Village, Pico Classroom Complex, and Faculty Village.

CMP-3.2. Build a new classroom building that replaces the temporary classroom buildings on the campus.

CMP-3.3. Create new open spaces and gateway opportunities to provide better connectivity through strategic demolitions.

CMP-4.1. Maintain and preserve the quality of the existing Main Quad as the central organizing feature of the campus.

CMP-4.2. Enhance open spaces along the campus edge to provide a welcoming arrival sequence for visitors, students, and faculty and staf

CMP-4.3. Create new open spaces throughout the campus that front new and renovated buildings and support indoor-outdoor events and gathering.

CMP-4.4. Ensure campus landscaping is aligned with the existing campus character and quality.

CMP-4.5. Include native and drought-tolerant plantings as part of campus landscaping that aligns with campus sustainability goals

CMP-4.6. Create a new water feature to add visual interest and calming water sounds to the campus.

CMP-5.1. Demolish Drescher Hall, Pico Classroom Complex, and Pico Village

CMP-5.2. Place active programs and retail (salon services) at ground-level to promote activity.

CMP-5.3. Create an appealing and welcoming bus arrival plaza.

CMP-5.4. A digital marquee and college branding will ensure recognition and create photo opportunities

CMP-5.5. Expand setbacks and pedestrian pathways to create a continuous pedestrian experience along Pico to the Art Replacement building.

CMP-5.6. Add landscape elements along the streetscape such as plantings, trees, seating, and lighting consistent with other campus areas and aligned with campus sustainability goals.

CMP-6.1. Complete a Climate Action Plan that includes an Integrated Energy Master Plan.

CMP-6.2. Prioritize building metering projects to increase accountability and transparency of energy use on campus.

CMP-6.3. All new buildings on campus will include solar energy and battery storage.

CMP-6.4. Construct all new buildings and major renovations to SMC's sustainability goals, including greenhouse gas reduction.

CMP-6.5. Maintain strong relationships with public transportation to continue the reduction of single occupancy vehicles traveling to and from campus.

CMP-7.1. Replace Police Headquarters with purpose-built facility.

CMP-7.2. Build upon vibrant new edge created by Math and Science and the planetarium.

CMP-7.3. Work in partnership with the City of Santa Monica and Santa Monica-Malibu Unified School District to design and plan Pearl Street improvements that serve all stakeholders.

CMP-7.4. Addition of bike lanes and bike parking to ensure safe arrival for cyclists.

CMP-7.5. Expand setbacks and pedestrian pathways to encourage outdoor mobility

CMP-7.6. Add landscape elements along the streetscape, such as shade trees, seating, and site lighting as part of campus landscaping that aligns with campus sustainability goals.

CMP-8.2. As each project is implemented, the engagement process with future building users will revisit detailed program to ensure it aligns with current and projected needs.

CMP-8.3. Each project will be implemented according to adaptable space principles.

**Resource 2:  Human Resources**

Technology Master Plan Strategies:

TMP.4.2. Establish a staffing plan.

**Resource 3:  Digital Presence and Communication**
    Strategic Enrollment Management Plan Strategies:

> SEM.E.X.2. Improve awareness of support programs and services across campus, with an intentional focus on Black and Latinx students. Campus life and support services will develop streamlined marketing materials and an online presence that will make information easy to find and easy to engage with programs and services.
>
> SEM.G.1/2.9. Improve the collection of regional living wage data.
>
> SEM.H.4.3. Create a communications stakeholder workgroup that meets regularly to review upcoming enrollment-related communications and other events to curate a "Top 5 Things to Know This Week" email that will be sent to all students on a recurring basis.

**Resource 4:  Professional Development**
    Strategic Enrollment Management Plan Strategies:

> SEM.D.X.3. Increase opportunities for intensive, intentional, and sustained professional learning for counselors, faculty, and staff by using a cohort-based model for professional development that focuses on increasing understanding of the cultural and historical factors that affect the learning and educational experience of racially minoritized students, deepening cultural empathy, and improving skills to work with Black and Latinx student populations.
>
> SEM.E.X.4. Design and implement intentional professional development for SMC faculty, staff and managers on the resources available to assist students and how they can promote them to their students. These PD opportunities will be available at Flex Day and throughout the year but will also be implemented in the onboarding/orientation process for all new SMC hires. In addition, provide semesterly "Student Engagement Retreats" for campus life and support programs to further collaborate and discuss best practices.

**Resource 5:  College Planning**
    Campus Master Plan Strategies:

> CMP-8.1. Establish a standing planning committee to ensure the initiatives remain relevant.
>
> CMP-8.4. Check progress every two years and update the master plan at five-year increments to ensure that the initiatives contained in this document remain relevant through 2040.

**Resource 6:  Technology/Student Information System/ERP**
    Strategic Enrollment Management Plan Strategies:

> SEM.C.3.1. Consider establishing a payment plan option for non-resident students to boost enrollment by spreading payment out.
>
> SEM.C.3.2. Fiscal Services to expedite implementation of system to disburse financial aid electronically to reduce check printing of financial aid funds through Bank Mobile System.
>
> SEM.C.3.3. District to consider integrated ERP that includes Financial Aid and Student Accounts modules to reduce inefficient and manual processing of financial awards and disbursements.
>
> SEM.C.3.4. Work with MIS to change fee payment structure to maintain all fee payments/refunds within the same term.
>
> SEM.D.X.8. Adopt data analytic tools to identify and proactively refer students to campus resources more effectively.
>
> SEM.E.X.6. Enhance the SMC transcript so students can have their participation in clubs, Associated Students and special programs listed to support their leadership and engagement activities.
>
> SEM.G.1/2.4. Redesign the goal/major declaration process and align it to Guided Pathways and Areas of Interest, and financial aid. Institutionalize a "sole source of truth" for declared goal/major.

SEM.G.1/2.6. Engage key institutional stakeholders to devise a plan for how to best utilize existing technology used in degree audits, articulation systems, etc., and develop an action plan to replace systems that no longer adequately meet the needs of students and college personnel (i.e., degree audit, MyEdPlan).

SEM.G.1/2.7. Integrate external course articulation/transcript decisions into degree audit.

SEM.H.1.1. Implement a new Enterprise Resource Planning (ERP) system that will provide the College with an integrated student information system.

SEM.H.3.1. Redesign and modernize Corsair Connect, the student portal, based on student feedback, emphasizing onboarding and enrollment essentials. Develop a style guide to ensure a unified look and experience throughout portal elements.

SEM.H.3.4. Upgrade the current Salesforce data structure architecture to the Education Data Structure architecture to enable communications and tracking throughout the student journey.

SEM.H.3.5. Fully utilize the Salesforce/Target X customer relationship management platform to better track prospective student communications and their effectiveness.

SEM.H.3.6. Continue to regularly update SMC GO and aim for hyper-personalization by integrating web services directly from WebISIS.

Technology Master Plan Strategies:

TMP.1.1. Plan for administrative systems.

TMP.1.2. Implement refresh cycle for infrastructure and equipment.

TMP.2.1. Clarify, document, and refine governance and planning processes.

TMP.2.2. Develop an information systems security program.

TMP.2.3. Establish business continuity and disaster recovery (DR) plans.

TMP.3.1. Promote usable and consistent experience in classrooms and labs.

TMP.3.2. Plan and support adoption of emerging technology and trends.

TMP.3.3. Establish IT service desk.

TMP.3.4. Support Guided Pathways Framework.

TMP.4.1. Establish communication strategy for IT.