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 Geo Coding 	
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California Black-Serving Institutions Application

College/University

Santa Monica Community College District

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www.smc.edu

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Position

Director of Grants

State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission.

Santa Monica College (SMC) is a public community college serving 27,218 students as of fall 2024. While SMC is geographically located in the city of Santa Monica, very few students live in the city and instead reside throughout Los Angeles County. Therefore, there are students from different backgrounds, and the entire student population is very diverse. As a Minority Serving Institution (MSI), SMC serves large student groups that have been historically excluded and underserved in higher education, including those that are racially minoritized, first-generation, undocumented, and non/post-traditional college students. Furthermore, 63% of credit Title IV eligible students are low-income and are eligible for federal financial aid. The mission of SMC is to provide a safe, inclusive, and dynamic learning environment that encourages personal and intellectual exploration and challenges and supports students in achieving their educational goals. Students learn to contribute to the local and global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. SMC is committed to diversity, equity, and inclusion that enriches the District's mission and supports students in achieving their educational goals. The entire SMC mission and vision statement along with the institutional goals and outcomes can be found online at <https://admin.smc.edu/administration/governance/vision-mission.php>. Please also refer to the document uploaded in question #7 for the entire SMC mission and vision statement. Recently enacted in 2024, California's Senate Bill No. 1348 (SB-1348) established the "Designation of California Black-Serving Institutions" to recognize colleges and universities that excel in supporting Black and African American students. As a community college, SMC seeks to become a Designated California BSI to be recognized as a college that excels at providing academic resources to Black and/or African American students enrolled in degree or certificate programs. Therefore, SMC is submitting this initial application (for the five-year period) to the California State University Central Office for the Advancement of Black Student Success (the managing entity) for the Designation of California Black-Serving Institutions. SMC has been California's top transfer college for 34 years and is the leader for Black and/or African American and Latinx transfers to the University of California system and continues to remain the leading transfer college to the University of Southern California, and Loyola Marymount University. SMC's commitment to Black and/or African American students is further demonstrated through the SMC Strategic Enrollment Management (SEM) Plan (2022-2027) which has established goals and strategies for increasing enrollment of Black and/or African American students by "improving access, considering diverse needs of various markets, and removing barriers for students." The SEM sets forth a roadmap to close equity gaps by designing programs/services that center on disproportionately impacted student populations, including the Black and/or African American student population. The SEM can be found online at <https://admin.smc.edu/administration/planning/documents/sem/sem-plan-2022-2027-final.pdf>. Please also refer to the document uploaded in question #7 for excerpts from the SEM Plan (2022-2027). SMC demonstrates a deep

commitment to the success of Black and/or African American students through a comprehensive and multifaceted approach aligned with its mission of promoting equity and student achievement. This commitment is evident in several key areas which are highlighted: - Homegrown Support Services: Initiatives like 'Direct Connect' suggest developing internal programs tailored to the specific needs of Black students within the SMC community, fostering a sense of connection and support. - Hosting the Men of Color Action Network (MOCAN) Conference: By hosting the regional MOCAN conference SMC actively demonstrates its commitment to supporting diverse male students of color and advocating for systemic change on a broader scale. SMC also has its own MOCAN program which is active. This action aligns with the mission to create a more just and equitable educational environment. - Focus on Program Effectiveness: The Black Collegians Program Umoja Community underscores SMC's commitment to evaluating and enhancing the effectiveness of programs designed to support Black and/or African American student success. - Equitizing Gateway Courses (EGC): SMC offers the EGC initiative, a two-semester, multi-dimensional professional development opportunity created by faculty and is for faculty. EGC specifically focuses on cultivating and deepening equity-centered pedagogical practices to better serve today's students, particularly African American and Latinx students. This immersive experience supports faculty in understanding the holistic experiences of these students, supports the development of culturally responsive, antiracist, and trauma-informed pedagogies, and fosters holistic student support. SMC is committed to supporting faculty involvement in this work. - New Faculty Institute (NFI) Scope: This year-long faculty learning community is designed to support the successful transition of new faculty (both full-time and part-time) by engaging them in professional development, mentoring, community-building, and academic support. Notably, NFI Scope explicitly aims to foster a culture of teaching excellence and service that embraces inclusion, equity, diversity, justice, and the implementation of evidence-based practices. SMC's commitment to Black and/or African American student success is deeply embedded in its mission to provide equitable opportunities for all students. By implementing targeted support, fostering culturally responsive practices, utilizing data to drive decisions, and actively engaging with initiatives SMC strives to create an environment where Black and/or African American students can thrive academically, socially, and holistically, ultimately fulfilling their full potential. Please refer to the document uploaded in question #9 for SMC's certification letter of commitment to Black and/or African American student success.

Please state the percent of the institutions enrolled student population identifying as Black/African American for the current term.

The percent of SMC's enrolled student population identifying as Black/African American for the current term, fall 2024 is equal to 12.5%. This data is provided by SMC's Office of Institutional Research (IR) and captures all enrolled students who identified as Black/African American. The reported 12.5% of the student population meets the eligibility requirements for designation (per the SB-1348 Sec. 2 Article 7.5 66076.2 guidance) as SMC has at least 10% of its enrolled student population identifying as Black/African American students. The Research and Planning Group for California Community Colleges (The RP Group) published the position paper "You Can't Count If You're Not Counted: More Inclusive Data Collection and Reporting Strategies to Drive African American/Black Student Success," (February 2025) in which guidance is provided on how to count students who are two and/or more races and identifying as Black and/or African American. SMC applied this method to our query to capture more inclusive identification and reporting.

Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.

The number of students identifying as Black/African American enrolled at SMC for the current term, fall 2024 is equal to 3,403. This data is provided by SMC's Office of Institutional Research (IR) and captures all enrolled students who identified as Black/African American. The reported 3,403 students also meets the eligibility requirements for designation (per the SB-1348 Sec. 2 Article 7.5 66076.2 guidance) as SMC has at least 1,500 Black/African American students enrolled. The Research and Planning Group for California Community Colleges (The RP Group) published the position paper "You Can't Count If You're Not Counted: More Inclusive Data Collection and Reporting Strategies to Drive African American/Black Student Success," (February 2025) in which guidance is provided on how to count students who are two and/or more races and identifying as Black and/or African American. SMC applied this method to our query to capture more inclusive identification and reporting.

Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students.

For the BSI five-year period initial designation award SMC has developed specific academic goals. The three academic goals outline SMC's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of

Black and African American students. The description of these three academic goals along with their targets is provided. The first goal is to enhance retention rates for Black and African American students. The target for goal one is to increase the first-to-second term persistence rates of first-time in college Black and African American students by 9.0% over the next five years, from 62.3% to 71.3%. This target represents full parity, eliminating equity gaps in first-to-second term persistence for Black and African American students when compared to all other groups, using SMC's academic year 2021–2022 cohort as the baseline. The second goal is to accelerate time-to-degree and certificate completion for Black and African American students. This target aims to reduce the average units to completion for Associate Degrees for Transfer (ADTs) among Black and African American students by 10 units over the next five years, from 84 to 74. This target represents full parity in time to degree completion, eliminating equity gaps when compared to White students, whose current average is 74 units (SMC academic year 2023–2024 baseline). This aligns with the California Community Colleges Chancellor's Office (CCCCO) Vision 2030, Goal 3 Equity in Support, Outcome 6 Reduce Units to Completion, the complete goals can be found online at <https://www.cccco.edu/About-Us/Vision-2030/outcomes-and-metrics>. The third and final goal is to elevate graduation rates for Black and African American students. The target for this goal is to increase the three-year graduation (certificate/degree completion) rates of first-time in college Black and African American students by 11.0% over the next five years, from 9.5% to 20.5%. This target represents full parity, eliminating equity gaps in three-year graduation rates for Black and African American students when compared to all other groups, using the SMC academic year 2019-2020 cohort as the baseline. SMC's Student Equity Plan (SEP) 2.0 (2022-2025) explicitly prioritizes closing equity gaps and ensuring equitable outcomes for historically underrepresented student populations. This plan outlines specific academic goals and strategies for improving the success rates of Black students. This can be found online at: <https://admin.smc.edu/administration/epi/index.php#sep>

Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.

As a newly designated California Black-Serving Institution, Santa Monica College is committed to achieving significant academic equity goals within the next five years. These goals are specifically designed to address and substantially reduce the existing equity gaps in retention, time-to-degree/certificate completion, and graduation rates between our Black and African American students and the overall student population. Our approach is data-informed, with clear benchmarks and targeted strategies. Additionally, the SEP explicitly prioritizes closing equity gaps and ensuring equitable outcomes for historically underrepresented student populations. This plan outlines specific goals and strategies for improving the success rates of Black students and holding the institution accountable for progress.

Goal: Reduce the Retention Equity Gap - Objective - Enhanced Culturally Responsive Onboarding: Implement culturally relevant welcome programs and peer mentoring specifically for Black and African American students. Track participation and first-semester GPA as key indicators.

Goal: Decrease the Time-to-Degree Completion Equity Gap - Objective - Targeted Counseling for Transfer and Career Pathways: Provide specialized counseling services that address the specific transfer and career goals of Black and African American students, ensuring they are on track with required coursework. Track transfer rates to four-year institutions and employment rates in their field of study.

Goal: Increase Certificate Completion Rates and Reduce the Equity Gap - Objective - Streamline Pathways: Using Guided Pathways to reimagine the efficient completion timelines for all students, with a focus on removing unnecessary barriers that may disproportionately affect Black and African American students.

Goal: Elevate Graduation Rates and Reduce the Equity Gap - Objective - Fostering a Supportive Campus Climate: Expand initiatives that celebrate Black and African American student success, promote a sense of belonging, and address experiences of microaggressions or bias. Conduct regular campus climate surveys and implement recommendations based on feedback.

Data-Informed Benchmarks We aim to achieve the academic equity goals and objectives within the five-year period through data-informed strategies. The benchmark metrics are indicated for each academic equity goal by academic year.

Five-Year Benchmarks and Evaluation Plan

Metric/Focus Area: 1. First-to-Second Term Persistence - 2024-25 Baseline = 62.3%; 2025-26 = 64.0%; 2026-27 = 66%; 2027-28 = 68%; 2028-29 = 70.0%; and 2019-30 Target = 71.3%. **Assessment & Evaluation Activities:** Predictive model; student focus groups; analysis of service participation vs. predicted outcomes

Metric/Focus Area: 2. Average Units to ADT Completion - 2024-25 Baseline = 84 units; 2025-26 = 82; 2026-27 = 80; 2027-28 = 78; 2028-29 = 76; and 2019-30 Target = 74. **Assessment & Evaluation Activities:** Degree audit; survey of advising and course-taking experience; structural analysis of pathway bottlenecks

Metric/Focus Area: 3. Degree and Certificate Completion Rate - 2024-25 Baseline = 9.5%; 2025-26 = 11.7%; 2026-27 = 13.9%; 2027-28 = 16.1%; 2028-29 = 18.3%; and 2019-30 Target = 20.5%. **Assessment & Evaluation Activities:** Predictive analytics; qualitative inquiry into programmatic barriers and success factors

Metric/Focus Area: 4. Sense of Belonging (Student Survey) - 2024-25 Baseline = TBD; 2025-26 = Baseline survey; 2026-27 = +2.5% positive; 2027-28 = +5% positive; 2028-29 = +7.5%

positive; and 2019-30 Target = +10% positive. Assessment & Evaluation Activities: Climate survey; student storytelling; thematic analysis of qualitative feedback Metric/Focus Area: 5. Annual Evaluation Cycle Implementation - 2024-25 Baseline = N/A; 2025-26 = Initiated; 2026-27 = Embedded; 2027-28 = Standardized; 2028-29 = Scaled; and 2019-30 Target = Institutionalized. Strategies for achieving objectives - Inquiry and Evaluation: The Office of Institutional Research will engage in mixed-methods inquiry, combining disaggregated quantitative data with qualitative insights from Black and African American students, staff, and faculty. This includes focus groups, surveys, and other assessment methods designed to elevate student voice and lived experience in diagnosing the root causes of inequity. Our existing data show that current structures and supports are producing large and persistent equity gaps for Black and African American students. Thus, we will conduct regular evaluations of existing programs, services, and policies to assess whether they are delivering on their intended equity goals or unintentionally sustaining disparities. To evaluate impact and strengthen institutional learning, we will: 1. Use Predictive Analytics to Assess Impact of Interventions - We will develop a predictive model to estimate expected outcomes (e.g., persistence, completion) for Black and African American students based on historical data and relevant covariates. - We will compare actual outcomes of students who received services or participated in elements of the Black-Serving Institution program to their predicted outcomes. - If actual outcomes exceed predictions, this indicates that the intervention may be producing a positive effect, while accounting for self-selection bias and confounding factors. 2. Measure Intermediate Outcomes as Leading Indicators While our ultimate goals focus on persistence, completion, and time-to-degree, we will also assess intermediate outcomes that serve as precursors to those metrics. These include a sense of belonging, academic self-efficacy, awareness of campus resources, and perceptions of culturally affirming pedagogy. These indicators will be measured annually to assess whether we are making progress in creating conditions for long-term student success. 3. Implement an Annual Equity Evaluation Cycle Each year, we will produce an Equity Impact Report summarizing progress on core metrics, evaluation findings, and qualitative insights from student voice efforts. These findings will be shared with key campus constituency groups to inform program refinement, resource allocation, and strategic planning. 4. Diagnose and Address Root Cause of Inequity We will engage inquiry to identify the structural, cultural, and procedural barriers contributing to equity gaps for Black and African American students for the retention, time to completion, and graduation metrics. Monitoring Progress at the Institutional Level SMC uses a structured, data-informed governance process to monitor progress toward equity goals. The Institutional Effectiveness Committee (IEC) plays a central role in reviewing key student success metrics, disaggregated by race/ethnicity and other demographics, on a regular cycle. These metrics include persistence, average units to completion, transfer, and graduation rates. The IEC analyzes trends and identifies areas where racial equity gaps persist or are widening. The committee then formulates recommendations for targeted inquiry, planning, and action, which are forwarded to the District Planning and Advisory Council (DPAC), the college's central planning body. DPAC is responsible for integrating these recommendations into institutional planning, budget development, and strategic initiatives. This continuous cycle of review ensures that equity gaps remain visible, that institutional responsibility is clear, and that equity is treated not as a side project but as a core driver of institutional effectiveness.

Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students.

The institutional membership, charters, or affiliations to organizations dedicated to the advancement of Black and or African American students at SMC includes the Black Collegians Program which is part of the statewide Umoja Community. This organization provides a framework for successful outcomes for Black and or African American students. The Black Collegians Program Umoja Community is designed to support Black and or African American students in their quest for degree-attainment and/or transferring to a four-year institution. This is done through wrap-around services. Also, funding provided by the California Community Colleges Chancellor's Office (CCCCO) helps to support the operating budget for the SMC Black Collegians Program. SMC is part of the Men of Color Action Network (MOCAN) which is an active support network for SMC's Men of Color while focusing on the systemic (academic, political, social) change needed to cultivate a learning environment that optimizes the success of male students of color. MOCAN's vision is to enhance the holistic experiences and outcomes of California Community College Men of Color, working to actively remove barriers, transform instruction and services, and raise critical consciousness in order for male students and professionals of color to realize their power and achieve personal and professional success. In 2018, SMC hosted the inaugural Men of Color Conference for southern California community college students and staff. In May 2025, SMC was host to the largest MOCAN conference to date.

Attach your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. The strategic plan should include, but not

be limited to, all the following: (A) a mission statement that addresses the applicant's commitment to serve Black and or African American students; (B) outreach services to potential Black and or African American students; (C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events; (D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded; (E) an outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black Serving Institution goals.

[1. 268952-143404975-7.-SMC-Strategic-Plan.pdf](#)

4-year College/University applicants submit the following for the previous three academic years: (A) Submit graduation rates for the previous three academic years for all students within the normal time and up to 150 percent of the normal time to degree completion. (B) Submit graduation rates for Black and African American students, within the normal time and up to 150 percent of the normal time to degree completion.

Community College applicants submit the following for the previous three academic years: (A) The number of degree and certificate programs completed by all students, and by Black and or African American students. (B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion. (C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

[1. 268952-143405137-8.-SMC-Data.pdf](#)

Please Submit a certification, in writing, by the chief administrative officer of the college or university, of the applicant's commitment to address Black and African American student success that is consistent with the applicant's mission.

[1. 268952-146850640-9.-SMC-Certification.pdf](#)

Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment.

SMC has resources dedicated to promoting equity and inclusion for Black and African American students. Anchoring these efforts is the Black Collegians Program Umoja Community, a comprehensive initiatives offering a wide array of support services and opportunities: - Program counselors to provide academic educational planning and personal advisement; - A program-specific career counselor who provides advisement on career and major exploration; job and internship referrals; resume development; and networking skills. - Leadership opportunities through the Black Collegians Club, a student-run club that provides social opportunities, community building and volunteer opportunities. - A full-time Math Instructional Tutor who provides assistance with all levels of math. - Recommended courses for program participants - Scholarship opportunities specific for program participants - Book vouchers - Priority registration - A specific center, or referred to as "Village Space" in Umoja Community terms, that house our services - Workshops with a focus on Black issues; transfer opportunities; and other resources that lead to student success - A mentorship program each semester in collaboration with the Santa Monica Chamber of Commerce where students meet weekly with business owners, entrepreneurs, and industry professionals from the city of Santa Monica. Discussions on a variety of topics to strengthen students' professional development. - A financial aid pilot program to provide specific outreach to students with a financial aid counseling expert to ensure that students timely completion of financial aid forms and to receive help with completing FAFSA. - The provision of African-centered year-end program called the "Rites of Passage" where students who are graduating and/or transferring and continuing students are honored for their achievement and participation in the program. - Field trips to cultural locations as well as local colleges. We most recently provided students with the opportunity to attend an HBCU tour during this year's spring break. - Program specific therapist to support students' mental health and wellbeing. - Culturally relevant workshops that affirm, validate, and support the current climate and conditions of Black/African American holistic experiences. - Transitions - A summer onboarding program that welcomes and orients first year Black/African American students to essential support services and community at SMC. Other areas outside of Black Collegians include the following activities described next. Men of Color Action Network (MOCAN) - the Men of Color Action Network (MOCAN) is an active support network which advocates for SMC's Men of Color while focusing on the systemic (academic, political, social) change needed to cultivate a learning

environment that optimizes the success of male students of color. Pan African Alliance - the SMC employee affinity group partners with Black Collegians and works with Black students to develop collaborative activities to support the success and community-building about the Black community at SMC. Student Equity Centers - The student equity centers promote and celebrate the intersectional identities of Black/African American students. As newly established centers at our college we look forward to increasing our collaboration with these centers. Marketing and Communication - In collaboration with marketing and communications we will create and distribute a variety of marketing materials and campaigns for a variety of platforms to promote Black student success. California Community College Black Student Success Week - Black Collegians participates in developing and implementing a weeklong series of workshops held in person and virtually. The program is a weeklong celebration of Black student success. Partnership with SMC's Transfer Center – Continue partnership with SMC's Transfer Faculty Leader in developing programs and workshops that promote transfer readiness and promoting HBCU pathways. Targeted Initiatives and Support Services: SMC has proactively implemented various initiatives specifically designed to address the unique challenges and barriers that Black students may face. These include academic advising, mentoring programs, financial aid support, and other resources tailored to foster academic progress and overall well-being. Campus-Wide Professional Development: By investing in professional development for faculty, staff, and administrators, SMC aims to cultivate a more inclusive and equitable campus culture. This training likely focuses on understanding and addressing systemic inequities, promoting cultural humility, and creating supportive learning environments for all students, including Black students. The college has supported faculty leads in creating the largest equity-focused professional development for faculty that we have offered with Equitizing Gateway Courses – a year-long cohort experience for faculty to deepen and cultivate equity-centered pedagogical practices to specifically serve our Black and Latinx students. Data-Informed: The role of the Data Coaching Program highlights SMC's commitment to using disaggregated data to identify disparities and inform interventions. By consistently applying an equity lens to data analysis, the institution can make evidence-based decisions that directly address the needs of Black students and lead to measurable improvements in their academic and social outcomes.

Include any additional information that the governing board should consider in evaluating your institution's readiness to be identified as a Black Serving Institution.

Santa Monica College has been an established leader in supporting Black students in their quest for AA degrees and transfer. We continue to be the leader in transferring Black students to the most competitive public college system, the University of California system. For 34 consecutive years, SMC has transferred more Black students to the UC system than any other college in the nation. We continue to provide a level of counseling services for our students that is unrivaled in the state with the number of counselors available to our students and the level of transfer programs (workshops, university representatives) available. Black Collegians Program Umoja Community is the longest standing African American Center across all California Community Colleges. Celebrating 30 + years of black excellence and community. Other Program Support: In addition, many of our Black students participate in a plethora of special programs available which includes: Extended Opportunity Programs Services and Collaborative Agencies and Resources for Education (EOPS CARES); Guardian Scholars; RISING Scholars; Law Pathways; Scholars (Honors Program); Veterans Success Center; Science, Technology, Engineering, and Math (STEM) Program; and the Dream Program. SMC also offers an extensive Career Services Center to provide students with major/career preparation. Specialists and career counselors provide specific outreach based on their areas of interest and engaging activities to connect students with industry professionals to provide valuable insight into careers. In more recent years, the college has launched Student Success Teams that have incorporated counseling leads and peer mentors (referred to as Peer Navigators) to focus on outreach, counseling and activities specific to first-year Black and Latinx students, helping them to make a successful transition from high school to college. Academic Support Programs include: - Program Counselors: counselors provide personalized academic educational planning and personal advisement, ensuring students are on the right track for their academic goals and addressing any challenges they may encounter. - Full-Time Math Instructional Tutor: math tutor helps across all levels of mathematics, addressing a critical area for academic success and equity. - Recommended Courses: commended courses to support the academic progress and success of Black students - Priority Registration: Participants in the Black Collegians Program often benefit from priority registration. Financial Aid Initiatives include: - Scholarship Opportunity: Scholarship offers opportunities specifically for its participants, directly addressing financial barriers to access and persistence. - Book Vouchers: Providing book vouchers helps alleviate the financial burden of educational materials. - Financial Aid Pilot Program: Connects students with a financial aid counseling expert to ensure timely completion of forms (like the FAFSA) and to provide comprehensive assistance navigating the financial aid process. Moving forward, the SMC Student Equity Plan (SEP) 2.0 (2022-2025) has a specific focus on Black students and will be expanded upon to include goals connected to the Vision 2030.

An applicant is eligible for designation if the applicant meets all the following requirements:

- (1) Has at least 10 percent of the college's or university's enrolled student population identifying as Black and or African American students or has at least 1,500 Black and or African American students enrolled at the college or university.
- (2) Submits an initial or renewal application, as applicable, to the Statewide Central Office for the Advancement of Black Student Success on or before the application deadline

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Designation of California Black-Serving Institutions (BSI) Application

Santa Monica College (SMC)

Strategic Plan Developed for BSI: 2025 – 2030

Overview: This five-year strategic plan was developed for the purposes of the Designation of California Black-Serving Institutions (BSI) application for submission to the California State University Central Office for the Advancement of Black Student Success. This is in response to question #7 (document upload) for the attachment of the institution's strategic plan to address the academic goals and academic equity goals aimed to achieve within the five-year period of the initial designation as a California Black-Serving Institution (BSI).

The strategic plan includes, but is not limited to, all the following:

- (A) a mission statement that addresses SMC's commitment to serve Black and or African American students;
- (B) outreach services to potential Black and or African American students;
- (C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events;
- (D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded;
- (E) an outline of how SMC is using or will use existing resources to provide culturally relevant professional development for the SMC faculty and staff in pursuit of Black Serving Institution goals.

Santa Monica College Mission Statement

Santa Monica College provides a safe, inclusive, and dynamic learning environment that encourages personal and intellectual exploration and challenges and supports students in achieving their educational goals. The College's programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.

The College is committed to diversity, equity, and inclusion that enriches the District's mission and supports students in achieving their educational goals.

Santa Monica College Vision Statement

Santa Monica College will be a leader and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability.

Strategic Plan for BSI: 2025 – 2030

This plan includes the Goal Areas (A through E) and includes the Strategic Plan Continuous Improvement activities delineated by the timeline of activities each year for the five-year period from 2025 through 2030.

<u>Goal Area</u>	Year 1: 2025 - 2026	Year 2: 2026 - 2027	Year 3: 2027 - 2028	Year 4: 2028 – 2029	Year 5: 2029 – 2030
A) BSI Mission	<i>Santa Monica College (SMC) is committed to excel at providing academic and program resources that support our Black and African American students to achieve their educational goals by closing equity gaps faced by our disproportionately impacted student populations.</i>				
B) Outreach Services	<u>Awareness of Designation</u> - Establish SMC as a California Designated BSI - Implement recognition of BSI through various communication methods	<u>Develop Outreach</u> - Develop collaborative outreach targets for SMC to increase growth of enrollment of Black/African American students - Strategic Enrollment Management (SEM) Plan (2022-2027) - Student Equity Plan (SEP) 2.0 (2022-2025)	<u>Implement Outreach</u> - Implement targeted outreach services during the academic year and track enrollment numbers - Evaluation of academic year outreach data	<u>Conduct Outreach</u> - Continue targeted outreach services during the academic year and track enrollment numbers - Outreach targets: - Improve Retention - Time-to-degree - Graduation Rates	<u>Evaluation</u> - Analysis and review metrics of Designation of BSI goals: - Improve Retention - Time-to-degree - Graduation Rates - Develop revised target metrics aligned with goals
C) Academic, and Basic Needs Support Services	<u>BSI Awareness</u> - Launch campaign to increase awareness of BSI and academic and basic needs support services - Academic and Basic Needs Support Services to: - Improve Retention - Time-to-degree - Graduation Rates	<u>Sustain BSI Awareness</u> - Initiate a comprehensive campaign to elevate the visibility of BSI - Campaign will involve collaborative meetings with representatives from academic affairs and student support services	<u>Supports Provided</u> - Leverage technology, social media and campus resources to provide ongoing support directly to students and improve college experience - Further enhance awareness and visibility of the BSI program and its comprehensive academic and basic needs support services	<u>Service Expansion</u> - Increase referrals to program services - Present at Institutional Professional Development Days (Fall and Spring) - Utilize the SMC Campus Climate Survey to measure awareness of BSI	<u>Sustainability Plan and Review Metrics</u> - Departments involved: Academic Affairs and Student Services - Partnerships with: Umoja, Division of Equity, Pathways and Inclusion, and Institutional Effectiveness Committee

D) Plan Allocation and Resources	<u>Building Relationships</u>	<u>Community Programs</u>	<u>Evaluation and Feedback</u>	<u>Expanding Impact</u>	<u>Renewal of BSI and Sustainability</u>
	- Collaborate with stakeholders from departments, divisions, and campus programs including: - Academic Senate (including Equity and Diversity Committee) - Career Education Committee - Black Collegians Umoja Community - Student Equity Center - Division of Equity, Pathways and Inclusion - Pan African Alliance (Black employee affinity group) - Align to SEP 2.0 (2022-2025) by: - Establish a BSI advisory board to gather feedback on program and services - Establish meeting protocols (Fall and Spring) - Integrate student feedback from established programs to help build collaboration	- Explore funding resources for student support - Sponsorship programs and/or local sustainability events	- Utilize student success metrics to help conduct evaluation of BSI designation - Targets: - Improve Retention - Time-to-degree - Graduation Rates - Implement BSI advisory board suggested improvements - Student feedback - SMC Campus Climate Survey	- Partner with non-profits for wider impact - Increase engagement through community - Align and modify our methods to meet the target metrics for designation of BSI goals: - Improve Retention - Time-to-degree - Graduation Rates	- Complete initial BSI designation requirements - Prepare and submit progress reports - Prepare and submit BSI designation renewal application

E) Professional Development	<u>Implementation</u> • Leverage existing professional development and strategically align with institutional programming for greater impact for SMC employee networks • Key professional development events: ○ Fall and Spring Professional Development Days ○ EpiCenter Trainings ○ SMC Faculty and Managers Association ○ Classified Union ○ Departmental Retreats (Summer) ○ Distance Education Faculty Professional Development Institute (Winter) • Implement new culturally relevant trainings in support of BSI goals	<u>Foundation and Alignment</u> • Establish partnerships with community, regional colleges, and California State University Statewide Central Office for the Advancement of Black Excellence ○ Leverage connections with the statewide Umoja community • Increase opportunities for professional development for all SMC employee networks	<u>Expansion</u> • Yearly review of effectiveness and strategic alignment, aiming to expand and enhance training offerings and presence across SMC affinity groups and employee networks • Year One: Adapt existing professional development to support and increase BSI awareness • Years Two through Five: Optimize current professional development to increase employee awareness of BSI status by 25% yearly	<u>Research and Development</u> • Evaluate professional development trainings and workshops for quality improvement	<u>Legacy and Leadership</u> • Establish SMC professional development best practices framework • Set standards for campus-wide employee networks for faculty and staff • Create a campus-wide transformational shift to increase successful outcomes for Black and African American students
Strategic Plan Continuous Improvement	Conduct ongoing quality assurance and quality improvement to monitor and track progress of this BSI strategic plan; measure target metrics; student academic goals and support services. Stakeholder group(s) to meet annually to review progress of this strategic plan with opportunities for continuous improvement feedback to focus on the mission of the SMC BSI designation aimed to improve retention, time-to-degree completion, graduation rates and/or transfer rates for Black and or African American students.				

Excerpts from Santa Monica College Strategic Enrollment Management Plan and Student Equity Plan

The following contains select excerpts from Santa Monica College's Strategic Enrollment Management (SEM) Plan (2022-2027) and the Student Equity Plan (SEP) 2.0 (2022-2025). These are pulled from the SEM Plan (2022-2027) which is publicly available online via: <https://admin.smc.edu/administration/planning/documents/sem/sem-plan-2022-2027-final.pdf> and the SEP 2.0 (2022-2025) available online via: <https://admin.smc.edu/administration/epi/index.php#sep>

SANTA MONICA COLLEGE

STRATEGIC ENROLLMENT MANAGEMENT PLAN

2022 - 2027



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EXECUTIVE SUMMARY

The Strategic Enrollment Management (SEM) Plan (2022-2027) was developed over the last several years in consultation with the SEM Team that includes a wide array of managers, faculty, classified professionals, and student. During this time, the college was facing year-over-year declining enrollment; grappling with what it means to truly be an equity-centered, race-conscious institution committed to achieving equitable outcomes for all students; struggling to manage the devastating impact of the global COVID-19 pandemic and its effects on students and staff; and managing the overwhelming fiscal impact these challenges have on the future of the College.

Although Santa Monica College's enrollments declined slowly for several years, paralleling the decrease of students in the high school graduate pipeline, nothing compares to the sharp drop that followed due to the pandemic. During 2020 through 2022 the worldwide pandemic, COVID-19, forced a massive change in how people, businesses and educational institutions operated. In addition to this global health crisis, the United States confronted civil unrest across the nation. While both situations were alarming, community colleges and universities created sound measures allowing students to continue their higher education; developing and implementing online classes and a myriad of academic supports. The nation's social climate forced the re-examination of equity, diversity and inclusion.

Santa Monica College's response to these challenges was exceptional, however, ongoing commitment and effort to transform its policies and practices to foster a "safe, inclusive and dynamic learning environment..." is critical as the College moves forward to expand on-ground operations and restoring lost enrollments. Its commitment to social change is, rightfully, and more critically, being examined by prospective, new, and continuing students.

The SEM Plan 2022-2027 seeks to clearly articulate goals and strategies designed to maximize enrollment and student success. The annual enrollment targets found on page 8 are based on current trends, however, the college aims to re-grow as quickly as feasible and the "Hold Harmless Goal" is the ultimate target.

The report is organized around the following framework utilized in the planning process for the SEM Plan:

The functional aspects of what the SEM Plan considers and works to advance and optimize include:

- *Characteristics of the institution and the world around it (eg. post-pandemic)*
- *Institutional mission and priorities (eg. Student equity)*
- *Optimal enrollments (number, demand, diversity)*
- *Evaluation of assessment outcomes of institutional initiatives*
- *Outreach, Admission, and Onboarding*
- *Student fees and Financial Aid*

- *International Students*
- *Counseling and Retention*
- *Campus life and student support*
- *Graduation/Completion Rates*
- *Institutional marketing & communication*
- *Curricular and program development*
- *Methods of program delivery*

The goals and strategies contained herein seek to address the following priorities:

- Increase enrollment by improving access, considering diverse needs of various markets, and removing barriers for students
- Close equity gaps by designing programs/services that center disproportionately impacted student populations (ie. Black and Latinx students)
- Improve student outcomes by increasing degree and goal attainment
- Increase fiscal stability by considering revenue generation needs (ie. Non-resident students and SCFF metrics)
- Alignment with other planning processes and overarching priorities:
 - Board Goals and Priorities
 - Student Equity Plan
 - Accreditation
 - Vision for Success
 - Guided Pathways
 - Student Centered Funding Formula (SCFF)

While thoughtful goals and strategies have been identified and articulated in the report, it is worth noting that several central themes have emerged as vital to the future of the College:

- The need to meet students where they are (e.g., modalities for both instruction and services) and facilitate pathways to success
- The need to eliminate unnecessary bureaucratic process that create barriers to enrollment and student success
- The need to design programs and services that center the most disproportionately impacted students in mind
- The need to provide clear, personalized, authentic, student-centered communication
- The need to identify efficiencies and organize the institution in such a way that leverages productivity
- The need to leverage technology in meeting stated goals

The Goals and Strategies and planning alignment matrix can be found starting on page 9.

INTRODUCTION

The Strategic Enrollment Management Plan (SEM) 2022-2027 serves as a roadmap for the College in outlining goals and strategies to achieve enrollment and student success targets over the course of the five-year period. This is a living document, not an exhaustive list of strategies, as enrollment is dynamic, and planning must remain responsive to the ever-changing environment and receptive to students' varying needs.

The purpose of the SEM Plan is to articulate planning objectives and strategies in support of the College Vision, Mission, and Goals.

Santa Monica College: Changing Lives in the Global Community Through Excellence In Education

VISION

Santa Monica College will be a leader and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability.

MISSION

Santa Monica College provides a safe, inclusive, and dynamic learning environment that encourages personal and intellectual exploration – one that challenges and supports students in achieving their educational goals. Students learn to contribute to the local and global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes that each individual makes a critical contribution to the achievement of this mission.

Santa Monica College's academic programs and support services are intended to serve diverse individuals from local, national, and global communities who are seeking high-quality, affordable undergraduate education. The College offers certificates, Associate degrees, a baccalaureate degree, and streamlined pathways for transfer to a university and for career training. The College promotes a commitment to lifelong learning among students and the communities it serves.

GOALS

To fulfill this mission, Santa Monica College has identified the following Institutional Learning Outcomes and supporting goals.

INSTITUTIONAL LEARNING OUTCOMES

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems;
- Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events;
- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style; and
- Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

SUPPORTING GOALS

Innovative and Responsive Academic Environment

- Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring, and technology;
- Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.

Stable Fiscal Environment

- Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.

Sustainable Physical Environment

- Apply sustainable practices to maintain and enhance the College's facilities and infrastructure including grounds, buildings, and technology.

Supportive Collegial Environment

- Employ decision-making and communication processes that respect the diverse needs of the entire college community.

SEM GOALS & PLANNING ALIGNMENT

The following thirty-seven (37) goals are designed to help grow and stabilize enrollment; address equity gaps; and improve student outcomes. Initial strategies to achieve the goals are discussed in further detail in the chapters that follow. As the College advances this agenda, more goals and strategies will be developed in response to the changing landscape and to successes and lessons learned.

Outreach, Admission, & Onboarding Goals <i>Lead: Outreach</i>	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Increase number of students who attend SMC directly following high school graduation from target high schools by 1.5% per year	x		x	x	x	x	x	x	x	x	x	x
Goal 2. Increase unit load and term to term persistence by increasing SMC Promise participation by 2.5%	x	x	x	x	x	x	x	x	x	x	x	x
Goal 3. Increase the number of High School parent group partnerships by 5% per year.	x			x			x	x				
Goal 4. Increase adult learner applicant to enrolled yield by 1.5% per year	x		x	x	x		x	x	x	x	x	x
Goal 5. Expand partnerships with community agencies and increase partners 5% per year	x			x			x	x				
Goal 6. Increase non-resident applicant to enrolled yield by 1.5% per year	x		x	x	x		x		x	x	x	x
Goal 7. Increase the number of High School Concurrent Enrollment and Dual Enrollment students by 2% per year	x		x	x	x	x	x	x	x	x	x	x

International Students Goals <i>Lead: International Education</i>	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Increase new international student enrollment by 6% per year	X			X			X		X		X	
Goal 2. Increase continuing international student retention by 3% per year		X		X	X		X		X		X	

Student Fees & Financial Aid Goals <i>Leads: Financial Aid & Fiscal Services</i>	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Increase awareness of Financial Aid opportunities, Financial Aid processes, and fee information designed to destigmatize the process and reduce anxiety	X	X		X	X		X	X	X	X	X	X
Goal 2. Increase opportunities to encourage students to work on campus as a retention mechanism	X	X			X		X	X	X		X	
Goal 3. Implement student-centered fiscal policies and practices	X	X		X			X	X		X	X	X
Goal 4. Address equity gaps for Black and Latinx students by providing education, counseling and assistance with the financial aid process	X	X	X	X	X	X	X	X	X	X	X	X
Goal 5. Enhance transition services for students moving from noncredit to credit programs		X	X			X	X	X	X		X	X
Goal 6. Promote enrollment in noncredit programs for credit students that have withdrawn or have been disqualified from financial aid as a mechanism to continue progress toward goal		X	X	X		X	X	X	X	X	X	X
Goal 7. Explore mechanisms to address college affordability (e.g. zero cost textbooks, expansion of promise programs for part-time students, etc.)	X	X	X	X	X	X	X	X	X		X	X

Counseling & Retention Goals <i>Lead: Counseling</i>	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Improve overall college term-to-term persistence for first-time college students (FTIC) by 9% from 74% in 2019-2020 to 85% in 2026-2027		X			X		X	X	X	X	X	X
Goal 2. Reduce equity gaps in term-to-term persistence for Black/African American FTIC students from -13% in 2019-2020 (compared to highest performing group of 80%) to 0% in 2026-2027		X	X		X	X	X	X	X	X	X	X
Goal 3. Reduce equity gaps in term-to-term persistence for Latinx FTIC students from -7% in 2019-2020 (compared to highest performing group of 80%) to 0% in 2026-2027		X	X		X	X	X	X	X	X	X	X
Goal 4. Ensure 100% of FTIC students choose an Area of Interest, meet with a counselor, and connect to a program or service by the end of their first semester	X	X			X		X	X	X	X	X	X
Goal 5. Ensure that 75% of all counseling appointments for FTIC students are fulfilled through special programs and/or Student Care Teams (moving to case management model)	X	X	X		X	X	X	X	X		X	X
Goal 6. Ensure that 80% of SMC faculty report being aware of and successfully implementing at least one practice to address retention		X			X		X	X	X		X	X
Goal 7. Ensure Black and Latinx students report feeling they belong at SMC at similar rates as other racial/ethnic groups	X	X	X		X	X	X	X	X		X	X

Campus Life & Student Support <i>Lead: Student Affairs</i>	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Improve the outreach, marketing and onboarding to campus support services to ensure that students are aware of resources and campus engagement opportunities	X	X	X	X	X	X	X	X	X		X	X
Goal 2. Successfully engage Black and Latinx students in campus life and support programs	X	X	X		X	X	X	X	X		X	X
Goal 3. Develop and implement intentional retention initiatives, programs and services to reduce equity gaps for disproportionately impacted students and to foster collaboration amongst areas.	X	X	X		X	X	X	X	X		X	X
Goal 4. Increase awareness of, and access to, college basic needs services and mental health support	X	X	X	X	X	X	X	X	X		X	X
Goal 5. Explore the expansion of programs and partnerships to address housing and food insecurity.	X	X	X	X	X	X	X	X	X		X	X

Curricular and Program Development / Methods of Program Delivery Goals <i>Lead: Academic Affairs</i>	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Maintain and improve innovative instructional programming to serve emerging student populations and close inequitable degree progress gaps for Black and Latinx students	X	X	X			X	X	X	X	X	X	X
Goal 2. Working across divisions and with external partners, produce a responsive schedule of classes by including the appropriate range of courses, course modalities, and term lengths to serve non-traditional students and increase the course success and retention rates of Black and Latinx students	X	X	X	X		X	X	X	X	X	X	X
Goal 3. Explore the expansion of academic support services (e.g. expanded access to library/labs, expanded tutoring, supplemental instruction, etc.)		X	X		X	X		X	X		X	X

Graduation / Completion Goals <i>Lead: Enrollment Services</i>	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Increase degree and certificate completions during award year by 1.5% per year overall		X		X	X	X	X		X	X	X	X
Goal 2. Increase degree and certificate completions during award year by 3% per year for equity populations (Black and Latinx students)		X	X	X	X	X	X	X	X	X	X	X

Marketing & Communications Goals <i>Lead: Marketing, Enrollment Development & Student Affairs</i>	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Better support individuals across the student journey from first contact through goal completions	X	X	X	X	X	X	X	X	X		X	X
Goal 2. Maximize the use of intentional and authentic marketing and communication mediums to promote the College, facilitate onboarding, and reinforce a sense of belonging	X	X	X	X	X	X	X	X	X		X	X
Goal 3. Maximize the use of technology to improve user experience to better facilitate authentic, intentional, and personal communication	X	X	X	X	X	X	X	X	X		X	X
Goal 4. Increase collaboration across campus to develop a cohesive and unified communication strategy with students	X	X	X	X	X	X	X	X	X		X	X



Student Equity Plan (SEP) 2.0

Summary Report: Inquiry Phase

A New Approach

2022—2025 SEP 2.0 Cycle Preliminary Report
Compiled by the SMC Division of Equity, Pathways, and Inclusion

October 2022

SEP 2.0 Summary Report: Inquiry Phase

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SEP 2.0 Summary Report: Inquiry Phase

Appendix: Summer Design Team Metric Templates

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SEP 2.0 Summary Report: Inquiry Phase

Introduction

In order to continue our efforts to advance racial equity at California Community Colleges, the Chancellor's Office (CO) has communicated some significant changes to guide our institution's 2022–2025 Student Equity Plan (SEP) 2.0 cycle. To start, institutions need to move from thinking about the Student Equity Plan as being a “transactional” or “compliance-driven” approach to a more transformational approach. Executive Vice Chancellor of Educational Services, Dr. Marty Alvarado, set a clear intention for the SEP 2.0 cycle in the training provided by the CO in Spring 2022: “We need to rethink and lean into new ways of operating. We have to deconstruct and build something new.” The SEP cycle 2.0 is asking us to be reflective and begin with inquiry before jumping straight into solutions such as activities and programmatic changes. We are expected to spend time reflecting and identifying the student friction points that are causing racial inequities and to set transformational broad priorities and action steps to create structural and cultural transformational change. Racial equity is a long journey in the process of *becoming*: becoming an institution that centers our Black and Latinx students in its design, decision making, and resource allocation. We have to wrestle with what it means to work differently, unlearn things, learn different ways of existing and build a new identity.

As with our previous plan, our current plan embraces a focus on racial equity, acknowledges the racial inequities our students face are rooted in cultural and structural practices, processes, and policies of institutions and are not a “student problem”, and prioritizes an equity-minded, inquiry-based process to reflect and better understand and address our racial equity gaps.¹ As an institution we need to continue the journey to race consciousness and interrogate how our structures are not serving our racially minoritized students in reaching their self-defined goals and successes.

The Santa Monica College 2022—2025 SEP will be developed in phases. The phases are 1) Inquiry, 2) Action Planning, and 3) Implementation and Evaluation. The focus of this summary report is on the preliminary work done over the Spring 2022–Summer 2022 to begin the inquiry phase of the Plan (SEP 2.0). The preliminary work was guided by a structural evaluation template provided by the Chancellor's Office. In Spring 2022, the Division of Equity, Pathways and Inclusion began coordinating a cross-hierarchical and cross-functional approach to build SMC's SEP 2.0. The goal is to ensure that the diverse voices, unique contributions and experiences of all of our employee groups are reflected in the development of the SEP 2.0. Structuring the development of the plan in this way ensures that equity becomes “everyone's work”. In other words, “equity becomes everyone's responsibility and multiple campus stakeholders collectively share leadership for equity”.²

¹ Our 2019—2022 SEP was recognized by USC's Center for Urban Education as an exemplar for creating an actionable equity plan that has a clear stand on racial equity and an approach to cultural change”. (Creating an Actionable Equity Plan: An Exemplar from Santa Monica College, CUE, 2020)

² Kezar, Adrianna, Elizabeth Holcombe, Darsella Vigil, and Jude Paul Mathias Dizon. 2021. Shared Equity Leadership: Making Equity Everyone's Work. Washington, DC: American Council on Education; Los Angeles: University of Southern California, Pullias Center for Higher Education.

SEP 2.0 Summary Report: Inquiry Phase

Looking Back

2019—2022 Goals

The SEP 1.0 established the foundational work needed to continue our commitment to racial equity for this SEP 2.0. Our SEP 1.0 focused SMC's efforts on becoming a more racially equity-centered campus and proposed 4 overarching goal areas centered on changing the policies, procedures, and culture of the College:

1. Align equity goals across the College

- Prioritize first-time in college (FTIC) Black and Latinx students across all SEA metrics established by the CO.
- Engage the District Planning Advisory Council (DPAC) to set institutional priorities and leverage human and fiscal resource allocation to directly support the priorities and action plans that will be developed
- Align institutional planning processes (i.e. Redesign/Guided Pathways, Strategic Enrollment Plan, Equity Audit, etc.) to collectively share leadership for equity across multiple campus stakeholders to implement SEP 2.0

2. Implement inquiry-based processes to eliminate equity gaps

- Dedicate first year of SEP 2.0 to inquiry to offer the time and space to dig deeper into the transformational changes needed to close the racial equity gaps.
- Utilize a root cause analysis framework to understand why a racial equity gaps exists for an outcome
- Utilize the Equity Audit findings to identify potential barriers and impact FTIC Black and Latinx students

3. Create an infrastructure to support sustained and coordinated equity-minded decision making and planning.

- Establish College-wide cross-functional/cross-hierarchical opportunities and teams to work collaboratively with the Division of Equity, Pathways and Inclusion to initiate transformational change needed to close the racial equity gaps.
- Collaborate with the newly redesigned professional development center for all employee groups to provide equity-minded learning and growth opportunities so we can better serve our students

4. Assess and improve the racial climate

- Utilize the employee and student racial climate data to continue to improve the experiences of our FTIC Black and Latinx students and College employees
- Establish ongoing, College-wide, cross-functional/cross-hierarchical opportunities and teams to foster open and equity-centered reflection and discussions re: the racial climate of our students and employees

It is important to recognize that the 2019—2022 SEP cycle coincided with the racial reckoning (at both the national and local level) as well as with the COVID pandemic. This created a challenging, unprecedented time and environment in which to address the 4 goal areas established by our SEP 1.0. Equally important, however, is to recognize that in the midst of these unprecedented challenges, SMC engaged in a variety of equity-advancing activities at the institutional, interpersonal, and intrapersonal levels. Listed below are some key activities we have accomplished to support our Black and Latinx students across all areas of SMC in

SEP 2.0 Summary Report: Inquiry Phase

2019—22.

2019—2022: Some Key Activities

(This is not an exhaustive list)

- **SMC hired its first Interim Dean of Equity, Pathways, & Inclusion** and established the Division of Equity, Pathways, & Inclusion to develop an integrated infrastructure to support and meet the needs of all our College campus community to reach SMC's racial equity imperative both inside and outside the classroom.
- **The Student Equity Center (SEC) was established** to provide students with intersectional services & resources to foster retention, success, community, and advocacy and it is made of 4 centers:
 - Racial Justice Center
 - Pride & LGBTQ+ Center
 - Gender Equity Center
 - Undocumented & Dream Center
- **The College launched the Equitizing Gateway Courses (EGC)** professional development opportunity. This is a multi-semester program that cultivates equity-centered practices to better serve Black and Latinx students. Over the course of four semesters, faculty engage in large groups as well as small, department-based "Equity to Action Groups" that create a community of practice and peer-to-peer support, culminating in a substantial redesign of the course outline record to achieve more equitable outcomes for students. In this way, faculty will develop and implement the changes in teaching practice at the course level for the highest enrolled courses at the College. Across two cohorts thus far, more than 300 faculty will have participated in the two-year EGC program.
- **Leveraging a Title V grant, we are implementing a Student Care Team (SCT) model** (with full team of Peer Navigators) for first-time in college (FTIC) Black and Latinx students in our STEM, Business, Health & Wellness, Culture, History, & Languages, Arts, Media, & Entertainment, and People & Society Areas of Interest. Our Peer Navigators coach FTIC Black and Latinx students in navigating the College through electronic communication, out-of-class workshops, and in-classroom presentations. Students are assigned to Peer Navigators based on similar majors. As a result, the support students receive from Navigators are contextualized. In addition, peers who serve as Navigators reflect the racial/ethnic background and lived experiences of the student population.
- **SMC's Office of Institutional Research trains employees**, including faculty, department chairs, administrators, and classified professionals to understand, reflect on, process, and meaningfully act upon racially disaggregated data. The College provides, and regularly prompts faculty and leaders to assess, course completion and success rates disaggregated by race and ethnicity. All faculty have access to their own racially disaggregated course success and completion rates; course-level and departmental averages are similarly available to all faculty, including department chairs. The annual Program Review template specifically prompts all departments to analyze and draw meaningful information from available racially disaggregated course data.

SEP 2.0 Summary Report: Inquiry Phase

- **SMC implemented GPS (i.e., Starfish - an online communication and retention tool).** SMC's Gateway to Persistence and Success (GPS) facilitates a wraparound network between students, faculty, and all campus services. Instructors notify students of progress concerns and initiate referrals, which are then assigned to SMC counselors for direct outreach. Student mental health concerns and basic needs can also be referred through the tool. Counselors assess students' needs and connect them with programs, workshops, and/or other resources that promote success
- **The Data Coaching Program at Santa Monica College was launched in 2017** by our Institutional Research Dept. to expand the capacity of the College to compile, analyze, and apply data to inform inquiry activities and planning processes, such as curriculum review, program review, equity strategies, grant proposal application and evaluation, and course and program development. The theme of 2021—2022 Data Coaching Program is "Creating Our Equity Superpower" or "Equity Avengers". This year's program is intentionally designed to train instructional department chairs on how to analyze racial equity data in their courses and programs for their annual program review reports and prepare them to lead and facilitate effective conversations about race, racial equity, and racial equity data in their departments.

These activities represent significant contributions in advancing racial equity and contribute significantly to the foundation upon which we will continue our efforts. This work takes time and persistent effort. So while our racial equity gaps persist, we must not dismiss these efforts but rather see them as an opportunity for us to continue to dig deeper to the root causes leading to the racial inequities experienced by our students and continue utilizing the 4 overarching goal areas established by SEP 1.0 as we move into the SEP 2.0 cycle.

SEP 2.0 Summary Report: Inquiry Phase

Data and Quantitative Outcomes

Baseline Data (2022—2025)

The Chancellor's Office provided the baseline data for the 2022—2025 SEP to help determine which group(s) the College is producing the largest and most persistent racial equity gaps for each of the five Student Equity and Achievement (SEA) metrics. The Chancellor's Office required the following for SEP 2.0:

1. Identify a minimum of one and a maximum of five of the student groups with the largest and most persistent racial equity gaps per SEA metric;
2. Focus on first-time in college (FTIC) students;
3. Focus on the 5 SEA metrics provided by the CO

Both the SEP Guiding Committee and the Academic Senate Institutional Effectiveness Committee reviewed the baseline data and it was determined that based on the data our FTIC Black and Latinx students would be the target of our equity efforts for the SEA metrics.

The five SEA metrics are as follows:



SEP 2.0 Summary Report: Inquiry Phase

Racially Minoritized Groups Experiencing Largest Gaps

The SEA data revealed that SMC continues to produce the largest and most persistent racial equity gaps for FTIC Black students across all 5 SEA metrics and across 4 out of 5 of the SEA metrics for FTIC Latinx students. FTIC Latinx students are not experiencing an equity gap in the Successful Enrollment metric. Our data also showed that LGBTQ+ students experience some of our largest equity gaps, therefore, will also need to reflect, discuss and offer recommendations about the intersectional experiences of our FTIC LGBTQ+ Black and Latinx students. The SEP data has helped SMC identify the target student populations for our SEP but it did not tell us the root causes of the equity gaps or how to address the gaps.

	Successful Enrollment	Transfer-Level Math & English	Persistence Term to Term	Vision Goal Completion	Transferred to a 4-Year
Asian					
Black or African American	X	X	X	X	X
Filipino					
Hispanic or Latinx		X	X	X	X
Native Hawaiian or other PI					
Two or More Races					
Current or former foster youth					
First-generation college					
LGBT		*	*	*	
Homeless students					
Veteran students					
Total	1	2	2	2	2

*intersectional LGBT within Black/Latinx

Chancellor's Office Quantitative Outcomes by Metric

The CO required quantitative outcomes be set for each metric and population for 2022—2025 to close the racial equity gaps experienced by our target student populations within the 3-year planning cycle. These quantitative outcomes establish yearly goals to capture momentum and, in collaboration, with our Academic Senate Institutional Effectiveness Committee, SEP Guiding Committee and the Division of Equity, Pathways and Inclusion (EPI) a review of our progress will be implemented to inform our efforts to remain fluid and dynamic

SEP 2.0 Summary Report: Inquiry Phase

to respond to the needs of FTIC Black and Latinx throughout the 2022–2025 cycle.

Successful Enrollment	Year 1 (2022—23)	Year 2 (2023—24)	Year 3 (2024—25) Performance that represents racial parity for metric (based on baseline year):
Group 1: Black/African American (Baseline: 28.8%)	Improve by 3.4% over the baseline to 32.2%	Improve by 6.8% over the baseline to 35.6%	Improve by 10.2% over the baseline to 39.0%

Transfer-Level Math & English Completion	Year 1 (2022—23)	Year 2 (2023—24)	Year 3 (2024—25) Performance that represents racial parity for metric (based on baseline year):
Group 1: Black/African American (Baseline: 8.2%)	Improve by 7.8% over the baseline to 16%	Improve by 15.6% over the baseline to 23.8%	Improve by 23.4% over the baseline to 31.6%
Group 2: Latinx (Baseline:14.9%)	Improve by 5.6% over the baseline to 20.5%	Improve by 11.2% over the baseline to 26.1%	Improve by 16.7% over the baseline to 31.6%

Persistence from Term to Term	Year 1 (2022—23)	Year 2 (2023—24)	Year 3 (2024—25) Performance that represents racial parity for metric (based on baseline year):
Group 1: Black/African American (Baseline: 66.6%)	Improve by 4.5% over the baseline to 71.1%	Improve by 9% over the baseline to 75.6%	Improve by 13.5% over the baseline to 80.1%

SEP 2.0 Summary Report: Inquiry Phase

Group 2: Latinx (Baseline: 73.4%)	Improve by 2.2% over the baseline to 75.6%	Improve by 4.5% over the baseline to 77.9%	Improve by 6.7% over the baseline to 80.1%
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Vision Goal Completion	Year 1 (2022—23)	Year 2 (2023—24)	Year 3 (2024—25) Performance that represents racial parity for metric (based on baseline year):
Group 1: Black/African American (Baseline: 5.4%)	Improve by 7.4% over the baseline to 12.8%	Improve by 14.8% over the baseline to 20.2%	Improve by 22.3% over the baseline to 27.7%
Group 2: Latinx (Baseline: 10.6%)	Improve by 5.7% over the baseline to 16.3%	Improve by 11.4% over the baseline to 22%	Improve by 17.1% over the baseline to 27.7%

Transferred to Four-Year Institution	Year 1 (2022—23)	Year 2 (2023—24)	Year 3 (2024—25) Performance that represents racial parity for metric (based on baseline year):
Group 1: Black/African American (Baseline: 21.3%)	Improve by 7.8% over the baseline to 29.1%	Improve by 15.6% over the baseline to 36.9%	Improve by 23.5% over the baseline to 44.8%
Group 2: Latinx (Baseline: 23.4%)	Improve by 7.1% over the baseline to 30.5%	Improve by 14.3% over the baseline to 37.7%	Improve by 21.4% over the baseline to 44.8%

Designation of California Black-Serving Institutions (BSI) Application

Santa Monica College (SMC)

8. (Document Upload)

Community College applicants submit the following for the previous three academic years: (A) The number of degree and certificate programs completed by all students, and by Black and or African American students. (B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion. (C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

(A) The number of degree and certificate programs completed by all students, and by Black and or African American students.

The number of degree and certificate programs completed by all students, and by Black and or African American students for the previous three academic years is presented in Table A.

Table A: Degree and Certificate Program Completion Numbers by Student Group

Number of Degree and Certificate Programs Completed by Students	2021 - 2022 Academic Year	2022 - 2023 Academic Year	2023 - 2024 Academic Year
All Students	8,327	9,027	14,164
Black and or African American Students	449	546	904

Source: SMC Institutional Research and the California Community College Chancellor's Office Management Information Systems (COMIS or MIS).

Data notes: Duplicate counts across students: A single student may be counted more than once if they earned multiple degrees or certificates within the selected year. Includes local associate degrees, Associate Degrees for Transfer (ADTs), Bachelor's degree in Interaction Design (the only California Community College bachelor's degree currently offered at SMC), Chancellor's Office-approved credit and noncredit certificates. Excludes departmental certificates that are not approved by the Chancellor's Office. There is no time limit applied to this metric: students may have completed the award in any length of time after entering the college for the first time.

(B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion.

The number of all students and of Black and or African American students who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion for previous three academic years is presented in Table B.

Table B: Students Completing Degree and Certificate Program Within Time

Number of Students Completing Degree and Certificate Programs Within Time	2015 - 2016 Cohort	2016 - 2017 Cohort	2017 - 2018 Cohort
All Students	2,151	2,033	2,012
Black and or African American Students	78	84	70

Source: The California Community College Chancellor's Office DataVista.

Data notes: Measures the number of first-time in college students who earned a California Community College Chancellor's Office approved certificate, associate degree, and/or community college bachelor's degree within six years (300% of normal time). This count serves as the numerator for the California Community Colleges (CCC) Vision 2030 Goal 1, Outcome 1: Completion metric which can be found online via: <https://www.cccco.edu/About-Us/Vision-2030/outcomes-and-metrics>. This is also part of the CCC Student Success Metrics, Success, SM 619Sx found online via: https://www.calpassplus.org/Launchboard/Student-Success-Metrics-MDD#_Toc138667035, which is also included in the CCC Student Equity Plan metrics.

(C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

The student transfer rates for all students, and for Black and or African American students for previous three academic years is presented in Table C.

Table C: Student Transfer Rates

Student Group	Transfer Rates	2016 - 2017 Year	2017 - 2018 Year	2018 - 2019 Year
All Students	Numerator	690	713	776
	Denominator	3,520	3,389	3,513
	Transfer Rate	20%	21%	22%
Black and or African American Students	Numerator	48	44	47
	Denominator	192	161	193
	Transfer Rate	25%	27%	24%

Source: The California Community College Chancellor's Office DataVista.

Data notes: This metric measures the number and percentage of first-time-in-college students who earned 12 or more units, exited the California Community College system, and enrolled in any four-year institution by the year following their third year of entry. It corresponds to the Three-Year Transfer Rate CCC Student Success Metrics, Success, SM 620 found online via: https://www.calpassplus.org/Launchboard/Student-Success-Metrics-MDD#_Toc138667035, which is also included in the CCC Student Equity Plan metrics.



June 5, 2025

The California State University
Central Office for the Advancement of Black Student Success
401 Golden Shore
Long Beach CA 90802

RE: Postsecondary Education: Designation of California Black Serving Institutions

Dear Proposal Review Committee:

We at Santa Monica College (SMC) are pleased to submit an application for the college's designation as a Black-Serving Institution as established under California's Senate Bill 1348 (SB 1348), which recognizes institutions that excel at providing academic resources to Black and African American students. As per our mission statement, ". . . the mission of SMC is to provide a safe, inclusive, and dynamic learning environment that encourages personal and intellectual exploration, while challenging and supporting students toward achieving their educational goals. . . Santa Monica College is committed to diversity, equity, and inclusion . . . and supports students in achieving their educational goals.

SMC has a strong commitment to addressing and ensuring Black and African American student success, demonstrated through a comprehensive and multifaceted approach aligned with an institutional mission of promoting equity and student achievement. During Fall 2024, SMC served 27,218 enrolled students, of whom nearly 12.5% (3,403) identified as Black/African American. SMC's Black/African American student enrollment is above the specified qualifying enrollment stated in SB 1348 of "at least 10 percent of the college's or university's enrolled student population identifying as Black and African American students or has at least 1,500 Black and African American students."

SMC has been recognized as **number one in University of California (UC) transfers for 34 consecutive years**, more than any other California community college; and, further, SMC is distinguished as **number one in transferring African American students to the UC system**. Additionally, SMC continues to be the leading transfer college to the University of Southern California, Loyola Marymount University, and is also the top feeder west of the Mississippi to Columbia University, a major Ivy League institution.

SMC's commitment to Black/African American students is actively demonstrated through the College's Strategic Enrollment Management (SEM) Plan (2022-2027), which has established goals and strategies for increasing enrollment of Black/African American students by "improving access, removing barriers, and considering diverse needs of students." Also, SEM sets forth a roadmap to close equity gaps by designing programs/services that center on disproportionately impacted student populations, including our Black student population.

The college's commitment is further exhibited through SMC's Student Equity Plan (SEP) 2.0 (2022–2025) providing a pathway to continue the college's efforts that advance racial equity in alignment with the California Community College Chancellor's Office (CCCCO) metrics for achieving target outcomes to serve students who are experiencing the most significant and disproportionate impact, which includes Black/African American students. The SEP is targeted to close equity gaps by requiring SMC to review existing program structures, identify changes necessary to reform those structures, and implement changes to achieve equitable outcomes for all SMC students and communities. Through comprehensive student programs and cross-campus resources, including Black Collegians Program Umoja Community, SMC provides a wide array of support services that ensure the success for comprehensive resources that uniquely prepares Black/African American students to succeed by providing academic, career, and personal counseling to help students reach their intended academic goals.

As the Superintendent/President of SMC, and on behalf of the college community, I am pleased to share that we are enthusiastic to be designated as a Black-Serving Institution, aligning with the intentions of the State of California in its SB 1348 and SMC's overarching mission to empower students through educational opportunities and program resources that create the foundation for success for our Black and African American students.

Sincerely,

A handwritten signature in black ink, reading "Kathryn E. Jeffery". The signature is fluid and cursive, with the first name "Kathryn" being more prominent and the last name "Jeffery" following in a similar style.

Kathryn E. Jeffery, Ph.D.
Superintendent/President