



2019-20 SEA Annual Report (For Planning Purposes Only)

NOTE: The SEA Annual Report must be completed within the NOVA system. This document is for planning purposes only.

A separate report must be submitted for each college in the district. Submission deadline: January 1, 2021.

You may use this document to gather the required data ahead of completing the Annual Report module in NOVA. The SEA Annual Report relies heavily on information contained in your college's Student Equity Plan. If you plan to use this template to pre-populate/capture the information, it is recommended that you have a copy of your Student Equity Plan on hand to reference.

If you have any questions or concerns about the SEA Annual Report, please contact the Chancellor's Office SEA support team: SEAPrograminfo@ccco.edu or Mike Tran at <mailto:mtran@ccco.edu>

Step I – Contacts

Review all contacts listed in the NOVA report module and update if appropriate.

- **Project Lead Contact** – this person has the ability to view/edit the report and will be responsible for submitting the report for approval. There is only one lead contact. **Audrey Yamagata-Noji**
- **Alternate Project Lead Contacts** – have ability to view/edit the report; but cannot submit for approval. May have multiple alternate leads. **Eric Lara, Gloria Munguia, Lucy De Leon**
- Chief Instructional Officer/Chief Student Services Officer/Academic Senate President – these contacts are displayed and available for report draft sharing, but are NOT required to approve the report. **Irene Malmgren, Audrey Yamagata-Noji, Chisato Uyeki**
- **Chancellor/President and Chief Business Officer** – these are the only two required approvers for this report. These are the *college* president and the *college* CBO. **William Scroggins, Morris Rodrigue, (designee – Rosa Royce)**



2019-20 SEA Annual Report (For Planning Purposes Only)

Step II – Expenditures

Your college's 19-20 SEA allocation will be displayed on the screen. **Colleges have two full years to spend each annual allocation.**

- You will report your college's Year 1 expenditures by budget line item. (Year 1 for 19-20 SEA funding is July 1, 2019 through June 30, 2020.)
- Next enter the amount your college forecasts to spend in Year 2 (July 1, 2020 through June 30, 2021).

19-20 SEA Program – Year 1 Expenditures	
Object Code	Amount
<i>1000 – Instructional Salaries</i>	\$2,514,666
<i>2000 – Non-Instructional Salaries</i>	\$3,735,644
<i>3000 – Employee Benefits</i>	\$1,693,846
<i>4000 – Supplies and Materials</i>	\$81,436
<i>5000 – Other Operating Expenses and Services</i>	\$215,926
<i>6000 – Capital Outlay</i>	\$29,611
<i>7000 – Other Outgo</i>	\$95,204
TOTAL Year 1 Expenditures	\$8,366,333
Year 2 FORECAST	\$4,716,850
TOTAL Expected Spending (Expenditures + Forecast)	\$13,083,183



2019-20 SEA Annual Report

(For Planning Purposes Only)

Step III – Metrics

Your college's Student Equity Plan contains highly relevant data (metrics, targeted populations, and activities/efforts) called out in the SEA Education Code. You may wish to review your college's Student Equity Plan before beginning the report.

You will select at least FIVE Disproportionately Impacted (DI) groups that were identified in your college's Student Equity Plan. On the next step, you'll report on the implementation progress of activities associated with these groups.

Groups that you selected to report on last year have automatically been selected in this report, but your college can choose NOT to report on any of these groups by clicking the *Delete Activity Group* button.

- Identify and select:
 - At least ONE “Black or African American” DI group (the gender and metric attached to the group is your choice)
 - At least ONE “Hispanic or Latino” DI group (the gender and metric attached to the group is your choice)
 - AND at least THREE additional groups to report on (college choice)

If you would like to document the student DI groups your college plans to select in the Metrics step, you may list them here.

Demographic	Gender	Metric
Black or African American <i>(required)</i>	M	Retained from Fall to Spring at the Same College
Hispanic or Latino <i>(required)</i>	M	Completed Both Transfer-Level Math and English Within the District in the First Year
Native Hawaiian/Pacific Islander	F	Enrolled in the Same Community College
Foster Youth	M	Transferred to a Four-Year Institution
LGBTQ	F	Completed Both Transfer-Level Math and English Within the District in the First Year
Disabled	F	Completed Both Transfer-Level Math and English Within the District in the First Year
Native Hawaiian/Pacific Islander	F	Transferred to a Four-Year Institution



2019-20 SEA Annual Report (For Planning Purposes Only)

Step IV – Activities

For each of the groups you selected on the Metrics step, please choose between 1 and 3 activities to report on. The activities that your college associated with each group in its Student Equity Plan will be displayed in a drop-down menu on the screen.

- After selecting an activity, “tag” it with category titles that describe the activity (listed below). You may select multiple category titles.

Basic Needs Support (food, transportation, housing)	Bootcamps (intense, short courses or workshops)	Bridge Courses (courses to help students transition successfully from high school)
Campus Climate (impacts to attitudes, behaviors, standards)	Co-requisite Courses	Communities of Practice (organizational learning)
Concurrent/dual enrollment (high school or other college)	Counseling (related to any part of the student’s journey)	Cultural Awareness Events (related to specific DI groups or other groups)
Curriculum Development (research, design, planning, implementation)	Direct Aid (financial)	Early Alert (programs or methods for intervention)
Embedded Tutoring (within a course or series of courses)	First Year Experience (equipping new students with skills, tools, knowledge)	Flexible Course Scheduling (student-centered schedule design)
Integrations with Mental Health and Wellness Services (psychological and physical supports)	Intrusive Enrollment Case Management (proactive counseling and academic support)	Learning Communities (interdisciplinary collaboration)
New Courses	Online Access to Student Services	Online Educational Plans (technology, course-mapping)
Orientation/Welcome Activities (geared toward new/newer students)	Outreach to K-12 and Community Partners (events, workshops, collaborations, communication)	Pedagogical Tools (resources to enhance, support, facilitate teaching/learning)
Peer Mentoring (student-to-student support)	Professional Development (events, workshops, training for staff and/or faculty)	Research Efforts (related to student equity/student success efforts, activities, goals)
Retention (directly supporting student persistence)	Student Recruitment (searching for/engaging with prospective students)	Student Success Workshops (group sessions for students focused on habits, skills, etc.)
Student Academic Competitions/Research/Conferences (hosting, promoting, supporting)	Student Portal (technology, communication)	Supplemental Instruction (non-traditional tutoring)
Targeted Promotional Print Material (related to events, programs, equity/success messaging, etc.)	Technology Access for Students (programs, systems, apps, hardware, devices)	Textbook Access
Transportation	Tutoring (traditional academic support services)	University Field Trips (group visits to other local colleges and universities)
Other (please specify)		



2019-20 SEA Annual Report

(For Planning Purposes Only)

- Next assign an Implementation Status to the activity: *Not Begun*, *Implementation in Progress*, or *Fully Implemented*. Or update the status for any activities you reported on last year.
- If desired, you may add and report on additional activities under this DI group, following the same process above.

If you would like to document the activities your college plans to report in the Activities step, you may list them here.

Demographic/Gender/Metric: Black or African American / M / Retained from Fall to Spring at the Same College		
Activity Title <i>(choose between 1 and 3)</i>	Categories <i>(may add more than one)</i>	Implementation Status
Integration of equity-focused programs	Counseling, Intrusive Case Management, Student Conferences	In progress
Onboarding	Direct Aid, Online Educational Plans, Orientation/Welcome Activities	In progress
Academic/Learning Support	Co-requisite Courses, Expanded Hours of Operation, Learning Communities	In progress

Demographic/Gender/Metric: Hispanic or Latino / M / Completed Both Transfer-Level Math and English Within the District in the First Year		
Activity Title <i>(choose between 1 and 3)</i>	Categories <i>(may add more than one)</i>	Implementation Status
Integration of equity-focused programs	First Year Experience, Integration with Mental Health and Wellness Services, Bridge Courses	In progress
Completion	Peer Mentoring, Corequisite courses, Online Educational Plans	In progress
Professional Development	Pedagogical Tools, Curriculum Development, Communities of Practice	In progress

Demographic/Gender/Metric: Native Hawaiian/Pacific Islander / F / Enrolled in the Same Community College		
Activity Title <i>(choose between 1 and 3)</i>	Categories <i>(may add more than one)</i>	Implementation Status
Integration of equity-focused programs	Peer Mentoring, Intrusive Case Management, Cultural Awareness	In progress
Academic/Learning Support	Orientation/Welcome Activities, Student Success Workshops, Technology Access	In progress
Research	Research Efforts, Campus Climate	In progress



2019-20 SEA Annual Report

(For Planning Purposes Only)

Demographic/Gender/Metric: Foster Youth / M / Transferred to a Four-Year Institution		
Activity Title <i>(choose between 1 and 3)</i>	Categories <i>(may add more than one)</i>	Implementation Status
Integration of equity-focused programs	Intrusive Case Management, Integration with Mental Health and Wellness, Counseling	In progress
Professional Development	Campus Climate, Communities of Practice, Cultural Awareness	In progress
Completion	Co-requisite courses, Boot camps, Intrusive Enrollment Case Management	In progress

Demographic/Gender/Metric: LGBT/ F / Completed Both Transfer-Level Math and English Within the District in the First Year		
Activity Title	Categories <i>(may add more than one)</i>	Implementation Status
Integration of equity-focused programs	Intrusive Case Management, Peer Mentoring, Cultural Awareness	In progress
Research	Campus Climate, Technology Access, Faculty	In progress
Onboarding	Counseling, Orientation/Welcome Activities, Integration with Mental Health and Wellness Services	In progress

Demographic/Gender/Metric: Disabled / F / Completed Both Transfer-Level Math and English Within the District in the First Year		
Activity Title	Categories <i>(may add more than one)</i>	Implementation Status
Integration of equity-focused programs	Counseling, Retention, Intrusive Case Management	In progress
Academic/Learning support interventions	Embedded Tutoring, Pedagogical Tools, Curriculum Development	In progress
Onboarding	Counseling, Orientation, Technology Assistance	In progress

Demographic/Gender/Metric: Native Hawaiian/Pacific Islander / F / Transferred to a Four-Year Institution		
Activity Title	Categories <i>(may add more than one)</i>	Implementation Status
Integration of equity-focused programs	Counseling, Cultural Awareness Events, Retention, University Field Trips	In progress
Completion	Intrusive Case Management, Online Educational Plans, Learning Communities, Peer Mentoring	In progress
Professional Development	Curriculum Development, Professional Development, Student Success Workshops	In progress



2019-20 SEA Annual Report (For Planning Purposes Only)

Step V – Category Spending

Provide an estimate of how your college plans to spend its *entire 19-20 SEA allocation* (two full years of spending). Enter the estimated percentage breakdown of the total 19-20 SEA funds by category. NOTE: *This is an estimate only* - the purpose of which is to help the Chancellor's Office understand generally how colleges are expending funds by category. **This is a non-auditable field.**

19-20 SEA Program – Estimated Spending	
Category	% of Spending
<i>Counseling</i>	30 %
<i>Professional Development</i>	8 %
<i>Tutoring</i>	25 %
<i>Orientation/Welcome Activities</i>	15 %
<i>Emergency Aid for Students (AB943)</i>	2 %
<i>Embedded Tutoring</i>	3 %
<i>First Year Experience</i>	5 %
<i>Basic Needs</i>	5 %
<i>Other</i>	7 %
TOTAL - Must Equal 100%	100 %

Other Spending:

Please explain uses for spending denoted by the Other category (100 characters):

Admissions & Records onboarding/completion, Assessment (AB705), Instructional Support/Interventions.



2019-20 SEA Annual Report

(For Planning Purposes Only)

Step VI – Success Story (optional)

Please provide a success story for collaborative purposes and to help establish best practices. You may use this area to elaborate on any of the activities for which you reported progress, or on any other student equity-related efforts on your campus. NOTE: This workflow step is optional, however all fields are required should you wish to enter a success story.

If you would like to document the Success Story your college plans to report in this step, you may list it here.

Story Title: Integration, Accountability and Professional Development of Mt. SAC's SEA Program	
Responsible Person:	Yamagata-Noji, Audrey
Success Story: <i>(5,000 character limit)</i>	<p>Mt. San Antonio College has worked diligently to integrate all programs under the SEA Program by continuously reviewing and measuring the outcomes of various activities funded from Credit and Noncredit SSSP, Student Equity and the Basic Skill Initiative. An in-depth review process of every position and activity funded with SEA Program funds was undertaken. This review process enabled the college to identify expenditures that were not aligned with the college's Student Equity Plan and the SEA Program. This resulted in a shift of some positions and discretionary budgets to the college's unrestricted general fund, apart from SEAP funding. Additionally, a budget organization of all SEAP funds was conducted to better account for program activities. The restructuring of the budget accounting and approval process has enabled the college to be more efficient in accounting for SEAP funds and has streamlined approval processes. An additional benefit is that budget managers can readily see all allocated funds based on a common ORG (reference the Budget and Accounting Manual). Critical SEAP funds have been appropriated to particular positions and activities to address the greatest student equity needs.</p> <p>As part of this process, an internal SEAP Work Plan was developed to improve both accountability and outcomes measurement tied to both the state Student Equity Metrics and the college's Student Equity Plan. This Work Plan is completed by every department/program that receives SEAP funding. There are three sections to the report:</p> <p>I – Summary: purpose/use of SEAP funds and main focus of efforts; data elements to be collected and tracked; surveys and research reports to be utilized</p>



2019-20 SEA Annual Report (For Planning Purposes Only)

	<p>2—Correlation to state Student Equity Metrics (Access, Retention, Completion of Transfer Level English and Math, completion of Certificate/Associate Degree, Transfer): specific activities tied to particular Student Equity metrics, targeted under-represented (DI) students to be served; specify expected programmatic outcomes (measurable objectives)</p> <p>3—Correlation to college’s 7 Student Equity Plan Activities (Integration of Equity-Focused Programs, Onboarding, Academic Support Centers/Learning Support Interventions, Noncredit Pathways, Completion, Professional Development, Research): specific activities based on the specific college Student Equity Plan Activities</p> <p>These SEAP Work Plans will serve as the accountability system as well as enable a refinement and clearer focus of activities that concentrate on specific areas of disproportionality.</p> <p><u>Professional Development:</u> Another success is the campus-wide Equity Summit that was hosted for faculty, staff and managers in October of 2020. Participation numbers exceeded 200. The opening speaker presented on the topic of: “Interrupt-isms: Speak Up, Point Out, Call In.” Break-out session covered topics such as:</p> <ul style="list-style-type: none">• Contextualizing Data Through Student Voices• Staying Woke in Class: Teaching Practices that Promote Equity• Student Services Weathering the Storm: Keeping Focused on Moving the Needle• Equity-Minded Pedagogy and Data Accessing for Effective Teaching• Helping English Language Learners in Content Area Classes• What Students are Telling Us and What We Are Doing About COVID-19 <p>A highlight of the Summit was the student panel, representing Veterans, Foster Youth, DREAM, LGBTQ, and other under-represented groups who openly shared their perspectives as students – their challenges, their successes, and their recommendations for how the college can improve.</p>
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2019-20 SEA Annual Report

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<p>Outcomes: <i>(1,000 character limit)</i></p>	<p>In 2019-20, 18,062 students completed New Student Orientation, 44,383 counseling appointments were held, and over 15,000 online educational plans were completed. 98% of (89% Latinx) Summer Bridge students completed the program by passing a general education course; 97% enrolled in the fall semester. Over 86% of foster youth REACH Program students persisted compared to 58% of non-REACH students. Deaf students in a Deaf learning community increased pass rate in English 1A from 42% to 69%. 22% of a 3-year cohort of noncredit students transitioned to credit courses. Latinx and African American STEM majors who participated in four or more STEM Center coaching sessions had a 15% higher successful pass rate than those who did not. 79% of the 555 students participating in Financial Aid Cash 4 College completed the FAFSA or the CA Dream Act. 91% of students who participated in a Transfer Field Trip successfully transferred. The number of Associate Degrees granted grew by 941 through Auto Award.</p>
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2019-20 SEA Annual Report

(For Planning Purposes Only)

Step VII – Challenges (optional)

Please share any challenges you have encountered with implementing efforts and activities related to the SEA Program. This information will help the Chancellor’s Office determine additional support/resources needed system-wide, and/or policy changes needed. NOTE: This workflow step is optional, however all fields are required should you wish to enter a challenge.

If you would like to document the Challenge your college plans to report in this step, you may list it here.

Description of Challenge <i>(5,000 character limit)</i>	With only one full semester (fall 2019) of placing the vast majority of new students directly into transfer level math courses, the college shifted to 100% online instruction just a few weeks into the spring 2020 semester. This has created a major setback in measuring the effectiveness of the placement method as well as the implementation of instructional interventions and support efforts (co-requisite courses, embedded tutoring, and supplemental instruction). With a much higher than normal withdrawal rate, deciding whether to include or exclude EWs from outcomes measurement creates a major challenge in conducting research findings. Student feedback through surveys has been limited. Many students have reported their reluctance to enroll in math courses during their first year in college, as the transition has been very challenging. Supplying adequate support and technology to asynchronous and synchronous learning has created additional barriers.
Categories: <i>(related to this challenge)</i>	Co-requisite Courses, Supplemental Instruction, Curriculum Development, Embedded Tutoring, Communities of Practice
Point of Contact:	Yamagata-Noji, Audrey



2019-20 SEA Annual Report

(For Planning Purposes Only)

Step VIII – Preview and Submit

In this step you will review all of the information entered in the report. You may choose to share the report draft with others on campus by clicking the Share button. When ready, click the Submit button to route to the college President and CBO for review/approvals.

SUBMISSION

Your report must be approved/certified by the college president and chief business officer in the NOVA system by **January 1, 2021**. A separate report must be submitted for each college in the district.