



Mt. San Antonio College 2020-21 SEAP Work Plan

Due date: Tuesday, February 16, 2021

Send via email to:

Gloria Munguia @ gmunguia2@mtsac.edu

Overview

Completion of the SEAP Work Plan is requested in order to maintain compliance, accountability for SEAP funds and outcomes measurement. The College submitted a revised Student Equity Plan to the state Chancellor's Office. This SEAP Work Plan is based on compliance with state regulations regarding Student Equity and SEAP funding, and in compliance with the metrics and activities in our Student Equity Plan. This SEAP Work Plan will enable us to assist in determining the outcomes of your efforts correlated with the expenditure of funds. Thank you for taking the time to complete this.

Directions

This work plan should specify the particular activities you will conduct, how it relates to the goals of the college's official Student Equity Plan, how you plan to measure the outcomes, the targeted student population, and the purposes for expenditure of funds. There are three sections: Program/Department Information; Correlation with Chancellor's Office Student Equity Metrics; Correlation with Mt. SAC Student Equity Plan Activities.

SECTION 1: Program/Department Information

Please use the table below to insert your information.

Category of Information	Response(s)
Name of Department or Program	<i>Umoja Aspire Program</i>
Summary: Purpose of SEAP Funds and Focus of Efforts (main purpose) <i>Provide a brief paragraph overview of how you will use SEAP funds</i>	<i>Aspire is a dynamic program designed to provide essential educational support and services to increase the academic success, retention, degree completion, and transfer rates of African-American and other students enrolled at Mt. San Antonio College. We accomplish this through monthly workshops, academic counseling, and fieldtrips. Our aim is to develop a sense of "community" among African-American students, other students, faculty, staff and administrators.</i>
Data elements to be collected/tracked <i>Describe the particular data elements you plan to collect to measure effectiveness and outcomes</i>	<ul style="list-style-type: none">•Persistence (term to term)•Number of Active Aspire Students•Earned degrees and/or certificates•GPA/Academic Standing•Units•Completion of college level English /Completion of college level Math•Course success rate•Transfer•Educational Plans•Counseling ContactsFAFSA Completion (This matches your services below offering FA Workshops)
Surveys and Research Reports <i>List the particular reports you will develop based on this project</i>	<ul style="list-style-type: none">• Annual reports on success data in collaboration with RIE• Annual reports on educational plans and counseling appointments in collaboration with Counseling Department• Reports on completion of college level English/Completion of college level Math• Success rates by gender• Reports on associate degree/certificates earned



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	<ul style="list-style-type: none"> Financial Aid Recipients/Awardees
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SECTION 2: Correlation with Chancellor's Office Student Equity Metrics

The Chancellor's Office has developed five Student Equity/SEAP metrics by which they measure progress on reaching equity goals. These metrics were developed by the Chancellor's Office and are not as inclusive as they were previously (**definitions of the metrics are located on page seven**). **Mt. SAC has selected to focus on seven Disproportionately Impacted (DI) groups. (See table on page seven).**

Please use the table below to insert your information.

Chancellor's Office Student Equity (SEAP) Metrics					
Criteria	Access	Retention	Completion Transfer Level English/Math	Certificate/Associate Degree Completion	Transfer
Specific activities	Collaboration with High School Outreach to recruit and enroll students; student orientations; high school campus presentations, student phone calls	Progress reports; workshops; counseling to ensure retention, persistence, educational plans, and completion.	English tutoring offered in collaboration with the Writing Center. Math tutoring offered in collaboration with the Academic Support and Achievement Center (ASAC).	Counseling; educational plans; completion monitoring.	Counseling; workshops; field trips; educational plans; transfer advisement; HBCU presentations.
Under-represented students to be served	Recent high school graduates, predominantly from Pomona, Corona, Diamond Bar, Upland, and out of the area who are low income, first-generation; and predominately African-American	African American Males	Low income, first-generation, students needing support in college level English and math instruction; African Americans	African Americans	African Americans



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Expected programmatic outcomes (specific)	10% of self-identified African American students join Umoja Aspire Program.	85% students who begin Umoja Aspire cohort will persist to next term. .	70% students who begin Umoja Aspire cohort will complete transfer level English/Math by the end of their third full semester.	70% of Umoja Aspire students with 15 units or more will have a Comprehensive Educational Plan on file.	60% of Umoja Aspire students will graduate and/or transfer within 4years of joining the program.
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SECTION 1: Program/Department Information

Please use the table below to insert your information.

Contact Person: Lesley Johnson

Name of Department or Program	Adult Basic Education Counseling (ABE)	
Summary: Purpose of SEAP Funds and Focus of Efforts (main purpose)	ABE uses SEAP funds to offer wrap-around services, including high school preparation and tutoring as well as counseling, to a primarily underrepresented student population. The Adult High School Diploma Program provides students with comprehensive high school curriculum that leads to a California High School Diploma. The High School Equivalency Program provides coursework and tutoring focused on the GED/HiSET exams. The High School Referral Program offers current high school students the opportunity to remediate and complete high school credits in order to graduate at their local high school. These programs all serve disproportionately impacted populations, although the populations vary by program. While all programs serve a majority Hispanic/Latino population and have a balance of male and female students, the age ranges vary by program (HSR serves students 18 and under, AD serves mostly students aged 18-30, and HSE serves mostly students over 30).	
Data elements to be collected/tracked		Applied and enrolled rates by project population
		Persistence Rates by Project Population (Fall to Spring)
		Fall Term Course Retention and Success
		Enrolled in math and/or English with success rate
		Successful completion of transfer level math and/or English in one year by project population
	X	Degrees and certificates earned by project population
	X	Units attempted and earned by project population
	X	Transfer to four year by project population
	X	Tabulation of project efforts by project population
Surveys and Research Reports	The data elements marked above will be provided by the research department (RIE). Each data element will be disaggregated by critical demographic data as well as program/project data.	

Mt. San Antonio College 2020-21 SEAP Work Plan

SECTION 2: Correlation with Chancellor's Office Student Equity Metrics

Criteria	Access	Retention	Completion Transfer Level English/Math	Certificate/Associate Degree Completion	Transfer
Specific activities				Utilize academic support centers and learning support interventions..Integrate valuable noncredit resources.Provide opportunities for completion focused activities.	Utilize academic support centers and learning support interventions.Integrate valuable noncredit resources.Provide opportunities for completion focused activities.

Under-represented students to be served

	Access	Retention	Completion Transfer Level English/Math	Certificate/Associate Degree Completion	Transfer
American Indian/Alaskan Native Students					
Asian Students					
Black/African American Students				M F	M F
Disabled Students					
Foster Youth Students					
Hispanic/Latinos Students				M F	M F
LGBTQ Students					
Native Hawaiian/PI Students					

Expected programmatic outcomes (specific)

Access	
Retention	
Completion Transfer Level	
Certificate/Associate Degree Completion	By 2022-23, Latino/a and African-American Adult High School Diploma and High School Equivalency students attending for at least 12 hours will increase certificate attainment by 10% over the 2019-20 baseline year.
Transfer	Latino/a and African-American Adult High School Diploma and High School Equivalency students attending for at least 12 hours will transition to credit at a rate of 25% in 2021-22 and 2022-23.



Mt. San Antonio College 2020-21 SEAP Work Plan

SECTION 3: Correlation with Mt. SAC's Student Equity Plan Activities

Integration of Equity-Focused Programs	Onboarding	Academic Support Centers and Learning Support Interventions	Noncredit Pathways	Completion	Professional Development
			We will refer and utilize Adult Basic Education, High School Diploma or H.S. Equivalency	We will also utilize Transition to Credit	



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SECTION 3: Correlation with Mt. SAC's Student Equity Plan Activities

Mt. SAC Student Equity (SEAP) Plan Activities

Mt. SAC's Student Equity Plan includes seven specific categories of activities listed below. These activities were derived from reviewing the programs and departments who receive SEAP funding for specific equity-related activities. A summary of the seven activity categories is provided below **(The definitions are located on page eight).**

DIRECTIONS: List the specific SEAP FUNDED activities of your project under the Student Equity (SEAP) Plan Activities. What you list should reflect the specific funds your program/department receives from SEAP. Only list activities that fit within the activity categories.

Please use the table below to insert your information.

Integration of Equity-Focused Programs	Onboarding	Academic Support Centers and Learning Support Interventions	Noncredit Pathways	Completion	Professional Development	Research
adjunct counseling; workshops; guest speakers; field trips for first generation, low income college students; cultural programs; collaboration with Pride Center, Minority Male Initiative, Associated Students, and Student Health	Umoja Aspire student application assistance; one-on-one student orientation sessions; Financial Aid and scholarships assistance.	Writing Center and Academic Support and Achievement Center (ASAC) tutoring; group study. (Umoja Aspire has found ASAC Math tutoring, and math group study has been an effective tool to encourage African American/Black students to 1) participate in Math and 2) perform better in Math courses.	Support for entry level health employment pathways CNA Physical Therapy Aide, Athletic Training Aide	Adjunct counseling to include academic advisement and career development; Progress reports for student early alert; educational plans for academic planning and tracking progress to goals; transfer advising and field trips.	Faculty/staff conference attendance; management coordination and training; participation in equity training for teaching, counseling, advising; Umoja Consortium training; and support services	collaboration with RIE and Counseling Department on data gathering, report development and research reports disaggregated by equity factors



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Mt. SAC's Seven Disproportionately Impacted Groups		
Demographic	Gender	Metric
Black or African American (required)	M	Retained from Fall to Spring at the Same College
Hispanic or Latino (required)	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

California Community Colleges Chancellor's Office	
Metric	Definition
Access	Successful enrollment: Among all applicants in the previous or selected year, the proportion who enrolled in the same community college in the selected year.
Retention	The proportion of all students retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution
Completion of Transfer Level English/Math	The proportion of all students who completed both transfer-level math and English in their first academic year of credit enrollment within the district
Associate Degree/Certificate	The unduplicated count of all students who earned one or more of the following: Chancellor's Office approved certificate, associate degree , and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year
Transfer	The number of all students who transferred to various types of postsecondary institutions



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Mt. SAC Student Equity Plan Activities	
Activities	Definition
Integration of Equity-Focused Programs	Coordination of resources to disproportionately impacted student groups through the provision of specialized support services (including categorically-funded): ACCESS (DSPS), ACES (TRiO), Arise, Aspire, Bridge, CalWORKs, DREAM, EOPS/CARE, Formerly Incarcerated, GRASP, Health Services, MMI, Pride, REACH, SSEED, Veterans
Onboarding	High School Outreach, Mountie Fast Track, Assessment, Cash4College, Financial Aid Follow-up, Summer Bridge, STEP Into College, Promise Plus Program, MAP Workshops, New Student Orientation, Counseling and career development, GRASP, program orientations
Academic Support Centers and Learning Support Interventions	Math Success Lab, MARC (Math Activities Resource Center), Writing Center (including ESL), STEM Center, TERC (CTE), WIN (athletics), Speech and Sign Center, ASAC (Academic Support and Achievement Center), Language Assistance Center, Library, Accessible Technology Center (ATC) and Student Services and support programs with embedded tutoring and academic support interventions
Noncredit Pathways	Instructional and student support services specialized for noncredit students who are underrepresented and disproportionately impacted. Interventions are directed to supporting short-term, competency-based education for students enrolled in programs including English as a Second Language, Vocational ESL, Adult Basic Education, High School Diploma or H.S. Equivalency, Short-term Vocational, Vocational Re-entry, and Adults with Disabilities for purposes of transitioning to college credit programs, gaining employment, and increasing skills
Completion	Interventions geared toward assisting students to complete educational goals more efficiently and effectively including electronic dashboard, progress monitoring, push notifications, AutoAward, the Counseling Completion Center, graduation petition follow-up, momentum point recognition, transfer assistance and activities, employment preparation, graduation petition and financial aid application follow-up services, student internships, career assistance, SSEED, student leadership development, Honors Program and specialized support programs and services
Professional Development	Provision of on-campus equity-based training activities geared toward specific employee groups, participation in internal and external training and educational opportunities designed to increase the capacity to more effectively provide instruction, support services and interventions for students, especially DI student groups
Research	Comprehensive monitoring of progress of all Student Equity-based activities as well as measuring the overall effectiveness and impact of collective Student Equity efforts in reducing and eliminating disproportionality and achieving metrics



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Category of Information	Response(s)
Name of Department or Program	Minority Male Initiative (MMI)
Summary: Purpose of SEAP Funds and Focus of Efforts (main purpose) <i>Provide a brief paragraph overview of how you will use SEAP funds</i>	<i>The MMI is a specialized intervention directed at improving the success rates of male students of color through meetings, trainings, retreats, and specialized activities.</i>
Data elements to be collected/tracked <i>Describe the particular data elements you plan to collect to measure effectiveness and outcomes</i>	<i>Demographic surveys of students and a personal assessment instrument will be used. Demographic surveys will include students' historical information related to educational attainment, student discipline, basic needs issues and concerns and other factors impacting the student's personal development. Personal assessment surveys will be related to students' feelings of acceptance, direction/self-efficacy, empowerment, and challenges.</i>
Surveys and Research Reports <i>List the particular reports you will develop based on this project</i>	<i>Demographic profile of students – incoming and current. Outcomes measurement both quantitative (grades, goal attainment, completion rates, transfer level English/math rates, transfer rates) and qualitative (students' self-assessment of their confidence level, sense of direction/self-efficacy, goal direction, level of acceptance).F</i>



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List the specific information for each criteria related to SEAP budget funds under each Metric that you propose to address:

	Chancellor's Office Student Equity (SEAP) Metrics				
Criteria	Access	Retention	Completion Transfer Level English/Math	Certificate/Associate Degree Completion	Transfer
Specific activities	<i>Collaboration with High School Outreach to recruit and enroll students; student and parent orientations and application workshops; follow through tracking for enrollment completion</i>	<i>Progress reports; workshops; counseling to ensure retention and persistence and completion</i>	<i>Peer coaching/advising peer tutoring for successful pass rates in English and math courses</i>	<i>Counseling; educational plans; completion monitoring</i>	<i>Counseling; workshops; field trips; educational plans; transfer advisement</i>
Under-represented students to be served	<i>Recent high school graduates, predominantly from prioritized schools in Pomona, La Puente, Baldwin Park, and Bassett who are low income, first generation; targeting Latinx and African American</i>	<i>Latinx males African American males</i>	<i>Low income, first generation, students needing support in English and math instruction; Latinx, African Americans, Pacific Islanders</i>	<i>Latinx; African Americans; Pacific Islanders</i>	<i>Latinx; African Americans; Pacific Islanders</i>
Expected programmatic outcomes (specific)	<i>Enrollment of full complement of students (meet targeted enrollment goals) for Summer</i>	<i>Students who begin Bridge classes will complete at 80% or higher; students will persist to next term at</i>	<i>Students successfully enrolling in and completing transfer-level math and English courses with a 70% success rate in</i>	<i>80% of Bridge students will have a completed, comprehensive ed plan on File</i>	<i>60% of Bridge students will transfer within 3 years of beginning will transfer within 4 years</i>



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	<i>Bridge and academic year Bridge classes</i>	<i>75% or higher</i>	<i>Bridge math and an 80% success rate in Bridge English</i>	
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Chancellor's Office Student Equity (SEAP) Metrics					
Criteria	Access	Retention	Completion Transfer Level English/Math	Certificate/Associate Degree Completion	Transfer
Specific activities	Direct contact and follow up of new, first time male students of color to assist in successfully matriculating.	Progress reports and follow up monitoring (through EAB) to ensure fall to spring student retention.	Direct follow through and tutorial/study support for students to enroll in and successfully complete transfer level English and math courses. Development of learning communities.	Monitor progress toward completion and provide counseling services.	Specialized workshops and interventions, field trips, direct connection with university reps.
Under-represented students to be served	Latinx, African American, Pacific Islander, Native American, Disabled, LGBTQ males	Latinx, African American, Pacific Islander, Native American, Disabled, LGBTQ males	Latinx, African American, Pacific Islander, Native American, Disabled, LGBTQ males	Latinx, African American, Pacific Islander, Native American, Disabled, LGBTQ males	Latinx, African American, Pacific Islander, Native American, Disabled, LGBTQ males
Expected programmatic outcomes (specific)	Completion of matriculation process and actual enrollment in subsequent terms	Retention and persistence rates between terms of at least 75% or higher	At a minimum, 70% of first time students will complete transfer level English and math within the first year of enrollment.	80% of MMI students will complete an Associate Degree or certificate within 6 semesters of enrollment	80% of students with a transfer goal will be eligible to transfer within six semesters of enrollment.



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Integration of Equity-Focused Programs	Onboarding	Academic Support Centers and Learning Support Interventions	Noncredit Pathways	Completion	Professional Development	Research
adjunct counseling; Summer Bridge; Math and English Bridge; workshops; guest speakers; field trips for first generation, low income college students; cultural programs; collaboration with El Centro	student application workshops; parent orientation sessions; student orientation sessions; FAFSA and CA Dream Act application assistance; registration assistance	peer tutoring and group study; academic- based workshops on writing skills, math skills	Support for short-term, competency-based instruction Vocational Re-entry ESL VESL Adult Basic Educational Adults with Disabilities H.S. Diploma H.S. Equivalency	adjunct counseling to include academic advisement and career and personal development; peer coaches/advisors for student follow-up and early alert; educational plans for academic planning and tracking progress to goals; transfer advising and field trips	faculty/staff conference attendance; faculty coordination and collaboration and training; participation in equity training for teaching, counseling, advising and support services	collaboration with RIE on data gathering, report development and research reports disaggregated by equity factors



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Integration of Equity-Focused Programs	Onboarding	Academic Support Centers and Learning Support Interventions	Noncredit Pathways	Completion	Professional Development	Research
MMI will integrate with other equity programs in recruiting new students to MMI and referring MMI students for further service. Specific referrals to EOPS, ACES, ACCESS, Aspire, Arise, REACH, DREAM, Bridge, Pride.	Collaborate directly with both Outreach and Inreach services so that students complete the MAP Workshop, New Student Orientation, FAFSA or CADA or CCPG. Collaboration for enrollment into STEP Into College, Summer Bridge, and PromisePlus will be facilitated.	Direct referral and collaboration in providing academic support services to students especially in completing key courses such as English, math and science.	Inreach to Noncredit to receive referrals for new MMI students transitioning to the credit program.	Tracking of “close to completion” and follow up services using EAB Navigate’s caseload management system and other follow-up activities. Specific workshops, counseling appointments, peer coaching strategies.	Provide workshops and interventions for faculty, staff and administrators regarding working with, supporting, and addressing the needs of male students of color.	Collaboration with research in the demographic surveys and outcomes tracking of MMI students and MMI interventions.



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California Community Colleges Chancellor's Office	
Metric	Definition
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Onboarding	High School Outreach, Mountie Fast Track, Assessment, Cash4College, Financial Aid Follow-up, Summer Bridge, STEP Into College, Promise Plus Program, MAP Workshops, New Student Orientation, Counseling and career development, GRASP, program orientations
Academic Support Centers and Learning Support Interventions	Math Success Lab, MARC (Math Activities Resource Center), Writing Center (including ESL), STEM Center, TERC (CTE), WIN (athletics), Speech and Sign Center, ASAC (Academic Support and Achievement Center), Language Assistance Center, Library, Accessible Technology Center (ATC) and Student Services and support programs with embedded tutoring and academic support interventions
Noncredit Pathways	Instructional and student support services specialized for noncredit students who are underrepresented and disproportionately impacted. Interventions are directed to supporting short-term, competency-based education for students enrolled in programs including English as a Second Language, Vocational ESL, Adult Basic Education, High School Diploma or H.S. Equivalency, Short-term Vocational, Vocational Re-entry, and Adults with Disabilities for purposes of transitioning to college credit programs, gaining employment, and increasing skills
Completion	Interventions geared toward assisting students to complete educational goals more efficiently and effectively including electronic dashboard, progress monitoring, push notifications, AutoAward, the Counseling Completion Center, graduation petition follow-up, momentum point recognition, transfer assistance and activities, employment preparation, graduation petition and financial aid application follow-up services, student internships, career assistance, SSEED, student leadership development, Honors Program and specialized support programs and services
Professional Development	Provision of on-campus equity-based training activities geared toward specific employee groups, participation in internal and external training and educational opportunities designed to increase the capacity to more effectively provide instruction, support services and interventions for students, especially DI student groups
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Name of Department or Program	<i>Counseling Department</i>
Summary: Purpose of SEAP Funds and Focus of Efforts (main purpose) <i>Provide a brief paragraph overview of how you will use SEAP funds</i>	<i>The Mt. SAC Counseling Department provides services to meet the needs of students through a comprehensive and multi-service structure. We seek to meet the needs and the goals issued by the State, California Community College Chancellor's Office, and District by serving and supporting - the Student Equity & Achievement Program (SEAP) which integrates SSSP (orientation, educational plans, follow up), Student Equity, and Basic Skills. The Counseling Department continued to play a critical role in AB705 (English, AMLA, and math assessment), Guided Pathways (i.e. Career Readiness and Development), Promise Program, Dual Enrollment, Student Equity Programs, and address the New Funding Formula by emphasizing and developing a Completion Center.</i>
Data elements to be collected/tracked <i>Describe the particular data elements you plan to collect to measure effectiveness and outcomes</i>	<i>The data elements we plan on collecting include, Educational Planning (i.e. Abbreviated and Comprehensive), data (i.e. MAP Workshops, After 15 units, and Completion); AB705-English and Math placement results & completion; New Student Orientation in-progress & completion; MAP Workshops data; Classroom evaluations and success rates; Overall Counseling Department services (appointment type, most highly used service, and overall numbers); Summer Program data on persistence and retention (STEP and Summer Bridge); Special Program Counselor appointment usage & frequency (ACES, Athletics, Arise, Aspire, Bridge, Cal-WORKs, DREAM, EOPS/CARE, Honors, MMI, PRIDE, Promise Plus, REACH, Rising Scholars, STEM, TERC,</i>



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	<i>Veterans); Student Equity data based on % attending Counseling Appointments (i.e. African-American Males, Latinx Males, Native Hawaiiin/Asian Pacific Islander Females/Males, Foster Youth Females, LGBTQ Females, Disabled/Differently Abled Females).</i>
Surveys and Research Reports <i>List the particular reports you will develop based on this project</i>	<i>Surveys will include, customer service satisfaction and overall quality of services regarding Onboarding services (i.e. NSO, MAP Workshops, Assessment Questionnaire, Educational Planning); Survey Summer Program impact, effectiveness, and quality; Classroom surveys on success and faculty effectiveness; Research reports will look into the service access, quality, and follow up for Student Equity populations listed in the aforementioned regarding Counseling appointments.</i>



Mt. San Antonio College 2020-21 SEAP Work Plan

Due date: Tuesday, February 16, 2021

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SECTION 2: Correlation with Chancellor's Office Student Equity Metrics

The Chancellor's Office has developed five Student Equity/SEAP metrics by which they measure progress on reaching equity goals. These metrics were developed by the Chancellor's Office and are not as inclusive as they were previously **(definitions of the metrics are located on page seven)**. **Mt. SAC has selected to focus on seven Disproportionately Impacted (DI) groups. (See table on page seven).**

List the specific information for each criteria related to SEAP budget funds under each Metric that you propose to address:

Please use the table below to insert your information.

Chancellor's Office Student Equity (SEAP) Metrics					
Criteria	Access	Retention	Completion Transfer Level English/Math	Certificate/Associate Degree Completion	Transfer
Specific activities	Provide New Student Orientation, MAP Workshops, Summer Transition Enrichment Program, and Summer Bridge.	Provide Probation and Dismissal Student Success Workshops.	Provide via Completion Center services Milestone Celebrations (i.e. Completing English/math courses); Bridge Program offers Learning Community courses linked between Counseling and English/math.	Provide Comprehensive Educational Plans to ensure students are on the right path to completing their certificate/degree; Established a Completion Center to target those near completion to meet with Counselors to ensure success.	Provide Transfer Fairs; CSU/UC Representative Appointments; CSU/UC Campus Tours; TransferCon Week Event; Transfer BootCamp prior to CSU/UC Application Period; and Black College Expo (i.e. HBCU).
Under-represented students to be served	STEP and Summer Bridge specifically target first-generation, low-income, and ethnically underserved students (i.e. African-American and Latinx).	African-American Male, Latinx Male, Native Hawaiian/Asian Pacific Islander Female, Foster Youth Male, LGBTQ Female, and Disabled/Differently Abled Female.	African-American Male, Latinx Male, Native Hawaiian/Asian Pacific Islander Female, Foster Youth Male, LGBTQ Female, and Disabled/Differently Abled Female.	African-American Male, Latinx Male, Native Hawaiian/Asian Pacific Islander Female, Foster Youth Male, LGBTQ Female, and Disabled/Differently Abled Female.	African-American Male, Latinx Male, Native Hawaiian/Asian Pacific Islander Female, Foster Youth Male, and LGBTQ Female.
Expected programmatic outcomes	85% of students should successfully	70% of students should successfully attain a 2.0 GPA the following semester from	75% of students should successfully complete	60% of students should successfully complete a	35% of our students should successfully transfer to CSU/UC or Private University



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(specific)	transition from Summer Programs to Fall term and complete 15 transferrable units.	receiving the Student Success Workshop.	English/math in the first-year.	certificate/degree within the first-two years.	after completing two years.
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Mt. San Antonio College 2020-21 SEAP Work Plan

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SECTION 3: Correlation with Mt. SAC's Student Equity Plan Activities

Mt. SAC Student Equity (SEAP) Plan Activities

Mt. SAC's Student Equity Plan includes seven specific categories of activities listed below. These activities were derived from reviewing the programs and departments who receive SEAP funding for specific equity-related activities. A summary of the seven activity categories is provided below **(The definitions are located on page eight).**

DIRECTIONS: List the specific SEAP FUNDED activities of your project under the Student Equity (SEAP) Plan Activities. What you list should reflect the specific funds your program/department receives from SEAP. Only list activities that fit within the activity categories.

Please use the table below to insert your information.

Integration of Equity-Focused Programs	Onboarding	Academic Support Centers and Learning Support Interventions	Noncredit Pathways	Completion	Professional Development	Research
Adjunct Counseling; Full-time Counseling; Summer Programs; Cultural Service Experiences; Professional Development – On-campus and Off-campus.	New Student Orientation Online System; MAP Workshops; Summer Transition Enrichment Program (STEP); Hourly Staff; Material & Supplies; Summer Bridge; Adjunct Counseling; New Student Technology Platform (EAB/Navigate).	Adjunct Counseling; New Student Technology Platform (EAB/Navigate); Auto-Award Power BI system; Professional Development.	N/A	Completion Center; Full-time Staff; Auto-Award Power BI; Professional Development; Materials & Supplies; Milestone Recognition Ceremonies; Awards.	Trainings on Student Equity based emerging practices – implicit bias, micro-racial aggressions, teaching practices (Teaching from the Back of the Room); Counseling in Guided Pathways environment.	Collaboration with RIE on data gathering, report development and research reports disaggregated by equity factors.



Mt. San Antonio College 2020-21 SEAP Work Plan

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Mt. SAC's Seven Disproportionately Impacted Groups		
Demographic	Gender	Metric
Black or African American (required)	M	Retained from Fall to Spring at the Same College
Hispanic or Latino (required)	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

California Community Colleges Chancellor's Office	
Metric	Definition
Access	Successful enrollment: Among all applicants in the previous or selected year, the proportion who enrolled in the same community college in the selected year.
Retention	The proportion of all students retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution
Completion of Transfer Level English/Math	The proportion of all students who completed both transfer-level math and English in their first academic year of credit enrollment within the district
Associate Degree/Certificate	The unduplicated count of all students who earned one or more of the following: Chancellor's Office approved certificate, associate degree , and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year
Transfer	The number of all students who transferred to various types of postsecondary institutions



Mt. San Antonio College 2020-21 SEAP Work Plan

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Gloria Munguia @ gmunguia2@mtsac.edu

Mt. SAC Student Equity Plan Activities	
Activities	Definition
Integration of Equity-Focused Programs	Coordination of resources to disproportionately impacted student groups through the provision of specialized support services (including categorically-funded): ACCESS (DSPS), ACES (TRiO), Arise, Aspire, Bridge, CalWORKs, DREAM, EOPS/CARE, Formerly Incarcerated, GRASP, Health Services, MMI, Pride, REACH, SSEED, Veterans
Onboarding	High School Outreach, Mountie Fast Track, Assessment, Cash4College, Financial Aid Follow-up, Summer Bridge, STEP Into College, Promise Plus Program, MAP Workshops, New Student Orientation, Counseling and career development, GRASP, program orientations
Academic Support Centers and Learning Support Interventions	Math Success Lab, MARC (Math Activities Resource Center), Writing Center (including ESL), STEM Center, TERC (CTE), WIN (athletics), Speech and Sign Center, ASAC (Academic Support and Achievement Center), Language Assistance Center, Library, Accessible Technology Center (ATC) and Student Services and support programs with embedded tutoring and academic support interventions
Noncredit Pathways	Instructional and student support services specialized for noncredit students who are underrepresented and disproportionately impacted. Interventions are directed to supporting short-term, competency-based education for students enrolled in programs including English as a Second Language, Vocational ESL, Adult Basic Education, High School Diploma or H.S. Equivalency, Short-term Vocational, Vocational Re-entry, and Adults with Disabilities for purposes of transitioning to college credit programs, gaining employment, and increasing skills
Completion	Interventions geared toward assisting students to complete educational goals more efficiently and effectively including electronic dashboard, progress monitoring, push notifications, AutoAward, the Counseling Completion Center, graduation petition follow-up, momentum point recognition, transfer assistance and activities, employment preparation, graduation petition and financial aid application follow-up services, student internships, career assistance, SSEED, student leadership development, Honors Program and specialized support programs and services
Professional Development	Provision of on-campus equity-based training activities geared toward specific employee groups, participation in internal and external training and educational opportunities designed to increase the capacity to more effectively provide instruction, support services and interventions for students, especially DI student groups
Research	Comprehensive monitoring of progress of all Student Equity-based activities as well as measuring the overall effectiveness and impact of collective Student Equity efforts in reducing and eliminating disproportionality and achieving metrics



Mt. San Antonio College 2020-21 SEAP Work Plan

Overview

Completion of the SEAP Work Plan is requested in order to maintain compliance, accountability for SEAP funds and outcomes measurement. The College submitted a revised Student Equity Plan to the state Chancellor's Office. This SEAP Work Plan is based on compliance with state regulations regarding Student Equity and SEAP funding, and in compliance with the metrics and activities in our Student Equity Plan. This SEAP Work Plan will enable us to assist in determining the outcomes of your efforts correlated with the expenditure of funds. Thank you for taking the time to complete this.

Directions

This work plan should specify the particular activities you will conduct, how it relates to the goals of the college's official Student Equity Plan, how you plan to measure the outcomes, the targeted student population, and the purposes for expenditure of funds. There are three sections: Program/Department Information; Correlation with Chancellor's Office Student Equity Metrics; Correlation with Mt. SAC' Student Equity Plan Activities

SECTION 1: Program/Department Information

Please use the table below to insert your information.

Contact Person: Jody Fernando

Name of Department or Program	SCE VESL Department	
Summary: Purpose of SEAP Funds and Focus of Efforts (main purpose)	VESL department will increase access to students through outreach efforts as they enroll, persist, and complete in VESL courses. Students will be measured based on enrollment, course pass rates, the completion of noncredit CDCP VESL Career Path certificates and transition to noncredit certificate programs and credit courses. VESL department will increase rates of access, successful progress, and achievement of outcomes for disproportionately impacted Hispanic and low SES students in VESL programs through targeted outreach and embedded student support services such as in-class workshops in order to facilitate noncredit CDCP attainment and transition to career pathways. Students will be measured based on enrollment, course pass rates, workshop participation rates, transition rates to credit and the completion of noncredit CDCP VESL Career Paths certificates.	
Data elements to be collected/tracked	X	Applied and enrolled rates by project population
	X	Persistence Rates by Project Population (Fall to Spring)
	X	Fall Term Course Retention and Success
		Enrolled in math and/or English with success rate
		Successful completion of transfer level math and/or English in one year by project population
	X	Degrees and certificates earned by project population
	X	Units attempted and earned by project population
		Transfer to four year by project population
Surveys and Research Reports	X	Tabulation of project efforts by project population
	The data elements marked above will be provided by the research department (RIE). Each data element will be disaggregated by critical demographic data as well as program/project data.	

Mt. San Antonio College 2020-21 SEAP Work Plan

SECTION 2: Correlation with Chancellor's Office Student Equity Metrics

Criteria	Access	Retention	Completion Transfer Level English/Math	Certificate/Associate Degree Completion	Transfer
Specific activities	Conduct onboarding activities. Collaborate with other equity focused programs/projects.	Conduct onboarding activities. Collaborate with other equity focused programs/projects. Utilize academic support centers and learning support interventions. Integrate valuable noncredit resources. Participate in relevant professional development. Provide opportunities for completion focused activities.		Conduct onboarding activities. Collaborate with other equity focused programs/projects. Utilize academic support centers and learning support interventions. Integrate valuable noncredit resources. Participate in relevant professional development. Provide opportunities for completion focused activities.	

Under-represented students to be served

	Access	Retention	Completion Transfer Level English/Math	Certificate/Associate Degree Completion	Transfer
American Indian/Alaskan Native Students					
Asian Students					
Black/African American Students					
Disabled Students					
Foster Youth Students					
Hispanic/Latinos Students	M F	M F		M F	
LGBTQ Students					
Native Hawaiian/PI Students					

Expected programmatic outcomes (specific)

Access	Increase persistence rate for Spanish speaking students from VESL 1 to VESL 2 or Credit courses by 3% from Spring 2020 to Spring 2023.
Retention	Counselors will formalize intervention plan to work with VESL students who would like to drop courses. Communicate drop policies with registration staff and create file to track reasons for attrition.
Completion Transfer Level	
Certificate/Associate Degree Completion	Increase CDCP certificate completion by 3% from Spring 2020 to Spring 2023
Transfer	



Mt. San Antonio College 2020-21 SEAP Work Plan

SECTION 3: Correlation with Mt. SAC's Student Equity Plan Activities

Integration of Equity-Focused Programs	Onboarding	Academic Support Centers and Learning Support Interventions	Noncredit Pathways	Completion	Professional Development
We will collaborate with ESL,Other (specify)Equity related training through POD	We will promote and utilize Counseling (SCE/Noncredit),Your Program Orientation,Other (Specify)VESL Open House, Orientation	We will refer and utilize Language Learning Center (LLC),Writing Center (including ESL)	We will refer and utilize English as a Second Language,Vocational ESL,Other (specify)AmLa, ESL Counselors	We will also utilize Scholarships (specify)ESL Scholarships	We will refer and utilize Provide on-campus equity based training,Participate in on-campus equity based training,Participate in external trainings,Participate in professional conferences



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Send via email to:

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Please use the table below to insert your information.

Category of Information	Response(s)
Name of Department or Program	REACH
Summary: Purpose of SEAP Funds and Focus of Efforts (main purpose) <i>Provide a brief paragraph overview of how you will use SEAP funds</i>	<i>Foster Youth students will be supported in enrolling and making academic progress by providing a wrap-around model that includes case-management, personal/academic counseling, peer-to-peer mentoring and life-skills development.</i>
Data elements to be collected/tracked <i>Describe the particular data elements you plan to collect to measure effectiveness and outcomes</i>	<ul style="list-style-type: none">• <i>Enrollment Rates and Retention</i>• <i>Persistence (term to term)</i>• <i>Average GPA</i>• <i>Average Units attempted/passed</i>
Surveys and Research Reports <i>List the particular reports you will develop based on this project</i>	<ul style="list-style-type: none">• <i>Bi-annual reports related to numbers and outcomes in collaboration with RIE; internal reports will be compiled to include qualitative data based on student surveys</i>



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SECTION 2: Correlation with Chancellor's Office Student Equity Metrics

The Chancellor's Office has developed five Student Equity/SEAP metrics by which they measure progress on reaching equity goals. These metrics were developed by the Chancellor's Office and are not as inclusive as they were previously **(definitions of the metrics are located on page seven)**. **Mt. SAC has selected to focus on seven Disproportionately Impacted (DI) groups. (See table on page seven).**

List the specific information for each criteria related to SEAP budget funds under each Metric that you propose to address:

	Chancellor's Office Student Equity (SEAP) Metrics				
Criteria	Access	Retention	Completion Transfer Level English/Math	Certificate/Associate Degree Completion	Transfer
Specific activities	<i>Collaboration with High School Outreach to recruit and enroll students; student and parent orientations and application workshops; follow through tracking for enrollment completion</i>	<i>Progress reports; workshops; counseling to ensure retention and persistence and completion</i>	<i>Peer coaching/advising peer tutoring for successful pass rates in English and math courses</i>	<i>Counseling; educational plans; completion monitoring</i>	<i>Counseling; workshops; field trips; educational plans; transfer advisement</i>
Under-represented students to be served	<i>Recent high school graduates, predominantly from prioritized schools in Pomona, La Puente, Baldwin Park, and Bassett who are low income, first generation; targeting Latinx and African American</i>	<i>Latinx males African American males</i>	<i>Low income, first generation, students needing support in English and math instruction; Latinx, African Americans, Pacific Islanders</i>	<i>Latinx; African Americans; Pacific Islanders</i>	<i>Latinx; African Americans; Pacific Islanders</i>
Expected programmatic outcomes (specific)	<i>Enrollment of full complement of students (meet targeted enrollment goals) for Summer</i>	<i>Students who begin Bridge classes will complete at 80% or higher; students will persist to next term at</i>	<i>Students successfully enrolling in and completing transfer-level math and English courses with a 70% success rate in</i>	<i>80% of Bridge students will have a completed, comprehensive ed plan on File</i>	<i>60% of Bridge students will transfer within 3 years of beginning will transfer within 4 years</i>



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	<i>Bridge and academic year Bridge classes</i>	<i>75% or higher</i>	<i>Bridge math and an 80% success rate in Bridge English</i>	
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Please use the table below to insert your information.

Chancellor's Office Student Equity (SEAP) Metrics					
Criteria	Access	Retention	Completion Transfer Level English/Math	Certificate/Associate Degree Completion	Transfer
Specific activities	Collaboration with High School Outreach and DCFS to recruit and enroll students; prospective student program information sessions; follow through tracking for enrollment completion	Progress reports; workshops; student events; peer mentors monthly meetings	Counseling and peer mentors to support successful pass rates in English and Math courses	Counseling; educational plans; completion monitoring through semester reporting	Counseling; workshops; university field trips; educational plans; transfer advisement
Under-represented students to be served	Foster Youth (current and former) under 26 years of age	Foster Youth (current and former) under 26 years of age	Foster Youth (current and former) under 26 years of age	Foster Youth (current and former) under 26 years of age	Foster Youth (current and former) under 26 years of age
Expected programmatic outcomes (specific)	Enrollment of 60% of Foster Youth students attending Mt. SAC, into the REACH Program.	70% of Students that enroll in the REACH will remain in courses each semester; students will persist to next term at 65% or higher.	60% of REACH students enrolled in transfer-level English or math courses will complete courses within their first year in REACH.	75% of REACH students will have a completed, comprehensive ed plan on file.	8% of REACH students will transfer/graduate annually; REACH students will transfer within 3.5 years of beginning in the program.



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Please use the table below to insert your information.

Integration of Equity-Focused Programs	Onboarding	Academic Support Centers and Learning Support Interventions	Noncredit Pathways	Completion	Professional Development	Research
Personal identity workshops; guest speakers; cultural enrichment field trips	Online assessment to identify needs and create service plan; one-on-one intake meetings	Peer tutoring and group study hall; academic support workshops; life-skills curriculum embedded within the REACH program;	Support non-credit students by allowing them to join REACH and receive all applicable resources such as peer mentoring and book loan support. Special emphasize to be placed on H.S. Diploma/ Equivalency	Adjunct counseling to include academic advisement and career/ personal development; peer mentors will utilize case notes for student follow-up and early alert; educational plans for academic planning and tracking progress to goals; transfer advising and university field trips with emphasize on Foster Youth support programs	Faculty/staff conference attendance; faculty coordination and collaboration and training; seek equity training for counseling, advising and support services with special emphasize on Foster Youth specific trainings (e.g. Trauma Informed, strength based, etc.)	Collaboration with RIE on data gathering, report development and research reports. Internal reporting will also track units, GPA, retention and persistence.



Mt. San Antonio College 2020-21 SEAP Work Plan

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Mt. SAC's Seven Disproportionately Impacted Groups		
Demographic	Gender	Metric
Black or African American (required)	M	Retained from Fall to Spring at the Same College
Hispanic or Latino (required)	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

California Community Colleges Chancellor's Office	
Metric	Definition
Access	Successful enrollment: Among all applicants in the previous or selected year, the proportion who enrolled in the same community college in the selected year.
Retention	The proportion of all students retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution
Completion of Transfer Level English/Math	The proportion of all students who completed both transfer-level math and English in their first academic year of credit enrollment within the district
Associate Degree/Certificate	The unduplicated count of all students who earned one or more of the following: Chancellor's Office approved certificate, associate degree , and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year
Transfer	The number of all students who transferred to various types of postsecondary institutions



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Mt. SAC Student Equity Plan Activities	
Activities	Definition
Integration of Equity-Focused Programs	Coordination of resources to disproportionately impacted student groups through the provision of specialized support services (including categorically-funded): ACCESS (DSPS), ACES (TRiO), Arise, Aspire, Bridge, CalWORKs, DREAM, EOPS/CARE, Formerly Incarcerated, GRASP, Health Services, MMI, Pride, REACH, SSEED, Veterans
Onboarding	High School Outreach, Mountie Fast Track, Assessment, Cash4College, Financial Aid Follow-up, Summer Bridge, STEP Into College, Promise Plus Program, MAP Workshops, New Student Orientation, Counseling and career development, GRASP, program orientations
Academic Support Centers and Learning Support Interventions	Math Success Lab, MARC (Math Activities Resource Center), Writing Center (including ESL), STEM Center, TERC (CTE), WIN (athletics), Speech and Sign Center, ASAC (Academic Support and Achievement Center), Language Assistance Center, Library, Accessible Technology Center (ATC) and Student Services and support programs with embedded tutoring and academic support interventions
Noncredit Pathways	Instructional and student support services specialized for noncredit students who are underrepresented and disproportionately impacted. Interventions are directed to supporting short-term, competency-based education for students enrolled in programs including English as a Second Language, Vocational ESL, Adult Basic Education, High School Diploma or H.S. Equivalency, Short-term Vocational, Vocational Re-entry, and Adults with Disabilities for purposes of transitioning to college credit programs, gaining employment, and increasing skills
Completion	Interventions geared toward assisting students to complete educational goals more efficiently and effectively including electronic dashboard, progress monitoring, push notifications, AutoAward, the Counseling Completion Center, graduation petition follow-up, momentum point recognition, transfer assistance and activities, employment preparation, graduation petition and financial aid application follow-up services, student internships, career assistance, SSEED, student leadership development, Honors Program and specialized support programs and services
Professional Development	Provision of on-campus equity-based training activities geared toward specific employee groups, participation in internal and external training and educational opportunities designed to increase the capacity to more effectively provide instruction, support services and interventions for students, especially DI student groups
Research	Comprehensive monitoring of progress of all Student Equity-based activities as well as measuring the overall effectiveness and impact of collective Student Equity efforts in reducing and eliminating disproportionality and achieving metrics



Mt. San Antonio College 2020-21 SEAP Work Plan

Overview

Completion of the SEAP Work Plan is requested in order to maintain compliance, accountability for SEAP funds and outcomes measurement. The College submitted a revised Student Equity Plan to the state Chancellor's Office. This SEAP Work Plan is based on compliance with state regulations regarding Student Equity and SEAP funding, and in compliance with the metrics and activities in our Student Equity Plan. This SEAP Work Plan will enable us to assist in determining the outcomes of your efforts correlated with the expenditure of funds. Thank you for taking the time to complete this.

Directions

This work plan should specify the particular activities you will conduct, how it relates to the goals of the college's official Student Equity Plan, how you plan to measure the outcomes, the targeted student population, and the purposes for expenditure of funds. There are three sections: Program/Department Information; Correlation with Chancellor's Office Student Equity Metrics; Correlation with Mt. SAC' Student Equity Plan Activities

SECTION 1: Program/Department Information

Please use the table below to insert your information.

Contact Person: Kristina Alvarado and Jennifer Turner

Name of Department or Program	Academic Support and Achievement Center (ASAC) and Math Activities Resource Centers & Support (MARCS)	
Summary: Purpose of SEAP Funds and Focus of Efforts (main purpose)	The focus of our research effort is to assess how students who participate in tutoring for at least one term in their first academic year of credit enrollment fare towards completion of transfer-level math as compared to nonparticipants (students who did not attend tutoring) in their first academic year. We specifically want to look at minority males including Latino and African American males.	
Data elements to be collected/tracked		Applied and enrolled rates by project population
		Persistence Rates by Project Population (Fall to Spring)
		Fall Term Course Retention and Success
	X	Enrolled in math and/or English with success rate
	X	Successful completion of transfer level math and/or English in one year by project population
		Degrees and certificates earned by project population
		Units attempted and earned by project population
		Transfer to four year by project population
Surveys and Research Reports	X	Tabulation of project efforts by project population
	The data elements marked above will be provided by the research department (RIE). Each data element will be disaggregated by critical demographic data as well as program/project data.	

Mt. San Antonio College 2020-21 SEAP Work Plan

SECTION 2: Correlation with Chancellor's Office Student Equity Metrics

Criteria	Access	Retention	Completion Transfer Level English/Math	Certificate/Associate Degree Completion	Transfer
Specific activities			Collaborate with other equity focused programs/projects. Utilize academic support centers and learning support interventions. Provide opportunities for completion focused activities.		

Under-represented students to be served

	Access	Retention	Completion Transfer Level English/Math	Certificate/Associate Degree Completion	Transfer
American Indian/Alaskan Native Students					
Asian Students					
Black/African American Students			M		
Disabled Students					
Foster Youth Students					
Hispanic/Latinos Students			M		
LGBTQ Students					
Native Hawaiian/PI Students					

Expected programmatic outcomes (specific)

Access	
Retention	
Completion Transfer Level	The selected disproportionately impacted students who receive math tutoring will complete transfer level math at a rate of 5% higher than similar students who do not utilize tutoring. This will be measured annually.
Certificate/Associate Degree Completion	
Transfer	

Mt. San Antonio College 2020-21 SEAP Work Plan

SECTION 3: Correlation with Mt. SAC's Student Equity Plan Activities

Integration of Equity-Focused Programs	Onboarding	Academic Support Centers and Learning Support Interventions	Noncredit Pathways	Completion	Professional Development
<p>We will collaborate with Achieving in College, Ensuring Success Program (ACES/TRIO), Bridge, CalWORKERS, EOPS/CARE, Minority Male Initiative (MMI), Rising Scholars (Formerly Incarcerated)</p>		<p>We will refer and utilize Math Activities Resource Centers & Support (MARCS), TERC (CTE)</p>		<p>We will also utilize Counseling Completion Center, Mountie</p> <p>Academic Plan/Educational Plans (MAP)</p>	