California
Community
Colleges

Student **E**quity and **A**chievement (**SEA**) Workgroup Meeting Notes

Wednesday, May 15, 2019 | 10:00 am to 3:00 pm
The Hub, Suite 3150, 3rd Floor | California Community College Chancellor's Office
1102 Q Street, Sacramento, CA 95811

Subgroups Present:
- Funding Formula
- Policy Alignment
- Student Educational Plan
- MIS Data
- SEA Program Annual Report

Welcome and Introductions:
- A day for the subgroups to share their progress and obtain feedback from the group
- Introductions (Name, Brief intro, college or agency you represent)
- Meeting goals:
    o Review project deliverable
    o Gather feedback from entire group
    o Address challenges/issues encouraged
    o Identify review process (who/when/how)
    o Leave with momentum!

SEA Program Updates
- Student Equity Plans
    o NOVA interface release and updates
        ▪ On April 5 the interface went live. Appreciate your patience as we worked through data calculation tweaks and metrics refinements.
        ▪ We've been improving/changing as we get feedback from colleges:
            • Update to the executive summary instructions – years were off
            • Changes to the metrics displayed (less than 10 groups)
            • Huge thank you to the college research staff who contacted the CO and notified that the metrics didn't look right. We located an error in the logic used to display the metrics, and were able to fix it as of May 3. Resulted in cleaned up metrics screen.
    o Extension process - *from Rhonda Mohr, Vice Chancellor – Student Services and Special Programs*
        ▪ Memo was sent at beginning of April – may have been some confusion about what the extension was for.
            • June 30 deadline still stands for getting plans certified in NOVA.
            • 90-day extension is offered for colleges needing more time to get local governing board approval. September 30 is final date. Must email Rhonda Mohr and request extension, if desired.
    o Update process - *from Rhonda Mohr, Vice Chancellor – Student Services and Special Programs*

- She is working on a memo to the field that will be sent shortly. Colleges will be able to request the ability to update their student equity plans after the June 30 deadline. A 90-day window to update (final deadline is September 30).
- NOTE: The college would still have to submit/certify by June 30. The CO will have to "re-open" the plan in NOVA shortly after June 30 in order for the college to be able to revise/update. If desired, email Barbara Lezon to request.
  - o Executive Summary Questions
    - The CO has been fielding questions from colleges:
      - How long should it be?
      - How much budget details is expected?
      - Should it focus on what's already been spent in past year, or the current plan being entered into NOVA for 2019-2022?
    - Barbara reviewed the legislative requirement/NOVA instructions:

Each college must create an executive summary that includes, at a minimum,
- *the Student Equity goals for each required student group,*
- *the activities the college will undertake to achieve these goals,*
- *and the resources budgeted for these activities.*

The executive summary for this plan must also include
- *an accounting of how Student Equity funding for 2015-16, 2016-17, and 2017-18 was expended*
- *and an assessment of the progress made in achieving the identified goals from prior years plans.*

The summary must also include the name of the college or district official to contact for further information.
The executive summary must be posted to the college website.

- The summary needs to include detail about how *prior years'* funding was spent and progress to goals, as well as summary of goals, activities and budget for *this new plan*. The length of the document is up to the college. (Although CO feels that shorter is probably better.) A very detailed budget of previous years is not necessary – the intent is to explain what the college is trying to accomplish, how, and generally how much is being spent toward the goals.
- The group had no additional questions about the requirements for the executive summary.
- Programs
  - o SEA
    - Allocations for 19-20 will be the same amount as last year, and distributed to/by district.
    - Expenditures – reminder that specifically WHAT to spend the funds on is not a CO decision, it is a local decision. As long as it meets the expenditure guidelines and is approved by college's campus/governing board.
    - Reporting – Annual report will be due January 1, 2020. The template will be in NOVA. We'll begin building it as soon as the subgroup has completed their work and provided their recommendations – shortly after June 30. We anticipate the template going live in NOVA in November.
  - o Integrated Plan
    - Reporting – Fiscal reporting section has been added to NOVA. Year-end expenditures report due September 2019. CO will provide a webinar to review how to enter expenditures info into NOVA. Requested feedback regarding whether to conduct webinar soon, or later – July/August. Group requested soon, and then a repeat or to re-send webinar recording later as deadline approaches.
- Other
  - o AB 705
    - Clarifications on AB 705 memo/report from VC Alice Perez
      - "Guided Placement" vs. "Self-Placement" definitions – college provides resources/tools to help determine which courses, versus student determines and chooses courses on own

- Default placement rules clarification (if colleges have elected their own placement standards that do not align, then they cannot check the "following the default placement rules" box)
  - Using SEA Program for Tutoring
    - Tutoring can be funded through SEA program expenditures. If used in this way, colleges should how/whether tutoring is closing the achievement gaps.
    - Flexibility does not mean free for all. Use the funding for what is working for student in the equity gap groups and to move the needle. This is all based on return on investment (ROI). We should not be investing SEA Program funds in activities that are not closing the gap.

Timeline – 6.5 weeks:

- Discussion regarding "soliciting feedback from constituents". Folks on this workgroup represent and speak for their constituencies, so additional "vetting" should not be necessary. Time better spent working on fine-tuning deliverables.
  - Discussion regarding the subgroups being intentional about infusing faculty/instructional concepts and language in all of the recommendations/deliverables.
- At June 13 workgroup meeting, final recommendations/deliverables can be presented, or groups can gather additional feedback.
- Deadline of June 30 for this workgroup – will allow CO time to share the recommendations/input from workgroup with executive level and other stakeholders for review.
  - CO is working to streamline reports, and the reports workgroup will want to review some of the SEA workgroup recommendations.
  - Funding formula recommendations must go to consultation council
  - Regulation recommendations must go to consultation council and BOG for two readings
- The final communication from the CO to the field (after June 30) will be a wrap-up "memo" explaining the work that the group has completed and what to expect in the coming months for SEA Program.
  - Request that the final communication be sent to CIO list, CSSO list, as well as SEA program listserv, as soon as possible after 6/30/19.
- Discussion about having Presidents at colleges reflect on how equity is living on their campuses. On progress, challenges, the goals of the SEA Program and Student Equity Plan on campus. Not necessarily in the Annual Report – reports and plans are just another To Do – but could CO request a reflective letter? Reflecting is a valuable exercise.

Subgroup Report-outs (Task/deliverables, Legislative reference, Obstacles/challenges, Review draft, what's needed, next steps):

- Policy Alignment
  - Reviewed *Recommended Guidance Document for SEA Program*, and *Alignment of Policies* document.
  - Process: Began with SEA Program ed code – reviewed line by line
    - Found few references between Guided Pathways and Student Equity
  - Group drafted regulations/guidelines for colleges to help clarify SEA Program ed code
    - Assume CO will use this to communicate further clarifications to colleges
  - Recommendation to amend 78222 1 (A) by removing "pursuant to the California Community College Guided pathways Grant program" and replace it with, "Implementing activities and practices pursuant to the Student Equity Plan"
    - Colleges were asked to talk about in detail their activities in their student equity plan.
    - Colleges were not instructed to plan activities with the SEP template focusing on Guided pathways mandated activities listed in 88921 sections (1ABC), (2ABC), (3AB) and (4ABC)

- Recommend that the student equity plan, locally controlled, will need to be the driver for SEA allocations and reporting.
    - o Discussion about using the Student Equity Plan to inform the bigger picture on campus – with equity being at the forefront
        - Suggestion - Could the student equity plan metrics be used across all programs?
        - There is concern that there may be limited discussions between student equity staff/groups and Guided Pathways implementation teams on campuses across the state
        - Re-explain Guided Pathways and how equity is at the center and fits into everything/all efforts
    - o Next steps: Group will continue to finalize regulations document and draft document showing legislation/ed code alignment recs

- Funding Formula
    - o Reviewed *SEA Program Funding Formula Workgroup Update* document
    - o The group had concerns about controversy (like with the student-centered funding formula)
        - Wants the SEA formula to be open, transparent and clear
    - o Discussion about how noncredit should be included in addition to NC headcounts
    - o Discussion about guided pathways formula – a base amount, and then an amount based on FTEs
        - A headcount vs FTE count, will help serve ALL students
        - Suggestion to cap the growth at 5%
    - o Discussion about pulling and including factors that focus on equity, including First Gen population
    - o The group considered including DI groups (count) as part of the formula
    - o The workgroup agreed that more time is needed for the funding formula to be fleshed out, suggesting starting at 2021/22
        - Hold harmless and colleges can't get less funding than what they received in 2017-2018 – this would be until we get the formula that works for all – maybe about two years.
    - o Next steps: group will meet with Michael Quiaoit, develop a draft formula and run scenarios over the next few months. The recommendation for June 30 will be to simply add a COLA increase to the current funding levels/hold harmless.

- Student Educational Plan
    - o Reviewed *Student Educational Plan Workgroup* document
    - o Did not attempt to draft a template for ed plan – rather drafted important/key elements to include in a plan; conditions surrounding the plan
    - o Hold open forums to engage faculty /counseling across the state - this should happen before implementation
    - o Look at degree planners and student education plan and have local control identify interventions
    - o Discussion about who "owns" education plan – college or student? And how is it shared across departments/follows student?
    - o Suggestion to add credit for prior learning as an element
    - o Electronic plans – for non-credit courses could be an issue – not all colleges have the tools in this area to support this efforts – the law does identify educational plans to be electronic.
    - o *Early* career intervention was a critical element
    - o Next steps: finalize document

- SEA Program Annual Report
    - o Reviewed draft *SEA Program Annual Report*
    - o Group opted to include qualitative (narrative) and quantitative (numbers) questions
    - o Categories were provided as check boxes in some sections, in order to help with consistency in answers/analyzing the report data

- Expenditures section – Rhonda Mohr does not want the state budget items categories.
  - Discussion about what categories should be listed. Concern about listing by "services" (matriculation, academic support, etc.) because it reinforces silos. Activities focused?? Discussion to continue within group.
- Question was asked – when will Student Success Metrics (SSM) data be updated? Will SSM data be disaggregated by end of the month?
- Concern about whether there will be data available for colleges to use to populate the annual report by the deadline (January)?
  - This does depend on what data is being required in the report. But if there is an issue with data not being available yet, colleges may need to run their own data and not rely on NOVA.
  - Rhonda Mohr noted that she'll need to check on the legislative language requiring "assessment of progress", review with CO executives and get back to the workgroup.
- Discussion about who should "approve" the annual reports. For Student Equity Plans there are 5 approvers including Academic Senate Pres.
  - Concern about the length of time the approval process takes when academic senate is included, due to meeting dates.
  - Before decision can be made regarding who can/should approve, the annual report template needs to be finalized. Academic senate will want to review and make the decision.
  - One suggestion was that there be no approvers for the annual report
- Request that once the template is finalized (and before making announcement to update in NOVA) that the CO communicate what the template requires so colleges can have time to prepare/ask questions.
- Next steps: group will take feedback/discussions and continue working on draft.

- MIS Data
  - The group is not recommending any changes to MIS data, unless other groups decide it is needed.
  - Possible modification of student success data points for AB705 – to capture default categories
    - CO may have systems collecting the data, so wouldn't be necessary in MIS
  - Rhonda Mohr commented that changes to CB21 coding will gather which course student entered
    - Trying to identify whether student was concurrently enrolled in a support course
  - Next steps: Likely that group will draft a recommendation of no changes to MIS data; dependent on other groups needs

What's Next?:

- Subgroups to continue meeting to refine/finalize recommendations
- Next meeting is June 13 at the Chancellor's Office
  - Groups will present final (or very close to final) recommendations at the meeting
  - Last chance for feedback/questions answered
- Rhonda Mohr will vet the group's recommendations with CO execs and stakeholders
- CO communication
  - Will send a memo to field summarizing the work and products of the group, and what to expect in the coming months
  - Will share to CIOs, CSSOs, and the SEA Program listserv

Other Action Items:

- CO will follow-up re: when SSM will be updated? And whether will be disaggregated by end of month.
- CO will clarify legislative language requiring "assessment of progress" in SEA annual report.

In attendance:

Name	Organization
LaTonya Parker	Moreno Valley College/ASCCC
Craig Rutan	Sacramento City College/ASCCC
Nohel Corral	Long Beach City College
Clinton Slaughter	Butte College
Georgina Guy	Saddleback College
Lucinda Over	Citrus College
John Means	Kern Community College District
Amy Nevarez	Chaffey College
Delecia Robertson	Mt. San Antonio College
Tonette Salter	CA-Perkins JSPAC Foundation of GCCCI
Nadia Leal-Carrillo	Success Center Foundation
Amparo Diaz	Success Center Foundation
Rachel Berliner	Success Center Foundation
Sandra Hamilton-Slane	Shasta College
Jeremy Brown	Yuba College
Stacey Jones	SMC-CCCAA
Li Collier	Santa Rosa Junior College
Madelyn Arballo	Mt. San Antonio College
James Todd	Delta College
D'Karla Assagai	Foundation for CCC
Nicole Jones	Cuyamaca College
Molly Springer	Sacramento City College
Brady Reed	Lassen Community College
Mandy Liang	City College of san Francisco
Kim McDaniel	Sacramento City College
Rhonda Mohr	CCCCO
Michelle Stricker	CCCCO
Kevin Lovelace	CCCCO
Michael Quiaoit	CCCCO
Mia Keeley	CCCCO
Barbara Lezon	CCCCO
Thomas Ponik	CCCCO

Alignment of policies (sssp, equity, bsi, Guided Pathways)

What needs to be aligned/ changed

SSSP: EDUCATION CODE SECTION 78210-78219

78211

- (a) not in SEA "ensure equal opportunity"
- (c) in SEA- but stated clearer
- (d) edit "and student" to "and students" (plural), also this bullet was not referenced in SEA- could potentially be added to regs.
- (e) "Target state resources on the provision of critical student services" is different that in SEA that states, "
- "broad array of services" vs GP, that is a very narrow set of services. Needs to be aligned
- (f) we like this statement, and in GP is it very narrow only addressing K-12 bridges. We would recommend that in regs there is a broader application.

78211.5

- (a) take out "assessment", does this history need to be in SEA ?

78212

- 2(B)- take out assessment, and replace with "Placement"
- 2(C) review, as we do not have basic skills
- 2(D)- clean up language, due to not having BSI
- 2(E)- review as we do not have BSI
- 3(b)- change "assessment" to "placement"

78213 – (is this needed anymore?)

78214 – in C (2)- change "assessment" to "placement"

78215- no changes

78216

-a (4)- change language about common assessment

-a(5) – "In- So-Far" (edit), change assessment.

78218- change date "2012-2013"

78219 – remove or change section as this is related to assessment

88815 Basic Skills Program

(a) -remove section

(b) -remove "basic skills program" in language

(1) -addressed in SEA

(2A) – what does "all other funds" mean? What is the intention of the direction of, "needing at least one course in English as a second language"?

(2B)(i)- remove suggested activities, and instead state " activities listed in students equity plan"

(2B)(ii)- not in SEA

(2B)(iii)- not in SEA

(2B)(iv)- not in SEA

(2B)(v)- not in SEA

(2C)- not in SEA, but is it necessary to discuss supplanting?

(2D)- in SEA as #5

(2E (i)(I)(II) (III) (ii) (iii) (iv)(v)- not in SEA

(F)- In SEA section (B), how do you want us to align this?

(G)- not in SEA

(c)(1)- is this necessary to keep or align? We have a workgroup defining a template for the report

(c)(2)- in SEA section 2, but slightly different language

(d)- not in SEA

78220 Student Equity

(a) – in SEA

(1) (A-G)- referred in SEA

(i-viii)- referred in SEA

(H)- in SEA by referencing 78220, we are understanding that the state will be populating data every year?

(2)-question for MIS group or CCCCO. How will data referenced be referenced in SEA?

(3)- the metrics in the new student equity template was different than this section states.

(4)- strike section that states, "including but not necessarily limited to…"

(A)- fine

(B)- no change

(C)- what does this mean?

(D)- we do not need this

(F)- no change

(G)- no change

(H)-department of financial aid/ promise program?

(I)-remove

(5)-what does this mean? Not in the template exactly like this… it says "resources of activities"

(6) this is in student equity plan, references in SEA as 78220

(7) in SEA

(7b) SEA references 78221

(7c) in SEP template

(7d) not in SEA

88920-88922 Guided Pathways

88920 (a-d) – not mentioned in SEA

88921 (a1-3)- not mentioned in SEA

88921 (b)- not in Sea

   (c)- not in SEA

   (d)-are we still recommending (mandating) activities for guided pathways, the template asked for colleges to identify their own activities, so it sends two different messages.… (see document "Guidance for SEA guidance")

88922 (3A)- remove "BSI language"

Recommended Guidance Document for Student Equity and Achievement Program – Education Code § 78222

In order to receive SEA funds all California Community colleges must be in accordance with sections of 78222 on eliminating achievement gaps for students from traditionally underrepresented groups.

what this means is: It is the intent of the Legislature that colleges integrate funding (SEA, Guided Pathways, and SWP) and prioritize for high-need and disadvantaged students, as those terms are defined in subdivision (c) of Section 78221.

Implementing activities and practices pursuant to the Guidance:

(a) Student Equity Plan (which includes Guided Pathways activities (88921). Student equity plans should include GP activities (88921) as ways to implement the college Student Equity Plan.

(B) Ensuring students complete their educational goals and a defined course of study.

Each college may have different ways of defining a course of study but each college must include a comprehensive student education plan as pursuant in section (78220 sec.7b) for all students. This should include engagement and involvement with students', deans of student affairs, and faculty to create the education plan to create a culture and relationship that promotes accountability.

Guidance:

- *each college might have different ways of defining a course of study, including meta majors and or certificate and or transfer goals, but must include a comprehensive student's education plan on file*

(C) Providing quality curriculum, instruction, and support services to students who enter college without deficient in English and mathematics proficiency to ensure these students complete a course of study in a timely manner by any or all of the following:

Guidance: - suggested activities

- *providing co-requisite,*
- *embedded tutoring, support,*
- *curricular changes,*
- *professional development,*
- *more sections of transfer level,*
- *review examination methods*
- *providing more adequate accounts for student progress,*
- *integration of members of the administrative staff, such as deans of student affairs, directors, admissions, and instruction since many of the goals of general education include moral development are influenced by the policies of admitting students*
- *developing alternative methods to assist all students in completing transfer level math and English within their first year*

(1) Maintain a student equity plan (pursuant to Section 78220) to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances. *(can this be placed before capital (A), similarly to 78220)*

Guidance:

> *(1) Campus-based research, as to the extent of student equity by gender/gender neutral and for each of the following categories of students, that uses the methodology established pursuant to subdivision (d) of Section 78220 paragraph 1 (A-H):*

> *established pursuant to subdivision (d) of Section 78220 paragraph 1 (A-H):*

> *(2) Using the five metrics identified in (Student Equity Plan) for overall college student population, and also every DI populations pursuant to subdivision (d) of Section 78220 paragraph 1 (A-H) including are: access, retention, transfer level math and English, transfer to a four year, degree and/or certificate completion*

> **what this might mean:** vii) "Some other race" may also mean this means also some other population that is important to a college to measure

> **Question –**

> - o Do we need to align nova language to legislation language, MIS subcommittee?

(3) Implementation activities designed to attain the goals, including a means of coordinating existing student equity related programs pursuant to Guided Pathways 88921 sections

Guidance:

> *78222 (4) in SEA states, "The chancellor shall provide guidance to districts regarding eligible expenditures and activities and integrated planning to ensure funding for the Student Equity and Achievement Program is used to support the goal of eliminating disparities pursuant to paragraph (2) of subdivision (a)".*

> **Questions** –

> - Will the state be providing guidance on eligible expenditures and activities? Or will this be determined by each college and designed in their students Equity plan?
> - Is there research and best practices that speak to these specific GP activities as the most valuable aspect of GP activities? And is this why they are embedded with legislation 88921?
> - Why THESE prescribed activities vs others? For example, why is the activity narrowly focused on bridges with k-12 and not leveraging bridges with non-traditional students?
> - Did we determine these particular activities for SEP plan?
> - How does this prescription of activities provide access and flexibility to colleges to design activities beholden to their regional and local needs?

> **Recommendations-**

- 78222 1 (A) (A) We recommend stating, "Implementing activities and practices pursuant to the Student Equity Plan", and remove "pursuant to the California Community College Guided pathways Grant program" for two reasons:
  - o The colleges were asked to talk about in detail their activities in their student equity plan.
  - o Colleges were not instructed to plan activities with the SEP focusing on Guided pathways mandated activities listed in 88921 sections (1ABC), (2ABC), (3AB) and (4ABC) therefore we recommend that the student equity plan, locally controlled, will need to be the driver for SEA allocations and reporting.
  - o We recommend that these GP activities be listed suggestions only…as these activities mentioned in Guided Pathways 88921 section (1ABC), (2ABC), (3AB) and (4ABC) did not correlate with the recent directive to upload activities related to the disruption of equity gaps in five metrics within in the student equity plan.
  - o Provide a deeper dive into its' recommendations of using these specific activities listed in Guided Pathways. Important to cite research, and build regs and around understanding GP activities if mandated (not just recommended) activities, for GP 88921 (d) states, "For purposes of this part, a "guided pathways program" <u>includes all</u> of the following activities and practices"
  - o Revising these activities in 88921, or better explaining them to the practitioner and scholars in our fields that wonder why these activities, versus other scholarship that suggests some other type of activity? If still recommended after deep dive, then provide clarity in instructions of the student equity plan that certain activities are pre-determined via GP legislation 88921 and must be included as 88921 3(d) states "all of the following activities and practices".

7822C in SEA states "The chancellor shall provide guidance to districts regarding eligible expenditures and activities and integrated planning to ensure funding for the Student Equity and Achievement Program is used to support the goal of eliminating disparities pursuant to paragraph (2) of subdivision (a)." '

Guidance:

- It is the intent of the Legislature that colleges prioritize funding for high-need and disadvantaged students, as those terms are defined in subdivision (c) of Section 78221.

Guidance:

- using (leveraging SEA, Guided Pathways, SWP)funds to support activities listed in student equity plan and guided pathways (being open and flexible is the intent)

(5) Schedule and process for evaluation;

Guidance:

- Evaluate annually the data of all five metrics in the student equity plan and guided pathways activities through identified methodology to ensure the annual evaluation of the effectiveness of activities in the student equity plan and how they are closing the achievement gaps of specific populations.

SEA Program Funding Formula Workgroup Update – May 15, 2019

Objective/Task: Make recommendations on metrics/elements to ensure that SEA Program funding is supporting the narrowing of the achievement gap for all community college students.

Questions & Challenges:
- High learning curve in becoming familiar with funding formulas, metrics, expectations on the alignment with existing funding formulas including SCFF
- Expectations of output – a formula or recommendation of elements of a formula (the latter is our belief)
- Include/Exclude performance metrics? No evidence that performance-based funding leads to narrowing achievement gap for DI students and other vulnerable populations
- Alignment with DI study elements
- Include "all" students as per the legislation, i.e., basic skills/AB 705, noncredit, CTE, DI populations, those with goals other than transfer
- Timeline feasibility
- Simplicity in the formula; MIS elements that already exist and can be collected

Deliverable: Recommendation of elements/metrics for SEA Program funding
There is a need for other workgroups from the SEA Advisory Group, CCCCO fiscal division, college researchers, CSSOs, ASCCC, and CIOs to review the recommendations

Status Update/Needs: The following summarizes the workgroup's discussion from the last meeting held on 5.08.19:
- The Funding Formula Workgroup is requesting more time to identify funding formula elements and the same extension of "hold harmless" as SCFF implementation to 2021-22
- Need to ensure that we are applying **accurate, consistent** data; need researchers involved to verifying accuracy and consistency across system; transparency in how the data is being applied
- Best not to recommend overcomplicated formula
- Samples of other community college funding formulas, i.e., CR and NC SSSP, GPS (already have this)
- Factors to consider:
    - Headcount (CR and NC) - Largest % of formula
    - DI groups - 14 factors
    - Other NC focused metrics to include underrepresented students (WIOA II)
- Clarification on inclusion of protected classes (egs.,ethnicity, gender, disability, first gen and others)
- Will need the CCCCO to assist in providing scenarios for some of the factors
- Provide COLA on SEA funds
- Limit on growth of allocation (perhaps 5%)

Student Educational Plan - Key elements

Allow for flexibility at the local level to decide on prioritizing rolling out comprehensive educational plans to all students. With the understanding that SEA Program funding is to assist institutions with closing equity gaps amongst disproportionately impacted (DI) groups, a recommendation is to start with local DI groups and prioritize by units for those that do not have a comprehensive student educational plan (SEP) and expanding to all students.

- Institutions shall prioritize in the roll out of Student Educational Plans considerations such as:
  - DI groups 0-15 units,16-30 units, 31 – 45 units
  - Other Groups 0-30
  - All SEP's must be electronic, available for students, and avoid duplication of SEP's (various programs, non-credit, etc.)

Clearly Mapped Courses to Completion
A comprehensive educational plan will include a sequenced term-by-term course listing documenting courses needed through completion of a program of study or transfer. Support services and resources may be listed to enhance the student experience and preparation for success.

Scheduling and Registration
Incorporate the SEP into the class scheduling and student registration processes

- Register for courses through an electronic SEP tool (all in one process)
- Guarantee gatekeeper/capstone course offerings in schedule to ensure successful completion of courses listed on educational plans
- Inform enrollment management to highlight numbers of sections and demand for specific courses (i.e., College of the Deserts as a best practice)

Front End Process for Transfer Credits
Establish or enhance a front-end process for students to bring in prior credits from other community colleges or credits earned while in high school (AP, IB, Dual Enrollment). Recognizing prior credit before taking courses in student information systems will shorten time to completion and avoid duplication of credits/courses.

Career Interventions

To best inform comprehensive student educational plans, a form of career intervention should take place early for those students unsure of a major, meta major, or program of study.
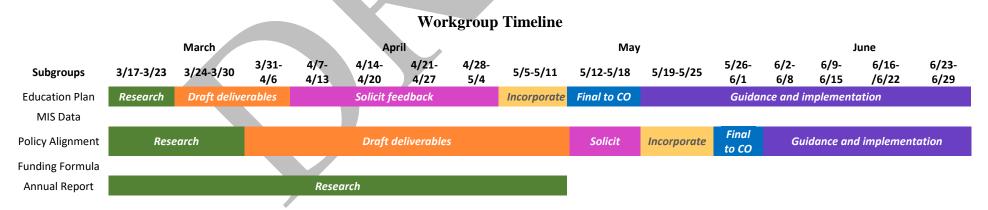
Colleges to consider career interventions in:

- Orientations
- Summer bridges
- Use of online modules
- Workshops
- Counseling classes

These interventions to take place prior to or in their first term in college. Connect outcome of career intervention with Guided Pathways within local frameworks.

Best Practices in Educational Plans (presentation by Dr. Rob Johnstone)

- Covers entire program (through completion) and is based on default program maps
- Customized for each student to account for:
  - Prior credits – front loading transcript evaluations
  - Educational goals and personal interests (electives)
  - Transfer destination and major
  - Timeline to completion
- Contains at least 1 program course in first term and three program courses in year 1
- Tied to scheduling and registration process and locked into student information system

Workgroup Timeline

Subgroups	March 3/17-3/23	3/24-3/30	3/31-4/6	4/7-4/13	April 4/14-4/20	4/21-4/27	4/28-5/4	5/5-5/11	May 5/12-5/18	5/19-5/25	5/26-6/1	6/2-6/8	6/9-6/15	June 6/16-/6/22	6/23-6/29
Education Plan	Research	Draft deliverables		Solicit feedback				Incorporate	Final to CO	Guidance and implementation					
MIS Data															
Policy Alignment	Research		Draft deliverables						Solicit	Incorporate	Final to CO	Guidance and implementation			
Funding Formula															
Annual Report	Research														

Feedback from Region 8

- Hold open forums (possibly two) to engage counseling faculty throughout the State
    - Share updates and solicit feedback and perspectives
    - Holding sessions prior to end of term
- Campuses have a varying degree of technological infrastructures than that should be considered
    - Positive response to having choices as to how to implement technologies (degree planner, SEP, orientations, credit evaluation, etc.)
- Positive response to allowing for local control on priority groups and rolling out guidance/ recommendations tailored to institutions
- Recommendations will help inform local conversations starting to take place (i.e., when the appropriate time to create comprehensive SEPs)
- Discussion took place regarding the balance of prescribing courses (i.e., guided pathways) versus meeting with students individually to address specific and unique situations holistically

College name / District

OVERALL POPULATION

1. Provide a brief narrative summary on the progress you have made for the OVERALL population in the five metric areas (Access, Retention, Transfer, Transfer-level math and English, or completion).

> 2500 character max

2. Which activities are you using to achieve goals in the five metrics for your OVERALL population? Check ALL that apply.

- ☐ Supplemental instruction
- ☐ Tutoring
- ☐ Textbook access
- ☐ Co-requisite courses
- ☐ Embedded Tutoring
- ☐ Bridge courses
- ☐ Bootcamps
- ☐ First Year experience
- ☐ Learning communities
- ☐ Online educational plans
- ☐ Outreach to K-12 and community partners
- ☐ Student Recruitment
- ☐ Intrusive enrollment casemanagement
- ☐ Online access to student services
- ☐ Early alert
- ☐ Basic needs support (food, transportation, housing)
- ☐ Transportation
- ☐ Direct aid (financial)

- ☐ Targeted promotional material
- ☐ Professional development
- ☐ Research efforts
- ☐ New courses
- ☐ Flexible course scheduling
- ☐ New staff
  - o Faculty
  - o Counseling
  - o Administrative
  - o Classified
- ☐ University field trips
- ☐ Student Success workshops
- ☐ Technology access for students
- ☐ Student portal
- ☐ Pedagogical tools
- ☐ Campus climate
- ☐ Peer Mentoring
- ☐ Other _____
- ☐ Other _____

3. Describe in more detail one strategy or activity that your college has implemented that is resulting in significant gains for the OVERALL population in one of the five metric areas (Access, Retention, Transfer, Transfer-level math and English, or completion).

> 2500 character max

EQUITY POPULATIONS

4. Provide a brief narrative summary on the progress you have made for EQUITY populations identified as experiencing disproportionate impact in the five metric areas (Access, Retention, Transfer, Transfer-level math and English, or completion).

> 2500 character max

5. Which activities are you using to decrease the identified disproportionate impact? Check ALL that apply.

☐ Supplemental instruction
☐ Tutoring
☐ Textbook access
☐ Co-requisite courses
☐ Embedded tutoring
☐ Bridge courses
☐ Bootcamps
☐ First Year experience
☐ Learning communities
☐ Online educational plans
☐ Outreach to K-12 and community partners
☐ Student Recruitment
☐ Intrusive enrollment casemanagement
☐ Online access to student services
☐ Early alert
☐ Basic needs support (food, transportation, housing)
☐ Transportation
☐ Direct aid (financial)
☐ Targeted promotional material

☐ Professional development
☐ Research efforts
☐ New courses
☐ Flexible course scheduling
☐ New staff
    o Faculty
    o Counseling
    o Administrative
    o Classified
☐ University field trips
☐ Student Success workshops
☐ Technology access for students
☐ Student portal
☐ Pedagogical tools
☐ Campus Climate
☐ Peer Mentoring
☐ Other _____
☐ Other _____

6. Describe in more detail one strategy or activity that your college has implemented that is resulting in significant gains for populations experiencing disproportionate impact.

DI population impacted (Check all that apply)

[Drop-down menu]   Population [foster youth, disability etc.]   Gender [male, female]

> 2500 character max

ALIGNMENT WITH GUIDED PATHWAYS AND VISION FOR SUCCESS

7. Given that each college works within a unique context, provide a brief narrative summary on how your college is integrating the Student Equity and Achievement Program into the Vision for Success and Guided Pathways framework.

> 2500 character max

EXPENDITURES

8. Accounting of how 2018-2019 SEA Program budget was expended.

Category	Description	2018-2019
1000	Academic salaries	
2000	Classified salaries	
3000	Employee benefits	
4000	Supplies and Materials	
5000	Other Operating Expenses	
6000	Capital Outlay	
7000	Other Ougo	
Total		

SIGNATURES

Lead Contact

Name _____ Title _____

Email _____ Phone _____

President/Superintendent

Name _____   Title _____

Email _____   Phone _____

Remaining questions

Will there be data from 2018-2019 available for us in time to reference it for this report?

Will the data align more with local goals / GP / VfS / SSM?