



## 2018-19 SEA Annual Report

(For Planning Purposes Only)

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

**A separate report must be submitted for each college in the district. Submission deadline: January 1, 2020.**

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

If you have any questions or concerns about the SEA Annual Report, please contact the Chancellor's Office SEA support team:

Thomas Ponik  
[tponik@cccco.edu](mailto:tponik@cccco.edu)  
916-323-6877

Barbara Lezon  
[blezon@cccco.edu](mailto:blezon@cccco.edu)  
916-323-5275

### Step I – Contacts

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

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



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### Step II – Expenditures

Your college's 18-19 SEA allocation will be displayed on the screen. Colleges have two full years to spend each annual allocation.

- You will report your college's Year 1 expenditures by budget line item. (Year 1 for 18-19 SEA funding is July 1, 2018 through June 30, 2019.)
- Next enter the amount your college forecasts to spend in Year 2 (July 1, 2019 through June 30, 2020).

18-19 SEA Program – Year 1 Expenditures	
Object Code	Amount
<i>1000 – Instructional Salaries</i>	\$2,529,363
<i>2000 – Non-Instructional Salaries</i>	\$2,542,528
<i>3000 – Employee Benefits</i>	\$1,293,759
<i>4000 – Supplies and Materials</i>	\$150,904
<i>5000 – Other Operating Expenses and Services</i>	\$600,085
<i>6000 – Capital Outlay</i>	\$67,115
<i>7000 – Other Outgo</i>	\$105,920
<b>TOTAL Year 1 Expenditures</b>	<b>\$7,289,674</b>
<b>Year 2 FORECAST</b>	<b>\$5,793,509</b>
<b>TOTAL Expected Spending (Expenditures + Forecast)</b>	<b>\$13,083,183</b>



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### Step III – Metrics

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

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

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

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

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





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### Step IV – Activities

<b>Administrative</b> (program or activity office support)	<b>Basic Needs Support</b> (food, transportation, housing)	<b>Bootcamps</b> (intense, short courses or workshops)
<b>Bridge Courses</b> (courses to help students transition successfully from high school)	<b>Campus Climate</b> (impacts to attitudes, behaviors, standards)	<b>Classified</b> (staffing, not management or faculty)
<b>Co-requisite Courses</b>	<b>Communities of Practice</b> (organizational learning)	<b>Concurrent/dual enrollment</b> (high school or other college)
<b>Counseling</b> (related to any part of the student's journey)	<b>Cultural Awareness Events</b> (related to specific DI groups or other groups)	<b>Curriculum Development</b> (research, design, planning, implementation)
<b>Direct Aid</b> (financial)	<b>Early Alert</b> (programs or methods for intervention)	<b>Embedded Tutoring</b> (within a course or series of courses)
<b>Expanded Hours of Operation</b> (special hours outside of college department's norm)	<b>Faculty</b> (educators, not management or classified staff)	<b>First Year Experience</b> (equipping new students with skills, tools, knowledge)
<b>Flexible Course Scheduling</b> (student-centered schedule design)	<b>Integrations with Mental Health and Wellness Services</b> (psychological and physical supports)	<b>Intrusive Enrollment Case Management</b> (proactive counseling and academic support)
<b>Learning Communities</b> (interdisciplinary collaboration)	<b>New Courses</b>	<b>Online Access to Student Services</b>
<b>Online Educational Plans</b> (technology, course-mapping)	<b>Orientation/Welcome Activities</b> (geared toward new/newer students)	<b>Outreach to K-12 and Community Partners</b> (events, workshops, collaborations, communication)
<b>Pedagogical Tools</b> (resources to enhance, support, facilitate teaching/learning)	<b>Peer Mentoring</b> (student-to-student support)	<b>Professional Development</b> (events, workshops, training for staff and/or faculty)
<b>Research Efforts</b> (related to student equity/student success efforts, activities, goals)	<b>Student Recruitment</b> (searching for/engaging with prospective students)	<b>Student Success Workshops</b> (group sessions for students focused on habits, skills, etc.)
<b>Student Academic Competitions/Research/Conferences</b> (hosting, promoting, supporting)	<b>Student Portal</b> (technology, communication)	<b>Supplemental Instruction</b> (non-traditional tutoring)
<b>Targeted Promotional Print Material</b> (related to events, programs, equity/success messaging, etc.)	<b>Technology Access for Students</b> (programs, systems, apps, hardware, devices)	<b>Textbook Access</b>
<b>Transportation</b>	<b>Tutoring</b> (traditional academic support services)	<b>University Field Trips</b> (group visits to other local colleges and universities)
<b>Other</b> (please specify)		



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

- After selecting an activity, “tag” it with category titles that describe the activity (listed below). You may select multiple category titles.
- Next assign an Implementation Status to the activity: *Planning to Implement*, *Implementation in Progress*, or *Fully Implemented*.
- If desired, you may add and report on additional activities under this DI group, following the same process above.

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

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

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

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





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

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



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### Step V – Category Spending

Provide an estimate of how your college plans to spend its *entire 18-19 SEA allocation* (two full years of spending). Enter the estimated percentage breakdown of the total 18-19 SEA funds by category. NOTE: *This is an estimate only* - the purpose of which is to help the Chancellor's Office understand generally how colleges are expending funds by category. **This is a non-auditable field.**

18-19 SEA Program – Estimated Spending	
Category	% of Spending
<i>Counseling</i>	<b>30 %</b>
<i>Professional Development</i>	<b>10 %</b>
<i>Tutoring</i>	<b>20 %</b>
<i>Orientation/Welcome Activities</i>	<b>10 %</b>
<i>Classified</i>	<b>20 %</b>
<i>Embedded Tutoring</i>	<b>3 %</b>
<i>First Year Experience</i>	<b>3 %</b>
<i>Basic Needs</i>	<b>4 %</b>
<i>Other</i>	<b>0 %</b>
<b>TOTAL - Must Equal 100%</b>	<b>100%</b>





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### Step VI – Success Story (optional)

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

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

Story Title: More Than a Village: Collaboration and Coordination of Equity-Focused Student Support Efforts	
Responsible Person:	Yamagata-Noji, Audrey
Success Story: (5,000 character limit)	<p>In our work to address equity in the provision of support resources for students, we have worked to identify students' unique needs and to breakdown preexisting silos. Although many colleges offer numerous student support services, many of these services operate at disparate levels of service (depending on budget and staffing), without a coordinated effort to provide services and track outcomes. Lack of coordination leads to a duplication in efforts and a lack of efficiency in allocating resources.</p> <p>At Mt. San Antonio College, specialized support services and programs targeting equity student populations have combined efforts to more efficiently and comprehensively provide services to students. Coordinated efforts include both credit and non-credit as well as collaboration with local LEAs. This coordination has enabled a sharing of resources, integration of academic with developmental activities, and expanding the "institutional reach" to connect with under-served students.</p> <p>Our most successful equity efforts have combined counseling, academic interventions and peer support. The college's new Equity Center houses the Dream Center, foster youth REACH, Umoja Aspire, and AANAPISI Arise programs. Coordinated SEAP funds are supporting 11 different Academic Support Centers (from Math Academic Resource Center, to EOPS, to the Writing Center, to STEM and to Non Credit ESL and Adult Basic Education) and supporting extended hours in the library and textbook resources. Transfer awareness, counseling and support is coordinated through specialized transfer field trips/visitations for Dream, Latinx and first generation and Umoja Arise and AANAPISI Arise students. Digital stories have been developed as a powerful source for professional development as Arise, Dream, Aspire, and REACH students share their stories and higher education journeys. Deaf and Hard of Hearing (DHH) students joined REACH foster youth students for a camping trip where they develop leadership skills and explored unique ways of communicating and interacting.</p> <p>The Minority Male Initiative has been under development for three years. Through in-depth student interviews and ongoing tracking of students' developmental journeys, we have been able to isolate and categorize critical components that have enabled us to address the many unique challenges facing our male students of color.</p>





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	<p>Students readily report challenges related to the imposter syndrome, desiring a sense of belonging, and not knowing how to code switch and seek assistance from professors and existing resources. Through workshops, mentoring sessions, and brotherhood dialogs, students and mentors are facing down these critical issues and challenges, developing new skills, a sense of confidence, and a renewed sense of self-efficacy.</p> <p>In response to the implementation of AB 705, the School of Continuing Education has developed AIME (Academic Intervention for Math and English) courses in collaboration with credit math and English departments. These free, non-credit courses are designed to help students gain the necessary skills to be successful in college-level math and English classes. The success rate of students who took English 1A after taking an AIME English class was 72% and for students who took a transfer level math class after taking AIME math was 77%. Students report that AIME classes “helped me prepare for higher level math,” “helped build my confidence,” and “I feel ready for English 1A.”</p> <p>The School of Continuing Education’s ESL program has partnered with the Pomona Unified School District to offer daily ESL level classes to Pomona parents on an elementary school site. These newly implemented, community-based, ESL classes serve Spanish speaking parents in a high need area of Pomona. ESL students attend a VESL (Vocational ESL) Open House to learn about the vocational pathways that are available in the VESL Career Paths program. The Career Guidance Center hosts an Open House for students to learn about counseling resources, career and credit pathways, and other available resources such as computers and printers.</p>
<b>Outcomes:</b> (1,000 character limit)	<p>Pass rates for the Bridge program (FYE) serving first generation, low income students averages 90% with retention rates averaging 95%. The TRiO ACES program’s Summer Science Transfer Program achieved a 100% successful pass rate in a transfer level science course this past summer. DHH learning communities in English and History are taught completely in sign language with an 85% success rate for deaf students completing gatekeeper courses. DREAM students enroll in a learning community that combines counseling and English literature (average success rate of 90%). The SSEED Program (Student Success for Educational and Employment Development) places financially challenged students with little to no formal work experience in on campus jobs. SSEED students have an average GPA of 2.75 and a 95% completion rate per semester. Students completing non credit AIME preparation classes have 72% and 77% pass rates when enrolled in transfer level English and math.</p>



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### Step VII – Challenges (optional)

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

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

<b>Description of Challenge</b> (5,000 character limit)	<p>The imposition of AB 705 during the implementation of student equity efforts has added a new challenge: how to assess and address academic success issues for students who believe they need/would like extra assistance. In addition to the development and integration of corequisite courses, and the pre-existence of tutoring and academic support centers, there continue to be concerns about addressing any disparities in success rates for underrepresented, under-served, and equity student populations. We know through statewide and local throughput studies that equity student populations were traditionally placed several levels below transfer level English and math and that their successful completion rates were unacceptable. Placing students into transfer-level English and math provides students an opportunity to excel at higher levels and reach their goals more expeditiously.</p> <p>Our research trends, through both quantitative and qualitative methods, is not as encouraging as we would have liked. Many students report being pleased with the opportunity to enroll directly into transfer level courses, but many are nevertheless concerned about their ability to pass transfer level courses, especially math. With the implementation of a 100% online assessment instrument, our ability to work directly with students is a challenge. While we are under development with technological solutions such as nudge messages, early alert and referral messaging, our concern is that we could inadvertently discourage students by failing to provide intrusive academic support.</p> <p>For the following efforts, the described ongoing work centers around these challenges along with others described elsewhere. Counseling: guidelines for advising students requesting placement assistance in language and math skill attainment while taking transfer level courses. Professional Development: self-placement assessment questionnaire training. Tutoring: funding for flexible, embedded tutoring when and where students need it. Orientation/Welcome Activities: emphasize best techniques to encourage students to get needed help and advice. First Year Experience: timely, accurate survey mechanisms that provide feedback that will lead to improved delivery of services. Basic needs: funding and infrastructure for inclusive campaigns to provide basic need support to all students.</p>
<b>Categories:</b> (related to this challenge)	Campus Climate, Curriculum Development, Faculty, First Year experience, Pedagogical tools
<b>Point of Contact:</b>	Yamagata-Noji, Audrey





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### Step VIII – Preview and Submit

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

#### SUBMISSION

Your report must be approved/certified by the college president and chief business officer in the NOVA system by **January 1, 2020**. A separate report must be submitted for each college in the district.

DRAFT