

Introduction

The Student Equity and Achievement Program (SEAP) consolidated the Basic Skills Initiative, Student Equity, and Student Success and Support Program, to broaden expenditure guidelines to fund programs, initiatives, and activities related to student equity and achievement. At Mt. SAC, there are many programs that work towards closing equity gaps and are funded through SEAP, including the academic support centers, School of Continuing Education (SCE) programs, and student services programs. Below is a list of the academic support centers, SCE programs, and student services programs being funded by SEAP.

SEAP funded programs

Accessible Technology Center (ATC)	Mountie MakerSpace	SCE VESL
Academic Support & Achievement Center (ASAC)	Stem Center	SCE ESL Department
Health Careers Resource Center (HCRC)	WIN	El Centro
Math Activities Resource Centers & Support (MARCS)	Writing Center	Bridge
Speech & Sign Success Center (SSSC)	Adult Basic Education (ABE)	Arise
Tech Ed Resource Center (TERC)	Adult Basic Education Learning Center	Language Learning Center (LLC)
Arts Design Lab	SCE Health Career Pathways	SCE Language Learning Center

Note: This is not an exhaustive list of programs that are being funded through SEAP.

Foundation for continuous assessment

With funding in place, the next step was to assess if the SEAP programs were making progress towards closing equity gaps for disproportionately impacted students. Before assessment of outcomes could take place, there were some foundational processes that had to be developed and implemented to support continuous assessment of outcomes in a standardized way.

SEAP Workplans

The first step that was developed and implemented were the creation SEAP workplans. The workplans were completed by all SEAP funded programs and were asked to provide the following information:

- A summary of the main purpose for the SEAP funds.
- Data elements to be collected and tracked. There were nine data elements that programs could select. Out of these nine data elements, five are Equity and Guided Pathways data metrics. These metrics include successful enrollment, completion of transfer math and English, persistence from first primary term to subsequent primary term, completion of degree or certificate, and transfer to four-year institution.
- Identification of survey data that would be needed.
- Mapping program activities to student equity metrics.
- Development of expected programmatic outcomes that will help close equity gaps for students.

- Identifying the disproportionately impacted student group that will be served by the program. The disproportionately impacted student groups were identified based on metrics. These student groups had the largest equity gaps for access/successful enrollment, persistence, completion of transfer math and English, completion of associates degree or certificate, and transfer.

It is important to note that SEAP programs did not have to develop expected programmatic outcomes for all the key areas outlined by the California Community College Chancellor's Office (successful enrollment, persistence, completion of transfer Math and English in year one, degree or certificate completion, and transfer to a four-year institution). SEAP programs only needed to develop expected programmatic outcomes for metrics and disproportionately impacted groups that apply to their programs and where they believe they can make a difference. RIE offered sessions to assist SEAP programs to develop a better understanding of how to complete the workplan, specifically in the areas tied to data, research, and assessment of SEAP program activities on closing equity gaps for disproportionately impacted student groups. RIE used the SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals framework to facilitate discussions with SEAP programs as they developed their workplans. There was a total of 17 workplans submitted by academic support centers and SCE.

A copy of the SEAP workplan is provided in **Appendix A**. The workplan was initially drafted as a word document but was transferred to Qualtrics to allow for easier completion of the workplan and for responses to be stored in the same location. Given that all workplans were being collected in Qualtrics, RIE was able to provide a summary of the workplans submitted by the academic support centers and SCE, including an overview of activities to be completed and data elements/outcomes to be tracked. Table 1 provides a summary of the data elements reported in completed workplans.

Table 1. Data elements selected by instruction and SCE SEAP programs

Demographic	Gender	Metric	Number of Programs	Percentage of Programs
Black or African American	M	Fall to spring persistence	8	47.1%
Hispanic or Latino	M	Completion of transfer Math & English in year one	6	35.3%
Native Hawaiian/Pacific Islander	F	Successful enrollment	0	0.0%
Foster Youth	M	Transfer to four-year institution	0	0.0%
LGBTQ	F	Completion of transfer Math & English in year one	1	5.9%
Disabled	F	Completion of transfer Math & English in year one	1	5.9%
Native Hawaiian/Pacific Islander	F	Transfer to four-year institution	1	5.9%
Total			17	100%

Table 1 shows that a total of 8 SEAP programs selected to focus on Retention for Black or African male students and 6 SEAP programs indicated they will focus on the completion of Transfer-Level Math and English in the First Year for Hispanic/Latino male students (47.1% and 35.3%, respectively).

For the following disproportionately impacted groups, each only had one program indicating it would be an area of focus based on their SEAP workplans: completion of Transfer-Level Math and English in the First Year for LGBTQ female students, Completion of Transfer-Level Math and English in the First Year for disabled female students, and Transferring to a Four-Year Institution for Native Hawaiian/Pacific Islander female students. No programs selected to focus on the following disproportionately impacted groups: enrolled in same community college for Native Hawaiian/Pacific Islander female students and Transferring to a four-year Institution for Foster Youth male students.

SEAP Metrics Dashboards

The second process that was completed was the creation of the SEAP metrics dashboards. Beginning in spring 2021, RIE developed a series of dashboards for the SEAP programs. The key purpose in developing the dashboards was to support SEAP programs in assessing expected programmatic outcomes. The dashboards provide data for students in SEAP programs as well as all Mt. SAC students, which serves as a comparison group, for several metrics. Table 2 provides a description of the SEAP metric dashboards, and **Appendix B** provides screen shots of some of the SEAP metrics dashboards. The dashboards are accessible by all Mt. SAC employees with a single sign on. The initial draft of the dashboards included only academic support centers, however since fall 2021 student services programs have been included to the dashboards. As of the most recent update to the dashboards, a total of eight student services programs have been added to the dashboards. RIE has developed a timeline for updating the dashboards and will be completed every year over the summer so that the most recent data is available to SEAP programs by the time the fall semester starts.

Dashboards Feedback

Much work has gone into creating the dashboards, including working with staff to validate student counts for the programs. Revisions to the dashboards has been an ongoing process and revisions have been made based on feedback back from program staff. During the spring 2023 term, RIE sent a survey to SEAP programs regarding their use of the SEAP metrics dashboard. Programs were asked to provide feedback on the reasons for using the dashboards, frequency of use, ease of use, data literacy, and utilizing the dashboards to make progress on closing equity gaps.

Results from the survey indicate that programs used the dashboard for a variety of reasons. These reasons include to better understand their program and the students they serve, for PIE, to report on SEAP outcomes, and for presentations. All respondents reported being able to use the dashboards with ease, understanding the data presented in the dashboards, and being able to use the dashboards to report program efforts with ease. Program staff also indicated that use of the dashboard has helped their outreach efforts. They have been able to identify students that are not being served by the program and have focused outreach efforts for those student groups. The quotes below illustrate the use of the dashboards for outreach purposes.

“Looking at dashboard data allows us to see where we are not reaching particular student groups and allows us to shift our focus. For example, we have put a lot of energy into improving our work with students with disabilities through ACCESS partnership and

outreach after seeing we needed to do better by and for those students thanks to the dashboards. We will continue to do similar work with other groups.”

“I have used the dashboards to understand my program and students. This has helped me my with outreach efforts to close the equity gaps and work towards eliminating disproportionate impact. I have done outreaches and presentations across campus and utilized the data contained in the dashboards to show the impact and tell a story about how the SEAP programs are making a difference.”

“The ASAC is staffing tutors in programs like El Centro, ARISE, and the Center for Black Culture now to try to reach out to some of the underserved populations.”

Draft

Table 2. Description of SEAP Metrics Dashboards

Metric	Description	Academic years included in the dashboards	Student populations included in the dashboards	Programs included in the dashboards
Demographic Profile Comparison	Dashboard allows programs/users to perform a demographic comparison between students in a SEAP program and all Mt. SAC.	2018-19 2019-20 2020-21 2021-22	Ethnicity Gender First Generation status DSPS status AB540 status Age Veteran status Foster Youth status	All Mt. SAC ACCESS ACES Arise ARTS ASAC ASPIRE Athletics ABE LAB CHILD Connect 4 EOPS ESL LAB HCRC LLC MAKER SPACE MARC NATURAL SCI OISC SSSC STEM STEP Summer Bridge TERC Writing Center WIN
Fall to spring persistence	Dashboard allows programs/users to compare fall to spring persistence rates between a SEAP funded program and all Mt. SAC.			
Transfer English completion in year one	Dashboard allows programs/users to compare transfer English completion rates between a SEAP funded program and all Mt. SAC.			
Transfer Math completion in year one	Dashboard allows programs/users to compare transfer math completion rates between a SEAP funded program and all Mt. SAC.			
Transfer English and math completion in year one	Dashboard allows programs/users to compare transfer math and English completion rates between a SEAP funded program and all Mt. SAC.			
Certificates	Dashboard allows programs/users to compare counts of students who earned a degree between a SEAP funded program and all Mt. SAC.			
Degrees	Dashboard allows programs/users to compare counts of students who earned a degree between a SEAP funded program and all Mt. SAC.			
Transfer	Dashboard allows programs/users to compare counts of students who transferred to a four-year institution between a SEAP funded program and all Mt. SAC.			

[LINK TO SEAP DASHBOARDS](#)

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IMPACT

The follow section provides an overview of the how students in SEAP programs have been doing compared to all Mt. SAC students. Table 3 provides outcomes for fall to spring persistence, transfer English completion in year one, transfer Math completion in year one, and transfer English and Math completion in year one. SEAP program students consist of students who utilized at least one academic support center or one student services center from the list provided in table 2. The All Mt. SAC group consist of all credit students. The data metrics presented in table 2 include a four-year average, from academic years 2018-19 to 2021-22.

Table 3. Data metrics for students in SEAP programs compared to all Mt. SAC students, 4-year average

Metric	All SEAP Programs	All Mt. SAC
Fall to spring persistence	83.3%	71.4%
Transfer English completion in year one	57.3%	46%
Transfer Math completion in year one	28.3%	21.8%
Transfer English & Math completion in year one	23.7%	17.6%

The data show that students who participated in or utilized at least one SEAP program had higher persistence rates, higher completion of transfer English, Math, and Math and English compared to the all Mt. SAC rates. Tables 4 – 7 provide the same data, however disaggregated by ethnicity. For students in SEAP programs and for all Mt. SAC students there are equity gaps across the four metrics.

When comparing students in SEAP programs to all Mt. SAC, students of every ethnicity group have persisted at a higher rate, completed transfer English at a higher rate, completed transfer Math at a higher rate, and complete transfer Math and English at a higher rate compared to all Mt. SAC students.

Table 4. Fall to Spring persistence for students in SEAP programs compared to all Mt. SAC students disaggregated by ethnicity

Ethnicity	Students in SEAP Programs	All Mt. SAC Students
American Indian or Alaska Native	75%	71.6%
Asian	87.2%	76.6%
Black or African American	76.8%	63.7%
Hispanic, Latino	82.6%	70.8%
Native Hawaiian or other pacific Islander	73.1%	66%
Two or more races	81.9%	69.9%
White	82.3%	69.6%

Table 5. Transfer English completion for students in SEAP programs compared to all Mt. SAC students disaggregated by ethnicity

Ethnicity	Students in SEAP Programs	All Mt. SAC Students
American Indian or Alaska Native	41.7%	23.3%
Asian	68.8%	60.1%
Black or African American	41%	30.5%
Hispanic, Latino	53.5%	42.6%
Native Hawaiian or other pacific Islander	36.4%	29.5%
Two or more races	58%	46.5%
White	66.3%	48.8%

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Table 6. Transfer Math completion for students in SEAP programs compared to all Mt. SAC students disaggregated by ethnicity

Ethnicity	Students in SEAP Programs	All Mt. SAC Students
American Indian or Alaska Native	25%	10%
Asian	52.8%	45%
Black or African American	12.3%	9.8%
Hispanic, Latino	21.1%	16.3%
Native Hawaiian or other pacific Islander	11.4%	9.8%
Two or more races	24.8%	19%
White	33.5%	22.6%

Table 7. Transfer English & Math completion for students in SEAP programs compared to all Mt. SAC students disaggregated by ethnicity

Ethnicity	Students in SEAP Programs	All Mt. SAC Students
American Indian or Alaska Native	25%	10%
Asian	42.9%	35.7%
Black or African American	10.5%	7.6%
Hispanic, Latino	17.8%	13.1%
Native Hawaiian or other pacific Islander	11.4%	9.8%
Two or more races	20.6%	15.5%
White	29.7%	19.5%

Conclusions & Next Steps

The work that was completed in 2021-22 was focused on developing a solid foundation for continuous assessment of SEAP programs. The development and implementation of workplans serve as a planning tool for SEAP programs to be intentional about plan activities and how they will serve disproportionately impacted groups. The development of the data dashboards has provided the SEAP programs instant access to data to begin to measure changes in the metrics they have selected in their workplans.

Additional work will continue to make the continuous assessment cycle more efficient. The focus for the remainder of calendar year 2023 will be on revising the workplan template to eliminate redundancies and make it easier for SEAP programs to complete the workplans. In addition to revising workplans, RIE will work with the Vice President of School of Continuing Education to develop an end of the year reporting template. This will support the closing the loop on an academic year of funding, activities, and outcomes.

It is important to note that the data provided in the dashboards and in this report is correlational in nature, and no cause and effect statements can be made about the impact of SEAP programs on student achievement outcomes. Additional research is needed to explore the differences and similarities between students who participate or utilize SEAP programs and students who do not participate in or utilize SEAP programs. Collecting qualitative data will provide insight as to the reasons why students do and do not utilize SEAP programs. Additionally, RIE will conduct additional predictive analyses to assess the unique contribution of SEAP programs on student achievement outcomes when accounting for other variables such as demographic variables (gender, ethnicity etc.), GPA, financial aid status, etc.

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APPENDIX A – SEAP WORKPLAN

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.

Name of Department or Program	WIN Program Lab
Summary: Purpose of SEAP Funds and Focus of Efforts (main purpose)	

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
	Degrees and certificates earned by project population
	Units attempted and earned by project population
	Transfer to four year by project population
	Tabulation of project efforts by project population
Surveys and Research Reports	

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

Criteria	Access	Retention	Completion Transfer Level	Certificate/Associate Degree Completion	Transfer
<i>Specific activities</i>					

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					
LGBTQ Students					
Native Hawaiian/PI Students					

Expected programmatic outcomes (specific)

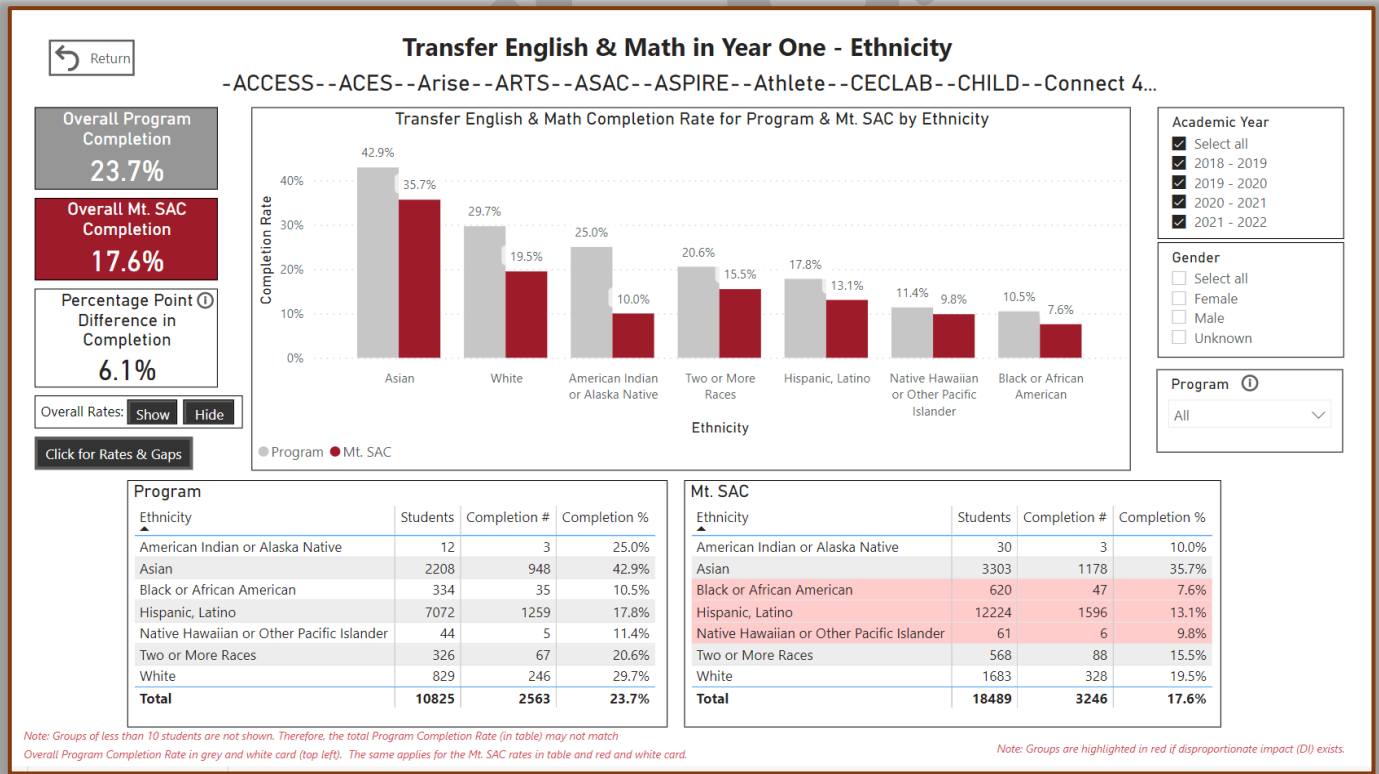
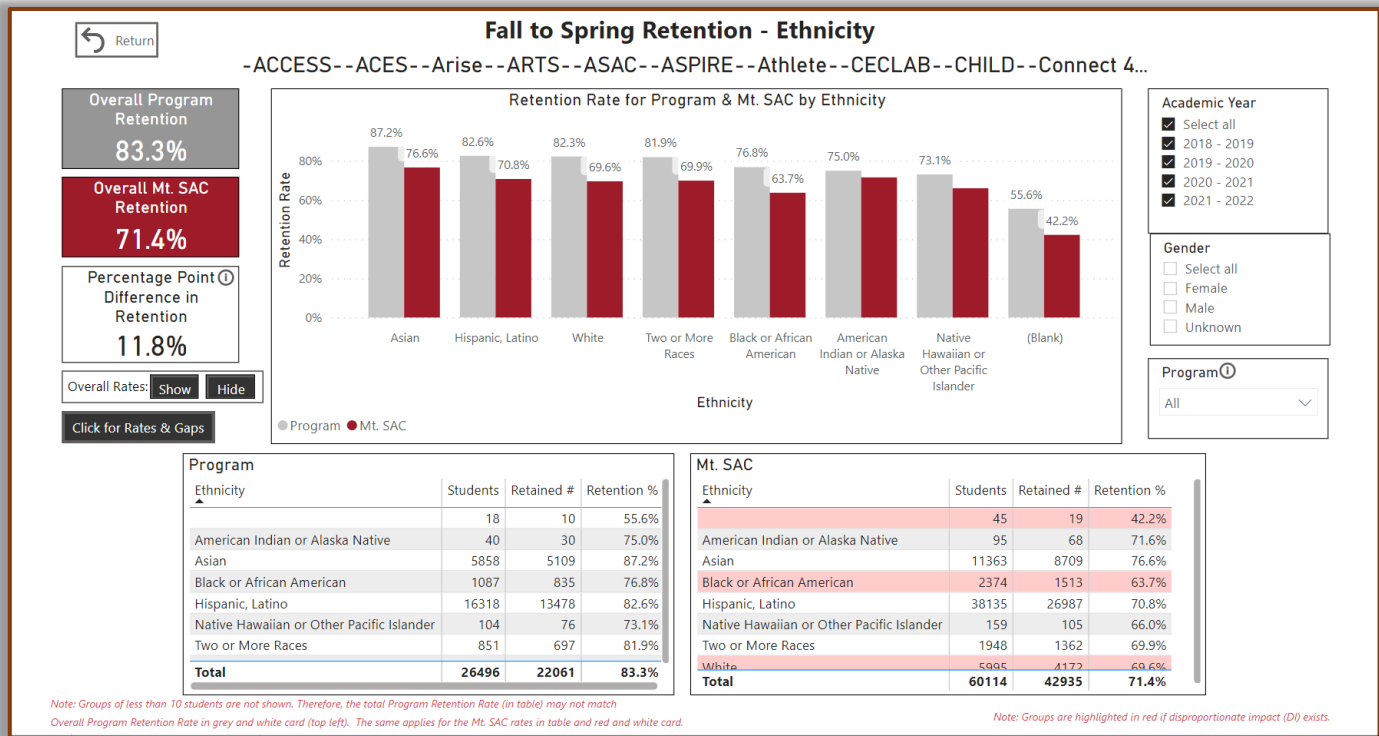
Access	
Retention	
Completion Transfer Level	
Certificate/Associate Degree Completion	
Transfer	

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

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APPENDIX B – SEAP DASHBOARDS

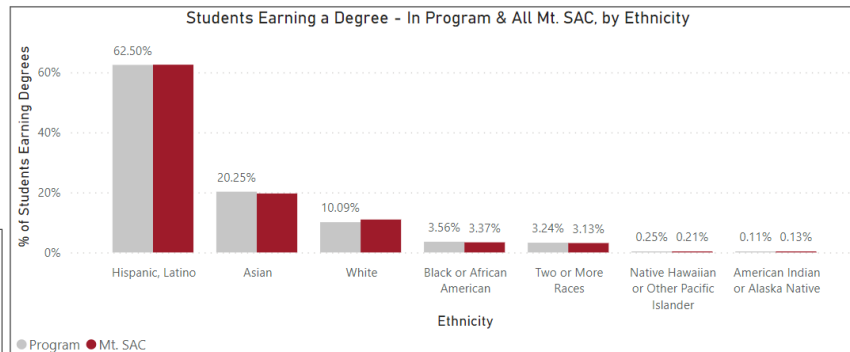


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Degrees - Ethnicity

-ACCESS--ACES--Arise--ARTS--ASAC--ASPIRE--Athlete--CECLAB--CHILD--Connect 4...



Academic Year

- ☐ Select all
- ☐ 2018-2019
- ☐ 2019-2020
- ☐ 2020-2021
- ☐ 2021-2022

Gender

- ☐ Select all
- ☐ Female
- ☐ Male
- ☐ Unknown

Program

All ▼

Click for:

Count by Years for Program

Percentages for Program & Mt. SAC

Program		
Ethnicity	Students	% of Total
American Indian or Alaska Native	10	0.11%
Asian	1831	20.25%
Black or African American	322	3.56%
Hispanic, Latino	5651	62.50%
Native Hawaiian or Other Pacific Islander	23	0.25%
Two or More Races	293	3.24%
White	912	10.09%
Total	9042	100.00%

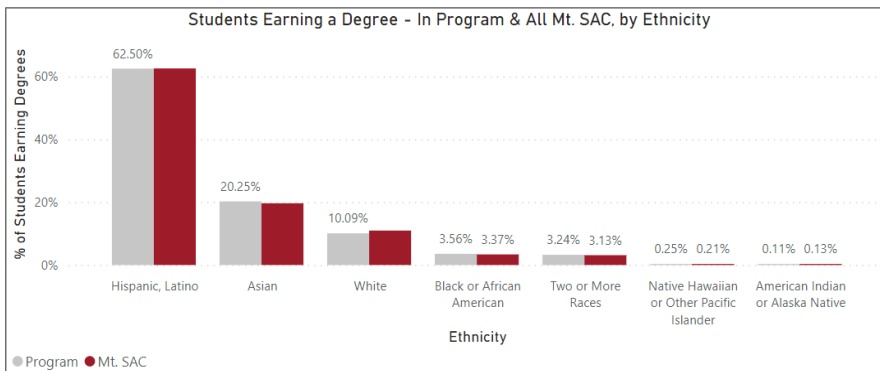
Mt. SAC		
Ethnicity	Students	% of Total
American Indian or Alaska Native	14	0.13%
Asian	2193	19.64%
Black or African American	376	3.37%
Hispanic, Latino	6985	62.57%
Native Hawaiian or Other Pacific Islander	23	0.21%
Two or More Races	349	3.13%
White	1224	10.96%
Total	11164	100.00%

Note: Groups of less than 10 students are not shown.

[Return](#)

Degrees - Ethnicity

-ACCESS--ACES--Arise--ARTS--ASAC--ASPIRE--Athlete--CECLAB--CHILD--Connect 4...



Academic Year

- ☐ Select all
- ☐ 2018-2019
- ☐ 2019-2020
- ☐ 2020-2021
- ☐ 2021-2022

Gender

- ☐ Select all
- ☐ Female
- ☐ Male
- ☐ Unknown

Program

All ▼

Click for:

Count by Years for Program

Percentages for Program & Mt. SAC

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