

SEA Annual Report

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Jan 19, 2020, 09:07 PM UTC

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Jan 21, 2020, 04:41 PM UTC

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Black or African American	Female	Transferred to a Four-Year Institution	12	6	-50% ◀ ▶
Hispanic or Latino	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	33	4	-87.88% ◀ ▶
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	2	3	+50% ◀ ▶

Disproportionately Impacted (DI) Custom Student Groups

No population groups selected.

Overall Student Groups

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	1069	443	-58.56%
Enrolled in the Same Community College	4358	1700	-60.99%
Retained from Fall to Spring at the Same College	3406	3800	+11.57%
Completed Both Transfer-Level Math and English Within the District in the First Year	145	200	+37.93%
Attained the Vision Goal Completion Definition	509	672	+32.02%

Activities

Black or African American : Female : Transferred to a Four-Year Institution

Related Activity from Student Equity Plan

Scale the Promise Scholars Program replicating the CUNY-ASAP model

Categories

- Basic needs support (food, transportation, housing)
- Counseling
- Direct aid (financial)
- Early alert
- First Year experience
- Intrusive enrollment case management
- Orientation/Welcome activities

Implementation Status

Implementation in progress

Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

Related Activity from Student Equity Plan

Evaluate the success of students as a result of the College's implementation of AB 705

Categories

- Co-requisite courses
- Counseling
- Curriculum Development
- Embedded Tutoring
- Faculty
- Research efforts
- Tutoring

Implementation Status

Implementation in progress

Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year**Related Activity from Student Equity Plan**

Evaluate the success of students as a result of the College's implementation of AB 705

Categories

- Co-requisite courses
- Counseling
- Curriculum Development
- Embedded Tutoring
- Faculty
- Research efforts
- Tutoring

Implementation Status

Implementation in progress

Overall : All : Attained the Vision Goal Completion Definition**Related Activity from Student Equity Plan**

Provide face to face and online student support services to meet the needs of all students

Categories

- Co-requisite courses
- Counseling
- Tutoring

Implementation Status

Implementation in progress

Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year**Related Activity from Student Equity Plan**

Evaluate the success of students as a result of the College's implementation of AB 705

Categories

- Co-requisite courses
- Counseling
- Curriculum Development
- Embedded Tutoring
- Faculty
- Research efforts

- Tutoring

Implementation Status

Implementation in progress

Overall : All : Enrolled in the Same Community College

Related Activity from Student Equity Plan

Increase the number of High School students successfully transitioning to Cañada

Categories

- Classified
- Expanded hours of operation
- Orientation/Welcome activities
- Outreach to K-12 and community partners

Implementation Status

Implementation in progress

Overall : All : Retained from Fall to Spring at the Same College

Related Activity from Student Equity Plan

Align role of Retention Specialists across campus through building and supporting a community of practice among them and supporting their efforts with data

Categories

- Classified
- Communities of practice
- Early alert
- Intrusive enrollment case management
- Student Success workshops

Implementation Status

Implementation in progress

Overall : All : Transferred to a Four-Year Institution

Related Activity from Student Equity Plan

Scale the Promise Scholars Program replicating the CUNY-ASAP model

Categories

- Basic needs support (food, transportation, housing)
- Counseling
- Direct aid (financial)
- Early alert
- First Year experience
- Intrusive enrollment case management

- Orientation/Welcome activities

Implementation Status

Implementation in progress

Expenditures

Year 1 Expenditures

2018-19 Allocation

\$1,642,722

Expenditure Type	Year 1 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$507,173	30.87%
2000 - Non-Instructional Salaries	\$421,504	25.66%
3000 - Employee Benefits	\$341,265	20.77%
4000 - Supplies and Materials	\$13,033	0.79%
5000 - Other Operating Expenses and Services	\$21,527	1.31%
6000 - Capital Outlay	\$0	0%
7000 - Other Outgo	\$0	0%
Total Expenditures	\$1,304,502	79.41%
Year 2 Forecast	\$338,220	20.59%
Total	\$1,642,722	
Remaining Allocation	\$0	0%

Category Spending

Category Spending

2018-20 Expenditures

\$1,642,722

Activity Category	Percent	Amount
Counseling	49%	\$804,934
Professional development	1%	\$16,427
Tutoring	3%	\$49,282
Orientation/Welcome activities	23%	\$377,826
Classified	13%	\$213,554
Embedded Tutoring	0%	\$0
First Year experience	0%	\$0
Basic needs support (food, transportation, housing)	0%	\$0
Other (Specify)	11%	\$180,699
Sub-Totals	100%	\$1,642,722
Uncategorized	0%	\$0
Total	100%	\$1,642,722

Other Spending

Coordination and retention services for special programs

Success Story (optional)

Story Title

Development of a college Writing Center

Responsible Person

Rebekah, Taveau (taveaur@smccd.edu)

Success Story

Faced with the challenges of implementing AB 705, including the development of a higher unit transfer level English course to meet the needs of students that may have previously been identified as basic skills, and in alignment with our goal of increasing the number and percentage of students completing transfer level English within one year, the college was able to utilize 18-19 SEA carry forward funds to support the creation of a Writing Center within our Learning Center. This center, which opened in fall 2019, offers expert tutoring in writing across the curriculum and was developed with faculty leadership and input and support from learning center staff and administrators. The center is staffed by a part-time instructional aide and is supported primarily by English faculty as well some faculty from the ESL department.

Outcomes

As of December 6th the center has had 219 students make 845 visits for a total of 780 hours.

Challenges (optional)

Description of Challenge

Not Entered

Categories

Not Entered

Responsible Person

Not Entered



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