# SEA Annual Report

## Contacts

### Project Lead Contact
Reed David  
Dean of Academic Support and Learning Technologies  
reedd@smccd.edu  
(650) 306-3470

### Chief Instructional Officer
Tammy Robinson  
robinson@smccd.edu

### Chief Student Services Officer
Dr. Manuel Alejandro Perez  
Vice President of Student Services  
perezma@smccd.edu

### Academic Senate President
Diana Tedone  
Academic Senate Vice President  
tedoned@smccd.edu

### Alternate Project Lead Contact
Max Hartman  
Dean of Counseling  
hartmanmax@smccd.edu

### Alternate Project Lead Contact
Taveau Rebekah  
taveaur@smccd.edu

### Alternate Project Lead Contact
Karen Engel  
Dean, Planning, Research, Innovation & Effectiveness  
engelk@smccd.edu  
(650) 306-3145

### Responsible Person
Taveau Rebekah  
taveaur@smccd.edu
Disproportionately Impacted (DI) Student Groups

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Gender</th>
<th>Metric</th>
<th>Baseline</th>
<th>Goal</th>
<th>Equity Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>Female</td>
<td>Transferred to a Four-Year Institution</td>
<td>12</td>
<td>6</td>
<td>-50% ▼ ✔</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>Female</td>
<td>Completed Both Transfer-Level Math and English Within the District in the First Year</td>
<td>33</td>
<td>4</td>
<td>-87.88% ▼ ✔</td>
</tr>
<tr>
<td>Disabled</td>
<td>Female</td>
<td>Completed Both Transfer-Level Math and English Within the District in the First Year</td>
<td>2</td>
<td>3</td>
<td>+50% ▼ ✔</td>
</tr>
</tbody>
</table>

Disproportionately Impacted (DI) Custom Student Groups

No population groups selected.

Overall Student Groups
## 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

<table>
<thead>
<tr>
<th>Expenditure Type</th>
<th>Year 1 Amount</th>
<th>Percentage of Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 - Instructional Salaries</td>
<td>$507,173</td>
<td>30.87%</td>
</tr>
<tr>
<td>2000 - Non-Instructional Salaries</td>
<td>$421,504</td>
<td>25.66%</td>
</tr>
<tr>
<td>3000 - Employee Benefits</td>
<td>$341,265</td>
<td>20.77%</td>
</tr>
<tr>
<td>4000 - Supplies and Materials</td>
<td>$13,033</td>
<td>0.79%</td>
</tr>
<tr>
<td>5000 - Other Operating Expenses and Services</td>
<td>$21,527</td>
<td>1.31%</td>
</tr>
<tr>
<td>6000 - Capital Outlay</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>7000 - Other Outgo</td>
<td>$0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Total Expenditures**
$1,304,502
79.41%

**Year 2 Forecast**
$338,220
20.59%

**Total**
$1,642,722

**Remaining Allocation**
$0
0%

## Category Spending

### 2018-20 Expenditures

$1,642,722
### Activity Category

<table>
<thead>
<tr>
<th>Activity Category</th>
<th>Percent</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>49%</td>
<td>$804,934</td>
</tr>
<tr>
<td>Professional development</td>
<td>1%</td>
<td>$16,427</td>
</tr>
<tr>
<td>Tutoring</td>
<td>3%</td>
<td>$49,282</td>
</tr>
<tr>
<td>Orientation/Welcome activities</td>
<td>23%</td>
<td>$377,826</td>
</tr>
<tr>
<td>Classified</td>
<td>13%</td>
<td>$213,554</td>
</tr>
<tr>
<td>Embedded Tutoring</td>
<td>0%</td>
<td>$0</td>
</tr>
<tr>
<td>First Year experience</td>
<td>0%</td>
<td>$0</td>
</tr>
<tr>
<td>Basic needs support (food, transportation, housing)</td>
<td>0%</td>
<td>$0</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>11%</td>
<td>$180,699</td>
</tr>
</tbody>
</table>

**Sub-Totals**

<table>
<thead>
<tr>
<th></th>
<th>100%</th>
<th>$1,642,722</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncategorized</td>
<td>0%</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>$1,642,722</td>
</tr>
</tbody>
</table>

### 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