



## SEA COMMITTEE

Wednesday, April 16, 2025 Hyflex, A149 & Zoom  
<https://peralta-edu.zoom.us/j/2523858705> 12 (noon) – 1:00 pm

Attendance: Dr. Mildred Lewis, Ms. Anna O’Neal, and Ms. Maha Elaidy, Mr. Ryan Gregory, Ms. Pich Hatha Deap, Ms. Angela Kimble (Note taker)

| Topic  | Facilitator | Min | Action                   | Outcomes/Follow Up Actions   |
|--|-------------|-----|--------------------------|--|
| Call to Order  | Lewis       | 2   | Call to order            | The SEA Committee Meeting was called to order at 12:03.  |
| Adoption of Agenda   | Lewis       | 2   | Approved                 | Motion to adopt the agenda skipped due to questions regarding quorum   |
| Review & Approve Meeting Minutes   | Lewis       | 5   | Approved                 | <ul style="list-style-type: none"><li>Lewis discussed the need for a quorum and the transition of committee members with Pich Hatha Deap being added as a committee member representing ASCOA. Lewis also discussed the upcoming SEA plan, with Lewis emphasizing the need for a diverse group of constituents, including faculty and classified staff. The committee agreed to engage these groups in the planning process.</li></ul> Motion to adopt the agenda skipped due to questions regarding quorum (minutes for March 19, 2025 was approved; minutes for February had to be revised to remove Ochoa’s report) |
| Discussion and Planning: SEA 2025-2028 Plan –<br><br>2025-2028 SEA Plan   Committee Role | Lewis       |     | Information & Discussion | <ul style="list-style-type: none"><li>Lewis discussed that the committee will take the <b>lead role</b> in the upcoming SEA planning process, unlike in previous years. However, it was acknowledged that <b>broader campus engagement</b> is still necessary. Outreach efforts will be made</li></ul>   |

|                               |       |  |             |  |
|-------------------------------|-------|--|-------------|--|
|                               |       |  |             | <p>to both the <b>Faculty Senate</b> and the <b>Classified Senate</b> to ensure awareness and involvement.</p> <ul style="list-style-type: none"> <li>• <b>Faculty Engagement:</b> An update will be shared with <b>Jennifer Fowler</b> (Faculty Senate President) to ensure the faculty is aware of upcoming work, either before the semester ends or at the start of the next one. This early communication aims to reduce potential fatigue and encourage participation.</li> <li>• <b>Classified Staff Engagement:</b> <b>Chevonn Herbert</b> (Classified Senate President) will be contacted to inform her of the committee's work and explore potential participation from classified staff.</li> </ul>      |
| SEA Reflection                | Lewis |  | Information | <ul style="list-style-type: none"> <li>• Lewis mentioned that with the new plan, we'll be doing a reflection comparing the previous (now expired) plan to the current one. This includes reviewing outcomes we didn't fully meet and analyzing relevant data—some of which was discussed at the fall Student Services retreat. For the reflection, we'll need to identify what we could have done differently and what we will change moving forward. There's a 25,000-word limit for this reflection.</li> </ul>  |
| Disproportionate Impact Goals |       |  |             | <ul style="list-style-type: none"> <li>• Lewis explained the new approach to equity planning, which aims to eliminate disproportionate student gaps and fully close equity gaps for all student groups across five metrics. The plan now requires addressing both disproportionately impacted groups and the overall student population. Mildred emphasizes that this ambitious goal is part of the guided pathways initiative and will rely on existing funding and improved work processes rather than new financial resources. The committee discusses the importance of involving key program representatives and collaborating with community-based organizations to better serve students' needs.</li> </ul> |
| 2025-2028 SEA Plan Metrics    |       |  |             | <ul style="list-style-type: none"> <li>• Lewis discussed the statewide SEA Plan metrics, which include successful enrollment, completion of transfer level</li> </ul>  |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  |  | <p>math and English, persistence, and transfer to a 4-year university. She emphasized the importance of guided pathways in student services and instruction. Lewis also mentioned that the metrics are the same for all California community colleges and will be used to evaluate the college's performance in serving students. She noted that the definition of successful enrollment is based on a student's intent to enroll in a community college as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year, regardless of the number of units.</p>  |
| Eliminating DI   Key Strategies                               |  |  |  | <ul style="list-style-type: none"> <li>• Lewis explained that the next part of the plan focuses on eliminating disproportionate impact (DI) and outlining key strategies for each metric—both for DI groups and the general student population. Using completion as an example, it is necessary to have targeted, data-driven strategies like case management and early alert (even if not formally in place) to support DI students. For all students, strategies like degree audits and targeted outreach (e.g., contacting students with 45+ units) will help guide them toward graduation. Both high-touch and system-wide approaches are needed to support student success, for both DI students and the general student population.</li> </ul> |
| New SEA Plan Element   Comprehensive Student Educational Plan |  |  |  | <ul style="list-style-type: none"> <li>• The new plan requires tracking and reporting on <b>comprehensive student education plans</b> (Ed Plans) for specific student cohorts starting from <b>Fall 2022 to Spring 2024</b>. For each cohort, the college must report the number and percentage of students who received a comprehensive Ed Plan by the end of their first academic year.</li> <li>• Creating these plans is often challenging because many students enter college unsure of their career goals, which are essential for developing a meaningful Ed Plan. While guided pathways provide a helpful framework, practical barriers remain, especially for underserved students facing economic</li> </ul>                               |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  |  | <p>and personal challenges.</p> <ul style="list-style-type: none"> <li>• Efforts to address this have included career assessment tools like ECMC's career quiz, the Strong Interest Inventory, and Eureka, though such tools were often underutilized. Suggestions include better <b>pre-work</b>, strategic <b>marketing</b>, embedding tools into onboarding steps, and developing systems that support both <b>counselors</b> and <b>students</b> in identifying career paths early.</li> <li>• Moving forward, the plan must include <b>strategies for both DI (disproportionately impacted) and general student populations</b>, including how to ensure all students receive a comprehensive Ed Plan.</li> </ul>   |
| Vision 2030 Equity Alignment & Coordination |  |  |  | <ul style="list-style-type: none"> <li>• As part of aligning with <b>Vision 2030</b>, we need to submit campus narratives across key areas, ensuring equity is embedded throughout. This includes highlighting how <b>Guided Pathways</b> is being implemented to address equity and improve outcomes for all students. We'll also need narratives on:</li> <li>• <b>Financial aid administration</b>, emphasizing high-touch strategies to boost applications and support, <b>Students with disabilities</b>, <b>EOPS</b>, <b>CalWORKs</b>, <b>NextUp</b> (current/former foster youth), <b>veterans</b>, <b>Justice-impacted students</b> (e.g., Rising Scholars), and <b>Low-income students</b>, who make up the majority of our population. Veterans, Dual Enrollment, Strong Workforce/Perkins, Additional Programs (Optional).</li> </ul> |
| Timeline                                    |  |  |  | <ul style="list-style-type: none"> <li>• Lewis noted that she will put together a timeline of what's coming up and how the committee will work with various constituency groups.</li> </ul>  |
| Presentation Q&A                            |  |  |  |  |
| Adjournment                                 |  |  |  | Meeting adjourned at 1:02  |