

MT. SAC'S STUDENT EQUITY PLAN



**Board of Trustees Meeting
December 10, 2014**

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STUDENT EQUITY IN THE COMMUNITY COLLEGES

- ▶ With the passage of SB 1163 (Student Success Task Force) and SB 1456 (Student Success Act of 2012), focus on Student Success has taken on a broader focus and has reaffirmed the importance of student equity in achieving student success.
 - ▶ Ed Code 78216(c)(7) : **Coordination with college student equity plans** to ensure that the college has identified strategies to **monitor and address equity issues** and **mitigate** any **disproportionate impacts** on student access and achievement.

BACKGROUND OF STUDENT EQUITY AT MT. SAC

- ▶ Mt. SAC established a Student Equity Committee in **1998**.
- ▶ In **2002**, the state Chancellor's Office began requiring colleges to submit a Student Equity Plan.
- ▶ The last time that colleges were asked to submit a Student Equity Plan was in **2005**.
- ▶ Mt. SAC participated in the USC Center for Urban Education's "Equity for All" project in **2005-06**.
- ▶ Mt. SAC continued to update our Student Equity Plan through **2009**, although it was no longer required.
- ▶ **2012**: Student Preparation and Success Council develops its own Student Success Plan.
- ▶ **2013-14**: The Student Equity Committee, reporting to the Student Preparation and Success Council, was tasked with developing the current Student Equity Plan.

STUDENT EQUITY DIRECTIVES

- ▶ Draft Student Equity Plan released **October 10, 2013**; official Plan template released **March 11, 2014** – a blank template.
- ▶ Two main components:
 - ▶ **Campus-Based Research**
 - ▶ **Goals/Outcomes and Activities over a 3-year period**
- ▶ Colleges must address 5 goal indicators
- ▶ Due Date: Reviewed and adopted by local governing boards and submitted to the Chancellor's Office by ~~October 17, 2014~~. **November 21, 2014, new date: January 1, 2015.**

THE GOVERNOR'S BUDGET



- ▶ In the Governor's Budget for Community Colleges for 2014-15, funds were designated for "Student Equity":
 - ▶ **\$70 million to close the gaps in access and achievement for underrepresented student groups, as identified in Student Equity Plans.**
- ▶ SB 860 – Budget Trailer Bill
 - ▶ Specified what expenditures can be used for, clarified the direction of campus-based research, reaffirmed the 5 success indicators (goals)
- ▶ Mt. SAC's 2014-15 Allocation = **\$1,655,272**

5 STUDENT EQUITY INDICATORS

- ▶ Access
- ▶ Course Completion
- ▶ ESL and Basic Skills Completion
- ▶ Degree and Certificate Completion
- ▶ Transfer



THE APPROACH

Research

Scorecard
College data
Program data

Input

Convening
Writing Teams
Committee
Work

Development

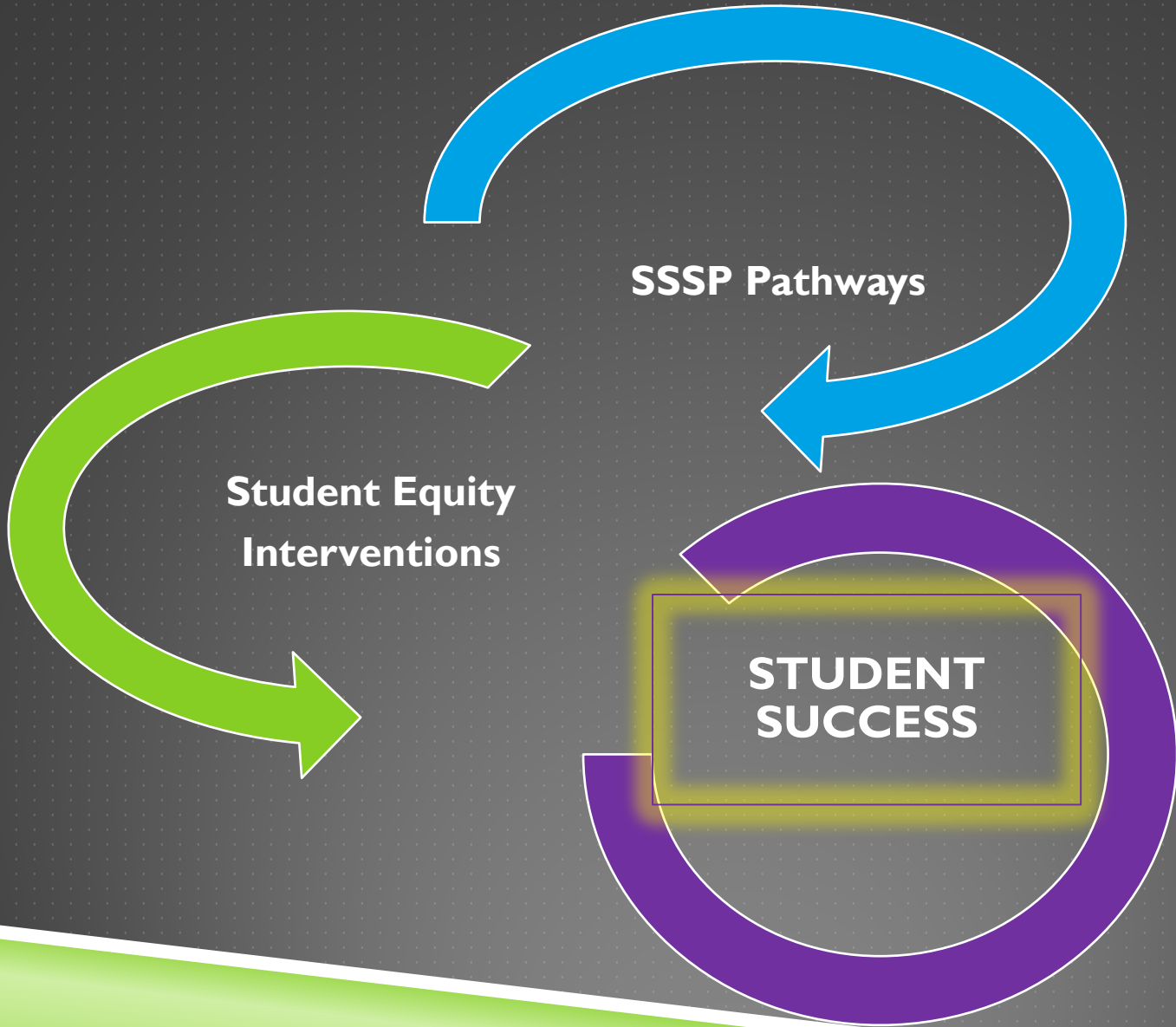
15 Committee
meetings since April,
including summer
3 SP&S Council
meetings

Approval

SP&S Council
Academic
Senate
Board of
Trustees

Implementation

Campus leadership
Committees
Departments/programs
Evaluation/Outcomes
Continuous Planning



THE INTERSECTION: SSSP AND STUDENT EQUITY

▶ PATHWAYS

- ▶ **SSSP** helps ALL students get off to a good start with a sense of direction based on assessments and providing important information and guidance through services: Assessment, Orientation, Counseling/Advising, Student Education Plans, Probation interventions, Early Alert System

▶ INTERVENTIONS

- ▶ **Student Equity** provides follow through and connectedness to ensure continued success through specific and intentional actions. Assess high risk populations by gender:
 - Current or Former Foster Youth
 - Students with Disabilities
 - Low Income Students
 - Veterans
 - Ethnic/Racial categories – American Indian/Alaska Native, Asian, Black/African American; Hispanic/Latino; Native Hawaiian/Pacific Islander; White; other

MT. SAC'S METHODOLOGY

- ▶ **April, 2014:** President Appoints Writing Teams
 - ▶ Pathways
 - ▶ Interventions
 - ▶ Futures
 - ▶ Professional Development
- ▶ **May, 2014:** Student Equity Convening – feedback received from faculty, students, staff, administrators
- ▶ **Summer - Fall 2014:** Continuous collaboration with research, committee members, governance stakeholders; receipt of reports from writing teams
- ▶ **October 6, 2014:** First draft of plan reviewed
- ▶ **December 3, 2014:** Academic Senate unanimously approves the plan

CONVENING DISCUSSION POINTS

▶ ACCESS:

- ▶ Differentiate community access from campus access to resources and support services
- ▶ Develop resources for Re-entry students
- ▶ Develop test preparation
- ▶ Consider universal design principles to benefit all students
- ▶ Address hoops for Noncredit students transitioning to credit and accessing resources

▶ COURSE COMPLETION:

- ▶ Balance compassion/affective development with rigor/high expectations and standards
- ▶ Provide diversity training to faculty and staff
- ▶ Increase student knowledge and access to services
- ▶ Provide progress reports to students from faculty; increase communication between faculty and students
- ▶ Identify course “choke points”

▶ **ESL/Basic Skills Completion:**

- ▶ Integrate counseling and support services
- ▶ Data Gap Analysis: look at successful programs and achievement gaps and the facts that impact students' risk factors as well as success factors
- ▶ Services and interventions past the first semester

▶ **Degree and Certificate Completion:**

- ▶ Need for “second year orientation”
- ▶ Students' lack of awareness of requirements
- ▶ Need analysis of which students obtain degrees/certificates; which students are successful but not completing; how many are transferring without degrees
- ▶ How to expand specialized support services

▶ **Transfer:**

- ▶ Retaining motivation when the pathway appears so long
- ▶ Improve placement process to reduce time to transfer
- ▶ Preparing students for the next level; develop interventions
- ▶ Financial management workshops
- ▶ Faculty advising role and mobile counseling

STUDENT VOICES – FROM CONVENING

- ▶ **Blind female student:** I can't read what you write on the board and don't say out loud, especially in math.
- ▶ **African American male student:** I work 60 hours a week and have to make the most of when I'm in class. When we have a look on our faces that says “*duh?*” it means we don't get it ... so can you go over it some more?
- ▶ **Pacific Islander male student:** When I started college my goal was football. I put off taking math until the end because I didn't think I was any good at it. I tested into Intermediate Algebra and can graduate. My goal now is to be a student.



RESEARCH METHODOLOGY

▶ 2 Measures of Disproportionality

- ▶ **Proportionality:** This method is used to compare how a particular subgroup performs within the total population. Disproportionality is calculated if the subgroup's outcome is not proportionally represented in the college's overall success rates.
 - ▶ Example: Students age 25 to 29 are 2.1% of the student population, but only 1.2% of students who transfer
- ▶ **80% Threshold (Index):** All outcomes for subgroups are compared to the highest performing subgroup. Research results were determined to point to disproportionality if student success was below 80% of the highest performing group.
 - ▶ Example: The highest transfer rate is for Asian Americans (55.7%). African Americans transfer rate was lower than 80% of the Asian American transfer rate at 28.2%.

▶ Data Sources

- ▶ U.S. census, especially for the Access Goal
- ▶ Local student records database for Course Success
- ▶ Chancellor's Office Scorecard for many goals
- ▶ Campus professionals' knowledge and expertise

MAJOR RESEARCH FINDINGS

▶ Access

- ▶ There has been a significant reduction in the number of Hispanic/Latino students enrolling in Non Credit ESL

▶ Course Completion

- ▶ African Americans have a lower successful course completion rate in Basic Skills classes

▶ ESL/Basic Skills Completion

- ▶ Latino/a students have a lower rate in progressing from AmLa (credit ESL) courses to college level English courses

▶ Degree/Certificate Completion

- ▶ Students starting college between age 25 to 29 are below equity in earning degrees
- ▶ African American women have decreased from being above equity to substantially below equity in earning certificates

▶ Transfer

- ▶ Students with a disability are the most unlikely to transfer, especially men.
- ▶ Latino/a students are below equity in transfer rates.

ANALYSES OF RESEARCH FINDINGS

- ▶ Disproportionality
 - ▶ Age as a factor: older students (those beginning college over 25 years old) have lower transfer rates
- ▶ Differentiation of success between groups
 - ▶ African Americans have lower transfer rates than Asian Americans
 - ▶ Veterans appear to be progressing well; disabled students have a low transfer rate
- ▶ Differentiation of success within ethnic group – comparing Latina to Latino success
 - ▶ Latinas more successful than Latinos on improvement in Basic Skills/English



NEED FOR FURTHER RESEARCH

- ▶ Additional research is warranted to determine disproportionality for particular groups: Foster Youth, Veterans, and other groups not included in the state Scorecard database
- ▶ Further research is necessary to explain disparities found thus far:
 - ▶ Example: Asian American males have lower graduation rates – but is this because they are transferring without obtaining degrees? (from .99 to .40 proportionality index)
 - ▶ Example: Substantial decline in certificate completion for African American females (from 1.53 to .34 proportionality index). Why is this?
- ▶ Ongoing research
 - ▶ Continue to analyze the impact of age, re-entry, immigration and poverty status on all factors of student success to further determine the profiles/factors of successful students versus those less successful.
 - ▶ Conduct deeper level research to determine more specific differences between student sub-groups and students' completion rates in their academic programs.

ACCESS GOAL

Continually evaluate and implement strategies and programs to ensure that enrolled students match their population within the communities served by the college and that comprehensive pathways enable seamless access for identified student groups.	Activities
	Establish partnerships for Foster Youth
	Improve outreach/recruitment of African American and Latino Males
	Improve outreach/recruitment of Disabled individuals
	Increase enrollment of English learners, Re-entry, Veterans
Conduct research and implement strategies to improve access to underrepresented groups	

COURSE COMPLETION GOAL

Improve course completion for specific student populations (Latino, African American, Pacific Islander, Disabled, former/Foster Youth and students aged 20-24) by implementing specialized program interventions supported by research efforts.

Activities

Conduct research, gap analyses, focus groups, identify interventions

Improve instructional strategies and faculty professional development

Provide early notification to students of their progress

Improve student engagement and success through improved instructional and support interventions

Implement support interventions for African Americans and Latinos

Improve access to textbooks, course materials, counseling intervention

Implement electronic communication to enhance engagement and persistence

BASIC SKILLS AND ESL GOAL

Improve students' successful course completion of ESL/AmLa and basic skills course sequences and their subsequent enrollment and completion of degree applicable courses.

Activities

Improve the transition of Noncredit students to Credit

Provide student engagement opportunities for African American, Asian/Pacific Islander, and low income/first generation students

Strengthen transition efforts from ESL and Basic Skills students to college level courses

Strengthen summer programs (Bridge, STEP, Pathways) for diverse students to assist in transition to college

Develop specialized completion research on specific student populations like Foster Youth, Veterans, Dream, Noncredit students

DEGREE AND CERTIFICATE COMPLETION GOAL

To improve degree and certificate completion rates among targeted populations by implementing specialized instructional and support services.

Activities

Assist enrollment in specialized support programs for first generation, basic skills and African American students; develop/expand support services for Foster Youth and Veterans

Conduct further research to determine barriers and equity gaps in completing certificates and degrees

Improve communication to underrepresented groups about their degree/certificate progress

Create interventions for underrepresented student groups in CTE areas

Create interventions to improve graduation rates for underrepresented students in STEM majors

TRANSFER GOAL

Research disparities in transfer preparation and transfer rates for identified students and implement instructional and support services designed to improve the successful transfer of underrepresented students.

Activities

Continue research to lessen transfer disproportionality for African American, Latino, and Foster Youth students

Implement instructionally-based interventions to improve students' preparation for transfer

Develop transfer interventions to enhance students' knowledge, confidence and preparedness to transfer

Examine disparities in transfer rates and improve successful transfer for disabled students.

EXPANSION AND COLLABORATION: EXISTING PROGRAMS AND SERVICES

- ▶ Summer Bridge
- ▶ Veterans Center
- ▶ EOPS/CARE/CalWORKs
- ▶ STEP to College Program
- ▶ English and Math Bridge
- ▶ Pathways and Transfer Pathways
- ▶ ACES, Aspire, Arise
- ▶ DSPS
- ▶ Counseling and Probation Interventions
- ▶ Transfer center
- ▶ Outreach
- ▶ Learning Support (LAC, MARC, Writing Center)
- ▶ Noncredit Basic Skills Boot Camp
- ▶ English Language Learners/Noncredit ESL/AmLa

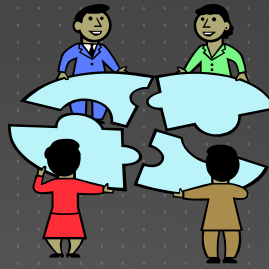


DEVELOPMENT OF NEW SERVICES AND PROGRAMS:

- ▶ Foster Youth
- ▶ STEM Center
- ▶ TERC (CTE) Center
- ▶ Re-entry Services
- ▶ Transfer Bridge
- ▶ Dream Center
- ▶ Professional Development
- ▶ Student Leadership Development
- ▶ Early Alert/Online Dashboard
- ▶ Math Preparation; Assessment Preparation



PARTNERSHIPS



▶ With **Research**

- ▶ We are nowhere without the ability to continue to dig deeper into understanding which students are succeeding, which are not, and why. The RIE department is critical to our success in implementing the Student Equity Plan.

▶ With **IT**

- ▶ We must maximize all resources to assist students in accessing services, understanding critical information, tracking and realizing their progress

▶ Between **Student Services and Instruction**

- ▶ “No silos!” -- building off of each other’s strengths, continue to develop new and innovative partnerships collectively – everyone plays a part!
- ▶ Building and strengthening seamless pathways and networked interventions for students

▶ With **Community**

- ▶ “It takes a village” -- In order to improve how we educate under-served communities, we must enhance our partnership with local community organizations (to reach Veterans, Disabled, Foster Youth, Dream) and with high schools to increase enrollment and success of entering freshmen, particular low income and first generation.

NEXT STEPS: IMPLEMENTATION

- ▶ Departments, programs, committees, individuals will be contacted regarding particular goals and activities assigned to them.
- ▶ A larger “re-convening” meeting will be held in March to review and clarify the status/details of the assignments.
- ▶ Professional development: Diego Navarro will be presenting in March regarding the importance of understanding the affective domain on teaching and learning.
- ▶ Establishment of “centers” for Foster Youth, Dream, STEM, TERC, Re-entry – to begin immediately and continue through 2015-16.
- ▶ Refinement and clarification of research agenda.
- ▶ Implement evaluation model to collect data and measure outcomes to be prepared for the reporting cycle -- whenever we are notified by the Chancellor’s Office regarding reporting elements and due dates.
- ▶ Planning for projects and interventions based on additional resources to be received in 2015-16.

ACKNOWLEDGEMENTS



- ▶ **Student Equity Committee Co-Chairs:** Carolyn Keys, Alina Hernandez
- ▶ **Student Equity Committee Members:** Hilary Lackey, Jane Nazzal, Jeff Archibald, Bailey Smith, Liza Becker, Ana Tafoya-Diaz, Barbara Quinn, Marie Kim
- ▶ **Research and Institutional Effectiveness (RIE) Team:** Barbara McNeice-Stallard, John Barkman, Maria Tsai, Lisa DiDonato, Minerva Avila, Annel Medina
- ▶ **Student Preparation and Success Council:** Jeff Archibald, Co-Chair
- ▶ **Writing Team Chairs:** Irene Malmgren, Bill Scroggins, Audrey Yamagata-Noji
- ▶ **Special Recognition:** Lucy DeLeon

DEDICATION – PROFESSOR PHILLIP MAYNARD

The Mt. San Antonio College Student Equity Plan is dedicated to Professor Phillip Maynard who worked tirelessly for over 20 years to make student equity both a priority and a reality at Mt. SAC. The entire campus has benefitted from Professor Maynard's advocacy and conscientious efforts to address issues of equity and diversity.



Phil was our leader, our anchor, our “north star” until his untimely passing in January of 2014. Although we miss him dearly, his work is recognized on a daily basis through the innovative educational support our students receive at Mt. SAC.