

# Student Equity Intervention Team

7/22/14

Irene Malmgren, Facilitator

## Team Members

Alina Hernandez  
Bailey K. Smith  
Bao-Chi Nguyen  
Barbara McNeice-Stallard  
Barbara Quinn  
Bill Rawlings

Chau Dao  
David Beydler  
David Charbonneau  
Hong Guo  
James Abbott  
James Ocampo

Jemma Blake-Judd  
Julie Perez-Garcia  
Karelyn Hoover  
Madelyn Arballo  
Maria Tsai  
Meghan Chen

Rene Pyle  
Suzanne Luetjen  
Thomas Mauch  
Wanda Fulbright-Dennis

## Intervention Team - 7/22/14

Irene Malmgren - Facilitator

<b>LEARNING INTERVENTIONS</b>		<b>Contact Person</b>
LI-1	Tutoring - Campus-Wide (Trends in Increased Demand)	Bailey Smith
LI-2	Tutoring - Campus-Wide (Disaggregated Data)	Bailey Smith
LI-3	Tutoring - Campus-Wide (Tutor Training)	Bailey Smith
LI-4	Tutoring - CTE-Targeted	Bailey Smith
LI-5	Noncredit Programs - Adult Basic Education (ABE) - Education for Older Adults (EOA) - Adults with Disabilities (AWD)	Madelyn Arballo
<b>SUPPORT INTERVENTIONS</b>		<b>Contact Person</b>
SI-1	ALEKS Math Preparation Boot Camp	Karelyn Hoover
SI-2	Counseling/Support for Students on Probation	Karelyn Hoover
SI-3	Early Alert	Karelyn Hoover
SI-4	Math Placement Test Workshop	Karelyn Hoover
SI-5	STEM Center	Karelyn Hoover
<b>TEXTBOOK AVAILABILITY</b>		<b>Contact Person</b>
TA-1	Book Access Program	Chau Dao
TA-2	Distance Learning	Meghan Chen
TA-3	Library Reserves	Meghan Chen
TA-4	Library - Student Information Competency	Meghan Chen
TA-5	Textbook Rental Program	Suzanne Luetjen

## INTERVENTION TEAM 7/22/14

Irene Malmgren - Facilitator

### LEARNING INTERVENTIONS

	Program or Intervention	Department	Purpose	Student Population	Contact
LI-1	Tutoring - Campus-Wide (Trends in Increased Demand)	Learning Assistance	Determine student populations and/or subject areas that are currently underserved by tutoring; determine targeted effort to increase tutoring services within that area.	American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, students with low socioeconomic status, students over 25 years of age, veterans, foster youth and persons with disabilities.	Bailey Smith
LI-2	Tutoring - Campus-Wide (Disaggregated Data)	Learning Assistance	Ensure equitable academic support, so that services benefit all students equally.		Bailey Smith
LI-3	Tutoring - Campus-Wide (Tutor Training)	Learning Assistance	Tutoring serves all student populations and must maintain quality services for students through consistent training and mentoring.		Bailey Smith
LI-4	Tutoring - Campus-Wide (CTE-Targeted)	Technology	Provide effective tutoring (in close proximity to programs) tailored to CTE students of all student populations; discover areas of unmet need among CTE program participants by examining disaggregated graduation/ completion data.		CTE Students in the populations noted above.
LI-5	Noncredit Programs - Adult Basic Education (ABE) - Education for Older Adults (EOA) - Adults with Disabilities (AWD)	Continuing Education	Learning Support	Noncredit students in ABE, EOA and AWD	Madelyn Arballo

## Student Equity Plan – Writing Team Template

Each “Writing Team” should receive/develop the following template for EACH program/department/intervention/activity.

1. Review each of the five Student Equity Indicators to determine which indicators pertain to your particular area/program (Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, Transfer).
2. Review the related research data provided to ascertain any particular trends, disproportionality, concerns related to specific groups of student subgroups (American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics Whites, men, women and persons with disabilities). Using the template provided, list the particular research finding, unmet needs or particular concerns in the first column.
3. Describe activities and interventions that your program/department currently provides as it pertains to these indicators and to particular subgroups of students or describe activities and strategies that should be implemented in order to provide greater equity for students and to address disparities. (Place a “C” for Current or a “P” for planned). Also place a “Y” if new resources are needed. Activities/strategies may meet more than one goal.

**Name of Program/Department/Intervention/Activity:** Campus-Wide Tutoring: Trends in Increased Demand

**Program Purpose:** Determine student populations and/or subject areas that are currently underserved by tutoring; determine targeted effort to increase tutoring services within that area.

**Description of Student Population Served:** \_ American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, students with low socioeconomic status, students over 25 years of age, veterans, foster youth, and persons with disabilities

Research Findings/Needs/ Concerns	Activities/Strategies	Current or Planned	Resources Needed? Y or N	Time Frame (current to future)	Responsibility	Expected Outcome <i>List any data collection, reports</i>
<b>A. ACCESS</b>						
<b>B. COURSE COMPLETION</b>						
Comparative and longitudinal data needed to discover growth in tutoring demand by discipline areas and student populations.	Analyze 7-10 year trends to determine areas of greatest need for additional support for tutoring, using Banner and Argos reports as well as internal data from tutoring centers.  Gather feedback from tutoring center coordinators on emerging areas of demand and trends in student populations seeking assistance.	P	Y	Spring 2015	Bailey Smith	Strategically meet emerging demands given trends in tutoring in subject areas and student populations.  Examine any “mismatch” in areas of growth in tutoring services and disaggregated success data for those subjects to ensure that tutoring services are reaching student groups that need academic support.

<b>C. ESL and BASIC SKILLS COMPLETION</b>						
<b>D. DEGREE and CERTIFICATE COMPLETION</b>						
<b>E. TRANSFER</b>						

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**Name of Program/Department/Intervention/Activity:**  Campus Wide Tutoring: Disaggregated Data

**Program Purpose:** Ensure equitable academic support, so that services benefit all students equally.

**Description of Student Population Served:**  American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, students with low socioeconomic status, students over 25 years of age, veterans, foster youth, and persons with disabilities

Research Findings/Needs/ Concerns	Activities/Strategies	Current or Planned	Resources Needed? Y or N	Time Frame (current to future)	Responsibility	Expected Outcome <i>List any data collection, reports</i>
<b>A. ACCESS</b>						
<b>B. COURSE COMPLETION</b>						
Aggregate data of the impact of tutoring on student success shows positive outcomes but there is no disaggregated data to show impact across populations.	Create or refine Argos reports to assess impact of tutoring in more detail, using disaggregated data by student populations:  Ethnicity Gender Age Disability Economically disadvantaged Non-native English speakers Level of college readiness	P	Y	Spring 2015	John Cardenas	Comparative student equity data on student success of tutored vs. non-tutored students, sorted by student populations and representing CTE, Basic Skills, general education, transfer-level, and non-credit courses.

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**Name of Program/Department/Intervention/Activity:**     Campus Wide Tutoring – Tutor Training    

**Program Purpose:** Tutoring serves all student populations and must maintain quality services for students through consistent training and mentoring.

**Description of Student Population Served:**     American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, students with low socioeconomic status, students over 25 years of age, veterans, foster youth, and persons with disabilities    

Research Findings/Needs/Concerns	Activities/Strategies	Current or Planned	Resources Needed? Y or N	Time Frame (current to future)	Responsibility	Expected Outcome <i>List any data collection, reports</i>
<b>A. ACCESS</b>						
<b>B. COURSE COMPLETION</b>						
Additional training is not consistently provided after the initial tutor training courses are completed.	Survey all tutoring centers to determine current supplemental training in place and training needs.	P	Research staff to assist with survey	Two years will allow Tutoring Centers to implement finding of training survey tutor training and develop and implement mentoring and evaluation system.	Bailey Smith	Find out gaps in tutor training.  Provide needed supplemental training.
Tutors are not supervised with a standardized process.	Research existing tutor mentoring programs and design a mentoring program for Mt. SAC tutoring.	P	Funding for mentor training and mentor stipends		David Charbonneau	Create infrastructure for mentoring program for all newly hired tutors.



<b>C. ESL and BASIC SKILLS COMPLETION</b>						
<b>D. DEGREE and CERTIFICATE COMPLETION</b>						
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**Name of Program/Department/Intervention/Activity:** CTE-Targeted Tutoring\_\_\_\_\_

**Program Purpose:** Provide effective tutoring (in close proximity to programs) tailored to CTE students of all student populations; discover areas of unmet need among CTE program participants by examining disaggregated graduation/completion data.

**Description of Student Population Served:** CTE students in the following categories or populations: \_American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, students with low socioeconomic status, students over 25 years of age, veterans, foster youth, and persons with disabilities

Research Findings/Needs/Concerns	Activities/Strategies	Current or Planned	Resources Needed? Y or N	Time Frame (current to future)	Responsibility	Expected Outcome <i>List any data collection, reports</i>
<b>A. ACCESS</b>						
<b>B. COURSE COMPLETION</b>						
<b>C. ESL and BASIC SKILLS COMPLETION</b>						
<b>D. DEGREE and CERTIFICATE COMPLETION</b>						
Funding for the Tech. Ed. Resource Center (TERC) ended in the 2010-11 academic year. Data collected for Spring 2011	1a. Create reports showing disaggregated data of past graduates from CTE programs. 1b. Examine usage and success data to discover whether students who	P	Y	1. Analysis of existing data within one year.	Technology and Health Division Associate Dean.	1. Examine any achievement gaps of student groups in CTE programs to determine areas of disproportionate impact.

indicated increased success rates for students visiting TERC two or more times in the semester as compared to those who did not visit. In Spring 2011 the TERC served 23 subject areas from which more than ten students visited the TERC. Of these 23 subjects, 19 disciplines had higher success rates for those that visited the TERC than those who did not.	visited the TERC were more likely to complete their program of study than those who did not visit the TERC, based on students who had completed 3 or more degree-specific courses in a program and visited the TERC at least 2 times in one semester.  2. Upon resurrection of the TERC, repeat the above data collection process	P  P			2. Annual data analysis of usage after re-opening service.  3. Planned research on completion data—3 years after re-opening.	2. With baseline data, design an effective academic support service to increase completion rates and close achievement gaps in CTE programs.
<b>E. TRANSFER</b>						

**Overall Matrix of Services, Activities, Programs, and Interventions Provided at Mt. SAC**

Describe population served; Place a check mark under each particular service/activity/intervention your program/department provides

		<b>SERVICES/ACTIVITIES/INTERVENTIONS</b>															
<b>Program or Intervention</b>	<b>Population Served</b>	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Suppl'tl Instruct/ TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/ Special events	Team Building /Social Integrtn	Other
ACES																	
Arise																	
Aspire																	

		SERVICES/ACTIVITIES/INTERVENTIONS															
Assessment																	
Bridge																	
CalWORKs																	
Career/ Transfer																	
Counseling																	
DSPS																	
DHH																	
EOPS/CARE																	
Financial Aid																	
Foster Youth																	
Health Center																	
International Students																	
Student Life																	
Veterans																	
AB 540																	
High School Outreach																	
Step to College																	
Title V Grant																	
WIN																	
Library																	
Online Learning Support																	
<b>Program or Intervention</b>	<b>Population Served</b>	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Suppl'tl Instruct/ TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/ Special events	Team Building /Social Integrtn	Other
Learning Assistance Center																	
Writing Center																	
MARC/ TMARC																	

			<b>SERVICES/ACTIVITIES/INTERVENTIONS</b>															
Language Lab (LLC)																		
Transfer Pathways																		
Honors																		
Statway																		
Teacher Prep																		
Early Alert																		
Book Loan Program																		
Emergency Book Loan																		
VESL Career Paths																		
GED/High School Programs																		

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**Name of Program/Department/Intervention/Activity:** Noncredit programs (Adult Basic Education, Education for Older Adults, Adults With Disabilities)

**Program Purpose:** Noncredit students

**Description of Student Population Served:** Noncredit students in ABE, EOA and AWD

Research Findings/Needs/Concerns	Activities/Strategies	Current or Planned	Resources Needed? Y or N	Time Frame (current to future)	Responsibility	Expected Outcome <i>List any data collection, reports</i>
<b>A. ACCESS</b>						
Data from Continuing Education self-study and yearly student survey indicate a low usage and awareness of tutoring in some noncredit areas. Thus, there is a need to increase learning support usage and district funded learning support.	Gather disaggregated data to determine disproportionate impact on subsets of noncredit students regarding current usage levels, i.e., tutoring, in class teaching aides; use data to increase usage levels and to determine other intervention activities needed; institutionalize in-class learning support; and within AB86 regional plan, include adequate classroom learning support.	Current and planned	Y Tutors, data technician	Fall 2014-Spring 2017	Adult Basic Education (ABE), program staff	<ul style="list-style-type: none"> <li>From the baseline of learning support usage, increase access for noncredit students identified as disproportionately impacted by 5% in fall 2016 and by an additional 5% in Fall 2017.</li> <li>Increase permanent ABE tutoring staff by 4 by Spring 2015</li> <li>Increase by 10% tutoring funding (hourly) for noncredit students by Spring 2015</li> </ul>

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<b>B. COURSE COMPLETION</b>						
Based on student profile data, Adult Basic Education (ABE) students are not persisting and are therefore, not completing courses, noncredit certificates, and programs.	Examine trends and attendance patterns of ABE students and reasons for leaving (disaggregated data to identify disproportionate impact); provide proactive and timely interventions based on disaggregated data such as early outreach to leavers, and identify additional types of contact information to assist with outreach; evaluate relevancy and adequacy of CDCP curriculum for college and career readiness.	Current and planned	Y ABE Counselors, ABE data technician; nonteaching faculty	Fall 2014 – Spring 2016	ABE counselors, instructors, program staff	Increase fall-to-spring persistence rates over baseline for ABE/ASE students identified as disproportionately impacted by 5% in Spring 2016 and an additional 5% in Spring 2017.
<p>1. Seniors are living longer and needing to supplement their incomes. Research supports that an active senior population is needed for a healthy global economy. Based on an excess of demand over available seats in classes where seniors can access job training, it is evident that there are not enough facilities on and off campus to accommodate this need.</p> <p>2. Based on past access to new and updated equipment in</p>	<ul style="list-style-type: none"> <li>Secure additional facilities/off-campus sites in the district’s main service areas.</li> <li>Disaggregate data on attendees and determine if there is a DI among any of the groups so that interventions can be planned.</li> <li>Re-establish an on-campus location dedicated to the Education for Older Adults (EOA) Program.</li> <li>Institutionalize a funding source for new and replacement equipment</li> </ul>	P	Y Full-time Academic Manager and classified staff	Fall 2014 – Spring 2017	Supervisor, EOA and Dean Continuing Ed	<ul style="list-style-type: none"> <li>Increase access for students identified as being disproportionately impacted by 10% by Spring 2017 (over current access)</li> <li>Five (5) new classrooms secured in the main service area by Spring 2017</li> <li>Secure on campus location dedicated to EOA by Fall 2015</li> <li>Provide modern technology to all appropriate EOA classes by Spring 2017</li> <li>Increase access for those students identified as being disproportionately impacted by 10% by Spring 2017 (over current access)</li> </ul>

<p>addition to faculty, staff, and student feedback, it is evident that Education for Older Adult (EOA) students do not have adequate access to technology.</p>	<ul style="list-style-type: none"> <li>Disaggregate data on student population and determine if there is a disproportional impact among any of groups so that timely interventions can be planned.</li> <li>Increase level of IT support staff for EOA equipment</li> </ul>					
<b>C. ESL and BASIC SKILLS COMPLETION</b>						
<p>Data are needed to identify the future transition goals (employment, credit programs, life improvement) of noncredit students and how to facilitate their individualized college and career goals.</p>	<p>Gather disaggregated data (for disproportionate impact) on students career goals and behaviors relating to college and career readiness; locate a data source identifying employment of noncredit students; target counseling efforts to assist noncredit students in identifying and implementing a college, career, or employment goal; align relevant college and career readiness content with ABE and HS curriculum.</p>	<p>Current and planned</p>	<p>Y-nonteaching funding, counseling hours</p>	<p>Fall 2014-Spring 2017</p>	<p>ABE instructors and ABE counselors; ABE program staff</p>	<ul style="list-style-type: none"> <li>Establish electronic educational plans that identify future goals for 50% of active ABE students, especially those identified as impacted disproportionately, by Spring 2017 and 75% by Spring 2017.</li> <li>Align HS and ABE courses with college and career readiness content by Fall 2016.</li> <li>By Fall 2015, create ARGOS reports that provide data on student transition from credit to noncredit, and a report documenting employment status of transitioned students.</li> </ul>
<b>D. DEGREE and CERTIFICATE COMPLETION</b>						
<b>E. TRANSFER</b>						
						<ul style="list-style-type: none"> <li></li> </ul>



## Overall Matrix of Services, Activities, Programs, and Interventions Provided at Mt. SAC

Describe population served; Place a check mark under each particular service/activity/intervention your program/department provides

		<b>SERVICES/ACTIVITIES/INTERVENTIONS</b>															
Program or Intervention	Population Served	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Suppl'tl Instruct/ TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/ Special events	Team Building /Social Integrtn	Other
ACES																	
Arise																	
Aspire																	
Assessment																	
Bridge																	
CalWORKs																	
Career/ Transfer																	
Counseling																	
DSPS																	
DHH																	
EOPS/CARE																	
Financial Aid																	
Foster Youth																	
Health Center																	
International Students																	
Student Life																	
Veterans																	
AB 540																	
High School Outreach																	
Step to College																	
Title V Grant																	
WIN		X	X					X	X	X	X	X					
Library																	
Online																	

		SERVICES/ACTIVITIES/INTERVENTIONS															
Learning Support																	
Program or Intervention	Population Served	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Suppl'tl Instruct/ TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/ Special events	Team Building /Social Integrtn	Other
Learning Assistance Center																	
Writing Center																	
MARC/ TMARC																	
Language Lab (LLC)																	
Transfer Pathways																	
Honors																	
Statway																	
Teacher Prep																	
Early Alert																	
Book Loan Program																	
Emergency Book Loan																	
VESL Career Paths		X	X		X	X	X		X		X						
ABE/GED/High School Programs		X	X		X				X	X	X	X					
Education for Older Adults																	X
Adults With Disabilities																	X

## INTERVENTION TEAM 7/22/14

Irene Malmgren - Facilitator

SUPPORT INTERVENTIONS					
	Program or Intervention	Department	Purpose	Student Population	Contact
SI-1	ALEKS Math Preparation Boot Camp	Natural Science	To help students review and refresh their math knowledge and skills prior to taking math placement test to be placed in correct level. Also to strengthen students' prerequisite and be more successful in their math classes.	Returning Students and those with a gap (>1year) in their math education.	Karelyn Hoover
SI-2	Counseling/Support for Students on Probation	Natural Science	To reduce the number of students placed on Level 1 probation.	Academic-and progress-probationary students	Karelyn Hoover
SI-3	Early Alert	Natural Science	Provides early alert and guidance to students at-risk of not completing courses.	Students at-risk of not completing courses.	Karelyn Hoover
SI-4	Math Placement Test Workshop	Natural Science	To explain what the Math Placement Tests are, why they are important, and how to prepare for them.	All students who haven't yet taken the math placement test.	Karelyn Hoover
SI-5	STEM Center	Natural Science	To support students in Science, Technology, Engineering and Mathematics Majors.	Students who are disproportionately impacted in STEM Majors.	Karelyn Hoover

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**Name of Program/Department/Intervention/Activity:** ALEKS Math Preparation Boot Camp

**Program Purpose:** To help students review and refresh their math knowledge and skills prior to taking math placement test to be placed in correct level. Also to strengthen students’ prerequisite and be more successful in their math classes.

**Description of Student Population Served:** Returning students and those have a gap (>1 year) in their math education.

Research Findings/Needs/Concerns	Activities/Strategies	Current or Planned	Resources Needed? Y or N	Time Frame (current to future)	Responsibility	Expected Outcome <i>List any data collection, reports</i>
<b>A. ACCESS</b>						
<b>B. COURSE COMPLETION</b>						
Students are often placed in lower math courses because they are underprepared for the math placement test.	<p>A 4-week boot camp with two 2-hour ALEKS lab sessions per day, 4 days/wk is being piloted Summer 2014. Students in this boot camp are required to spend a minimum of 4 hours/week in the lab and 6 hours/week working with ALEKS on their own.</p> <p>Scale up the boot camp program being piloted this summer and make it available to the general student population.</p>	C (pilot)  P (scale-up)	Y  ALEKS  Boot camp staff	Ongoing Winter and Summer intersessions.	ARISE program  Math Department  Counseling Department	<p>Students will be placed in a math course more appropriately.</p> <p>Students will place at least one level higher than their initial placement.</p>

<b>C. ESL and BASIC SKILLS COMPLETION</b>												
<b>D. DEGREE and CERTIFICATE COMPLETION</b>												
<b>E. TRANSFER</b>												

**Overall Matrix of Services, Activities, Programs, and Interventions Provided at Mt. SAC**

Describe population served; Place a check mark under each particular service/activity/intervention your program/department provides

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ALEKS Math Preparation Boot Camp	Returning students and those have a gap (>1 year) in their math education.										X	X					

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3. Describe activities and interventions that your program/department currently provides as it pertains to these indicators and to particular subgroups of students or describe activities and strategies that should be implemented in order to provide greater equity for students and to address disparities. (Place a “C” for Current or a “P” for planned). Also place a “Y” if new resources are needed. Activities/strategies may meet more than one goal.

**Name of Program/Department/Intervention/Activity:** Counseling/Support for Students on Probation

**Program Purpose:** To reduce the number of students placed on Level 1 probation.

**Description of Student Population Served:** Academic- and progress-probationary students.

Research Findings/Needs/Concerns	Activities/Strategies	Current or Planned	Resources Needed? Y or N	Time Frame (current to future)	Responsibility	Expected Outcome <i>List any data collection, reports</i>
<b>A. ACCESS</b>						
<b>B. COURSE COMPLETION</b>						
There are a high number of students on Level 1 probation.	There are no required interventions that take place prior to students reaching Level 1 probation. We need to determine who the populations are that reach Level 1 probation and why they end up there. Attach additional questions to online success workshop required when students reach Level 1 probation to survey students on how/why they were placed on probation. Develop strategies to address the high number of students placed on probation.	P	Y Research	Fall 2014: Research  Winter & Spring 2015: Develop strategies  Fall 2015: Implement	Tom Mauch (Dean of Counseling)  Julie Perez-Garcia (Counseling Professor)	Lower number of students placed on Level 1 probation. Higher course completion rates. After completing research, address disproportionate impact on any of the identified areas: ethnicity, gender, age, disability, economically disadvantaged.

<b>C. ESL and BASIC SKILLS COMPLETION</b>						
<b>D. DEGREE and CERTIFICATE COMPLETION</b>						
<b>E. TRANSFER</b>						

**Overall Matrix of Services, Activities, Programs, and Interventions Provided at Mt. SAC**

Describe population served; Place a check mark under each particular service/activity/intervention your program/department provides

		<b>SERVICES/ACTIVITIES/INTERVENTIONS</b>															
<b>Program or Intervention</b>	<b>Population Served</b>	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Suppl'tl Instruct/TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/Special events	Team Building /Social Integrtn	Other
Counseling (existing)	Academic- and progress-probationary students, from Level 1, 2, and 3.	X									X						
Counseling (planned)	Students at risk of being placed on Level 1 probation.	X															X (to be developed)

## Student Equity Plan – Writing Team Template

Each “Writing Team” should receive/develop the following template for EACH program/department/intervention/activity.

1. Review each of the five Student Equity Indicators to determine which indicators pertain to your particular area/program (Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, Transfer).
2. Review the related research data provided to ascertain any particular trends, disproportionality, concerns related to specific groups of student subgroups (American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics Whites, men, women and persons with disabilities). Using the template provided, list the particular research finding, unmet needs or particular concerns in the first column.
3. Describe activities and interventions that your program/department currently provides as it pertains to these indicators and to particular subgroups of students or describe activities and strategies that should be implemented in order to provide greater equity for students and to address disparities. (Place a “C” for Current or a “P” for planned). Also place a “Y” if new resources are needed. Activities/strategies may meet more than one goal.

**Name of Program/Department/Intervention/Activity:** Early Alert

**Program Purpose:** Provides early alert and guidance to students at-risk of not completing courses.

**Description of Student Population Served:** Students at-risk of not completing courses.

Research Findings/Needs/Concerns	Activities/Strategies	Current or Planned	Resources Needed? Y or N	Time Frame (current to future)	Responsibility	Expected Outcome <i>List any data collection, reports</i>
<b>A. ACCESS</b>						
<b>B. COURSE COMPLETION</b>						
The success and completion rate of certain groups in the college population are disproportionately lower than the success and completion rate of students overall. (Insert data from research.)	Develop an Early Alert system that would identify, alert, and guide students who are not making sufficient progress in their courses.	P	Y Research IT Staff Faculty	Fall 2014: Research  Winter & Spring 2015: Develop strategies  Fall 2015: Implement	Academic Senate  Faculty  Counseling Department  Title V Grant	Increase the completion rates of disproportionately impacted students.
<b>C. ESL and BASIC SKILLS COMPLETION</b>						
<b>D. DEGREE and CERTIFICATE COMPLETION</b>						



<b>E. TRANSFER</b>																	

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		<b>SERVICES/ACTIVITIES/INTERVENTIONS</b>															
<b>Program or Intervention</b>	<b>Population Served</b>	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Suppl'tl Instruct/ TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/ Special events	Team Building /Social Integrtn	Other
Early Alert (existing)	Students at-risk of not completing courses		X														
Early Alert (planned)	Students at-risk of not completing courses	X	X	X													

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**Name of Program/Department/Intervention/Activity:** Math Placement Test Workshop

**Program Purpose:** To explain what the Math Placement Tests are, why they are important, and how to prepare for them.

**Description of Student Population Served:** All students who haven’t yet taken the Math Placement Tests.

Research Findings/Needs/Concerns	Activities/Strategies	Current or Planned	Resources Needed? Y or N	Time Frame (current to future)	Responsibility	Expected Outcome <i>List any data collection, reports</i>
<b>A. ACCESS</b>						
<b>B. COURSE COMPLETION</b>						
1. Students are not preparing for the Math Placement Tests.  2. Students are placing too low.	Develop and implement a Math Placement Test Workshop to explain what the Math Placement Tests are, why they are important, and how to prepare for them.	P	Y  (Part of a Basic Skills grant for Fall 2014 to Summer 2015, but not yet funded after that.)	Fall 2014 to Summer 2015 funded by Basic Skills grant. Goal: eventually institutionalize workshop.	Activity director: David Beydler (Math/CS Dept)  Activity facilitator: Eric Kaljumägi (LAC Dept)	Increase number of students who are placed appropriately in math courses.

<b>C. ESL and BASIC SKILLS COMPLETION</b>																	
<b>D. DEGREE and CERTIFICATE COMPLETION</b>																	
<b>E. TRANSFER</b>																	

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Describe population served; Place a check mark under each particular service/activity/intervention your program/department provides

		<b>SERVICES/ACTIVITIES/INTERVENTIONS</b>															
<b>Program or Intervention</b>	<b>Population Served</b>	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Suppl'tl Instruct/TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/Special events	Team Building/Social Integrtn	Other
Math Placement Test Workshop	All students who haven't yet taken the Math Placement Tests.										X	X					

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**Name of Program/Department/Intervention/Activity:** STEM Center/Natural Sciences Division/Student Support in Science, Technology, Engineering and Mathematics/Create STEM Center

**Program Purpose:** To Support Students in Science, Technology, Engineering and Mathematics Majors

**Description of Student Population Served:** Students Who are Disproportionately Impacted in STEM Majors

Research Findings/Needs/Concerns	Activities/Strategies	Current or Planned	Resources Needed? Y or N	Time Frame (current to future)	Responsibility	Expected Outcome <i>List any data collection, reports</i>
<b>A. ACCESS</b>						
<b>B. COURSE COMPLETION</b>						
African American and Latino students are underrepresented in STEM majors and particularly in transfer level mathematics courses. “Successful completion of upper level math courses are critical for underrepresented students’ success in college” (Equity for All).	Create a STEM center to provide tutoring and support for students in STEM majors. Develop outreach approaches to target African American and Latino students in lower level math and science courses. Develop strategies to assist students in advancing to upper level math, science, and engineering courses.	P	Y Staff for planning STEM center, developing outreach approaches, and developing strategies for success	Plan STEM center 2014-2015  Repurpose existing space within NSD building complex 2015-2016  Develop outreach plan	VPI  NSD Deans  NSD faculty	Increase the number of underrepresented students enrolling in and completing STEM courses  Increase the number of underrepresented students advancing to upper level STEM courses

					Develop success strategies		
<b>C. ESL and BASIC SKILLS COMPLETION</b>							
<b>D. DEGREE and CERTIFICATE COMPLETION</b>							
<b>E. TRANSFER</b>							

**Overall Matrix of Services, Activities, Programs, and Interventions Provided at Mt. SAC**

Describe population served; Place a check mark under each particular service/activity/intervention your program/department provides

		<b>SERVICES/ACTIVITIES/INTERVENTIONS</b>															
<b>Program or Intervention</b>	<b>Population Served</b>	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Suppl'tl Instruct/TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/Special events	Team Building/Social Integrtn	Other
STEM Center	Underrepresented students in math, science, engineering, and technology	X	X	X			X	X	X	X	X	X		X	X		

## INTERVENTION TEAM 7/22/14

Irene Malmgren - Facilitator

<b>TEXTBOOK AVAILABILITY</b>					
<b>Program or Intervention</b>		<b>Department</b>	<b>Purpose</b>	<b>Student Population</b>	<b>Contact</b>
TA-1	Book Access Program	Library	Reduce access issue for students who do not have resources to purchase books for classes.	Low income students	Chau Dao
TA=2	Distance Learning	Library	To increase student success rates in online classes across demographic groups.	Distance Learning student populations with the lowest success rates in classes, based on disaggregated data by race/ethnicity, socioeconomic status, gender, age, or veteran or	Meghan Chen
TA-3	Library Reserves	Library	To improve student success through improved access to textbooks at Reserves.	Students with low socio-economic status, first-generation college students, students in Basic Skill courses, students with children, students over 25 years old.	Meghan Chen
TA-4	Library - Student Information Competency	Library	To ensure that there is an equal impact on improving student success through information competency instruction by analyzing disaggregated data;	Student populations based on race/ethnicity, socio-economic status, gender, age, veteran or foster youth status, and first generation	Meghan Chen
TA-5	Textbook Rental Program	Bookstore	Increase Access to Textbooks	Mt. Sac Students	Suzanne Luetjen

## Student Equity Plan – Writing Team Template

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3. Describe activities and interventions that your program/department currently provides as it pertains to these indicators and to particular subgroups of students or describe activities and strategies that should be implemented in order to provide greater equity for students and to address disparities. (Place a “C” for Current or a “P” for planned). Also place a “Y” if new resources are needed. Activities/strategies may meet more than one goal.

**Name of Program/Department/Intervention/Activity:** Book Access Program

**Program Purpose:** Reduce access issue for students who do not have resources to purchase books for classes

**Description of Student Population Served:** Low-Income students

Research Findings/Needs/Concerns	Activities/Strategies	Current or Planned	Resources Needed? Y or N	Time Frame (current to future)	Responsibility	Expected Outcome <i>List any data collection, reports</i>
<b>A. ACCESS</b>						
The most common reason we hear in the Financial Aid office when we meet with students regarding their trouble with successfully completing their classes is the inability to purchase books, either on time or at all. Students fall behind in class and try to get by however they can with borrowing textbooks or using the library copy.	<u>Associated Students Book Scholarship</u> is \$23,500 a year = 94 scholarships @ \$250 each.	C	Y	Fall/Spring 2014-2015	AS/FA (Sch)	Increase funding to be able to provide \$500 scholarships for at least 300 students per term.
	<u>Revolving Book Loan:</u> \$5,000 per year = 20 loans @ \$250 each. Next year’s available fund pool is dependent on the repayment received. Some students are not able to repay.	C	Y	Fall/Spring 2014-2015	Foundation/FA (Sch)	Increase funding to be able to provide \$500 book loans for at least 300 students per term.
	Work with AS to increase funding of the AS Book Scholarship.	P	Y	Fall/Spring 2014-2015	AS/FA (Sch)	
	Partner with Foundation for a Book Assistance Campaign; “Sponsor a student” campaign.	P	Y	Fall/Spring 2014-2015	Foundation/FA (Sch)	
	Work with Research to solicit Book Grants from various Non-profit	P	Y	Fall/Spring 2014-2015	Research/FA (Sch, Vets)	Mt. SAC to be awarded Book Grants for students; especially for

	groups for Book funding; such as Rotary for Veterans, John Burton Foundation for Foster Youth, etc.  Create District support for a Book Grant Program.  Involve Faculty in this issue; utilize Faculty Senate; what are other campuses doing to address this issue.	P  P	Y  Y	Fall/Spring 2014-2015  Fall/Spring 2014-2015	FA (Sch)  Instruction	special populations such as Veterans and Foster Youth. Mt. SAC establishes a district book fund to support students who struggle with ability to purchase books.  Incentive program for Faculty involvement in supporting Book Access.
The book scholarship and loan programs that Financial Aid administers at the beginning of each term are utilized heavily. We have not had a term where we have excess funds. The demand is high while the funds available are low. Many students have been turned away due to the high demand.	See above			Fall/Spring 2014-2015		See above
<b>B. COURSE COMPLETION</b>						
Students are unable to keep up with course assignments and tend to underperform or not complete course due to lack of study materials such as books.	See above			Fall/Spring 2014-2015		See above
<b>C. ESL and BASIC SKILLS COMPLETION</b>						
<b>D. DEGREE and CERTIFICATE COMPLETION</b>						



Students who are unable to complete courses fall into a deep hole as they become academically and financial aid ineligible. The domino impact is they do not complete their degree objective. It is very difficult to make up deficit courses and regain eligibility.	Mt. SAC needs to have preventive measures to provide funding for students who are unable to afford books for classes. Students cannot start with a detriment; this is a key access issue.	C	Y	Fall/Spring 2014-2015		See above
<b>E. TRANSFER</b>						
Same as Above	See Above	C	Y	Fall/Spring 2014-2015		See above

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ACES																	
Arise																	
Aspire																	
Assessment																	
Bridge																	
CalWORKs																	
Career/ Transfer																	
Counseling																	
DSPS																	

		SERVICES/ACTIVITIES/INTERVENTIONS															
DHH																	
EOPS/CARE																	
Financial Aid																	
Foster Youth																	
Health Center																	
International Students																	
Student Life																	
Veterans																	
AB 540																	
High School Outreach																	
Step to College																	
Title V Grant																	
WIN																	
Library																	
Online Learning Support																	
<b>Program or Intervention</b>	<b>Population Served</b>	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Suppl'tl Instruct/ TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/ Special events	Team Building /Social Integrtn	Other
Learning Assistance Center																	
Writing Center																	
MARC/ TMARC																	
Language Lab (LLC)																	
Transfer Pathways																	
Honors																	
Statway																	
Teacher Prep																	

		<b>SERVICES/ACTIVITIES/INTERVENTIONS</b>															
Early Alert																	
Book Loan Program																	
Emergency Book Loan																	
VESL Career Paths																	
GED/High School Programs																	

## Student Equity Plan – Writing Team Template

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3. Describe activities and interventions that your program/department currently provides as it pertains to these indicators and to particular subgroups of students or describe activities and strategies that should be implemented in order to provide greater equity for students and to address disparities. (Place a “C” for Current or a “P” for planned). Also place a “Y” if new resources are needed. Activities/strategies may meet more than one goal.

**Name of Program/Department/Intervention/Activity:** Distance Learning – Promoting Student Success

**Program Purpose:** To increase student success rates in online classes across demographic groups

**Description of Student Population Served:** Distance Learning student populations with the lowest success rates in classes, based on disaggregated data by race/ethnicity, socioeconomic status, gender, age, or veteran or foster youth status.

Research Findings/Needs/Concerns	Activities/Strategies	Current or Planned	Resources Needed? Y or N	Time Frame (current to future)	Responsibility	Expected Outcome <i>List any data collection, reports</i>
<b>A. ACCESS</b>						
<b>B. COURSE COMPLETION</b>						
Student success rates in online classes for specific demographic groups indicate achievement gaps for some groups. Examples:  Race/ethnicity <ul style="list-style-type: none"> <li>• African Americans 48.73%</li> <li>• Asian 77.32%</li> <li>• Hispanics/Latinos 55.21%</li> <li>• Pacific Islanders 41.3%</li> <li>• White 63.98%</li> </ul> Economically	<ol style="list-style-type: none"> <li>1. To analyze data, interpret them, and share broadly the disproportionate success rates experienced by various groups that meet the student equity definitions, e.g., with instruction team, student services team, Distance Learning Committee, and IT.</li> <li>2. To conduct focus groups with particular student groups and to use student surveys to gather information on barriers to</li> </ol>	Planned	Yes	2014-15	Meghan Chen Mary Johnson	<ol style="list-style-type: none"> <li>1. Data analysis and results will inform the campus community about distance learning student success rates by student demographic groups, which became available in July 2014.</li> <li>2. Results from survey, focus groups, and interviews of students will reveal information on barriers each group faces and inform development of interventions</li> </ol>

<p>disadvantaged: 58.57% Not economically disadvantaged: 72.17%</p> <p>Data on distance learning success rates still need to be analyzed for age, gender, and disability for disproportionate achievement gaps.</p> <p>Source: Argos report SHR0036</p>	<p>course completion in online classes for these student groups.</p> <p>3. In collaboration with academic support services and student services, design specific interventions based on the results of focus groups and surveys, and to promote them effectively to students and to faculty.</p>					<p>targeted for each group.</p> <p>3. Specific intervention activities will be designed for targeted groups for implementation in 2015-16, if not sooner.</p>
<b>C. ESL and BASIC SKILLS COMPLETION</b>						
<b>D. DEGREE and CERTIFICATE COMPLETION</b>						
<b>E. TRANSFER</b>						

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Program or Intervention	Population Served	SERVICES/ACTIVITIES/INTERVENTIONS															
		Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Suppl'tl Instruct/TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/Special events	Team Building /Social Integrtn	Other
ACES																	

		SERVICES/ACTIVITIES/INTERVENTIONS															
Arise																	
Aspire																	
Assessment																	
Bridge																	
CalWORKs																	
Career/ Transfer																	
Counseling																	
DSPS																	
DHH																	
EOPS/CARE																	
Financial Aid																	
Foster Youth																	
Health Center																	
International Students																	
Student Life																	
Veterans																	
AB 540																	
High School Outreach																	
Step to College																	
Title V Grant																	
WIN																	
Library																	
Online Learning Support	All students																X
<b>Program or Intervention</b>	<b>Population Served</b>	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Suppl'tl Instruct/ TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/ Special events	Team Building /Social Integrtn	Other
Learning Assistance Center																	
Writing Center																	

		<b>SERVICES/ACTIVITIES/INTERVENTIONS</b>															
MARC/ TMARC																	
Language Lab (LLC)																	
Transfer Pathways																	
Honors																	
Statway																	
Teacher Prep																	
Early Alert																	
Book Loan Program																	
Emergency Book Loan																	
VESL Career Paths																	
GED/High School Programs																	

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**Name of Program/Department/Intervention/Activity:** Library Reserves (updated by M. Chen 7/14/14)

**Program Purpose:** To improve student success through improved access to textbooks at Reserves

**Description of Student Population Served:** Students with low socio-economic status, first-generation college students, students in Basic Skills courses, students with children, students over 25 years old. We hypothesize that these student populations have the greatest need for textbooks to be available in Library Reserves, due to limited funding or lack of experience in navigating the process for purchasing textbooks.

Research Findings/Needs/Concerns	Activities/Strategies	Current or Planned	Resources Needed? Y or N	Time Frame (current to future)	Responsibility	Expected Outcome <i>List any data collection, reports</i>
<b>A. ACCESS</b>						
<b>B. COURSE COMPLETION</b>						
Lack of direct evidence that the availability of textbooks at Reserves increases student success.  Student usage of textbooks at Reserves shows high circulation statistics for 70% of the collection.	<ol style="list-style-type: none"> <li>1. Develop ways to collect data on use of textbooks and their relationship to student success. It is intuited that access to textbooks on reserve increases students’ likelihood of keeping up with their class assignments.</li> <li>2. Investigate the reasons why students are using textbooks at Reserves and if the existing service meets their needs                             <ol style="list-style-type: none"> <li>a. Increase ratio of</li> </ol> </li> </ol>	Planned	Yes	2014-15	LeAnn Garrett, Hong Guo	<ol style="list-style-type: none"> <li>1. Survey results of students who receive financial aid with low-income indicators and who use textbooks on reserve for the first 10 weeks of the semester will indicate a correlation between use of textbooks on reserve and retention in classes.</li> </ol> Survey of students after the end of a semester will show a correlation between use of



<p>Need data on what textbooks are needed for what courses but not available at Reserves.</p>	<p>textbooks to students in courses for high-demand titles</p> <ol style="list-style-type: none"> <li>b. Provide up-to-date textbooks for courses represented at Library Reserves</li> <li>c. Increase number of courses represented by textbooks at Library Reserves</li> </ol> <p>→Will need more library space and staff</p>					<p>textbooks and course completion while hopefully controlling for other factors.</p> <ol style="list-style-type: none"> <li>2. Data will show textbook titles that are in high demand, lower demand, no demand</li> </ol> <p>Data will show out-of-date textbooks that are in demand, showing they need to be replaced.</p> <p>Data will identify what textbooks by courses should be in the Reserves Collection.</p>
<p>Due to space limitations and the high demand for textbooks on reserve, it is timely to investigate the feasibility of e-textbooks using Open Education Resources.</p> <p>Although OER has been introduced in the Distance Education field, the College has not reviewed its feasibility for students.</p>	<ol style="list-style-type: none"> <li>2. Survey or conduct focus groups for students' preferences with print and electronic textbooks <ol style="list-style-type: none"> <li>a. Explore, evaluate, and implement e-textbooks using Open Educational Resources (e.g. <a href="http://open.umn.edu">open.umn.edu</a>)</li> </ol> </li> <li>3. Survey faculty (including distance learning) for interest and if so, what courses</li> </ol>		Yes	2014-15	LeAnn Garrett Hong Guo	<p>Student survey or focus group results will show whether there is student preference for e-textbooks using Open Education Resources (OER) which are free of cost to students and available 24/7.</p> <p>Faculty survey or focus group to see if they would adopt e-textbooks through OER and if so, for what courses.</p> <p>Possible outcomes: Some faculty are interested in OER for specific courses, possibly in distance learning. If adopted, then students would have access to e-textbooks 24/7 thereby supporting their success 24/7.</p> <p>If faculty do not adopt OER for their courses, then it may not be</p>



		SERVICES/ACTIVITIES/INTERVENTIONS															
Foster Youth																	
Health Center																	
International Students																	
Student Life																	
Veterans																	
AB 540																	
High School Outreach																	
Step to College																	
Title V Grant																	
WIN																	
Library	Students with limited resources or perspectives, restricting them from purchasing not only required course textbooks, but also student study guides.																X Providing cost prohibitive resources directly related to course success.
Online Learning Support																	
Program or Intervention	Population Served	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Suppl'tl Instruct/TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/Special events	Team Building/Social Integ rtn	Other
Learning Assistance Center																	
Writing Center																	
MARC/TMARC																	
Language Lab (LLC)																	
Transfer Pathways																	
Honors																	

		<b>SERVICES/ACTIVITIES/INTERVENTIONS</b>															
Statway																	
Teacher Prep																	
Early Alert																	
Book Loan Program																	
Emergency Book Loan																	
VESL Career Paths																	
GED/High School Programs																	

## Student Equity Plan – Writing Team Template

Each “Writing Team” should receive/develop the following template for EACH program/department/intervention/activity.

1. Review each of the five Student Equity Indicators to determine which indicators pertain to your particular area/program (Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, Transfer).
2. Review the related research data provided to ascertain any particular trends, disproportionality, concerns related to specific groups of student subgroups (American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics Whites, men, women and persons with disabilities). Using the template provided, list the particular research finding, unmet needs or particular concerns in the first column.
3. Describe activities and interventions that your program/department currently provides as it pertains to these indicators and to particular subgroups of students or describe activities and strategies that should be implemented in order to provide greater equity for students and to address disparities. (Place a “C” for Current or a “P” for planned). Also place a “Y” if new resources are needed. Activities/strategies may meet more than one goal.

**Name of Program/Department/Intervention/Activity:** Library- Student Information Competency

**Program Purpose:** To ensure that there is an equal impact on improving student success through information competency instruction by analyzing disaggregated data; adjusting instruction/services as needed based on any disproportionate impact.

**Description of Student Population Served:** Student populations based on race/ethnicity, socioeconomic status, gender, age, veteran or foster youth status, and first generation college students.

Research Findings/Needs/Concerns	Activities/Strategies	Current or Planned	Resources Needed? Y or N	Time Frame (current to future)	Responsibility	Expected Outcome <i>List any data collection, reports</i>
<b>A. ACCESS</b>						
<b>B. COURSE COMPLETION</b>						
<b>C. ESL and BASIC SKILLS COMPLETION</b>						
<b>D. DEGREE and CERTIFICATE COMPLETION</b>						
Need to have data that show the effect of information competency workshops on student	To study by student survey, focus group, and content analysis the effect of information competency (IC) workshops on student	Planned	Yes	2014-15	LeAnn Garrett, Pauline Swartz	Students who attended IC workshops will show attainment of IC skills in post-workshop survey and/or in class

success.	attainment of IC skills; to link student attendance (including why they attend) in IC workshops to student success; to study IC workshop attendance by student demographic groups.					assignments per faculty feedback.
Need to have data that show a correlation between taking LIBR courses and success in English 68 and 1A.  Need to have such data by student demographic groups to ascertain if there is a disproportionate impact on any student group.	To study student success rates of English 68 and 1A classes that are linked to LIBR courses.  To see student success by demographic groups – will need Argos report and RIE support to carry out this study.		Yes	2014-15	LeAnn Garrett Pauline Swartz	Students who take LIBR courses linked to English 68 and 1A will have a higher success rates in English courses than those who do not.  Student data from such linked courses (English and LIBR) may reveal disproportionate impact on particular student groups. If so, such data will be used to inform targeted faculty and student outreach efforts.
<b>E. TRANSFER</b>						

**Overall Matrix of Services, Activities, Programs, and Interventions Provided at Mt. SAC**

Describe population served; Place a check mark under each particular service/activity/intervention your program/department provides

			<b>SERVICES/ACTIVITIES/INTERVENTIONS</b>														
<b>Program or Intervention</b>	<b>Population Served</b>	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Suppl'tl Instruct/ TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/ Special events	Team Building /Social Integrtn	Other
ACES																	
Arise																	
Aspire																	
Assessment																	
Bridge																	

		SERVICES/ACTIVITIES/INTERVENTIONS															
CalWORKs																	
Career/ Transfer																	
Counseling																	
DSPS																	
DHH																	
EOPS/CARE																	
Financial Aid																	
Foster Youth																	
Health Center																	
International Students																	
Student Life																	
Veterans																	
AB 540																	
High School Outreach																	
Step to College																	
Title V Grant																	
WIN																	
Library	Students with a rudimentary knowledge of the library as a place, that may not have had access to a library or librarian, and have limited skills finding and using information as part of a success strategy for their college course work in particular the English 68 to 1A series and Speech.						X	X	X		X						
Online Learning Support																	
<b>Program or</b>	<b>Population Served</b>	Counseling or	Tutoring	Peer Advising	Orientation	Cohort Classes	Cohort Groups	Suppl'tl Instruct/	Basic Skills	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/	Team Building	Other

			<b>SERVICES/ACTIVITIES/INTERVENTIONS</b>														
<b>Intervention</b>		Advising				(LC)	(Pathways)	TIC	Assistance						Special events	/Social Integrtn	
Learning Assistance Center																	
Writing Center																	
MARC/TMARC																	
Language Lab (LLC)																	
Transfer Pathways																	
Honors																	
Statway																	
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**Name of Program/Department/Intervention/Activity:** Textbook Rental Program  
**Program Purpose:** Increase Access to Textbooks  
**Description of Student Population Served:** Mt.SAC Students

Research Findings/Needs/Concerns	Activities/Strategies	Current or Planned	Resources Needed? Y or N	Time Frame (current to future)	Responsibility	Expected Outcome <i>List any data collection, reports</i>
<b>A. ACCESS</b>						
Students aren't aware of the textbook rental program.	A. Identify which segments of the student population are not aware of the rental program and target those demographic groups. B. Marketing is targeted at students in orientation,EOPS, CARE and through social media.	P  C	N	Future	Suzanne Luetjen and Sac Book Rac staff, and IT	Extrapolate demographic make up of students currently using the textbook program, then Identify which groups are under represented. Need to use the store's MBS store system and Banner.
<b>B. COURSE COMPLETION</b>						
Access to Textbooks will help students complete their courses.	A. Identify a way confirm that access to textbooks result in higher rate of courses completed and/or higher overall grades. B. Possible to work with an instructor in a particular course.	P  P	N	Future	Suzanne Luetjen, Sac Book Rac Staff, Institutional Research	Identify courses to monitor with the assistance of Institutional Research. Monitor avg grade point to confirm theory that access to books give students better grades.

<b>C. ESL and BASIC SKILLS COMPLETION</b>						
Access to Textbooks will help students complete their basic skills courses.	A. Some basic skills classes have textbooks in the rental program.	C	n	Future	Suanne Luetjen, Sac Book Rac staff, Instruction office.	Identify more of the Basic Skills classes with large enrollments, approach instructors about putting their textbook in rental program.
	B. Identify additional Basic skills courses to be included in the rental program.	P				
	C. Market the program to Basic Skills Students.	P				
	D. Ask instructors to announce book available as a rental to their students.	P				
<b>D. DEGREE and CERTIFICATE COMPLETION</b>						
<b>E. TRANSFER</b>						

**Overall Matrix of Services, Activities, Programs, and Interventions Provided at Mt. SAC**

Describe population served; Place a check mark under each particular service/activity/intervention your program/department provides

Program or Intervention	Population Served	SERVICES/ACTIVITIES/INTERVENTIONS															
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Statway																	
Teacher Prep																	
Early Alert																	
Book Loan Program										X							
Emergency Book Loan																	
VESL Career Paths																	
GED/High School Programs																	