

DISPROPORTIONATELY IMPACTED STUDENT POPULATIONS

Group	Metric
Black/African American Female	Access
Black/African American Male	Access, Retention, TR Math/English
Hispanic/Latino Male	Transfer, TR Math/English
Hispanic/Latino Female	TR Math/English
Native Hawaiian/PI Female	Access, Transfer
Native Hawaiian/PI Male	TR Math/English
Asian Female	Retention
American Indian/Alaska Native Female	Transfer
American Indian/Alaska Native Male	Certif/AA
Foster Youth Female	Access, Transfer, TR Math/English
Foster Youth Male	Retention, Transfer, Certif/AA
LGBT Female	Access, TR Math/English, Certif/AA
LGBT Male	TR Math/English
Disabled Female	TR Math/English
Disabled Male	TR Math/English
White Female	Access
White Male	Access
Some Other Race Female	Access, Certif/AA
Some Other Race Male	Retention, Certif/AA
Overall Student Populations	
Overall	Access
Overall	Retention
Overall	TR Math/English
Overall	Transfer
Overall	Certif/AA

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population
<i>Access: Successful Enrollment</i>	35203	36000
<i>Retention: Fall to Spring</i>	27129	28000
<i>Transfer to a four-year institution</i>	408	500
<i>Completion of transfer level math and English</i>	2452	2500

Approved by Board of Trustees – June 26, 2019

<i>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</i>	2747	2800
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Metric	Disproportionately Impacted Groups		Current Baseline Data for Disproportionately Impacted Student Population		Goals for Disproportionately Impacted Groups	
Access: Successful Enrollment [Enrolled in the same college]	White	Female		1801		2231
	Black or African American	Female		1004		1235
	Some other race	Female		101		124
	Native Hawaiian or other Pacific Islander	Female		38		59
	White	Male		1977		2079
	Black or African American	Male		977		1124
	Foster Youth	Female		370		434
	LGBT	Female		930		988
Retention: Fall to Spring	Asian	Female		2536		2753
	Black or African American	Male		396		429
	Some other race	Male		372		395
	Foster Youth	Male		139		158
Transfer to a four-year institution	Native Hawaiian or other Pacific Islander	Female		2		3
	American Indian or Alaska Native	Female		1		2
	Hispanic or Latino	Male		539		718
	Foster Youth	Female		11		23
	Foster Youth	Male		9		16

Completion of transfer level math and English	Disabled	Female		2		9	
	Disabled	Male		4		9	
	Hispanic or Latino	Female		85		153	
	Hispanic or Latino	Male		94		160	
	Black or African American	Male		3		9	
	Foster Youth	Female		1		5	
	LGBT	Female		2		8	
	LGBT	Male		2		5	
	Some other race	Female		Not Available		1	
	Native Hawaiian or other Pacific Islander	Male		Not Available		2	
Earned CO approved credit certificate or associate degree (Vision Goal completion definition)	Some other race	Female		8		134	
	Some other race	Male		7		95	
	Foster Youth	Male		9		11	
	LGBT	Female		14		28	
	American Indian or Alaska Native	Male		Not Available		1	

#	Activity Item Title	Brief Description of Activity
1 DI only	Equity-Focused Programs (including categorically-funded): ACCESS (DSPS), ACES (TRiO), Arise, Aspire, Bridge, CalWORKs, DREAM, EOPS/CARE, Formerly Incarcerated, GRASP, Health Services, MMI, Pride, REACH, SSEED, Veterans	ALL METRICS An integration of categorically-funded programs (ACCESS, CalWORKs, EOPS/CARE) with equity-focused institutionally-developed programs provide a networked system of support services specifically designed to meet the needs of student populations who are disproportionately impacted to meet all Student Equity-defined metrics (Access, Retention, Transfer, Completion of Transfer-level math and English, Earned Certificate or Associate Degree). Counseling and advising services (personal, career, educational, disability-related), academic support (tutoring, study groups, computer labs), peer mentoring, progress report monitoring, academic workshops, psychological counseling, guest lectures, mentoring activities, developmental opportunities, and field trip

		experiences are services that are targeted to specific student populations. Specific DI targeted populations include students with disabilities, African American, Asian Pacific Islander Americans, Hispanic/Latino, first generation, low income, single parents, undocumented, formerly incarcerated, first year athletes, minority males, LGBTQ, foster youth, veterans. [1,133]
2 DI+ Overall	Onboarding: High School Outreach, Mountie Fast Track, Assessment, Cash4College, Financial Aid Follow-up, Summer Bridge, STEP Into College, Promise Plus Program, MAP Workshops, New Student Orientation, Counseling and career development, GRASP, program orientations	METRICS: Access, Retention, Transfer English and Math Onboarding of students to the college will take place through several modes of support services including the Connect 4 Program for high school students directed by High School Outreach; the Mountie Fast Track advisement sessions for all new students; multiple measures assessment; Cash4College assistance to students and families applying for FAFSA/CCPG and CA Dream Act; individualized financial aid follow-up; Summer Bridge, STEP Into College and Promise Plus for first time college students; MAP (Mountie Academic Plan) workshops to develop electronic student educational plans; New Student Orientation; Counseling and career development services; GRASP (Gray and Redshirt Athletic Support Program); program-specific orientations (e.g., EOPS/CARE, Athletics, Foster Youth, CTE program majors). [852]
3 DI+ Overall	Academic Support Centers and Learning Support Interventions: Math Success Lab, MARC (Math Activities Resource Center), Writing Center (including ESL), STEM Center, TERC (CTE), WIN (athletics), Speech and Sign Center, ASAC (Academic Support and Achievement Center), Language Assistance Center, Library, Accessible Technology Center (ATC) and Student Services and support programs with embedded tutoring and academic support interventions	METRICS: Access, Retention, Transfer English and Math Academic support centers, tutoring, classroom interventions, library research instruction and intervention, and other learning support efforts are integrated and designed to meet the needs of all students, with specific interventions designed to meet the needs of disproportionately impacted students. College-wide academic support efforts are a collaborative model between credit and non-credit efforts of the college, providing subject specific assistance (Math, English, CTE, STEM, athletics, ESL, speech and sign) as well as assistance with general subjects (Academic Support and Achievement Center), including library research instruction and intervention, access to computer labs, and study skills instruction. Supplemental instruction, academic coaches, and tutors-in-the classroom provide in-class assistance with comprehension of classroom material. Co-requisite courses in English and Math (multiple measures placement) provide assistance to students not yet fully ready for transfer-level course instruction. Equity-focused programs provide additional support to students enrolled in their programs, which are designed to meet their specific needs. Specialized assistance is provided to students with particular disabilities, learning issues, language development issues in a smaller, supportive environment with diversity-trained tutors. Access to late night and weekend study areas advantages DI student groups. The college-wide Student Success Fair takes academic support services to students by directly engaging them on campus. [1,604]
4 DI+ Overall	Completion: Interventions geared toward assisting students to complete	METRICS: Transfer English and Math, Transfer, Certificate Completion and Associate Degree Activities and interventions for completion focus on keeping students informed of their progress through electronic and in-person means, providing directed follow-up assistance to inform students'

	educational goals more efficiently and effectively including electronic dashboard, progress monitoring, push notifications, AutoAward, the Counseling Completion Center, graduation petition follow-up, momentum point recognition, transfer assistance and activities, employment preparation, graduation petition and financial aid application follow-up services, student internships, career assistance, SSEED, student leadership development, Honors Program and specialized support programs and services	of their progress. The Counseling Completion Center will provide a caseload approach to identify students who are “Closer Than You Think” to graduating and transferring, as well as organizing momentum point recognitions to keep students on track and supported. The Counseling department also provides “Counselor-On-The-Go” pop-up stations across the campus and sponsors an annual “Counselor Day” (awareness of counseling services) in which counselors, along with other Student Services programs, take their services to students through on-campus locations and activities. Transfer assistance involves direct advisement in the Transfer Center, transfer field trips, Summer Science Transfer Institute, specific transfer activities like Transfer Awareness Week and a student transfer conference. Specialized transfer efforts for undocumented, foster youth and formerly incarcerated are provided. Internships, employment/workforce preparation, the SSEED Program and career assistance (including resume writing and interview practice) are provided to students, especially students involved in equity-focused program efforts. Personalized follow-up for with students applying for graduation and for financial aid is provided by specialists hired in those areas. Student Life leads student leadership development activities with a diversity and inclusion focus. The Deaf and Hard of Hearing (DHH) program provides general education course instruction to students in sign. Honors Program hosts cohort courses, leadership development, and transfer support. [1,843]
5 DI+ Overall	Professional Development: on-campus training activities geared toward specific employee groups, participation in internal and external training and educational opportunities designed to increase the capacity to more effectively provide instruction, support services and interventions with students, especially DI student groups	METRICS: Access, Retention, Transfer English and Math, Transfer, Certificate Completion and Associate Degree Professional development for faculty, staff, and administrators is essential for the college to achieve its student equity goals, especially for DI student groups. Faculty “community of practice” seminars for cross-training and curriculum integration, professional consultants and speakers on topics such as “unconscious bias,” “mindfulness,” “grit” and “equity-focused pedagogy” will be provided. Staff and administrators are also provided equity-based training and professional development opportunities to sensitize and educate them to best practices in working with and serving DI student populations. Faculty, staff and administrators are also supported to participate in state-wide and national forums, summits, trainings, professional meetings and conferences to develop insights, skills, and strategies to more effectively serve a diverse student population with diverse needs. New faculty will participate in equity and diversity training. College-wide gatherings, summits, and trainings will also be provided focusing on “moving the equity needle,” improving learning, and creating a “student-ready” college. [1,233]
6 DI+ Overall	Research: comprehensively monitoring progress of all Student Equity-based activities as well as	METRICS: Access, Retention, Transfer English and Math, Transfer, Certificate Completion and Associate Degree Institutional research will provide ongoing assessment, data collection, data analysis, participation and outcomes metrics, satisfaction surveys, and disproportionate impact studies to measure the

	measuring the overall effectiveness and impact of collective Student Equity efforts in reducing and eliminating disproportionality and achieving metrics	effectiveness and impact of all Student Equity Plan activities. The Research and Institutional Effectiveness department will monitor the college's plan to measure the effectiveness of our Student Equity Plan is followed, including the quarterly reports, and bi-annual and annual updates. Members of the college's shared governance process, the Student Preparation and Success Council, will be supplemented by other campus leaders to constantly review, study, analyze and plan, alter, and develop new interventions and strategies designed to eliminate disproportionality. The overall goal is to recognize whether the college is truly "moving the needle" for all identified student groups on all Student Equity Plan goals/metrics. [1,037]
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1. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

The Student Equity Plan has a well-articulated evaluation plan that measures and evaluates academic progress of equity-identified student populations using both quantitative and qualitative methods to document outcome measures. Through the college's shared governance process, the Research and Institutional Effectiveness Department will conduct ongoing analyses that will be reviewed by the Student Equity Committee and the Student Preparation and Success Council, the main governance body with oversight of the implementation of the Student Equity Plan as well as SEAP.

The data collected will inform progress towards reaching the specified equity goals per metric, per identified, disproportionately-impacted student groups, and by equity-focused programs, services and activities. Special attention will be provided to analyzing student groups who are not making sufficient progress on established goals and metrics. Research and outcomes assessment, will be utilized to measure progress, redefine strategies, and determine interventions to support student success and equity. Ongoing research, review of literature, participation in professional meetings, conferences, and consultations, will inform college leadership about interventions and strategies that should be employed to bolster progress toward meeting full equity.

Semi-annually, all equity-supported programs, services and activities will meet with the college's Student Equity leadership team to review progress in reaching their target goals and serving their equity-identified student populations. Strategies for improvement will be reviewed and plans will be established to alter, supplement, or further develop specific interventions and measurements. Quarterly, a will report on the college's progress in meeting Student Equity goals will be made to President's Cabinet and to the Academic Mutual Agreement Council (Academic Senate and CSSO and CIO). Annually, campus leadership will convene to review data related to the success of equity-specified student groups. Opportunities for sharing data and results of research studies, and further development and refinement of interventions to improve success will be provided. Written progress reports, updates, and best practices will be presented at various campus meetings and posted to the college's web page. An annual progress report on college-wide Student Equity goals and implementation of the Student Equity Plan will be provided to the Board of Trustees.

2. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

The primary focus of Mt. San Antonio College's Student Equity Plan is based on the coordination and collaboration of Student Equity-focused efforts. To strengthen student outcomes, especially for disproportionately impacted equity-identified student groups, Mt. SAC will focus on successful first year enrollment and completion of transfer-level English and math courses and reaching graduation and transfer goals. As part of shared governance, an integrated team of faculty and staff representing basic skills, student equity and SSSP, along with other campus leaders will monitor the coordination of integrated activities and progress toward reaching established Student Equity goals. This coordination will involve integration with existing categorical programs such as EOPS/CARE, DSPS and DHH, and CalWORKs along with equity-supported efforts such as Aspire, Arise, ACES, Bridge, Dream, Formerly Incarcerated, Foster Youth, Pride, and Veterans.

Mt. San Antonio College has a wealth of academic and student support programs that are funded and supported through both the college's general fund budget as well as through categorically-funded programs budgets and SEAP-identified funding sources (non-credit SSSP, credit SSSP, Basic Skills and Student Equity). These academic and support programs and interventions form the basis of the activities included in this plan. Essential to this networked system of support is the full inclusion and coordination of efforts with ongoing categorical programs.

Bi-annually, a coordination meeting/summit will be held with all categorically-funded programs and all programs and services identified in the Student Equity Plan and receiving SEAP funding to share progress, best practices, and ongoing concerns. Efforts to combine resources and adopt additional strategies to improve successful Student Equity outcomes will be reviewed and developed for implementation. Measurement and evaluation of the effectiveness and outcomes of current activities and interventions will be conducted. Continuous evaluation and review will be conducted by college leadership to ensure that all efforts are balanced, supported and coordinated with student equity-related categorical programs and campus-based programs to ensure adequate resources and support to implement specific activities enumerated in the Student Equity Plan.