Grant Author: Adrienne Price, Director, Grants Mt. San Antonio College
Fund period: 2019-2024

PROJECT ABSTRACT

Mt. San Antonio College (Mt. SAC) is the largest of California's 115 community colleges, with a total student enrollment of 37,359 in fall 2018. More than half (56%) of its students are Hispanic, and approximately 51% are first-generation college students.

Mt. SAC proposes a project titled: ***Creating an Equity-minded Campus Culture to Improve Student Outcomes***. Its major components include: (1) support faculty in exploration of new research and teaching models that enhance student learning and improve educational outcomes for students from diverse backgrounds; (2) improve practices that integrate technology with academic excellence to create an enhanced learning environment for a diverse student body; (3) build the capacity of faculty to access, understand, and use data to measure the impact of pedagogies on student outcomes; (4) provide staff with the knowledge and skills required for effectively engaging students in meaningful and culturally responsive ways; (5) enhance students' cultural awareness, personal development, and leadership skills; (6) increase students' financial literacy, including awareness of financial aid options, financial planning, and debt management; and (7) improve campus-wide cultural competence and cross-cultural dialogue.

This project will provide a comprehensive set of activities to improve the academic achievement and personal development of Hispanic students, low-income students, and other students underrepresented in higher education. Specific activities include: an Equity Certification for faculty, a community of practice for equity, professional development in brain-based teaching and learning, universal design in syllabus creation, an instructional designer for professional learning, podcasts, an annual campus summit on equity, use of open educational resources, professional development for distance education faculty and staff, integration of technology tools to connect students with support services, data coaching, an onboarding process for student workers, equity workshops for student workers, infusing equity components into new employee onboarding, personal and leadership development workshops for students, online modules for student professional development and financial literacy, the creation of a Consumer Resource Center, financial literacy workshops for students and educators, an annual Consumer Resource Fair, a student-led conference focused on issues of equity, and various events (e.g., annual expert speaker, *One Book, One Campus*) that promote greater campus-wide cultural competence.

More about the Title V Federal "Developing Hispanic Serving Institution (DHSI)" Grants:

https://www2.ed.gov/programs/idueshsi/index.html

Mt. San Antonio College

Table 3: Individuals Involved in the Title V Planning Process
Cabinet: President & CEO, Dr. Bill Scroggins; Vice President of Instruction, Dr. Virginia Burley; Vice President of Student Services, Dr. Audrey Yamagata-Noji; Vice President of Administrative Services, Michael Gregoryk; Vice President of Human Resources, Abe Ali
Students: Pedro Mariano Gonzalez, Daisy Cardenas Moreno, Paola Benitez, Deanna Hernandez, Yinell Osorio, Samantha Moreira
Faculty: Academic Senate President, E. Chisata Uyeki; Faculty Professional Development Coordinator & Professor of Earth Sciences, Dr. Tania Anders; Distance Learning Coordinator & Professor of Nutrition, Carol Impara; Bridge Program Coordinator & Counselor, Anabel Perez; Counselor, Emily Versace; Professor of Biology, Dr. Kim Leiloni-Nguyen; Professor of Mathematics, David Beydler; Professor of English, Michelle Dougherty; Professor of English, Ned Weidner; Perkins Faculty Coordinator & Professor of Consumer Sciences, Lisa Amos; ESL Counselor, Michael Ngo; Professor of Adult Basic Education, Donna Necke; Professor of Earth Science, Dr. Mark Boryta; and Professor of Basic Skills, L. E. Foisia
Staff: Coordinator of Grants, Steve Gomez; Educational Research Assessment Analyst, Lisa DiDonato; Coordinator of Information Technology Services, Kate Morales
Management: Associate Vice President of Instruction, Dr. Joumana McGowan; Associate Vice President of School of Continuing Education, Dr. Madelyn Arballo; Dean of Library & Learning Resources, Dr. Meghan Chen; Dean of Counseling, Dr. Francisco Dorame; Associate Dean of Instruction, Michelle Sampat; Director of Grants, Adrienne Price; Director of Research & Institutional Effectiveness, Barbara McNeice-Stallard; Director of Professional & Organizational Development, Lianne Greenlee; Director of Financial Aid, Dr. Chau Dao; Director of TRiO Programs, Victor Rojas

Table 12: Title V Five-year Institutional Goals

1. Support faculty in exploration of new research and teaching models that enhance student learning and improve educational outcomes for students from diverse backgrounds.

2. Improve practices that integrate technology with academic excellence to create an enhanced learning environment for a diverse student body.

3. Build the capacity of faculty to access, understand, and use data to measure the impact of pedagogies on student outcomes.

4. Provide staff with the knowledge and skills required for effectively engaging students in meaningful and culturally responsive ways.

5. Enhance students' cultural awareness, personal development, and leadership skills.

6. Increase students' financial literacy, including awareness of financial aid options, financial planning, and debt management. [Competitive Preference Priority (CPP) 2]

7. Improve campus-wide cultural competence and cross-cultural dialogue.

Table 13: Title V Institutional Objectives

Objective 1: By September 2024, the number of faculty members completing grant-sponsored professional development in equity-minded pedagogy will increase by 25% from a baseline established in Fall 2019.
Relates to Institutional Goals 1, 2, 3, 7

Objective 2: By September 2024, the rate at which students successfully complete courses taught by pilot faculty who incorporate equity-minded pedagogy will increase among pilot students from an average of 69% in Fall 2018 to 79% in Fall 2024.
Relates to Institutional Goals 1, 3, 7

Objective 3: By September 2024, 80% of faculty members completing the grant-developed Equity Certification will access, understand, and use data to measure the effectiveness of new pedagogies on student outcomes.
Relates to Institutional Goals 1, 3, 7

Objective 4: By September 2024, the number of classes using OER will increase by 25% from a baseline established in Fall 2019.
Relates to Institutional Goals 2, 7

Objective 5: By September 2024, the number of students using technology tools to identify appropriate campus support services will increase by 25% from a baseline of 1,025 students in Spring 2019. *Relates to Institutional Goals 2, 7*

Objective 6: By September 2024, 80% of employees participating in grant-sponsored equity-based professional development will self-report increased understanding of their role in closing achievement gaps among students underrepresented in higher education.
Relates to Institutional Goals 1, 2, 4, 5, 7

Objective 7: By September 2024, 80% of students participating in grant-sponsored personal and leadership development activities will self-report an enhanced sense of identity and confidence in their ability to achieve their educational goals.
Relates to Institutional Goals 5, 6, 7

Objective 8: By September 2024, a minimum of 1,000 students will have participated in grant-sponsored financial literacy activities.
Relates to Institutional Goals 5, 6

Objective 9: By September 2024, 70% of students who complete financial literacy activities will score at least 70% on a financial literacy post-assessment.
Relates to Institutional Goals 5, 6

Title V Grant: "Professional Development for Creating an Equity Minded Campus Culture"
Progress Overview
(October 1, 2019 – September 30, 2021)

Objectives & Baselines	Associated Projects	Overall Status	Overall Progress	Qualitative/ Other Measures/ Results	2022 Planning
Objectives 1 & 2: Faculty will use equity-focused teaching practices/students will increase successful course completion by 2024 25% increase from Fall 2019 Baseline of 20 faculty	CORA Equity Certification ACUE Faculty Cohort Best Practices for Teaching at the Community Colleges DEISA	Faculty count: **Exceeded** Success Rates: **On target**	201 Faculty across 35 departments 30% adjunct 70% full-time Student Success Rates: Difference less than 2% between students of CORA faculty vs those of non-CORA faculty	Fall 2021 GREAT Reading Group: *Kindred* 4 Discussions on application of anti-blackness and classroom implications 36 total faculty participants (duplicated)	CORA Final • 90% decrease in engagement • Fall 2021 Cohort – 5 faculty • Final Cohorts will be Winter & Spring 2022 ACUE Effective Teaching Cohorts • 29 completed in Spring 2021 • 56 Faculty in 2021-22 cohorts Inclusive Teaching for Equitable Learning (ITEL) • Launch cohort of 31 faculty/staff Spring 2022
Objective 3: By 2024, 80% of faculty taking equity certification will use and understand data	Data Coaching	Scale up of objective to include all faculty **On target**	Pilot data coaching training: 36 participants 9 completions Power of Our Data 2021 110 participants	75 Faculty reached through Division/Department Visits: Data dashboards and faculty individual data (Arts, Biology, English, Physics/Engr) "So first of all, WOW. Once you start looking at the data, you find yourself drilling down a million factors, and pretty soon, hours have passed."	Focus on emerging culture shift in faculty self-reflection on their own data: • Campuswide Newsletter • Weekly Open Office Hours • Video production testimonials, "Data Matters" • FLEX Workshop • Power of Our Data Event – April 2022 with infused Data Coaching Focus
Objective 4: By 2024 the number of classes using OER will increase by 25%	OER	**Exceeded**	Baseline: 154 Year 1: 383 Year 2: 553 Raw number from course catalog	Estimated savings to students $112,000	2 Library faculty are leading campus efforts • 6 faculty participants are creating course reports that list OER resources • April 2022 updates expected

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Objectives & Baselines	Associated Projects	Overall Status	Overall Progress	Qualitative/ Other Measures/ Results	2022 Planning
Objective 5: By 2024 the number of students using technology tools to access support services will increase by 25%	Integration of Mountie Student Hub with Online professional development	**Exceeded**	Baseline: 1025	Due to COVID, all students began utilizing the student Hub.	Identify new measures to accurately reflect usage. Faculty Online Equity Coordinator hired & collaborating with DL team to infuse SPOT with a DEISA perspective & develop DEISA tools for online teaching and learning
Objective 6: By 2024 80% of employees will self-report increased understanding in closing student equity gaps	Title V funded DEISA Activities (CORA, CPD-Day 2019)	**Exceeded**	Survey response dependent 83% of respondents surveyed replied Yes to the prompt that training "increased my understanding of equity at Mt. SAC."	"I am intentionally building in regular micro validations for my students in my class, so they feel welcome and supported in learning the material." "I altered my grading scheme to points earned based on the live workshop discussions on grading and equity."	Through HR, work with DEISA Council to implement training in support of new AP/BP 3410 Nine Bystander Intervention & Conflict De-Escalation (by Hollaback!) in Spring EQ for Diversity: 4 new Facilitators attending March 2022 training, collaborating with Great Staff Retreat team and Employee Counseling Center DEISA for Managers
Objective 7: 80% of students in leadership development activities will self-report an enhanced sense of confidence in achieving their educational goals	Title V Student Ambassadors	**On target**	"I have an understanding of how to develop my scholar identity" Pre-LPDI rate (n=47): 42.6% Post-LPDI rate (n=13): 84.6%	"… by continuing LPDI for students at Mt. SAC, there will be more exposure to conversations about diversity and inclusivity within administrations and institutions."	Diana Felix and 4 Title V Student Ambassadors are presenting at UNLV in March on HSI identity 2022 Student Equity Conference • March/Early April 2022 • Planned by Student Ambassadors for all students

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Objectives & Baselines	Associated Projects	Overall Status	Overall Progress	Qualitative/ Other Measures/ Results	2022 Planning
Objectives 8 & 9: By 2024: 1,000 students; 70% score post-assessment on financial literacy	Financial Literacy - MMMC	Headcount: **On target** Post Assessment: **On target**	583 student headcount (unduplicated) Post Assessment score: 82.7%	"I love how the presenter also shares personal experience and allows us to share our experience and learn from each other… " Fall 2021 57% Latinx participants	Discussions on permanent space Partnered with Financial Aid and Accounting Department for 2 workshops on student tax preparation. Partnering with TRIO's Student Leadership Conference coordinated by Mt. SAC, Cal Poly, Harvey Mudd, and APU for 300-350 high school students (March).

Additional Project Progress & Planning

- Creating Dynamic Lectures (Online) - Project will be added to cost center when offered in person. 216 completions
- Universal Design for Learning – Instructional Designer collaborated with Dean of ACCESS to redesign
- Magic Mountie Podcasts – 16,313 downloads to date; 818 downloads in last three months
- Annual Campus Summit on Equity – Will collaborate with DEISA Council forming in 2022
- Customer-centered service workshop – Investigating offering for student workers, integrating an equity lens

Grant Administration

- Title V Steering Committee Meeting was February 4th
- 2 Year Faculty Coordinator appointments planned for Spring 2022
- Annual Progress Report due March 18th (President Scroggins will receive by March 7th for approval)