

California Black-Serving Institution Designation

Mt. San Antonio College
Application and Strategic Plan



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November 17, 2025

Dear California BSI Review Panel,

As President and Chief Executive Officer of Mt. San Antonio College (Mt. SAC), I am honored to certify our institution's unwavering and enduring commitment to advancing the academic success, belonging, and well-being of Black and African American students. This commitment is deeply embedded in our mission "to support and empower all students in achieving their educational goals in an environment of academic excellence." It is also integral to our vision to be an explicitly anti-racist, equitable, and inclusive institution that empowers every student to thrive.

Mt. SAC serves one of California's most diverse regions, 17 communities across the San Gabriel Valley, and enrolls more than 77,000 students annually. As both a federally designated Hispanic-Serving Institution and an Asian American and Native American Pacific Islander-Serving Institution, Mt. SAC has developed a proven infrastructure for culturally responsive, identity-affirming education. This same foundation anchors our intentional focus on Black and African American student success, a priority that reflects both our moral responsibility and our institutional mission.

Our equity journey is rooted in accountability, community, and transformation. In 2020, Mt. SAC's executive leadership launched the Societal Education for Equity Challenge (SEEC), a campus-wide call to action grounded in advocacy, recognition, unity of purpose, and transformation. From this effort emerged the Center for Black Culture and Student Success (CBCSS), established in 2021 as a dedicated space to affirm identity, nurture achievement, and provide holistic support for Black and African American students. The Center houses Umoja Aspire, which offers learning communities, culturally relevant instruction, and transfer preparation, and the A²MEND Charter, which provides mentorship, leadership development, and brotherhood for African American male students.

Through these programs and the leadership of the CBCSS, Mt. SAC provides proactive counseling, peer and alumni mentoring, tutoring, and cultural programming such as Welcome Black Week, Black History Month, HBCU Week, and Black Graduation. These initiatives not only elevate visibility and belonging but also produce measurable academic outcomes, improved retention, increased transfer rates, and stronger persistence through graduation.

Mt. SAC's commitment extends beyond individual programs. Guided by *Mt. SAC 2035* and the *2025-28 Student Equity Plan*, the College has set measurable goals to increase persistence among Black

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and African American students, improve throughput in transfer-level Math and English, and maintain or exceed parity in degree completion and transfer outcomes. These metrics are tracked through disaggregated dashboards, quarterly key performance indicator reviews, and annual equity reporting that ensure transparency and shared responsibility across all divisions.

Our approach to serving Black and African American students is holistic, integrating academic excellence with cultural affirmation and community connection. Faculty and staff engage in DEISA+ (Diversity, Equity, Inclusion, Social Justice, Anti-Racism, and Anti-Other Isms) professional development through the College's Professional and Organizational Development program, and many participate in statewide networks such as Umoja, A²MEND, the California Association of Black School Educators, and the USC Race and Equity Center. These experiences strengthen equity-minded practice, ensuring that every interaction on campus reflects care, respect, and inclusion.

Institutionally, Mt. SAC sustains this work through dedicated resource allocations and long-term planning. Over the next five years, more than \$5.4 million in planned resources will support personnel, cultural programming, student services, professional development, and evaluation aligned with the Black-Serving Institution framework. This investment institutionalizes equity infrastructure, embedding belonging, affirmation, and achievement into the College's fabric, and ensures that progress remains continuous and measurable.

Our efforts are also guided by the voices of our students. Through surveys, focus groups, and ongoing listening sessions, Black and African American students have expressed both pride in the community fostered through the CBCSS and a call for continued visibility, representation, and communication. Their perspectives shape every step of our institutional improvement, reminding us that authentic equity work begins with listening and responding.

In certifying this application, I reaffirm that Mt. SAC's pursuit of designation as a California Black-Serving Institution is consistent with, and central to, our mission and values. We recognize that this designation is not merely a title, but a responsibility to dismantle systemic barriers, cultivate belonging, and ensure that Black and African American students are seen, supported, and celebrated as integral to the fabric of our institution and community.

On behalf of Mt. SAC, I proudly certify our commitment to this work and to sustaining the systems and culture that advance Black and African American student excellence and success.

Sincerely,

A handwritten signature in cursive script that reads "Martha Garcia".

Martha Garcia, EdD
President/CEO

1. State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission.

Opening Statement of Commitment

Mt. San Antonio College (Mt. SAC) affirms an unwavering commitment to advancing the academic success, retention, and completion of Black and African American students. Established in 1946, Mt. SAC is one of California's largest community colleges, enrolling 77,313 students during the 2024-25 academic year, including 41,948 credit students. Our large suburban campus serves 17 communities across the San Gabriel Valley of southeastern Los Angeles County and reflects the rich diversity of the region. The College is federally designated as a Hispanic-Serving Institution and an Asian American and Native American Pacific Islander-Serving Institution, with 91% of credit students identifying as BIPOC. Additionally, 64% of students are first-generation college students whose parents have not completed a baccalaureate degree, while 41% have parents who have not completed an associate degree. Sixty-nine percent of Mt. SAC students receive financial aid.

Mt. SAC's history of serving racially and ethnically diverse students is also reflected in our selection for state-level initiatives that require meeting rigorous demographic thresholds. We are a recipient of a grant through the Asian American, Native Hawaiian, and Pacific Islander (AANHPI) Student Achievement Program, funded by the California Community Colleges Chancellor's Office, and one of only 20 community colleges statewide selected to participate in the Native American Student Support and Success Program, which serves American Indian and Alaska Native students. These designations and programs affirm Mt. SAC's readiness to take on targeted equity commitments and demonstrate the College's capacity to implement identity-conscious, student-centered practices at scale.

In 2020, Mt. SAC's executive leadership issued a college-wide call to action through the Societal Education for Equity Challenge (SEEC), inviting the campus community to engage in deep reflection around four core challenges: Advocacy, Recognition, Unity of Purpose, and Transformation. SEEC served as both a moral and structural catalyst for institutional change, advancing a shared commitment to anti-racism and educational justice. One tangible outcome of this collective work was the establishment of the Center for Black Culture and Student Success (CBCSS), a direct response to campus dialogue and student advocacy. The Center was intentionally designed to provide strategic programming that strengthens the cultural, educational, and professional experiences of Black and African American students, faculty, and staff while creating a dedicated home for the Umoja Aspire Program. Since opening in 2021, CBCSS has become an anchor of Mt. SAC's equity infrastructure, fostering belonging and community through academic support, mentoring, cultural enrichment, and leadership development. Early outcomes include improved retention and transfer rates among participating students and greater campus-wide engagement with Black and African American identity, culture, and achievement.

In preparing this application, Mt. SAC surveyed Black and African American students to gather insights on their experiences at the College and how the institution can better serve

them. Students emphasized the importance of visible representation among faculty and staff, consistent communication about support programs, and safe, identity-affirming spaces to connect with peers. These voices reinforce and validate the College's direction, ensuring that institutional priorities reflect the real experiences of those we aim to serve.

The pursuit of designation as a California Black-Serving Institution is the next step in this equity arc. It both affirms and strengthens Mt. SAC's responsibility to ensure that Black and African American students thrive academically, socially, and personally. We recognize that systemic inequities have historically shaped access, persistence, and completion, and we are dedicated to dismantling those barriers while cultivating an identity-affirming campus where Black and African American students are seen, supported, and celebrated.

Alignment with College Mission and Vision

Mt. SAC's commitment to intentionally serving our Black and African American students is consistent with our institution's mission "to support and empower all students in achieving their educational goals in an environment of academic excellence." We pledge to provide high-quality education, services, and workforce training that empower students to succeed in a diverse and global society. Our vision is to be a fully student-centered, welcoming campus that is explicitly anti-racist, equitable, and inclusive. This vision is carried out through long-range equity-focused planning in *Mt. SAC 2035* (the College's education and facilities comprehensive plan) and intentional implementation through the College's *2025-28 Student Equity Plan*, ensuring that Black and African American student success is embedded in the College's identity and institutional priorities.

Core Values Alignment

Mt. SAC's core values provide a clear framework for advancing Black and African American student success:

- **Equity and Diversity:** We value an inclusive, socially just, accessible, and anti-racist learning environment, reflected in our DEISA+ (diversity, equity, inclusion, social justice, anti-racism, and anti-other isms) framework and the creation of spaces such as the Center for Black Culture and Student Success.
- **Community Building:** We foster partnerships with Black and African American students, families, and community organizations, recognizing that student success is connected to collective belonging and engagement.
- **Student Focus:** We prioritize Black and African American students' academic, social, and cultural needs in planning and actions, ensuring their voices shape institutional change.
- **Sustainability and Stewardship:** We recognize that equity requires the thoughtful and sustained use of institutional resources to build lasting systems of support. Our commitment to sustainability ensures that investments in Black and African American student success are embedded in long-term planning, fiscal stewardship, and continuous improvement, advancing the prosperity and well-being of the students and communities we serve.

Institutional Practices Demonstrating Commitment

Mt. SAC operationalizes this commitment through programs, initiatives, and professional development that center Black and African American student identity, excellence, and success.

Umoja Aspire: Umoja Aspire is a cornerstone program within the College's equity ecosystem, providing academic, cultural, and personal supports to improve transfer, retention, and completion for Black and African American students. Informed by success data, Umoja Aspire provides counseling, learning communities, study groups, and transfer workshops while fostering cultural connection and understanding. Signature activities such as Welcome Black Week, HBCU tours, and the Finals Week Extravaganza build belonging while equipping students with academic tools for success. Umoja Aspire's integration with the Center for Black Culture and Student Success ensures that academic supports are paired with cultural affirmation, creating a comprehensive approach to Black and African American student excellence and success.

A²MEND: The African American Male Education Network & Development (A²MEND) Charter provides African American men with mentorship, academic advising, leadership development, and a strong sense of brotherhood. Students participate in bi-weekly community meetings, Jegna mentorship circles with Black faculty and staff, financial literacy and wellness workshops, and leadership institutes, all housed within the CBCSS. This tailored model affirms Black male identity while directly addressing barriers to persistence, completion, and transfer.

Center for Black Culture and Student Success (CBCSS): The CBCSS is the anchor for Mt. SAC's Black and African American student equity ecosystem. Its mission is "to foster an environment of holistic learning, to attain academic success, cultural enrichment, and personal and professional development for all members of the Black/African diaspora at Mt. SAC." The Center provides a culturally affirming and safe space that promotes belonging, offers academic and personal support, and integrates student organizations, mentorship, and community partnerships. By connecting Umoja Aspire, A²MEND, and other initiatives, the CBCSS serves as both a cultural and academic hub, ensuring students see their identities reflected and valued across campus.

Identify-Affirming Centers: The CBCSS is part of a broader network of identity-affirming spaces, including Rising Scholars (formerly incarcerated students), the DREAM Center (undocumented students), El Centro (Hispanic/Latinx students), the First Peoples Native Center, the Pride Center (LGBTQ+ students), Arise (Asian and Pacific Islander students), the Veterans Resource Center, and NextUp/REACH (current and former foster youth), that provide holistic support to disproportionately impacted students. These centers collectively embody Mt. SAC's cultural and identity-conscious planning model, ensuring that all students experience belonging and validation. In collaboration with one another, these centers also host cross-cultural events and dialogues that explore the intersections of race, gender, sexuality, and lived experience, such as joint heritage month celebrations, identity and allyship panels, and student-led discussions on intersectionality. Through this

collaborative programming, Mt. SAC affirms that students' identities are multi-dimensional and that equity work is strengthened through shared learning across communities.

Intentional Programming and Initiatives: Mt. SAC's equity-centered programming is designed to foster community, celebrate identity, and address the holistic needs of Black and African American students through culturally responsive, healing-informed, and academically enriching experiences. The CBCSS anchors this work by coordinating a robust calendar of events, including Welcome Black Week, Black History Month celebrations, HBCU Week, Black Student Success Week, and the annual Black Graduation, that affirms identity and strengthen belonging. Collaborative initiatives such as the Women of Color in STEM event and cross-center intersectional programs explore the diverse experiences of students across race, gender, and sexuality, building solidarity and cultural awareness campuswide. The College also facilitates the Sister Circle initiative, which provides a space for healing, connection, and resource sharing through sisterhood. These intentional programs reflect Mt. SAC's ongoing commitment to cultivating an inclusive campus culture where Black and African American students are affirmed, empowered, and celebrated.

DEISA+ and Professional Development: The DEISA+ Council serves as a leadership body ensuring equity accountability across the campus. Faculty and staff engage in culturally responsive pedagogy training, anti-racism workshops, and intentional curriculum redesign to create inclusive classroom and service environments. This work is complemented by the College's continued participation in Nandi, the Chancellor's Office network designed to support Black women in higher education, and the leadership development dimension of the Sister Circle initiative, which fosters mentorship and professional solidarity among Black women faculty, staff, and administrators. These efforts extend Mt. SAC's equity mission beyond student programming to the professional growth and retention of employees who champion belonging and anti-racist practice across campus. These professional development initiatives align with the College's *2025–28 Student Equity Plan* and *Mt. SAC 2035*, ensuring that equity leadership is institutionalized through ongoing reflection, accountability, and shared governance.

Closing Commitment Statement

Mt. SAC's pursuit of designation as a California Black-Serving Institution reflects our belief that advancing Black and African American student excellence and success is a moral imperative and essential to fulfilling our mission. This designation will strengthen and scale existing efforts, provide momentum for new equity-driven strategies, and reaffirm Mt. SAC's mission to empower students to achieve their full potential. Through this work, the College will continue building conditions where Black and African American students are affirmed, supported, and celebrated as integral to the fabric of our institution and community.

2. Please state the percent of the institution's enrolled student population identifying as Black/African American for the current term.

For the current academic term, **7% of Mt. SAC's unduplicated student population identifies as Black or African American**, representing a substantial and growing community of more than 1,500 students. This figure, drawn from verified institutional enrollment data, underscores the meaningful presence and contributions of Black and African American students within our diverse campus community.

Their success is central to Mt. SAC's mission and core values of equity and diversity. The College views this enrollment not only as a reflection of our regional diversity but as a reaffirmation of our responsibility to provide culturally responsive support services, inclusive academic pathways, and affirming campus environments that enable Black and African American students to thrive.

Mt. SAC remains steadfast in serving as a student-centered, anti-racist institution that fosters belonging, supports persistence, and eliminates equity gaps for all disproportionately impacted populations, including our Black and African American students.

3. Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.

For the fall 2025 term, Mt. SAC enrolled **1,570 unduplicated students who self-identified as Black or African American**. This number not only reflects the vibrant contributions of Black and African American students to the academic, cultural, and civic life of our campus, but also meets and exceeds the minimum enrollment requirement for designation as a California Black-Serving Institution.

It is important to note how race and ethnicity data are collected at Mt. SAC. Students are able to self-identify from nearly 200 categories, and many select multiple identities. In standard reporting, these students are aggregated under "Multi-Ethnicity." However, for the purposes of this application, Mt. SAC has disaggregated the data to ensure all students who selected "Black or African American," whether alone or in combination with other identities, are fully represented in the 7% figure.

As one of the largest community colleges in the state, Mt. SAC embraces this responsibility with intentionality and purpose. The presence of more than 1,500 Black and African American students underscores both the scale of the College's opportunity and our obligation to provide equity-minded, culturally affirming environments that advance student achievement. Through dedicated resources such as the Center for Black Culture and Student Success and the Umoja Aspire Program, Mt. SAC is committed to ensuring these students are recruited, retained, supported, and celebrated.

This enrollment milestone underscores Mt. SAC's responsibility to serve Black and African American students with intentionality and purpose, demonstrating the College's readiness to advance the responsibilities of a designated Black-Serving Institution.

4. Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students.

Mt. SAC views the Black-Serving Institution designation as an opportunity to intentionally advance our mission to "support and empower all students in achieving their educational goals in an environment of academic excellence". Over the five-year designation period, Mt. SAC will focus on measurable improvements in retention, time-to-degree or certificate completion, and graduation rates of Black and African American students. These goals build on the strong foundation of the CBCSS, Umoja Aspire, and A²MEND Charter, while scaling culturally relevant practices campus wide.

Retention and Persistence: Creating a Culture of Belonging

Mt. SAC recognizes that retention and persistence for Black and African American students are directly linked to belonging, affirmation, and proactive support. Student survey feedback reveals that Black and African American students value small, consistent points of contact, especially from faculty and staff who check in personally or acknowledge their experiences in and out of class. Respondents also highlighted the need for greater visibility of campus resources, smoother referrals, and more intentional faculty mentorship opportunities that extend beyond program-based cohorts. While the CBCSS provides a culturally affirming space where students feel seen and supported, the College is intentionally focused on ensuring that Black and African American students experience that same sense of welcome, validation, and belonging in every classroom, service area, and space across Mt. SAC.

Building on the proven success of Umoja Aspire and A²MEND, guided by our *2025-28 Student Equity Plan* and *Mt. SAC 2035*, and grounded in our Black and African American student feedback, the College will expand intentional structures that affirm identity, foster community, and provide consistent guidance from entry through completion. These efforts center on creating a culturally responsive environment where Black and African American students feel connected, supported, and empowered to continue their educational journey.

- Expand Umoja Aspire and A²MEND cohorts while also extending culturally responsive counseling practices campuswide to ensure that every incoming Black and African American student has access to a learning community and affirming support network.
- Continue the intentionality of the Sister Circle initiative led by the CBCSS to provide a space of healing and community through resource sharing and sisterhood.

- Maintain active participation in Nandi, the Chancellor's Office conference and professional network designed to support Black women in higher education, extending this engagement to staff and faculty leadership development.
- Provide professional development for faculty, staff, and administrators to integrate Umoja best practices across programs and divisions.
- Host annual Welcome Black Week, Black Graduation, and culturally affirming events (e.g., Black Family Day, HBCU Caravan, Finals Week Extravaganza) as integral components of the academic calendar that strengthen identity, visibility, and belonging.
- Implement intrusive advising and early-alert interventions as a shared campuswide responsibility, anchored by the CBCSS but coordinated across Student Services and Instruction, to ensure timely, holistic outreach with milestone check-ins at 15, 30, and 45 units.
- **Target:** Raise persistence for Black and African American students from 56.5% to 67.2% within five years.

Time-to-Degree and Certificate Completion: Streamlining Pathways

Reducing the time it takes to complete a degree or certificate is essential to ensuring that Black and African American students reach their goals without unnecessary delays or barriers. In surveying our Black and African American students, they frequently cited challenges navigating Math and English requirements and requested more culturally responsive tutoring and clear guidance on degree progress. Mt. SAC is committed to aligning clear academic pathways, expanding access to and success in transfer-level math and English, and embedding tutoring and mentoring supports that meet students where they are. Strengthening onboarding, accelerating progress through eight-week and summer bridge models, and ensuring that every student has a comprehensive educational plan will empower Black and African American students to maintain momentum and achieve timely success.

- Require comprehensive educational plans for all Black and African American students in their first year, supported by dedicated Umoja/A²MEND counselors.
- Integrate tutoring, embedded support, and supplemental instruction into gateway Math and English courses, where equity gaps are most pronounced.
- Expand Umoja English course offerings and train Math faculty in Umoja best practices to establish additional Umoja-designated Math sections that strengthen culturally responsive instruction and gateway course success.
- Scale "accelerated completion" models, including eight-week scheduling, dual enrollment, and summer bridge programs, prioritizing Black and African American student participation.
- **Target:** Improve first-year completion of transfer-level Math and English among Black and African American students from 9.5% to 13.7% within five years.

Graduation and Completion: Closing Equity Gaps

Graduation represents the culmination of persistence and academic momentum, and Mt. SAC is dedicated to ensuring that Black and African American students are supported all the way to completion. Building on equity strategies in the College's *2025-28 Student Equity Plan*, Mt. SAC will implement proactive outreach, completion grants, and culturally responsive teaching to keep students on track. These efforts will be paired with faculty development and Umoja/A²MEND engagement to close equity gaps and ensure Black and African American students graduate at equitable rates.

- Establish a Completion Grant and Re-engagement Initiative for Black and African American students who have completed 45+ units but not earned a credential.
- Monitor Black and African American student progress annually through dashboards, and provide proactive outreach to keep students on track.
- Celebrate the cultural significance of academic milestones through the annual Black Graduation hosted by CBCSS, which honors achievement, fosters community, and motivates all Black and African American students to reach their goals, regardless of affiliation with CBCSS, A²MEND, or Umoja.
- Embed culturally responsive pedagogy into high-enrollment disciplines, expanding faculty participation in the Umoja Summer Learning Institute and A²MEND leadership development.
- **Target:** Increase three-year completion for Black and African American students to 13.4% within five years.

Transfer Pathways: Building Bridges to Four-Year Success

For many Black and African American students, transfer is the ultimate goal of their community college journey. Mt. SAC's Black and African American students have expressed that exposure to transfer options early, particularly to HBCUs and CSU/UC partners, is motivating and helps them see themselves as future graduates. In a recent survey, several noted that family involvement and peer examples increase confidence in pursuing transfer.

Mt. SAC is committed to removing barriers and creating seamless, culturally responsive transfer pathways that affirm students' aspirations and identities. Building on longstanding practices of collaborating with Mt. SAC's Transfer and Completion Center and partnerships with HBCUs, CSUs, and UCs, which include tours of those campuses, the College will expand structured transfer support, peer mentoring, and family engagement. These efforts will ensure that Black and African American students not only meet transfer requirements but also have the resources, networks, and confidence to thrive at the next level.

- Expand partnerships with HBCUs, CSUs, and UCs through structured transfer agreements, campus visits, and dual advising.
- Strengthen partnership with Cal Poly Pomona through the existing MOU by developing a dedicated transfer strategy for Black and African American students

that includes early outreach, joint advising, and bridge programming to support academic and career transitions.

- Continue submitting proposals to host the CCC to HBCU Caravan and expand participation to increase the number of students served and the cultural impact of the event on campus.
- Continue hosting and expanding the Black College Expo to raise awareness of transfer opportunities and foster a sense of academic aspiration among prospective transfer students.
- Maintain and expand participation in annual HBCU tours to provide students with direct exposure to transfer pathways, campus culture, and Black and African American excellence in higher education.
- Provide peer mentoring from Mt. SAC Black alumni and current transfer students to support navigation of the transfer process.
- **Target:** Increase transfer rate for Black and African American students to 30% within five years.

Faculty and Staff Capacity: Sustaining Culturally Relevant Practices

The success of Black and African American students depends on faculty and staff who are equipped to create inclusive, affirming, and culturally responsive learning environments. In a recent student survey of Black and African American students, respondents emphasized the importance of seeing more Black and African American faculty and staff across disciplines and services. They described faculty representation as directly tied to comfort, confidence, and engagement in class. This feedback reinforces Mt. SAC's commitment to build capacity through sustained professional development, intentional hiring, and the institutionalization of equity-focused practices.

Leveraging Umoja Community Education Foundation (UCEF) and A²MEND training, along with statewide partnerships with organizations such as the California Association of Black School Educators (CABSE), the Race and Equity Center at the University of Southern California (USC), and the CCC Transfer Guarantee to HBCU Program, the College will ensure that faculty and staff have the tools, knowledge, and accountability measures needed to support Black and African American student achievement. These investments will embed a culture of equity-minded practice into every classroom and service area.

- Institutionalize off-campus UCEF and A²MEND trainings for faculty, staff, and administrators to ensure ongoing culturally responsive pedagogy and service delivery.
- Expand partnerships with statewide organizations (e.g., UCEF, A²MEND, CABSE, USC Race & Equity Center, CCC to HBCU, Nandi) to bring high-quality anti-racist professional development to Mt. SAC.
- Develop a Black Faculty and Staff Association to foster mentorship, advocacy, and community-building while serving as a professional network that advances belonging and shared accountability for Black and African American student excellence and success.

- Enhance professional development offerings through Mt. SAC's Professional & Organizational Development (POD) program, expanding DEISA+ trainings for faculty, classified professionals, and administrators that strengthen cultural competency, equity-minded pedagogy, and leadership for racial justice.
- Encourage annual equity impact reviews of syllabi and programs, embedding accountability into governance and accreditation cycles.
- **Target:** By 2030, at least 85% of faculty, staff, and administrators who participate in culturally responsive professional development will self-report improved understanding of culturally relevant practices and a greater likelihood of applying these approaches in their instruction, programs, or service roles.

Guided by Mt. SAC's *2025-28 Student Equity Plan* and *Mt. SAC 2035*, these academic goals are anchored in measurable benchmarks and supported through continuous evaluation. The College will track progress through disaggregated dashboards, quarterly KPI reviews, and annual governance reporting, ensuring accountability and alignment with student needs. The next section of this application (prompt 5) further details the academic equity goals and gap-closing strategies that build on these academic objectives to ensure sustained and systemic progress.

5. Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.

Mt. SAC recognizes the California Black-Serving Institution designation as an opportunity to accelerate systemic change, address inequities, and affirm the success of Black and African American students. Grounded in our *2025-28 Student Equity Plan* and *Mt. SAC 2035* strategic goals, we will focus on eliminating equity gaps in enrollment, retention, time-to-degree, and completion through culturally responsive, data-informed, and student-centered strategies.

Baseline Data

To ground the College's five-year equity agenda, Mt. SAC has analyzed disaggregated outcomes in the *2025-28 Student Equity Plan*. These data reveal areas where Black and African American students experience disproportionate impact compared to the overall student population, as well as areas where outcomes are at parity and must be sustained. The metrics highlight significant gaps in successful enrollment, gateway course completion, and persistence, which directly influence time-to-degree and graduation. Conversely, completion and transfer outcomes currently reflect parity, underscoring the importance of maintaining these gains while closing gaps in earlier stages of the student journey. The following baseline measures will guide our equity goals and progress benchmarks:

- **Successful Enrollment:** The overall student population has a 17.6% successful enrollment rate, compared to a rate of 13.6% for Black and African American students (gap: 4.0%).
- **Persistence from First Primary Term to Secondary Term:** The overall student population has a 73.7% persistence rate, compared to a rate of 56.5% for Black and African American students (gap: 17.2%).
- **Completed Both Transfer-Level Math and English in First Academic Year:** The overall student population has a transfer-level math and English completion rate of 17.6%, compared to a rate of 9.5% for Black and African American students (gap: 8.1%).
- **Completion:** The overall student population has a three-year completion rate of 13.4%; there is no disproportionate impact among Black and African American students (gap: 1.4%).
- **Transferred to Four-Year Institution:** The overall student population has a transfer rate of 31.2%; there is no disproportionate impact among Black and African American students (gap: 5.8%).

Five-Year Equity Goals (2025-2030)

Building on the baseline data, Mt. SAC has established clear five-year academic equity goals to eliminate disproportionate impact and ensure Black and African American students achieve outcomes at or above the level of the overall student population. These goals target the most critical milestones along the student journey, including retention, gateway course completion, graduation, and transfer, and they set measurable benchmarks for closing equity gaps. These goals provide a roadmap for improving persistence, accelerating time-to-degree, and sustaining parity in completion and transfer outcomes.

Successful Enrollment

- Raise successful enrollment for Black and African American applicants from 13.6% to at least 15.8% to eliminate disproportionate impact.
- Narrow equity gap with overall population to no more than 1.8 percentage points.

Retention (Persistence from First to Second Term)

- Raise persistence for Black and African American students from 56.5% to 67.2% to eliminate disproportionate impact.
- Narrow equity gap with overall population to no more than 6.5 percentage points.

Time-to-Degree (Gateway Course Completion)

- Raise completion of transfer-level math and English for Black and African American students from 9.5% to at least 13.7% to eliminate disproportionate impact.
- Narrow equity gap with overall population to no more than 3.9 percentage points.

Completion of Certificates and Degrees

- Sustain parity in three-year completion rates, maintaining at least 12.0% for Black and African American students.

- Maintain gap of less than 1.4 percentage points compared to overall.

Transfer to Four-Year Institutions

- Sustain parity in transfer rates, maintaining at least 26.4% for Black and African American students.
- Maintain gap of less than 5.8 percentage points compared to overall.

Strategies and Planned Actions

Increase Successful Enrollment

Mt. SAC will strengthen its onboarding and enrollment practices to ensure that Black and African American applicants not only apply but successfully transition into the College. Student survey responses have reaffirmed that clear, caring communication and early connections with counselors, mentors, and peers are essential to helping Black and African American students successfully enroll and transition into college life. Our approach prioritizes culturally responsive outreach, proactive family engagement, and the elimination of barriers that deter enrollment. Mt. SAC will leverage the CBCSS infrastructure, expand collaboration with the College's Outreach Office, streamline processes, and refine communication to build a welcoming pathway that affirms students' identities and supports their first steps into higher education.

- Tailored outreach campaigns to Black and African American applicants in partnership with CBCSS and the College's Outreach Office.
- Strengthen collaboration with High School Outreach and Dual Enrollment to expand recruitment of Black and African American students through existing college presentations, workshops, and programming at 52 local public and private high schools.
- Host a CBCSS Open House for prospective students and families, modeled after existing Latinidad and APIDA festivals, in collaboration with other campus departments, such as Outreach, El Centro, and TRIO Programs.
- Develop culturally relevant marketing materials, including direct mail to families, highlighting Mt. SAC as a Pro-Black campus.
- Identify staff liaisons in Admissions, Financial Aid, and Counseling to guide students through the matriculation process.
- Use disaggregated data and student focus groups to identify enrollment barriers and refine practices.

Increase Persistence and Retention

Mt. SAC recognizes that persistence is fostered through belonging, proactive outreach, and strong support networks. Our Black and African American students have emphasized the need for personalized guidance, transparent communication about available resources, and stronger outreach to families and local Black communities, insights that directly inform Mt. SAC's strategies to strengthen belonging, continuity, and retention. To those ends, we will

expand culturally affirming peer mentoring, leverage technology to provide timely nudges, and create a coordinated safety net that identifies and responds to challenges before they derail a student's progress. This work will be combined with intentional connections to Basic Needs resources and a holistic first-year experience that integrates community-building and guidance.

- Launch proactive communication campaigns via Navigate, including personalized nudges, milestone reminders, and “warm messages” affirming belonging.
- Expand peer mentoring through CBCSS to connect first-year students with continuing students and alumni.
- Develop culturally affirming First-Year Experiences with peer navigators and community-building events.
- Expand summer bridge opportunities for Black and African American students.
- Provide consistent and clear access to student services information across websites, guides, and classrooms.
- Strengthen connections to Basic Needs resources, with follow-up protocols and data tracking.

Improve Completion of Transfer-Level Math and English

Early success in transfer-level math and English is a key predictor of timely degree completion. Mt. SAC will expand targeted academic supports for Black and African American students, ensuring access to embedded tutoring, culturally relevant pedagogy, and seamless connections to learning resources. Strategies combine faculty development, peer supports, and technology-enabled interventions, increasing throughput in gateway courses and reducing equity gaps in time-to-degree completion.

- Continue embedded tutoring in math and English and explore opportunities to expand its reach; prioritize recruiting tutors who reflect students' lived experiences.
- Strengthen First-Year Experience cohorts with embedded support in collaboration with English/Math faculty and support programs.
- Expand Umoja-linked English courses and provide professional development for Math faculty to develop and offer Umoja Math courses that integrate culturally relevant pedagogy and community-building.
- Provide faculty professional development on integrating embedded tutors and culturally relevant classroom practices.
- Develop Canvas-based student support modules and use early alert to connect students to tutoring and counseling.
- Support participation in AIME (noncredit academic intervention) as a bridge for students needing additional preparation.

Support Completion and Transfer

Completion and transfer success require proactive, coordinated support at key academic milestones. Mt. SAC will scale data-informed outreach, case management, and degree audit

practices to keep Black and African American students on track for graduation. We will also expand transfer pathways, streamline credit evaluation, and strengthen partnerships with four-year institutions, ensuring that students transition successfully to bachelor's-level education without delays or excess units.

- Launch proactive outreach campaigns at 50%, 70%, and 95% program completion to keep students on track.
- Provide early degree audits through Admissions and Records for students near completion.
- Provide case management and coaching for students denied for graduation, prioritizing those with only 1-2 courses remaining.
- Expand Credit for Prior Learning and streamline transfer credit evaluation through the Transcript Evaluation System (TES).
- Launch additional Associate Degrees for Transfer (ADTs), including STEM pathways, and align degrees with CalGETC to simplify transfer.
- Strengthen partnerships with CSU/UC and HBCUs, including data-sharing agreements and dual admission initiatives.

Accountability and Evaluation

Mt. SAC will ensure progress toward these equity goals by establishing a robust accountability and evaluation framework that embeds responsibility across divisions and sustains a culture of continuous improvement. Oversight will be shared by key personnel in student services, academic, and research offices, with regular monitoring of disaggregated data and structured reporting cycles. This approach ensures transparency, responsiveness to student feedback, and alignment of strategies with measurable outcomes.

- **Responsible Offices:** Vice President Student Services, CBCSS, Academic Support Centers, Counseling, Transfer/Completion Centers, Admissions & Records, Research & Institutional (RIE)
- **Monitoring:** Disaggregated dashboards, quarterly key performance indicators (KPI) reviews, annual governance reporting.
- **Continuous Improvement:** Annual updates to strategies informed by student listening, focus groups, and equity data.

Mt. SAC will continue conducting annual surveys and focus groups of Black and African American Students to assess belonging, campus climate, and satisfaction with services. The College will publish summary findings in the Black Student Success Impact Report to close the feedback loop and demonstrate how student voices directly shape institutional practice.

By 2030, Mt. SAC aims to measurably increase enrollment, retention, and graduation outcomes for Black and African American students, while ensuring or exceeding parity with the overall student population. This five-year plan positions Mt. SAC to institutionalize a culture of equity, belonging, and care that advances the success of Black and African American students across all academic pathways.

6. Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and African American students.

Mt. SAC demonstrates our commitment to Black and African American student success through active memberships, charters, and affiliations that foster culturally affirming learning environments, professional development, and statewide collaboration.

Since 2019, Mt. SAC has been an **Umoja campus**, supporting the Umoja Aspire program, which provides culturally responsive learning communities, academic counseling, university tours, and transfer support. The program hosts annual events such as Welcome Black Week and participates in the statewide Umoja Summer Learning Institute to ensure faculty develop and implement culturally relevant pedagogy.

In 2022, Mt. SAC established an institutional **A²MEND charter**, providing a brotherhood of support, mentorship, and leadership opportunities for African American male students. The A²MEND charter is housed within the CBCSS that connects students with **Jegna mentors** (faculty, staff, and administrators) who provide tailored guidance. Mt. SAC is also working toward establishing an **A²MEND Student Club** to expand peer leadership and engagement opportunities.

In addition, the College continues to advance the **Sister Circle** initiative, a CBCSS-led community of support for Black women and femmes at Mt. SAC. Sister Circle provides a dedicated space for healing, connection, and professional growth through resource sharing, storytelling, and mentorship. The initiative also aligns with Mt. SAC's continued participation in **Nandi**, the Chancellor's Office network designed to uplift and empower Black women in higher education, strengthening leadership development and representation among faculty, staff, and students.

Mt. SAC actively participates in statewide and national convenings that highlight pathways for Black and African American student excellence and success. Each year, students attend the **Black College Expo** and **HBCU Caravan**, building awareness of transfer opportunities to HBCUs. The College is a proud participant in the **California Community Colleges Transfer Guarantee Pathway to Historically Black Colleges and Universities (CCC-HBCU) Program**, which provides guaranteed transfer admission to participating HBCUs. Through this partnership, Mt. SAC hosts HBCU transfer events, on-site recruitment visits, and information sessions coordinated with the CBCSS and Umoja Aspire. These efforts strengthen degree completion and expand transfer opportunities for Black and African American students across all disciplines.

Mt. SAC also advances representation and professional leadership through **discipline-based affiliations**. Faculty in Engineering, for example, actively participate in the **National Society of Black Engineers (NSBE)** and sponsor Black students to attend the NSBE Annual Convention. Similar engagement occurs across disciplines where faculty are members of professional organizations focused on advancing equity and opportunity for Black and African American populations, connecting students to mentorship, leadership development, and national professional networks.

Complementing these statewide and national affiliations, Mt. SAC cultivates a vibrant campus culture that celebrates identity, achievement, and community through signature events and collaborative networks. The College is a proud contributor to the **Women of Color Action Network**, having hosted its inaugural statewide conference and providing institutional funding to sustain this collaborative effort. Additionally, Mt. SAC contributes an annual membership fee to the **Men of Color Action Network**, ensuring continued institutional participation in statewide advocacy and research efforts focused on improving outcomes for male students of color.

Mt. SAC also celebrates and elevates representation in STEM through its annual **Women of Color in STEM** event, now in its fourth year, which features a dynamic panel discussion, open question and answer segment, and table conversations designed to inspire students and build community. This event is one of several hosted by the College to **spotlight professionals of color across diverse fields**, creating spaces where students can see themselves represented in high-demand careers and engage directly with role models who share their lived experiences.

In addition to structured programs and professional organizations, Mt. SAC supports **student-led organizations** such as the **Black Student Union (BSU)**, which provides advocacy and community-building opportunities for Black students. These efforts are reinforced by faculty and staff participation in A²MEND and Umoja Institutes, ensuring that institutional leadership is actively engaged in the continuous work of equity and inclusion.

Looking forward, Mt. SAC is exploring additional institutional affiliations and partnerships, including collaboration with Human Resources on **targeted recruitment initiatives** to expand faculty and staff diversity. These efforts, combined with existing programs and networks, reflect the College's commitment to institutionalizing equity and creating sustainable pathways that affirm the identity, leadership, and academic success of Black and African American students.

7. Attach your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. The strategic plan should include, but not be limited to, all the following:

- A. A mission statement that address the applicant's commitment to serve Black and African American students.**
- B. Outreach services to potential Black and African American students.**
- C. Existing and/or proposed academic or basic needs support services to assist in the academic success of Black and African American students. Support services described in this section may include campus affinity centers, coursework, activities, or events.**
- D. An outline of the planned allocation of resources during the five-year period in which the initial designation is awarded.**
- E. An outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black-Serving Institution goals.**

Please refer to the College's attached *Strategic Plan for Black Student Excellence and Success*.

8. Data

Community college applicants submit the following for the last three academic years:

- A. The number of degree and certificate programs completed by all students and by Black and African American students.**
- B. The number of all students and of Black and African American students who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion.**
- C. The student transfer rates for all students and for Black and African American students to four-year colleges and universities.**

Degree and Certificate Program Awards

Over the past three academic years, Mt. SAC has demonstrated steady performance in degree and certificate attainment, with notable increases in completions among Black and African American students. These gains reflect the impact of targeted equity initiatives, such as Umoja Aspire, A²MEND, and the CBCSS, that emphasize culturally responsive academic counseling, mentoring, and intentional completion support.

Mt. SAC's *2025-28 Student Equity Plan* identifies completion as a key institutional metric, and ongoing collaboration between Counseling, Admissions & Records, and the Transfer and Completion Center ensures proactive outreach to students approaching graduation. Through data-informed interventions, including early degree audits and near-completer campaigns, the College has advanced its goal of equitable degree and certificate attainment.

Number of Degree and Certificate Programs Completed			
Award Type	Year	Overall	Black/AA
Degrees	2022-23	3,489	97
	2023-24	3,777	142
	2024-25	3,638	112
Certificates	2022-23	1,631	53
	2023-24	1,794	46
	2024-25	1,825	57
Total	2022-23	5,120	150
	2023-24	5,571	188
	2024-25	5,463	169
Source: Mt. SAC RIE, Management Information System, 2025.			

These data reflect Mt. SAC's progress in advancing equitable completion outcomes through intentional, collegewide action. Each degree and certificate represents a student whose success was supported by culturally responsive programs, proactive counseling, and affirming learning environments. Guided by its mission and core values of equity, diversity, and student focus, the College remains committed to ensuring that gains in completion translate into lasting equity for Black and African American students.

Moving forward, Mt. SAC will expand wraparound services, strengthen Umoja Aspire and A²MEND cohorts, and embed early completion interventions through the Transfer and Completion Center. Enhanced collaboration between Instruction and Student Services will ensure that academic pathways support timely progress. Equity-driven strategies will be integrated across all divisions, aligned with the *2025-28 Student Equity Plan* and informed by the leadership of the CBCSS. This institution-wide commitment will continue to foster a culture of belonging, accountability, and achievement, ensuring that Black and African American students not only complete their credentials but thrive within a campus community where success and equity are shared responsibilities.

Time to Completion

Mt. SAC continues to make progress in improving completion outcomes for degree and certificate programs, with steady growth in the number of students, particularly Black and African American students, earning credentials within normal and extended (300 percent) timeframes. These outcomes reflect the College's ongoing efforts to apply data-informed, equity-driven strategies that sustain student momentum from entry to graduation.

The table below presents performance over the past three academic years. While year-to-year fluctuations are expected, the data confirm that Black and African American students are completing at comparable or improving rates relative to the overall population when extended timeframes are considered. This progress highlights the effectiveness of Mt. SAC's holistic supports, including proactive counseling, early degree audits, and completion campaigns coordinated through Counseling and the Transfer and Completion Center.

Number of Students Who Completed Degree and Certificate Programs Within Normal Time and up to 300% of Normal Time to Degree Completion					
Award Type	Year	Overall 100%	Black/AA 100%	Overall 300%	Black/AA 300%
Degrees	2022-23	973	63	2,591	140
	2023-24	1,107	92	2,696	174
	2024-25	1,173	66	2,664	165
Certificates	2022-23	444	39	989	72
	2023-24	531	28	1,074	58
	2024-25	563	32	1,063	57
Total	2022-23	1,317	98	3,273	196
	2023-24	1,533	117	3,471	223
	2024-25	1,630	96	3,458	213

Source: Mt. SAC RIE, Management Information System, 2025.

Mt. SAC's equity framework emphasizes reducing time-to-degree by pairing intrusive advising, completion coaching, and embedded tutoring with culturally responsive student engagement. Programs such as Umoja Aspire and A²MEND play a vital role by creating academic and social communities that foster persistence and timely completion. These programs are supported institution-wide through the *2025-28 Student Equity Plan*, which prioritizes early intervention in gateway courses, integration of wraparound services, and proactive communication campaigns using Navigate and EAB tools.

Moving forward, Mt. SAC will continue to close remaining equity gaps by scaling completion-oriented practices across divisions and ensuring that all departments share accountability for outcomes. Consistent with the College's mission to empower all students in achieving their educational goals in an environment of academic excellence, this institution-wide approach will strengthen student progression, support timely degree and certificate completion, and sustain a culture where Black and African American student success is both a shared priority and a measure of Mt. SAC's institutional excellence.

Transfer Rates

Mt. SAC continues to serve as one of California's leading transfer institutions, supporting thousands of students each year in advancing from community college to bachelor's-degree programs. The table below reflects a three-year view of transfer outcomes for all students and for Black and African American students, showing consistent participation in transfer pathways and sustained institutional focus on equitable access to four-year opportunities.

Transfer Number to Four Year Colleges and Universities					
Year	Overall		Black/AA		
	Count	% of Overall Enrolled	Count	% of All Black/AA Enrolled	% of All Transfers
2022-23	3,966	10%	229	21%	6%
2023-24	3,787	9%	256	19%	7%
2024-25	3,820	7%	224	10%	6%
<i>Source: Mt. SAC RIE, Management Information System, 2025.</i>					
<i>Note: Totals for 2024-25 may increase as additional transfer data become available.</i>					

Mt. SAC's transfer outcomes reflect the strength of its integrated support ecosystem, which includes the Transfer and Completion Center, Counseling, and identity-affirming programs such as Umoja Aspire, A²MEND, and the CBCSS. These initiatives provide comprehensive advising, mentorship, and culturally relevant programming that guide students through each stage of the transfer process, from early college planning and educational goal setting to university application and enrollment.

The College's participation in the CCC-HBCU Transfer Guarantee Program expands pathways for Black and African American students to pursue degrees in affirming academic environments. Complementary events such as the HBCU Caravan, Black College Expo, and annual Black Graduation celebration further reinforce visibility, aspiration, and belonging.

Mt. SAC will continue to institutionalize equity-driven transfer practices across all divisions by strengthening early advising partnerships, aligning degree maps with Cal GETC requirements, and expanding dual-admission and articulation agreements with CSU, UC, and HBCU partners. These collective efforts, anchored in Mt. SAC's mission to support and empower all students in achieving their educational goals in an environment of academic excellence, will ensure that Black and African American students are not only prepared to transfer, but also positioned to thrive at the next level of their educational journey.

9. Please submit a certification, in writing, by the chief administrative officer of the college or university, of the applicant's commitment to address Black and African American student success that is consistent with the applicant's mission.

Mt. San Antonio College affirms an unwavering institutional commitment to advancing the success, belonging, and well-being of Black and African American students. Consistent with the College's mission "to support and empower all students in achieving their educational goals in an environment of academic excellence," Mt. SAC integrates this commitment through programs such as the Center for Black Culture and Student Success, Umoja Aspire, and A²MEND, and through implementation of the *2025-28 Student Equity Plan* and *Strategic Plan for Black Student Excellence and Success (2025-2030)*. Guided by our vision to be an explicitly anti-racist, equitable, and inclusive institution, Mt. SAC pledges to dismantle systemic barriers and sustain a culture where Black and African American students are seen, supported, and celebrated as essential members of our academic community.

10. Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment.

Mt. SAC fosters an inclusive, identity-affirming campus environment where Black and African American students are supported academically, socially, and culturally. Guided by the College's mission to "support and empower all students in achieving their educational goals in an environment of academic excellence," Mt. SAC's infrastructure for Black and African American student excellence and success is grounded in equity, belonging, and holistic support.

Academic Support Programs

Umoja Aspire Program

Umoja Aspire is a cornerstone of Mt. SAC's equity ecosystem, designed to increase academic success, retention, degree completion, and transfer rates among Black and African American students. The program offers learning communities, academic counseling, and transfer preparation while fostering cultural connection and leadership development. Students participate in workshops, study groups, and field trips to four-year universities and HBCUs. Signature activities, such as **Welcome Black Week**, **Finals Week Extravaganza**, and **HBCU Caravan participation**, build community and academic confidence. Faculty who teach in Umoja-linked courses attend the **Umoja Summer Learning Institute**, integrating culturally responsive pedagogy into the classroom.

A²MEND Charter

Housed within the CBCSS, the A²MEND Charter supports the success of Black male students through mentorship, brotherhood, and leadership development. Participants engage in **Jegna mentorship circles** with Black faculty and staff, biweekly meetings, **financial literacy and wellness programming**, and leadership institutes. The charter emphasizes academic accountability, professional growth, and cultural affirmation through activities such as **porch talks**, small, informal group dialogues that provide safe space for open conversation, reflection, and connection among A²MEND students, mentors, and peers. Students also participate in **Men of Color Leadership Institutes** and statewide A²MEND conferences that expand their professional networks and sense of belonging.

Academic Support Centers and Culturally Responsive Tutoring

Mt. SAC's **Academic Support Centers** provide comprehensive tutoring, supplemental instruction, and specialized learning resources designed to accelerate learning, enhance skills, and elevate academic success. These centers span disciplines across English, math, STEM, health careers, technology, and communication, offering both in-person and virtual services that promote confidence and mastery. Students have access to individual and

group tutoring, skill-building workshops, accessible technology, and online academic support through platforms such as NetTutor, available seven days a week. Faculty and staff across these centers participate in professional development focused on culturally responsive pedagogy to strengthen learning outcomes and ensure equitable access to support. Embedded tutoring, which intentionally connects course instruction with individualized academic assistance, continues to expand into Umoja-linked Math and English courses and is further supported through **Mt. SAC's First-Year Experience (FYE)** and **Academic Intervention for Math and English (AIME)** initiatives. These coordinated efforts foster a culture of care and achievement that empowers students, especially those from disproportionately impacted populations, to thrive academically and persist to completion.

Cultural Centers and Co-Curricular Programming

Center for Black Culture and Student Success (CBCSS)

Established in 2021 as a tangible outcome of Mt. SAC's **Societal Education for Equity Challenge (SEEC)**, the CBCSS is the cultural and academic hub for Black and African American student engagement. The Center provides academic counseling, peer mentoring, a computer lab, tutoring, and wellness resources. It hosts events celebrating Black and African American identity and excellence, including **Black History Month, Black Student Success Week, HBCU Week, and Black Graduation**, while offering a safe and affirming space that connects students, faculty, and community partners. CBCSS also serves as home to Umoja Aspire and A²MEND, integrating their programming under one culturally responsive framework.

Identity-Affirming Ecosystem

CBCSS operates in collaboration with other identity centers, such as **El Centro, Arise, Pride Center, DREAM, Rising Scholars, and NextUp/REACH**, to ensure all disproportionately impacted populations experience belonging and validation. This network promotes intersectionality, healing-centered engagement, and cross-cultural solidarity.

Mentorship and Leadership Opportunities

Mentorship is central to Mt. SAC's servingness model. The **Jegna mentorship network** connects students with Black faculty, staff, and administrators who provide guidance on academics, career pathways, and personal development. CBCSS also coordinates **peer mentoring** and alumni engagement, connecting new students with continuing peers and graduates who draw on their own experiences to offer support and encouragement. Faculty and staff are encouraged to participate in statewide mentorship networks through Umoja and A²MEND to sustain a culture of relational learning and accountability.

Student Organizations and Leadership Development

Black and African American student engagement is strengthened through organizations such as the **Black Student Union (BSU)** and the developing **A²MEND Student Club**, which provide advocacy, cultural celebration, and community service opportunities. Students participate in leadership institutes, statewide conferences, and regional events like the **Black College Expo** and **President's Roundtable Men of Color Leadership Institute**, building visibility and confidence as emerging leaders.

Financial Aid and Basic Needs Initiatives

Recognizing systemic inequities in financial access, Mt. SAC integrates culturally tailored financial aid support through collaborations between **CBCSS, Financial Aid**, and the **Money Management Center**. Workshops on scholarships, FAFSA completion, and financial literacy address disparities while empowering students with practical tools. The **Basic Needs Center** offers direct assistance for food, housing, transportation, and emergency funds. CBCSS also operates a **snack bar and fresh meal program** to support food-insecure students, linking them to CalFresh and other aid programs.

Professional Development and Institutional Accountability

Faculty and staff capacity-building is embedded across divisions through **DEISA+** training, **Professional & Organizational Development (POD)** workshops, and partnerships with the **Umoja Community Education Foundation, A²MEND, CABSE**, and the **USC Race and Equity Center**. Mt. SAC is developing a **Black Faculty and Staff Association** to promote advocacy, mentorship, and community building among employees, reinforcing institutional accountability to Black and African American student excellence and success.

Institutional Integration and Continuous Improvement

Mt. SAC advances equity for Black and African American students through the intentional alignment of programs, data-driven accountability, and continuous campus engagement. Guided by the *2025-28 Student Equity Plan*, the College tracks progress through disaggregated data dashboards, quarterly KPI reviews, and ongoing assessment of student outcomes. This work reflects a shared responsibility across all College divisions, to embed equity into everyday practice and ensure that Black and African American student excellence and success is a collective institutional priority. Annual listening sessions, focus groups, and climate assessments keep the College responsive to Black and African American student voices and lived experiences.

Through the integration of academic programs, cultural centers, mentoring networks, financial aid access, and sustained accountability, Mt. SAC has built a comprehensive and enduring infrastructure that embodies its mission of equity and inclusion. These collective efforts cultivate belonging, promote achievement, and affirm that Black and African American students are seen, supported, and celebrated as essential members of the Mt. SAC community.

Mt. San Antonio College

Strategic Plan for Black Student Excellence and Success (2025-2030)

(A) Mission Statement

Mt. San Antonio College's mission is to support and empower all students in achieving their educational goals in an environment of academic excellence, equity, and inclusion. In alignment with this mission, the College pledges a focused commitment to Black and African American students, ensuring equitable access, culturally responsive teaching, and holistic support. Through programs such as Umoja Aspire, A²MEND, and the Center for Black Culture and Student Success (CBCSS), Mt. SAC advances belonging, leadership, and success for Black and African American students while dismantling barriers that impact their persistence, completion, and transfer.

This work advances Mt. SAC's mission to be an anti-racist, student-centered institution that removes barriers to equity and affirms the cultural wealth and brilliance of Black and African American students as integral to the College's success.

(B) Outreach Services

Mt. SAC's outreach strategy centers on culturally responsive engagement to recruit and welcome prospective Black and African American students.

- **Community Engagement:** Participation in the Black College Expo and Historically Black Colleges and Universities (HBCU) Caravan, partnering with local K-12 Umoja districts, tabling at K-12 outreach events, and partnerships with local churches and Black cultural organizations.
- **CalFresh Outreach:** Targeted campaigns to support food-insecure Black and African American students enrolling in aid programs.
- **Welcome Black Week & Preview Days:** Co-hosted by Umoja, A²MEND, and CBCSS to create affirming entry points for new students.
- **Family & Community Events:** CBCSS Open House for prospective families, modeled after successful APIDA (Asian, Pacific Islander, and Desi American) and Latinidad events.
- **STEM Recruitment:** Cross-promotion between the College's STEM Center, MESA (Math, Engineering, and Science Achievement), the Black Empowerment in STEM Club, and the annual Women of Color in STEM panel to inspire early engagement in high-demand fields.

(C) Academic and Basic Needs Support Services

Mt. SAC provides an integrated network of support to meet academic, cultural, and personal needs:

- **CBCSS:** Expanded services (540 students served in 2024-25, with goal to reach at least 1,000 annually) including counseling, peer mentoring, tutoring, cultural programming, and leadership development.

- **Umoja Aspire:** Learning communities, transfer support, inspirational workshops, and culturally responsive counseling.
- **A²MEND Charter:** Mentorship (Jegna model), leadership development, financial literacy, and cultural enrichment for Black male students.
- **Basic Needs Integration:** Pilot program providing fresh meals every other week and a CBCSS snack bar, prioritizing food-insecure students.
- **Academic Support:** Finals Week Extravaganza, embedded tutoring, access to STEM role models, and workshops on study skills and time management.
- **Cultural and Co-Curricular Programs:** Black History Month, HBCU Week with guest speakers, experiential learning opportunities, and Black Student Success Week events.

Center for Black Culture & Student Success		
Umoja Aspire Programming	A ² MEND Charter Programming	CBCSS Programming
Serve and support Umoja Aspire students (current and potential)	Serve and support Charter and A ² MEND students	Serve and support Black and African American students, faculty, and staff
Academic support via counseling and programming to increase transfer, retention, and course success	Academic support to increase transfer, degree completion, and course success for A ² MEND students	Programming and activities offered at the Center AND supports Umoja Aspire and A ² MEND
Cultural, personal, and leadership development (cultural identity and community among students)	Cultural, personal, and leadership development (student and mentorship development)	Professional development for Black and African American faculty and staff
Outreach and recruitment activities (local high schools and community organizations)	Community outreach and programming with local college A ² MEND programs	Welcome, milestones, and achievement events to celebrate achievements and build community

(D) Planned Allocation of Resources (2025-2030)

Mt. SAC will align ongoing and new investments with BSI designation priorities, ensuring that financial resources directly advance equity, belonging, and student achievement. These allocations, developed through collaboration across Student Services, Instruction, Fiscal Services, and Institutional Research, reflect a balanced and sustainable investment plan consistent with *Mt. SAC 2035*, the College's *2025–28 Student Equity Plan*, and the California Community Colleges' *Vision 2030* priorities.

- **Recruitment and Outreach:** Dedicated funding supports community engagement, participation in the Black College Expo, and targeted marketing campaigns that highlight Mt. SAC as a pro-Black, student-centered campus.

- **Program Staffing:** Resources sustain the Director of the CBCSS, counseling and coordination for Umoja and A²MEND, administrative and student services specialists, professional experts, and student assistants who deliver direct student support, outreach, and mentoring.
- **Student Support:** Funding expands the CBCSS tutoring and mentoring network, provides technology access such as loaner laptops and Wi-Fi hotspots, and strengthens the Basic Needs food program to ensure that students' academic and personal well-being are met holistically.
- **Cultural Programming:** Annual allocations underwrite signature events including Black History Month, HBCU Week, Black Student Success Week, and the Black Graduation Ceremony, along with student and staff participation in statewide and national convenings such as Umoja, A²MEND, Nandi, California Association of Black School Educators (CABSE), and CCC-to-HBCU conferences.
- **Professional Development and Evaluation Infrastructure:** Investments support DEISA+ (Diversity, Equity, Inclusion, Social Justice, and Anti-Racism) and BSI-aligned training for faculty and staff, campuswide equity workshops and focus groups, marketing and communications, guest speakers and cultural events, and data-driven evaluation through disaggregated dashboards, quarterly key performance indicator (KPI) reviews, and student surveys and listening sessions.

Planned Allocation of Resources (2025 2030)		
Category and Description	Annual Cost	5 Year Total
Personnel: <ul style="list-style-type: none"> • Director of CBCSS • Counselor • Coordinator, Project/Program • Administrative Specialist III • Student Services Program Specialist II • Professional Experts • Student Assistants (Mentors and Tutors) • Project Expert III 	\$ 877,164	\$ 4,385,820
Supplies and Materials: <ul style="list-style-type: none"> • Supplies for special events and recruitment opportunities • Supplies for Village Space, including office supplies, snack bar restocks, personal hygiene product restocks • Promotional items, professional attire, and graduation sashes for A²MEND participants • BSI-branded supplies and materials 	\$ 46,828	\$ 234,140
Other Operating Expenses and Services: <ul style="list-style-type: none"> • Marketing: design, printing, and distribution of BSI materials and digital outreach • Professional development: BSI-aligned workshops and DEISA+ training for faculty and staff 	\$ 158,265	\$ 791,325

<ul style="list-style-type: none"> • BSI focus groups and workshops: student, staff, and faculty focus groups and campus dialogues • Travel and conference for students and staff to participate in A²MEND Conference • Travel and conference for students and staff to participate in HBCU Tour • Travel and conference for students and staff to participate in professional development opportunities (e.g., Umoja Conference, Umoja Regional Symposium, Winter Coordinators Retreat, Summer Learning Institute, Student Leadership Summit, Nandi Conference, CCC to HBCU Conference, CABSE) • Contracted services, including guest speakers (e.g., keynote speakers for Black History Month events, Black Student Success Week events, Equity Speaker Series, Black Graduation) and large event vendors (e.g., band, performers) • Research and evaluation: surveys, focus group transcription, and reporting design • Catering and promotional services for BSI-aligned workshops, sessions, and campus dialogues • Catering and promotional services for special events and recruitment opportunities • Other services related to implementation of BSI activities 		
Capital Outlay: <ul style="list-style-type: none"> • Technology: laptops, software, and Wi-Fi hotspots 	\$ 15,000	\$ 75,000
Total Planned Resources	\$ 1,097,257	\$ 5,486,285

These allocations institutionalize Mt. SAC's equity infrastructure, strengthening the capacity of the CBCSS, Umoja, and A²MEND while embedding culturally responsive practices across all divisions of the College. These investments build upon the strong foundation established by Mt. SAC's identity-affirming centers and programs but are intentionally designed to extend far beyond the physical walls of the CBCSS. Every division holds accountability for advancing Black student excellence and ensuring that equity is woven into policy, pedagogy, operations, and culture. Through this shared responsibility, Mt. SAC will scale the belonging, affirmation, and success that have flourished within the CBCSS ecosystem into every classroom, office, and learning environment on campus. In doing so, the College reaffirms that Black and African American student success is not the work of a single center, but a reflection of institutional identity, commitment, and collective purpose.

(E) Professional Development for Faculty and Staff

Mt. SAC prioritizes equipping employees to serve Black and African American students with excellence through sustained, culturally responsive professional learning that strengthens equity-minded practice campuswide.

- **Annual Black Student Success Week:** Campus-wide engagement with workshops and panels centered on Black and African American student achievement, belonging, and equity.
- **Conference Participation:** Faculty and staff are sponsored to attend Umoja training, A²MEND conference, and CCC-HBCU Conference, and other professional convenings focused on Black and African American student excellence and success.
- **On-Campus Cultural Events:** CBCSS hosts the annual Black History Month luncheon, Helen Young's HBCU presentation, and panels featuring Black faculty, alumni, and community leaders that promote visibility and shared learning.
- **Curriculum Development:** Faculty participate in the Umoja Summer Learning Institute and related equity institutes to integrate culturally responsive pedagogy into English, Math, and STEM gateway courses, improving early-course throughput and time-to-degree.
- **Cross-Discipline Professional Networks:** Faculty engage in organizations such as the National Society of Black Engineers and the California Association of Black School Educators to expand mentorship and professional learning opportunities for students.
- **DEISA+ Professional Development:** Mt. SAC's Professional and Organizational Development (POD) department provides ongoing DEISA+ (Diversity, Equity, Inclusion, Social Justice, Anti-Racism, and Anti-Other Isms) trainings for all employee groups. These offerings include workshops on culturally responsive teaching, inclusive communication, anti-racist leadership, and healing-centered engagement. POD's DEISA+ framework ensures that every department integrates equitable and anti-racist practices into its daily work, aligning professional learning with *Mt. SAC 2035* and the *2025-28 Student Equity Plan*.

These professional development investments reinforce shared accountability for equity outcomes, requiring divisions to incorporate DEISA+ learning objectives into annual planning and evaluation cycles.

Five-Year Roadmap

Each year of Mt. SAC's five-year plan builds intentionally on the last, ensuring that progress is iterative, data-informed, and responsive to student voice and institutional learning.

Year 1 (2025-26): Planning and Alignment

During 2025, Mt. SAC is laying the foundation for strategically addressing the needs and supporting the outcomes of our Black and African American students, including aligning institutional priorities, conducting analysis, and preparing infrastructure. This year is focused on planning, integration, and groundwork.

- Convene an internal Black Student Excellence & Success planning team, including representatives from Student Services and Instruction, to coordinate cross-campus efforts.
- Align BSI goals with the *2025-28 Student Equity Plan* and *Mt. SAC 2035*, embedding objectives into existing equity commitments.
- Conduct baseline data analysis to inform measurable five-year targets:
 - Successful enrollment: 13.6%
 - Persistence: 56.5%
 - Gateway math/English throughput: 9.5%
 - Completion (three-year): 12.0%
 - Transfer: 26.4%
- Conduct focus groups and surveys with Black students to identify perceived barriers to enrollment, advising, course navigation, and transfer.
- Host key visibility and belonging events (Welcome Black Week, HBCU Week with guest speakers, Black College Expo).
- Collaborate with the Mt. SAC Foundation and Alumni Association to explore fundraising opportunities that support black student excellence and success initiatives, including the Black College Expo, HBCU Caravan, conference participation, and student leadership development activities.
- Identify staff liaisons in Admissions, Financial Aid, and Counseling to guide Black and African American students through matriculation.
- Begin disaggregating data collection, student focus groups, and student surveys to identify barriers to enrollment and persistence.
- Initiate planning for resource allocation, staffing, and program scaling for future years.
- Begin developing a Black Student Excellence & Success Advisory Council structure for launch in 2026.

Year 2 (2026-27): Expansion and Early Implementation

Building on 2025 groundwork, Year 2 emphasizes early implementation, outreach expansion, and structural integration to increase engagement of Black and African American students in support programs.

- Launch Black Student Excellence & Success Advisory Council with student, faculty, staff, and community representation.
- Strengthen outreach partnerships with churches, cultural centers, and feeder schools.
- Host CBCSS Open House for prospective students and families, modeled after APIDA and Latinidad events.
- Expand CBCSS services to 650 students, scaling tutoring, counseling, and mentoring.
- Develop culturally relevant marketing campaigns (including direct mail to families) affirming Mt. SAC as a pro-Black campus.
- Launch Navigate communications campaigns with warm nudges, milestone reminders, and affirming messages.
- Use student feedback themes, such as the desire for more visible faculty mentorship and consistent program communication, to refine CBCSS outreach and peer mentoring design
- Formalize peer mentoring program linking first-year students with Black alumni.
- Create culturally affirming First-Year Experience with peer navigators and community-building events.
- Expand summer bridge opportunities for Black and African American students.
- Continue embedded tutoring in math and English and explore opportunities to expand its reach; prioritize tutors who reflect students' lived experiences.
- Support participation in AIME (noncredit academic intervention) for students needing additional math and/or English preparation.
- Strengthen Basic Needs referrals and follow-up for food, housing, and emergency support.
- Broaden HBCU transfer pipelines, including articulation discussions.
- Metric benchmarks:
 - Successful enrollment: 14.3%
 - Persistence: 60%
 - Math/English throughput: 11%
 - Completion: sustain $\geq 12\%$
 - Transfer: sustain $\geq 26.4\%$

Year 3 (2027-28): Scaling and Accountability

Year 3 shifts focus to scaling programs, deploying data tools, and increasing accountability for results, ensuring measurable progress toward closing equity gaps.

- Expand CBCSS services to 750 students annually.
- Launch predictive analytics dashboard to identify and proactively support at-risk Black and African American students.
- Publish mid-cycle Black Student Success Report with progress toward metrics.
- Integrate Canvas-based student support modules in gateway math and English courses.

- Expand faculty professional development on embedded tutoring and culturally responsive pedagogy.
- Launch proactive outreach campaigns at 50%, 70%, and 95% program completion milestones.
- Provide case management and coaching for denied graduates, prioritizing near completers.
- Initiate early degree audits through Admissions & Records for students approaching completion.
- Expand participation in Umoja Summer Learning Institute and A²MEND faculty development.
- Scale culturally responsive curriculum redesign in English, math, and STEM.
- Metric benchmarks:
 - Successful enrollment: 14.8%
 - Persistence: 63%
 - Math/English throughput: 12.3%
 - Completion: sustain $\geq 12\%$
 - Transfer: sustain $\geq 26.4\%$

Year 4 (2028-29): Institutional Integration

By Year 4, Mt. SAC will fully institutionalize programs and budget lines, while expanding visibility and leadership opportunities for Black and African American students across campus.

- Institutionalize budget allocations for CBCSS, Umoja, and A²MEND in the College's ongoing financial plan.
- Host the first Mt. SAC Black Student Excellence & Success Symposium, highlighting student voices, research, and best practices.
- Expand HBCU transfer partnerships with formal articulation agreements and dual advising.
- Implement Credit for Prior Learning expansion and streamline transcript evaluation system (TES) for Black and African American students.
- Launch additional Associate Degrees for Transfer (ADTs), including STEM pathways aligned with CalGETC.
- Ensure clear, accessible communication of student services across websites, guides, and classrooms.
- Strengthen cross-campus accountability measures for persistence and throughput equity gap reduction.
- Metric benchmarks:
 - Successful enrollment: 15.3%
 - Persistence: 65%
 - Math/English throughput: 13.0%
 - Completion: sustain $\geq 12\%$
 - Transfer: sustain $\geq 26.4\%$

Year 5 (2029-30): Sustainability and Vision Renewal

The final year focuses on sustainability, comprehensive evaluation, and forward planning to ensure long-term institutional commitment to Black and African American student success.

- CBCSS and partner programs serve 1,000 Black and African American students annually.
- Conduct a comprehensive five-year evaluation, publishing a final Black Student Success Report with both quantitative outcomes and student narratives.
- Secure long-term funding streams (state allocations, philanthropy, grants) to sustain proven programs.
- Host a community visioning summit to establish the *2030-2035 Black Student Success Plan*.
- Evaluate impact of Credit for Prior Learning, TES, and ADT expansion on completion and transfer outcomes.
- Metric benchmarks:
 - Successful enrollment: 15.8% (gap ≤ 1.8 percentage points)
 - Persistence: 67.2% (gap ≤ 6.5 percentage points)
 - Math/English throughput: 13.7% (gap ≤ 3.9 percentage points)
 - Completion: sustain $\geq 12\%$ (gap ≤ 1.4 percentage points)
 - Transfer: sustain $\geq 26.4\%$ (gap ≤ 5.8 percentage points)

Ongoing Institutional Commitment

Mt. SAC's *Strategic Plan for Black Student Excellence and Success (2025–2030)* represents an intentional, collegewide commitment to embed equity into every facet of institutional practice. Guided by *Mt. SAC 2035* and the *2025–28 Student Equity Plan*, this framework strengthens the systems, relationships, and accountability structures that enable Black and African American students to thrive academically and personally.

Institutional decisions, priorities, and resource allocations will be guided by disaggregated data and shared governance, ensuring that progress toward equity is both measurable and sustained. Through this intentional alignment, Mt. SAC will continue to transform equity from a programmatic goal into an enduring institutional norm.

The College also recognizes that the most meaningful indicators of progress come directly from students. Feedback from Black and African American students affirms that Mt. SAC is a place where they feel seen, supported, and valued, while also identifying opportunities for continued growth in representation, visibility, and communication. These insights inform ongoing refinement of programs and services to ensure that student voice remains central to institutional improvement.

By 2030, these efforts will have strengthened Mt. SAC's capacity to sustain progress, ensuring that Black and African American student excellence and success are not only supported by programs but reinforced by the College's structures, policies, and culture.