

# Executive Summary

## **Overview of 2022-2025 Student Equity Plan**

A careful review of student equity concerns related to the disproportionality of student success outcomes guided the development of the college's 2022-25 Student Equity Plan. Using an inclusive process, a broad spectrum of individuals representing faculty, staff, administrators and students worked over an 8-month process to develop the Plan. The college's Student Equity Committee and the Student Preparation Equity and Achievement Council spear-headed the work on the plan, which culminated with approval from the Academic Senate and the Board of Trustees. Central to the development of the plan was a purposeful focus on identifying specific student groups, using race and other identifying characteristics, as our determinants. Although data from NOVA identified certain student profiles that are deemed to be disproportionate in terms of the equity metrics, the Mt. SAC team was more inclusive, choosing to add additional student groups for our work.

## **Assessment of Progress in Achieving Identified Goals**

Although much work remains, the college is pleased with the preliminary results thus far. The full implementation of AB 705 followed by AB 1705 has enabled a major shift in students' successful enrollment and completion of transfer level English and math. Success rates. However certain identified groups continue to need more focused attention and purposeful efforts to improve success rates, particularly for male students of color and African American and Latinx students overall. Additionally, although there are modest gains in completion and success rates, lowered enrollment for Black/African American, Pacific Islander and Native American students is of concern and will continue to be of focus for improvement.

**Completion of Transfer English and Math in Year One:** All four groups (Asian, Black/African American, Latinx, White) showed an increase in completion rates between 2019-2020 and 2020-2021 with Black/ African American students showing the highest increase (9.5 percentage points).

**Completion of Transfer English in Year One:** Between 2019-2020 and 2020-2021, Black/African American and White students showed an increase in completion rates while Asian and Latinx students experienced a drop in completion rates during this same period.

**Completion of Transfer Math in Year One:** All four groups (Asian, Black/African American, Latinx, White) experienced completion rate increases between 2019-2020 and 2020-2021 where Black/African American students showed the most notable increase (11.2 percentage points).

**Degree attainment [ADT, AA, AS]:** In 2020-2021, all four groups (Asian, Black/African American, Latinx, White) experienced an increase, with Latinx students showing the largest increase (1,729 to 2,034). In 2020-2021, the percentage of degrees awarded to Black/African American students increased to 3.6% and this year also included the highest number of degrees awarded to Black/African American students between 2016-2017 and 2020-2021. In 2020-2021, a five-year high was reached in terms of the total number of associate degrees awarded to Latinx students (2,034). 2020-2021 also marked a five-year high for the percentage of degrees awarded to Latinx students (63.5%).

**Transfer to a Four-Year Institution:** In 2020-2021, a five-year high was reached in terms of the total number of Latinx students who transferred (997). Mt. SAC is ranked #2 in California for successful transfer enrollment to CSU for Hispanic/Latino and American Indian/Alaskan Native students.

**Male Students of Color:** Although course success rates fell between Spring 2020 through Fall 2021, Spring 2022 course success rates surpassed Fall 2019 rates for Latinx, African American, American Indian/Alaskan Native and Pacific Islander males.

### **First-generation, low-income freshmen students in Summer Bridge (learning community)**

**Summer 2020 cohort:** Latinx students had a 92% fall to spring retention rate, compared to 70% for all other students. 66.7% completed transfer level English in their first year of college compared to 45.9 % of overall Mt. SAC students. 38.2% completed transfer level Math in their first year of college compared to 26.1% of overall Mt. SAC students.

### **Initiatives to Achieve Goals**

**Establishment of Identity Centers:** A central focus for the college's Student Equity efforts has been the development and establishment of identity centers, which are funded with support staff and physical locations.

- **LGBTQ+/Pride:** under the Humanities and Social Sciences division, the Pride Center is staffed by a faculty coordinator on release time and a full-time support staff. Academic Counseling services and mental health therapist are available to students, as well as educational workshops, professional development events and other interventions.
- **Center for Black Culture and Student Success/Umoja Aspire:** The Umoja/Aspire program moved to a new location when the Center for Black Culture and Student Success was established. Sharing resources, this facility has private administrative and counseling offices, a computer lab, a resource center and a large space for meetings and workshops. A director oversees the entire effort with an assigned counselor, full-time coordinator, support staff and clerical support.
- **El Centro:** El Centro developed as a part of the college's Bridge (learning communities) program, has been housed in an office and small classroom within Bridge as it awaits the completion of a brand new building. A director has been hired along with hourly support staff. The new facility will have space for private offices for administration and counseling as well as meetings and other programming.
- **First Peoples Native Center:** This identity center was officially opened in the fall 2022 semester in support of our Native American/Indigenous students. Dedicated space has been provided inside the Equity Center that will also house a program coordinator.
- **Arise/AANAPISI:** Funded by federal AANAPISI grants, the Arise Program, supporting our Asian American, Pacific Islander, and DESI American students, is also housed in the Equity Center. An administrative director, educational advisor, and program specialist fully staff this program, along with counseling support.

**MMI:** First established in 2016, the Minority Male Initiative brings together college administrators, faculty, staff and male students of color for weekly zoom meetings and once/month in-person meetings and programs. Administrative oversight is provided by the Director, TRiO programs with hourly support staff and peer mentors. A dedicated space will open either late fall of 2023 or early spring of 2024.

**Professional Development:** SEAP funds have been used to support faculty training that has focused on equity-based classroom techniques, implicit bias, and micro-aggressions. Faculty have access to participate in the ACUE Training, new faculty seminars, become SPOT certified, among many more services.

**College-wide Summits:** Twice annual college-wide summits bring together faculty and campus leadership from instruction and student services to focus on improving teaching and learning and the provision of support services to equity student populations and those specific students identified as disproportionately impacted. Guest presenters (Frank Harris), student panels, faculty/staff/administrator presenters help to focus the dialog and sharing of learning best practices to address Diversity, Equity, Inclusion and Accessibility.

**Title V Grant:** The college is a recipient of a federal Title V Hispanic Serving Institutions grant that has focused on data coaching and faculty development and student leadership development. Student leadership conferences focusing on the specific needs and concerns of Hispanic/Latinx students have been held.

**Knowledge is Power Learning Communities:** Learning communities have been developed with defined interests related to Latinx, Native American, Asian Pacific, and Black/African American students. Students take between 1 to 3 linked general education classes that focus on ethnic specific course content.

**Student Engagement Activities:** In order to increase student engagement and to build a sense of belonging, several initiatives have been developed. A monthly Mountie Mentor Meeting brings students together to discuss relevant topics, learn about resources available on campus, peer-to-peer dialogs and mentoring provided by college staff, faculty, administrators and elected trustees. A Thanksgiving Meal with activities is offered annually to students in conjunction with the Associated Students. Finals Brain Food provides students with a hot meal during finals week.

**Financial Aid Follow Through:** Financial Aid Inreach staff were hired to make direct contact with students to encourage them to apply for Financial Aid, to assist students in completing the process, to work with students and their families to troubleshoot eligibility issues.

**Family and Community Outreach:** A new unit is being established to focus on outreach to underserved, low income and first generation college-going communities. Culturally-based outreach approaches, community events and linkages with community groups will be developed.

### **Budgeted Resources and Intended Funding**

- **2021-2022 allocation: \$13,617,069**

21-22 SEA Program – Year 1 Expenditures	
Object Code	Amount
<i>1000 – Instructional Salaries</i>	\$2,042,435
<i>2000 – Non-Instructional Salaries</i>	\$2,467,917
<i>3000 – Employee Benefits</i>	\$741,730
<i>4000 – Supplies and Materials</i>	\$268,023
<i>5000 – Other Operating Expenses and Services</i>	\$1,275,576
<i>6000 – Capital Outlay</i>	\$83,373
<i>7000 – Other Outgo</i>	\$56,055
<b><i>TOTAL Year 1 Expenditures</i></b>	<b>\$6,935,109</b>
<b>Year 2 FORECAST</b>	<b>\$6,681,960</b>
<b><i>TOTAL Expected Spending (Expenditures + Forecast)</i></b>	<b>\$13,617,069</b>

21-22 SEA Program – Estimated Spending	
Category	% of Spending
<i>Counseling</i>	<b>30%</b>
<i>Professional Development</i>	<b>8%</b>
<i>Tutoring</i>	<b>25%</b>
<i>Orientation/Welcome Activities</i>	<b>15%</b>
<i>Emergency Aid for Students (AB943)</i>	<b>2%</b>
<i>Embedded Tutoring</i>	<b>3%</b>
<i>First Year Experience</i>	<b>5%</b>
<i>Basic Needs</i>	<b>5%</b>
<i>Other</i>	<b>7%</b>
	<b>100%</b>

### **District Officials**

- **Project Lead Contact: Eric Lara (Associate Dean, Student Success and Equity)**
- **Alternate Project Lead Contacts: Gloria Munguia (SSSP Coordinator), Maridelle Acero (Administrative Specialist III), Patricia Quinones (Director, Research Institutional Effectiveness), Lisa DiDonato (Researcher), John Barkman (Researcher), Jaime Rodriguez (Researcher)**
- **Chief Instructional Officer/Chief Student Services Officer/Academic Senate President: Kelly Fowler, Audrey Yamagata-Noji, Roger Willis**
- **Chancellor/President and Chief Business Officer: William Scroggins, Morris Rodrigue, (designee – Rosa Royce)**