GOALS AND ACTIVITIES

A.   STUDENT SUCCESS INDICATOR FOR ACCESS

"Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served"

Goal A: *Continually evaluate and implement strategies and programs to ensure that enrolled students match their population within the communities served by the college and that comprehensive pathways enable seamless access for identified student groups.*

Summary of Research

Research data, at this point in time, needs to be expanded to develop more fine-grain analysis of access concerns. Current demographic information of the college's geographic area indicates that the largest ethnic group under-represented at the college is White. In an analysis of participation rates in the college's high school outreach efforts and enrollment in the Summer Bridge Program there is an under-representation of Latino and African American males ages 18-21 who apply to the college and who participate in the Summer Bridge Program. Data related to both Former/Foster Youth and Veteran populations within the college's boundaries and their enrollment at the college is presently inadequate and efforts to address this are contained in the activities/strategies below.

Other findings:

- Participation rates are lowest for males and females from Baldwin Park
- The City of Pomona, followed by the City of Baldwin Park, has the highest rate of poverty and unemployment and the lowest rates of educational attainment.
- Although the college's DSPS enrollment is 7.28% compared to the population aged 18-64 across all district cities (6.7%), there are several cities with higher percentages of disabled individuals such as Baldwin Park (9.8%), Pomona (6.7%) and La Puente (9.8%).
- There is an under-representation of Latino students who are English language learners enrolling in ESL programs (29% in 2013-14) in comparison to their overall population in districts served. For example, 2010 U.S. Census data indicates that 33,591 (43.5%) of Spanish speaking residents in Pomona speak English "less than well" compared to 1,686 residents (56.2%) of Chinese speaking residents in Pomona. However, in our ESL program the proportions are reversed: 44% of Pomona

residents in the ESL program speak Chinese as a primary language in comparison to 29% who speak Spanish as a primary language.

Goal A.1: Establish partnerships with the foster youth community, resources and agencies to support the successful enrollment and transition of foster youth/former foster youth to the college.

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
A.1.a Develop partnerships with local high schools and Foster Youth agencies and Independent Living Program officers to connect with foster youth prior to their transition from high school. A.1.b Implement new efforts and coordinate existing services to reach out to and support Former/Foster Youth.	2014-15 initiation 2015-16 implementation	Foster Youth Program Coordinator Associate Dean, Counseling ACES Counselor EOPS/CARE Director Financial Aid Ed Advisor High School Outreach Supervisor	A.1.a Local high schools and community agencies Independent Living Officers will refer foster youth to the college. A.1.b The college will have a well-defined foster youth program of new services coordinated with existing campus resources serving 75% of identified students resulting in positive receptivity by students and annual increases in successful outcomes.

Goal A.2: Improve outreach and recruitment to African American and Latino males from economically disadvantaged communities.

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
A.2.a Develop culturally sensitive and relevant outreach approaches to target non-college going Latino and African American males.	2014-15: Planning and development of strategies 2015-17: Implementation	High School Outreach Associate Dean, Counseling	A.2.a Latino and African American male enrollment from the communities of Pomona and Baldwin Park will increase by 5% over the next three (3) years.
A.2.b Work with Pomona Unified School District and Baldwin Park high schools to identify Latino and African American males with no college plans.	2014-15: Initiate meetings with school officials 2015-17: Develop and initiate focused outreach efforts	High School Outreach Upward Bound Aspire Bridge Counseling Department The Dream Center Foster Youth REACH Associate Dean, Counseling	A.2.b Latino and African American student enrollment, especially males, from Pomona and Baldwin Park school district high schools will increase by 5% over the next three (3) years.
A.2.c Develop a comprehensive outreach and recruitment plan to target African American students to apply and complete the process for the Summer Bridge Program.	2014-15: Develop and implement plan to support at risk students not selected for the Summer Bridge Program. 2015-17: Implementation	High School Outreach Associate Dean, Counseling ACES Arise Aspire Bridge Program Counseling Department The Dream Center	A.2.c Increase the number of African American students who participate in the Summer Bridge Program by 2% annually.

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
A.2.d Research effective strategies to assist incoming students who are at-risk and cannot participate in the Summer Bridge Program.	A.2.d 2014-15: Convene discussion groups and commence planning 2015-16: Pilot interventions 2016-17: Implement interventions	Foster Youth REACH High School Outreach Associate Dean, Counseling ACES Arise Aspire Bridge Program Counseling Department The Dream Center Foster Youth REACH	A.2.d African American and Latino males will participate in pathways efforts to increase their successful participation in college readiness programs and their successful enrollment.

Goal A.3: *Improve outreach and recruitment of disabled individuals, especially from the communities of Baldwin Park, Pomona, and La Puente.*

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
A.3.a Work closely with the transitional specialists at Baldwin Park, Pomona and Hacienda La Puente Unified School Districts to identify disabled students and establish effective recruitment strategies. Provide target presentations and one on one confidential meetings to identified students with disabilities.	2014-15: Identify key contacts, develop strategies, materials 2015-17: Implementation	Director, DSPS Supervisor, High School Outreach Associate Dean, Counseling	A.3.a Enhanced partnerships with local feeder high schools will result in increased enrollment of disabled students.
A.3.b Develop coordinated services for disabled individuals to ease their transition to college and access to specialized support services.	2014-15: Planning and identification of services to	DSPS Director and Faculty High School Outreach Associate Dean,	A.3.b Disabled students will successfully complete required core services, enroll at the

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
	meet specific student needs 2015-17: Implementation	Counseling, Veterans Resource Center	college and participate in campus-wide support services.

Goal A.4: *Enhance targeted outreach efforts to increase the enrollment of English language learners, Re-entry and Veteran students and their participation in support services.*

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
A.4.a Targeted outreach using AB86 consortia partners (K-12 adult schools) to help transition Latino/a students from K-12 adult schools to Mt. SAC Noncredit ESL. A.4.b Provide resources for Re-entry adult students such as pre-assessment preparation, workshops, counseling, specialized courses, and transcript analysis. A.4.c Develop a specialized marketing, recruitment, and pathway services for veteran students' enrollment at the college and receipt of Veterans services.	2014-2015: Develop outreach plan for adult English language learners (AB 86), Re-entry and Veterans 2015-2016: Implement outreach plan and enrollment in support services	For A.4.a, A.4.b, and A.4.c: ESL AB 86 Program leaders and ESL Counseling team Vice President Student Services High School Outreach Director, Assessment and Matriculation Dean, Counseling Dean, Enrollment Management Director, Financial Aid Supervisor, Veterans Student Services Specialist-Veterans Veterans Resource Center Director, EOPS/CARE Director, CalWORKs	A.4.a As tracked by outreach contacts and enrollment counts, the number of Latino/a students transitioning from K-12 adult schools will increase by 3% in 2015-16; 5% in 2016-17; and 8% in 2017-18. A.4.b Re-entry students (over age 24) will successfully complete enrollment to the college, increase their placement scores, and increase their participation rates in key support services. A.4.c The enrollment process for Veterans will improve in efficiency with timely receipt of services and benefits.

Goal A.5: Conduct research and implement strategies to improve the access, registration, and enrollment of under-represented and under-served individuals.

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
A.5.a Review current practices and data related to the demographics of students who do not complete core services, registration and enrollment, with special attention to targeted populations. A.5.b Conduct research to address the effect of registration priority on access.	For A.5.a and A.5.b: 2014-15: Conduct research and initiate recommendations for improved procedures 2015-17: Implementation of enhanced services and improved processes	RIE (Research and Institutional Effectiveness) Dean, Enrollment Management Associate Dean, Student Success and Equity	A.5.a Roadblocks and areas to improve processes and enhanced support will be identified and new pathways implemented. A.5.b Research will provide evaluative information to determine the impact priority registration has on access for disproportionately impacted student groups.

GOALS AND ACTIVITIES

B. COURSE COMPLETION
STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION
"The ratio of the number of credit courses in which students by population group receive a passing grade compared to the number of courses in which students in that group are enrolled on the census day of the term."

Goal B: *Improve course completion for specific student populations (Latino, African American, Pacific Islander, disabled, Former/Foster Youth and students aged 20-24) by implementing specialized program interventions supported by research efforts.*

Summary of Research
- Although no identified student groups were determined to have a proportionality index of less than .80, several student groups were less than .97:
  - African Americans: .90
  - Latinos: .96
  - Former/Foster Youth: .92
  - Disability: .95

Goal B.1: *Improve course completion for specific student populations by conducting research, gap analyses, focus groups, and analyzing trends and interventions specific to identified student groups.*

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
B.1.a Conduct ongoing, extensive research and develop ongoing tracking and evaluation of course completion by defined student profiles. B.1.b Conduct a 'leavers' study to determine why students (credit	For B.1.a and B.1.b: 2014-15: develop and initiate research, and focus groups with students and faculty 2015-16 and 2016-17: continue research, sharing of results, supporting departments to develop interventions and measure	For B.1.a – e: Director, RIE Research Evaluator assigned to Student Equity Vice President, Student Services Dean and Associate Dean, Counseling Instructional and Student Services faculty and managers	B.1.a – e: Increased knowledge about interventions, support services and effective practices in teaching/learning that lead to improved course completion especially for

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
and noncredit) do not complete courses and drop courses and drop out of college. B.1.c Analyze trends in student success to determine particular interventions that are needed for particular students (especially ethnicity, income, age, disability, and basic skills).	effectiveness. 2014-15: plan for implementation of targeted services for basic skills and STEM students to increase their persistence and completion rates. 2015-16: pilot intervention services 2016-17: implement and continue tracking outcomes of interventions.	Associate Dean, Student Success and Equity	targeted student groups (African American, Latino, Pacific Islander, low income, first generation status, disabled, male 20-24 year-olds, Former/Foster Youth status, English language learners).
B.1.d Analyze trends in services utilization and conduct focus groups to determine student needs related to tutoring support and instructional and support services to develop relative interventions and support services.	2014-15: inventory all available services on campus and develop a networked plan of support. 2015-16: integrate service delivery to targeted student groups.		
B.1.e Determine the impact of specialized programs (e.g., Aspire, Bridge, and Arise) on the success of specific profiles of students (ethnicity, income, first generation status, gender, age, disability, Former/Foster Youth status, basic skills and English language fluency).	2014-15: Expand Summer Bridge and pilot other intensive summer programs for African American, Latino, Former/Foster Youth, Pacific Islander, Disabled and students aged 20-24. 2015-17: Implement intensive, accelerated programs focused on targeted student groups.		

Goal B.2 Improve course completion through improved instructional strategies and faculty professional development.

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
B.2.a Utilize a college-wide approach to enhance students' college success skills through embedded instructional practices, faculty identification of course "choke points," especially in basic skills courses	2014-15: Development of strategies 2015-16: Pilot and measure effectiveness of strategies 2016-17: Implementation	Academic Senate Appointed Task Force Basic Skills Coordinating Committee Counseling Department Professional Development FPDC – Faculty Professional Development Committee	B.2.a Students' understanding of college expectations and their use of specific strategies will result in improved course completion.
B.2.b Analyze professional development interventions that may be applicable in improving course completion rates.	2014-15: Conduct analyses of instructional practices and strategies and survey faculty to determine the appropriate interventions.	Academic Senate Appointed Task Force Professional Development Council FPDC Research	B.2.b Faculty will participate in professional development opportunities to enhance course completion rates.
B.2.c Institute faculty professional development to strengthen their abilities to recognize student issues, enhance engagement and to intervene and provide assistance to students.	2014-15: Initiate work between faculty groups and professional development 2015-16: Begin introduction of professional development activities	FPDC Professional Development Director Vice President, Instruction or appointee(s) Early Alert Task Force	B.2.c Support for students will be enhanced, thereby improving their attendance and pass rates, and faculty will feel more empowered to engage and assist students.
B.2.d Develop instructional efforts in information competency and library technology skills to discover information in all formats and to interact with those in digital format.	2014-15: Initiate efforts to increase enrollment and develop evaluative measures 2015-17: Implementation of new efforts and conduct evaluation	Library and Learning Assistance Division Library faculty	B.2.d Students with information competency skills will and library technology skills have higher completion rates and higher course success.

Goal B.3: Increase course completion for target groups by providing early notification of student's progress.

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
B.3.a Academic progress monitoring will be developed and implemented through progress checks for special programs students and through early alert notifications utilizing personalized automated systems.	2014-15: continued development of automated early alert system; begin automating progress checks 2015-16: pilot personalized notification system for students 2016-17: fully implement personalized notification system	Dean and Associate Dean, Counseling Department Chair, Counseling Academic Senate Early Alert Task Force Information Technology staff Director, Title V HSI Grant Dean, Continuing Education	B.3.a Students will receive timely assistance and referrals and will be able to track their progress thereby increasing course completion.

Goal B.4: Expand and improve instructional and support interventions with a focus on engagement and success, especially for targeted student groups.

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
B.4.a Expand, develop and coordinate campus-based and community-based resource referrals for the most at risk students (Former/Foster Youth, DSPS, CalWORKs, EOPS, et al) to assist them in facing critical needs that impact their attendance and ability to complete course assignments and prepare for exams.	2014-15: conduct analysis of needs and particular services and interventions and begin piloting 2015-16: continue piloting and begin implementation 2016-17: implementation	Vice President, Student Services or designee(s) Student Services managers, faculty, staff Associate Dean, Student Success and Equity	B.4.a Students with exceptional needs will receive additional internal and external referrals and recommendations and additional support services to assist them in being able to stay in school and to complete courses successfully.
B.4.b Coordinate and expand successful instructional and support interventions, especially	2014-15: conduct coordination meetings to review successful practices and plan for integration	Vice President, Student Services Vice President, Instruction Basic Skills Coordinating Council	B.4.b Existing services and interventions will be integrated and expanded

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
those targeting specific student populations (Bridge, ACES, Arise, Aspire, EOPS, DSPS and Basic Skills) and implement new interventions for Former/Foster Youth, undocumented, and low income students.	and expansion. 2015-17: implement integration and expansion	Representatives from Bridge, ACES, ACES, Arise, Aspire, EOPS, DSPS, Basic Skills, Former/Foster Youth REACH, Dream Center, Financial Aid Associate Dean, Student Success and Equity	resulting in higher course completion rates for targeted student groups and students enrolled in support programs.
B.4.c Implement targeted interventions for specific student groups such as supplemental instruction, instructional support, library resources, workshops, tutoring, counseling, and peer mentoring to assist students in staying connected and motivated to complete courses.	2014-15: review and piloting of specific interventions 2015-16: continued expansion of implementation of interventions	Director, Learning Assistance Center Dean, Library and Learning Resources Department Chair, Counseling Director, Title V Grant "Intervention Team" (newly developed) Dean, Continuing Education	B.4.c Students' course completion will improve from receiving specialized assistance in the classroom and support outside the classroom.
B.4.d Develop and implement math assessment preparation workshops and math interventions such as ALEKS.	2014-15: continue piloting 2015-16: implement strategic interventions 2016-17: continued broad-scale implementation	Department Chair, Math Director, Assessment and Matriculation Matriculation and Assessment Committee Director, Arise	B.4.d Students participating in math preparation interventions will be more prepared to complete assessment testing and will be more accurately placed into math classes which will improve their course completion and success rates.
B.4.e Enhance ongoing interventions for students on probation.	2014-15: Review successful model programs applicable to Mt. SAC and develop interventions	Dean and Associate Dean, Counseling Department Chair, Counseling	B.4.e Decrease the number of students on probation and increase the

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
	2015-16: Pilot and track interventions 2016-17: Initiate more comprehensive interventions	Information Technology staff Research Assistant	numbers of students successfully exiting probation and continuing to reach success.
B.4.f Conduct research on the impact of accessing learning support on transfer course completion. B.4.g Develop leadership opportunities, especially for African American, Latino and first generation college students, to enhance their engagement to the college and commitment to reaching their goals.	 2014-15: Develop and pilot leadership development models 2015-16: Continue to pilot and enhance leadership development models 2016-17: Continue to implement and refine leadership development models	RIE Student Life/LEAD Program Bridge ACES Aspire Arise Counseling EOPS/CARE DSPS Former/Foster Youth Dream Center Veterans Resource Center Re-entry Center Honors	B.4.f This information will assist in shaping learning support service, especially for specific groups. B.4.g Through participating in leadership development activities, African American, Latino and other first generation college students will improve their course completion and retention.

Goal B.5: Increase awareness and develop intervention support models for African Americans, Latinos and other under-represented groups to be successful in Basic Skills and STEM courses and majors.

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
B.5.a Create a STEM Center to provide tutoring and support for students in STEM majors, with particular emphasis on African	2014-15: Identify space, identify interventions, identify recruitment strategies 2015-16: Pilot interventions,	Vice President, Instruction or designee(s) Dean, Natural Sciences Natural Sciences department	B.5.a Improved course completion rates, especially in basic skills and STEM classes, for all

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
American, Latino, low income, Former/Foster Youth, and disabled students.	continue development of STEM Center 2016-17: Continue piloting, open STEM Center	chairs Counseling department chair "Tutoring Coordinators Strike Team" Arise, ACES, Aspire, Bridge, The Dream Center, Foster Youth REACH	students, and specifically for African American, Latino, Pacific Islander, disabled, Former/Foster Youth, and low income students.

Goal B.6: Improve students' preparedness through improved access to textbooks, course materials and counseling interventions.

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
B.6.a Increase efforts to assist students with access to and acquisition of textbooks and course materials in a timely manner.	2014-15: Begin analyses and data gathering; develop recommendations 2015-16: implement recommendations presented 2016-17: continued implementation	Faculty Librarians Director, Bookstore Academic Senate Textbook Taskforce Vice President, Instruction or designee(s) Associated Students representative	B.6.a Students' improved access to textbooks will enable more students to complete courses successfully.
B.6.b Increase the numbers of students completing and following comprehensive education plans and participating in workshops and courses related to improving study skills, campus engagement and participation, and resiliency and commitment.	2014-15: Design workshops and embark on marketing and outreach to increase completion of comprehensive education plans. Pilot efforts on African American, Latino, Arise, ACES, Aspire, Former/Foster Youth, Dream and disabled students. 2015-17: Offer workshops and research participation profiles and outcome results; measure effectiveness of students	Associate Dean, Counseling Counseling Department Leaders and representatives of Arise, ACES, Aspire, Arise, Foster Youth REACH, Dream, EOPS, DSPS, CalWORKs, Re-entry, Veterans, Library and Learning Resources Division	B.6.b Course completion rates will improve for students with completed comprehensive education plans and for students attending specialized workshops.

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
	completing and following comprehensive education plans.		
B.6.c Conduct research on the effect of accessing counselors and completing educational plans.	2014-15: Define research parameters 2015-16: Institute research 2016-17: Analyze research results and make recommendations	RIE Associate Dean, Counseling Counseling Department	B.6.c Identify targeted actions for student groups that need intervention.

Goal B.7: *Implement electronic modes of communication to enhance student engagement and course completion, retention and persistence.*

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
B.7.a Research and implement electronic communication systems and dashboard-based products designed to establish regular, meaningful, culturally sensitive and ongoing communications with students as well as monitoring of students' progress toward goals.	2014-15: Develop and pilot communications systems for students, beginning with students enrolled in EOPS, ACES, Bridge, Aspire, and Arise. 2015-17: Continue development and implementation of strategies and student communications systems.	Information Technology Staff Counseling Department Associate Dean, Counseling Dean, Enrollment Management	B.7.a Students participating in the electronic communication system will report greater satisfaction and engagement, will be more knowledgeable about requirements to complete their goals, and will demonstrate enhanced retention, persistence and course completion.

GOALS AND ACTIVITIES

C.   *ESL AND BASIC SKILLS COMPLETION*

STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

"The % of students by population group who attempted a below college level course and progressed to college or transfer level courses in math, English Writing, and credit ESL (Mt. SAC's AMLA) within 6 years."

Goal C: *Improve the successful course completion of ESL/AmLa and basic skills course sequences and the subsequent enrollment and completion of degree applicable courses.*

<u>**Summary of Research**</u>*:*
- African American Students, as well as students 40 years old and older, experience disproportionate impact in Basic Skills improvement in English courses, with proportionality index values of .69 and .65 respectively.
- African American students also experience disproportionate impact in progressing through Math courses, with a proportionality index of .63.
- Latino students, White students, and students over age 24 experience disproportionate impact in progress from AMLA (Credit ESL) courses to college-level English, with proportionality index values of .73 for both Latino and White students. Progression out of AMLA decreases with age. The proportionality index is already down to .77 for age 25 to 29, and has fallen to .57 for age 40 to 49.

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Goal C.1: Improve the transition of students from noncredit to credit for English language learners and basic skills students.

Activities/Strategies	Target Dates	Responsible Person/Groups	Expected Outcome
C. 1.a Increase opportunities for partnerships and collaborations between Student Services and Instruction which support transition from Basic Skills to college-level courses	2014-15: Commence discussions between Student Services and	Tutoring Centers ESL/Basic Skills Faculty and Counselors Noncredit/CDCP	C. 1.a.1 An inventory of initiatives, partnerships, and collaborations across campus that support Student Services and Instructional integration will be

Activities/Strategies	Target Dates	Responsible Person/Groups	Expected Outcome
and from noncredit to credit certificate/degree pathways.	Instruction and make recommendations 2015-16: Pilot and implement		developed. C.1.a.2 Increased cross-program engagement and dialog to promote new partnerships and pathways.
C.1.b Streamline processes to make "pathways" initiatives more transparent and smoother for students through improved registration processes and other strategies to promote progress through sequenced ESL/Basic Skills courses and into degree-applicable courses.	2014-15: Review Pathways results to date and make recommendations 2015-17: Pilot recommendations and continue to refine and implement	Basic Skills Committee Admissions & Records Registration Team Cohort/Pathways program coordinators Outreach	C.1.b.1 Increased retention rates in ESL/AmLa and Basic Skills sequences. C.1 b.2 Enhanced ESL database tracking and reporting of success outcomes (grades) for Noncredit ESL students who transition into credit through improved development and use of ESL database for students.
C.1.c Additional support services will be provided to first-generation Noncredit ESL and VESL Career Path students who declare college pathways as their ESL learning goal, and who are transitioning to credit course enrollment.	2014-15: Initiate enhanced services 2015-17: Monitor and track students use of services and impact on their transition	Noncredit ESL Counselors VESL Career Paths Coordinator Noncredit ESL Database Developer Counseling (credit) Financial Aid	C.1.c. Increase successful program completion and transition of Noncredit ESL and VESL students.

Goal C.2: Provide additional student engagement opportunities, especially for African American, Asian/Pacific Islanders, and low-income/first generation students.

Activities/Strategies	Target Dates	Responsible Person/Groups	Expected Outcome

Activities/Strategies	Target Dates	Responsible Person/Groups	Expected Outcome
C.2.a Create learning communities combining various student cohorts for basic skills, low income and first generation college students.	2014-15: Review strategies and plan 2015-16: Pilot implementation 2016-17: Implementation	Aspire, Arise, ACES, Former/Foster Youth REACH, The Dream Center, Bridge, Veterans, Counseling, Associate Dean, Counseling, Instructional Faculty and Department Chairs	C. 2.a Increased completion rates over baseline data for targeted student populations completing Basic Skills and degree-applicable courses.
C.2.b Provide culturally relevant professional development for ESL/Basic Skills faculty to encourage connecting with students and engaging them individually in class.	Fall 2014-Spring 2017	POD Basic Skills and ESL/AmLa Faculty	C. 2.b Faculty participating in professional development will implement effective strategies related to student engagement for ESL and Basic Skills classes.

Goal C 3: Strengthen existing programs that transition ESL and Basic Skills students to college level courses.

Activities/Strategies	Target Dates	Responsible Person/Groups	Expected Outcome
C. 3 a Develop a sequence of learning community models for Bridge programs (which primarily serve Latino/a students) so that students are able to complete basic skills courses and transition to college level courses.	2014-15: Review and plan 2015-17: Pilot and implementation	Dean and Associate Dean of Counseling Faculty from Bridge Program English, math, LAC, and counseling faculty Tutoring Centers	C. 3.a Increased number of Latino/a students who complete basic skills courses and one degree-applicable course over baseline data of 2013-14.
C. 3 b Develop and expand Pathways to Transfer, allowing students to complete three math or English classes in three terms (guaranteed enrollment in the subsequent classes with success), along with a 1 unit support course to promote success strategies and Supplemental Instruction/Tutors in the Classroom	2014-15: Review of implementation to date and recommendations for changes 2015-17: Implementation	Basic Skills Coordinating Committee Executive Dean, Instruction Transfer Center Counseling Faculty Dean, Enrollment Management Dean, Counseling RIE	C. 3.b Increased success and completion rates for students who participate in Pathways by 10% each year compared to students who take the same three sequential courses outside of the Pathways to Transfer Program.

Activities/Strategies	Target Dates	Responsible Person/Groups	Expected Outcome
C.3.c Expand and enhance tutorial services, learning strategies interventions, and other learning support services.	2014-15: Review existing services, service utilization, delivery methods 2015-16: Pilot interventions 2016-17: Formalize interventions	Learning Assistance Center Writing Center MARC STEM Center TERC (CTE) LAC Department English Department Math Department	C.3.c Students participating in enhanced and expanded tutorial and learning support services will have higher basic skills and ESL course completion rates and will make progress toward their goals.

Goal C 4: Strengthen existing summer programs that serve diverse student populations and assist in their transition to college.

Activities/Strategies	Target Dates	Responsible Person/Groups	Expected Outcome
C. 4 a Provide individual counseling and advising to students in the STEP into College program.	2014-15: Planning and Review 2015-17: Implementation	Counseling faculty	C. 4 a Increased number of STEP students over baseline data of 2013-14 who have completed educational plans.
C. 4 b Continue offering summer "Boot Camp" sessions for incoming students and student athletes to review test-taking skills and basic math and writing concepts.	Summer intersessions-ongoing	Basic Skills Noncredit faculty, coaches and counselors ABE Director Arise Program Associate Dean, Counseling	C.4 b.1 Student athletes and incoming freshmen at the Basic Skills level who attend Boot Camp sessions will be more successful in their Basic Skills level classes and first degree applicable class than student athletes who do not attend sessions. C.4 b.2 90 % of student athletes who attend Boot Camp sessions will enroll in Math or English courses in the subsequent Fall Semester.

Goal C5: Develop existing research regarding ESL/Basic Skills completion in designated populations including Foster Youth students, student Veterans, and AB540 students; create additional ways to track those populations and discover any areas of disproportionate impact.

Activities/Strategies	Target Dates	Responsible Person/Groups	Expected Outcome
C. 5 a Develop a comprehensive intervention and wraparound services program for Former/Foster Youth students to include counseling (general and mental health), resource guide/map, assistance with school materials and resources, child care services, leadership development, soft skills development, self-efficacy, life skills, transportation, peer mentorship, and personal empowerment.	2014-16 ongoing planning 2014-15 develop concept and services for Foster Youth REACH 2015-16 implementation	Former/Foster Youth REACH The Dream Center Veterans Resource Center Counseling ACES, Arise, Aspire EOPS Financial Aid Student Life Student Health Services	C.5.a Increased basic skills completion rate over baseline data from 2013-14 for FY population
C. 5b.1: Research learning interventions targeting the needs of Veterans students.	2014-16 Study and develop interventions	Supervisor and staff of Veterans Bridge Associate Dean, Counseling Student Health Services DSPS	C.5.b.1 Recommended learning interventions will be developed.
C.5.b.2 Create professional development for faculty and staff for "safe zone" training and understanding needs of veteran students	2014-15: Develop training 2015-16: Host training 2016-17: Implement "safe zones"	Veterans Staff DSPS Student Health Services Associate Dean, Counseling POD	C.5.b.2 "Safe zones" for Veterans will be implemented on campus by trained faculty and staff.

Activities/Strategies	Target Dates	Responsible Person/Groups	Expected Outcome
C.5 c Research the impact on student success of delaying registration in Math, English, or Reading Basic Skills courses; "stopping out" of a Basic Skills sequence, or getting C grades.	2014-15: Conduct research 2015-16: Plan interventions 2016-17: Implementation	RIE Math, English, Reading department chairs Basic Skills Coordinating Committee Associate Dean, Student Success and Equity	C.5.c Targeted interventions will be developed to encourage successful course-taking strategies for students who place into Basic Skills resulting in higher completion rates.

GOALS AND ACTIVITIES

D.   *DEGREE AND CERTIFICATE COMPLETION*

STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

"The percentage of students by population group who complete a minimum of 6 units and have attempted a transfer level course in mathematics or English who receive a degree or certificate within 6 years."

Goal D: *To improve degree and certificate completion rates among targeted populations by implementing specialized instructional and support services.*

Summary of Research

Research on Veterans has shown that progress toward degree and certificate completion is slowed due to their absence from an educational setting and to transition difficulty from military to civilian life.

Large variations in degree completion exist among various student groups: (The numbers are proportionality index values.)
- Males are below equity at .77.
- Older students are less likely to earn degrees. The trend has already begun with those who start college as 20-25 year olds. Students starting at age 20-24 and 25 to 29 are below equity at .79 and .77 respectively.
- Asian males have the lowest degree completion rates at .40.
- Latinos/as have improved, from .77 five cohorts ago to the most recent cohort being essentially at equity at .99.
- Students with disabilities are at .88.
- Students without economic disadvantage earn fewer degrees, with a proportionality index of .87.

Large variations in certificate completion exist among various student groups:
- Females are somewhat below equity at .93.
- In general, older students are more likely to earn a certificate. However, over five years, students age 25 to 29 have dropped from 1.92 to .79, which is the lowest value by age.
- Asians have increased their earning of certificates, with Asian men increasing from .42 to 1.05 over five years.
- Latina women are less likely than Latino men to earn certificates, with the most recent cohort at .81 and .93 respectively.

- African American women have dropped in the likelihood that they will earn a certificate, going from 1.53 to .34 over five years.
- Students with a disability earn more certificates, at 1.46.
- Students with economic disadvantage have been as likely or more likely to earn a certificate, varying between 1.01 and 1.13 over five cohorts.

Goal D.1: Improve the degree and certificate completion rates for first generation, basic skills and African American students by enrolling them in specialized support programs and developing specialized support services for Former/Foster Youth and Veterans.

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
D.1.a Create cohorts in Banner to gather persistence, certificate and graduation information on Former/Foster Youth and Veterans.	2014-15: Initiate research 2015-16: Continue research as necessary	Admissions, R.I.E.	D.1.a Student cohorts will be tracked in Banner to obtain graduation /transfer information. Data will be used to develop targeted activities.
D.1.b Develop comprehensive support program for Former/Foster Youth and Veterans to succeed at Mt. SAC.	2014-16 develop and ongoing planning 2015-16 Implementation	Foster Youth Program Staff Financial Aid EOPS ACES Veterans	D.1.b.1 Increased degree and certificate completion rates for Former/Foster Youth and Veterans above the level achieved in 2013-14. D.1.b.2 Reduced number of Former/Foster Youth on SAP/academic probation and dismissal from the base line in 2013-14. D.1.b.3 Increased number of Former/Foster Youth declaring degree or certificate completion as an educational goal. D.1.b.4 Reduced time for Veterans to complete educational goals and increased degree and

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
			certificate completion rates.
D.1.c Develop Noncredit CDCP certificates (VESL/ABE/Short-Term Vocational) for first generation and English language learner students.	2014-15: Planning 2015-17: Implementation	Continuing Education Division Noncredit Faculty CTE Programs	D.1.c Increased certificate completion rates for first generation, basic skills, and English language learner students.
D.1.d Develop and implement a First Year Experience component of the Bridge Program for basic skills students.	2014-15: Planning 2015-16: Pilot 2016-17: Implementation	Bridge Instructional Faculty TERC (CTE Center) Library and Learning Assistance Division	D.1.d Increase degree and certificate completion rates for first generation, basic skills, and African American students.

Goal D.2 Conduct research to determine barriers to degree and certificate completion.

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
D.2.a 1 Analyze data on major selection and enrollment in CTE programs to determine why some programs attract students in disproportionately affected groups and why other programs do not. D.2.a.2 Use data reports to develop targeted intervention strategies for increasing program and major selection for specific groups.	For D.2.a through D.2.g 2014-15: Define parameters 2015-16: Conduct research and review findings 2016-17: Develop strategies and pilot interventions	RIE CTE Deans	D.2.a Enhanced enrollment in CTE programs by students who have historically been disproportionately enrolled.

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
D.2.b Conduct research and focus groups to analyze factors that prevent certificate and degree completion (e.g. institutional course requirements, students transferring without a degree, and students obtaining employment without a certificate or degree.)		RIE Counseling Faculty Instructional Faculty Instructional Deans Dean, Enrollment Management	D.2.b Use data reports to develop strategies to mitigate completion barriers for students.
D.2.c Conduct research and focus groups to analyze how students receive information about degree and certificate course requirements.		RIE, Counseling, Faculty	D.2.c Conduct targeted interventions with disproportionately affected populations to deliver information in more accessible venues or formats.
D.2.d Improve student access to information about program completion requirements.		Faculty Deans Center (TERC) Counseling Department Student Services Programs Marketing IT	D.2.d Better informed students will have higher rates of degree and certificate completion.
D.2.e Track students who exit CTE programs before completion, and identify reasons for leaving.		RIE	D.2.e Use the tracking information to develop specific interventions related to CTE completion.

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
D.2.f Conduct additional research on African American women, older students, and Asian males to determine barriers to achieving degree and certificate completion		RIE CTE Faculty CTE Deans	D.2.f Research findings will enable the development of specialized interventions to improve degree and certificate completion, especially for African American women, older students and Asian males.
D.2.g Conduct research on the impact of Basic Skills (courses, preparation and orientation) on degree and certificate completion.		RIE	D.2.g Research findings will allow us to address the identified components preventing completion.

Goal D.3 Improve communication about degree and certificate progress to disproportionately impacted students.

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
D.3.a Develop enhancements to MAP (DegreeWorks, apps, and other online tools) to include milestone benchmarks, dashboard indicators, and personalized messaging to students to track their progress.	Begin spring 2015	Admissions Counseling IT Transfer Center Title V HSI Grant	D.3.a Students in disproportionately impacted groups will increase rates of degree and certificate completion.
D.3.b Improve communication to students about ADT degree options, especially to disproportionately impacted students desiring to transfer.		Counseling Marketing Transfer Center Student Services Programs Department Chairs Title V Grant IT	D.3.b.1 More disproportionately impacted students will declare ADT majors as their educational goal. D.3.b.2 Increased number of awarded ADTs especially for disproportionately impacted students.

Goal D.4 Create interventions to improve completion and graduation rates for disproportionately impacted students.

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
D.4.a Establish instructional and support interventions to be provided through the Technology Education Resource Center (TERC) for students in CTE fields.	2014-15 planning 2015-16 implementation	CTE Faculty Instruction Office TERC (CTE Center)	D.4.a Students who have higher participation rates in TERC services will have higher CTE program completion rates.
D.4.b Establish cohorts program design in specific instructional programs.		Instructional Deans CTE Department Chairs Title V HSI Grant	D.4.b Increased degree and certification completion rates of disproportionately impacted students.

Goal D.5 Create interventions to improve completion and graduation rates for disproportionately impacted *students in Science, Technology, Engineering, and Mathematics (STEM) majors.*

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
D.5.a. Create a STEM Center and expand the MARC to provide tutoring and support for students in STEM majors and use targeted advertising to bring students from disproportionately impacted groups into the STEM Center.	2014-15: Planning and design 2015-16: Pilot 2016-17: Implementation	Vice President of Instruction Dean of Natural Sciences Natural Sciences Faculty LAC	D.5.a Students who use the STEM Center resources will have higher success rates in core degree classes, including disproportionately impacted groups.
D.5.b Develop outreach approaches to target African American, Latino/a and female	2014-15: Review data, plan interventions 2015-17: Pilot	Natural Sciences Aspire Outreach	D.5.b The numbers of African American and Latino students successfully completing math and science courses and subsequently declaring a STEM major will

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
students in lower level math and science courses to participate in the STEM Center.	approaches and interventions	Counseling Bridge	increase.

GOALS AND ACTIVITIES

E.   *TRANSFER*

STUDENT SUCCESS INDICATOR FOR TRANSFER

"Ratio of the number of students by population group who complete a minimum of 6 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years."

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Goal E. *Research disparities in transfer preparation and transfer rates for identified students and implement instructional and support services designed to improve the successful transfer of under-represented students.*

Summary of Research:
Large variations exist among the various demographic groups.
- The genders are nearly equal in transfer rate.
- Transfers drop off quickly with age. The age 20 to 24 group is at .74, and all other age groups are below .60
- Asians are the most likely to transfer, at 1.68.
- African Americans were at or just above equity for four cohorts, but have dropped to .85 for the most recent cohort that started in 2007 – 2008. This is most pronounced for African American males, who dropped to disproportionate .78.
- Latino/a students are at .72.
- Students with economic disadvantage are slightly less likely to transfer, at .93.
- Students with a disability are much less likely to transfer, at .56. This is more pronounced for males who are at .50 than for females who are at .63.

In addition, external research literature shows that:
- When Latino and African American students do transfer, their targeted majors usually exclude STEM areas. This lack of representation of Latino and African American students in STEM related majors and careers is related to their documented difficulties in completing transfer level mathematics courses.

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- The research shows that student Veterans can be successful in completing their educational goal if given the support services they need. Student Veterans report that progress is slowed due to transition difficulty from military to civilian life as well as the learning curve they have to contend with having been out of school for a few years.

Goal E.1 Gain more understanding about the issues preventing African American and Latino students from successfully transferring to universities and apply current and future research findings to lessen the transfer disproportionality for African Americans, Latinos and Former/Foster Youth.

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
E.1.a. Survey Latino, African American and Former/Foster Youth students with declared transfer goals to identify barriers or obstacles to transfer. E.1.b. Obtain data (such as demographics and types of success generating activities received) from the targeted groups who successfully transfer and complete baccalaureate degrees. E.1.c. Conduct additional research including focus groups to assess reasons for lower transfer rates for older age and returning students.	For E.1.a to E.1.c 2014-15: initiate research 2015-16: continue research and develop interventions	RIE Counseling Transfer Task Force RIE Counseling Transfer Task Force RIE Re-entry Center Counseling Transfer Task Force	E. 1.a. Increased understanding of transfer roadblocks or "choke points" that negatively impact transfer for specific student groups. E.1.b. Increase understanding of disproportionally affected groups who successfully matriculate and graduate from universities. E.1.c Address the barriers affecting older adults in attaining access and completion of transfer goals.

Goal E.2 Implement instructionally-based interventions to improve students' preparation for transfer

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
E.2.a Improve the process of assessment of English for students in the targeted groups to increase their preparation before taking the placement tests. Develop and implement math assessment preparation workshops and math interventions such as ALEKS and Noncredit basic skills boot camps. Offer affected students more opportunities to participate in intensive boot camp with ALEKS lab sessions.	For E.2.a to E.2.c 2014-15: Planning 2015-16: Pilot 2016-17: Implementation	Director, Assessment and Matriculation Math Department Chair Dean, Natural Science English Department Chair Dean, Humanities and Social Sciences Transfer Pathways	E.2.a Increased transfer eligibility and motivation to persist toward transferring for African American, Latinos and Former/Foster Youth. Improved placement accuracy in order to decrease time to complete transfer sequence.
E.2.b Increase learning communities (LC) and pathways for students in the targeted populations so they can receive both instructional and counseling interventions.	2014-17	Associate Dean, Counseling Bridge Coordinator Math and English Department Chairs Aspire, Arise, ACES, Pathways to Transfer Library and Learning Resources Division	E.2.b Application of effective instruction and counseling strategies will result in increased retention and completion of key courses and higher transfer rates for African American, Latino/a and Former/ Foster Youth and other under-represented students.
E.2.c Create Re-entry Learning Communities (LCs) for transfer level math and English courses in order to improve the transfer success rates of the		Associate Dean, Counseling Math and English Department Chairs	E.2.c Timely support and interventions will increase targeted students' completion of transfer level course requirements, especially for Re-entry and older aged

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
target age group.		Director, EOPS and CARE Director, CalWORKs Re-entry Center	students.

Goal E.3: Develop and initiate transfer interventions to enhance the knowledge, confidence, and preparedness of targeted students to successfully transfer.

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
E.3.a Develop and implement "Transfer Bridge" designed to educate students and their parents about transfer and provide them with an onsite university transfer experience.	2014-15 Develop 2015-17 Implement	For E.3.a to E.3.c Transfer Center ACES, Aspire Arise, EOPS Transfer Bridge Former/Foster Youth	E.3.a Increase the number of Former/Foster Youth, African American and Latino students who consider transferring as a realistic goal.
E.3.b Provide local university tours and transfer presentations for African American, Latino/a and Former/Foster Youth students.	2014-15 Begin implementation 2015-17 Continue implementation	Dream Center Counseling MAP – Transfer (DegreeWorks) Teacher Prep Institute	E.3.b Increase in the number of Former /Foster Youth, African American and Latino students who are informed about their career and transfer options.
E.3.c Invite Former/Foster Youth, African American and Latino students to participate in career exploration and transfer options through a newly created University Outreach Program (UOP) to promote collaboration with universities	2014-15 Initiate 2015-17 Further develop	Former/Foster Youth REACH Honors Program Re-entry Center Student Health Services	E.3.c Increase the number of students from the disproportionately impacted groups who successfully make the transition from Mt. SAC to a university.

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
to facilitate transfer awareness, preparation, and transfer-readiness of target population.		Pathways to Transfer	
E.3.d Develop specialized career counseling interventions in collaboration with campus resources such as to promote transfer awareness, preparation and readiness for Re-entry and students 25 years and older	2014-16 Develop and Pilot 2016-17 Fully Implement	Teacher Prep	E.3.d.1 Re-entry and students 25 years of age and older will have increased access to services and information to assist them in identifying and realizing their transfer goals. E.3.d.2 Increased access to services and resources will decrease barriers to transfer for Re-entry and students 25 years of age and older.

Goal E.4: Examine the disparity in transfer rates for students with verified disabilities and increase the number of students with disabilities who complete their declared transfer goals.

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
E.4.a Conduct research to identify transfer barriers or obstacles for students with disabilities who have a declared transfer goal.	For E.4.a to E.4.f 2014 -15 Initiate research, review, planning	For E.4.a to E.4.f RIE DSPS Program IT Transfer Center Counseling Student Services	E.4.a Research findings will be utilized to develop interventions to break down barriers and obstacles to transfer for disabled students.
E.4.b Provide additional counseling	2015-16 Pilot	Instructional	E.4.b Disabled students who are determined to

Activities/Strategies	Target Date	Responsible Person/Groups	Expected Outcome
resources; develop activities and strategies to better guide students with disabilities in reaching their transfer goals.	implementation 2016-17 Continue to pilot and continued implementation	Media	be transfer ready will increase by 5% annually.
E.4.c DSPS and the Transfer Center will work collaboratively to provide support and services to assist students with verified disabilities.			E.4.c Disabled students who receive enhanced services will have a higher transfer ready rate.
E.4.d Increase collaboration with campus and community resources to support students with disabilities in reaching their transfer goals. (For example: Veterans Services, Department of Rehabilitation)			E.4.d A network of services provided by informed staff will enable disabled students to increase their successful transfer.
E.4.e Invite local university representatives to participate in the DSPS Advisory Board to address barriers and obstacles to transfer for students with disabilities.			E.4.e Critical partnerships will be developed with local universities to create transfer pathways for disabled students.
E.4.f Develop and maintain appropriately accessible instructional media in transfer level courses.			E.4.f Students with disabilities will attempt and succeed in advanced level transfer courses.