



GOALS, ACTIVITIES, BUDGET, AND TIMELINES

Access

Course Completion (Retention)

ESL and Basic Skills Completion

Degree and Certificate Completion

Transfer

Overarching Goal for Student Equity

Mt. San Antonio College shall provide an educational environment that is welcoming, supportive and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation or religion to ensure that all students have an equitable opportunity for student success.

Access

GOAL: Mt. San Antonio College is committed to maintaining access to the College's programs and services to a diverse population of students and employees and to ensure that the student body reflects the demographic characteristics of our many communities. In addition, the College will continue to provide special attention to recruit and enroll members of historically underrepresented groups in the College's programs in which they have not been well represented.

Critical findings related to Campus Based Research

- Outreach and recruitment effort should be intensive and on-going for the African American population, Latinos and whites who are underrepresented at Mt. SAC in comparison to their numbers in the District service area.
- The DSP&S student population is underrepresented at the College.
- Increase campus and community awareness of DSP&S services available to the disabled population.

Course Completion

GOAL: Mt. San Antonio College shall provide necessary support services, a diversity of learning options, and an articulated curriculum to ensure that diverse students maintain satisfactory academic progress by successfully completing courses in which they enroll and successfully enrolling in sequentially higher level courses.

Critical findings related to Campus Based Research

- African Americans show a consistently lower percentage of academic success at Mt. SAC than any other ethnic group for fall 2004-2007, except for the American Indian and Alaskan Native during fall 2002. This is similar to the 2005 Student Equity Report. African Americans should have the benefit of focused learning strategies specifically to address their needs related to successful course completion. African American students should benefit from participation in support programs such as the recently implemented ASPIRE program, Basic Skills Initiative, financial aid, EOPS, CARE, learning communities and study groups.
- Latinos, American Indian, Alaskan Native and African American students fall below the average for the entire group in successful course completion for Fall 2004-Spring 2007. These ethnic groups should benefit from involvement in student support programs and tutoring. Early intervention would also benefit these students who may not complete the course with a favorable grade.

ESL and Basic Skills Completion

GOAL: Students from diverse demographic groups enrolled at Mt. San Antonio College shall have success rates in basic skills and ESL that parallel the success rates of all students in all college courses through adequate access to curricular offerings and specialized support efforts.

Critical findings related to Campus Based Research

- There is an increase in the number of students who have taken the final basic skills course and have successfully completed English 1A. More students are being assessed into English 67 than ever before.
- Provide more course offerings in basic skills to meet the needs of our student population.

Degree and Certificate Completion

GOAL: Student achievement rates in obtaining degrees and certificates at Mt. San Antonio College shall be comparable to like institutions, and achievement rates shall be equitably balanced across all student demographic groups.

Critical findings related to Campus Based Research

- Pacific Islanders, Native Americans, Filipinos and African Americans obtain degrees and certificates at a considerably low rate than other ethnic groups at Mt. SAC.
- Asian students show a lower attainment of the AS degrees and certificates requiring more than 18 units in comparison to their population at Mt. SAC. Asian students tend to transfer to UCs and may by-pass the AS degree because they may not see the value of having that degree as they plan to transfer.
- Males are twice as likely to complete a certificate requiring 18 or more units than females at Mt. SAC. While females complete certificates requiring less than 18 units by as much as 10% higher than males. This is likely a gender equity issue tied to specific jobs, trades and skills.

Transfer

GOAL: The Mt. San Antonio College transfer cohort shall reflect the demographic characteristics of the entire student body by ensuring that transfer preparedness, transfer eligibility, and documented transfer rates are balanced across all student demographic groups.

Critical findings related to Campus Based Research

Unlike the fall 1997 Cohort, the fall 2000 cohort indicate that African American, Filipino had slightly higher rates of transfer within their ethnic groups than Asian students, but their actual numbers of transfers only represented 5-6% of the overall transfer cohort, while the Asian students represented 23.90% of the overall transfer cohort. DSP&S student who tend to transfer, do so at a much lower rate than the non DSP&S student. Certainly most students would benefit from increase transfer awareness and the benefits offered through the College's transfer center.