Mt. San Antonio College

Student Equity Plan

(DRAFT as of October 13, 2014)

MT. SAN ANTONIO COLLEGE STUDENT EQUITY PLAN

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Student Equity Plan
Signature Page

District: Mt. San Antonio College District   **Date Approved by Board of Trustees**: _____

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Executive Summary

EXECUTIVE SUMMARY

An executive summary that includes, at a minimum, the students groups for whom goals have been set, the goals, the initiatives that the community college or community college district will undertake to achieve these goals, the resources that have been budgeted for that purpose, and the community college district official to contact for further information. Commencing with 2016–17 academic year, the executive summary shall also include a detailed accounting of how funding was expended and an assessment of the progress made in achieving the identified goals.

Mt. San Antonio College has had an active Student Equity Committee for over 15 years and an updated Student Equity plan since 2010 to continually focus on problematic and disproportionate areas of student success. As a governance committee, the Student Equity Committee reports to the Student Preparation and Success Council, which in turn reports to the Academic Senate and the President's Advisory Council. Representatives to the committee are appointed by faculty, classified staff and student organizations as well as management appointees. In 2011-12, the Student Preparation and Success Council developed a Student Success Plan, long before the state required one. The purpose for this plan was to identify gaps in our support for students and interventions to improve students' success.

Approach
Mt. San Antonio College conducted a comprehensive, research-based, and deliberative process to develop the Student Equity Plan. First and foremost in our planning process was to focus on the gaps in achievement for particular profiles of students. In planning for the development of the current Student Equity Plan, Mt. San Antonio College engaged in a campus wide process to ensure that all faculty, staff, students and administrators were involved. The Student Equity Committee hosted a campus wide Student Equity Convening meeting in May of 2014, with over 70 faculty, staff, students and administrators in attendance. Key campus leaders and constituency groups were able to provide input on the five success indicators which then enabled the committee members to begin drafting goals, activities, timelines, and persons responsible as part of the Student Equity Plan.

Additional campus discussions enabled the college to continue to focus on specific groups of students whose success rates are lower than comparative groups and who struggle due to the lack of available support services designed to meet their particular educational and developmental needs. Of particular concern are:

- Men of color
- Foster youth
- Undocumented students
- Low income students
- First generation college students
- Single parents and reentry students

In an inclusive effort, three broad-based writing teams were assembled by the President with the charge of using a fine grain approach through collaborative inquiry to study and make recommendations for inclusion into the Student Equity Plan. These writing teams included individuals that represented many of the support service and instructional units of the campus. Critical to this process was the importance of identifying the *pathways* that assist students in gaining access to a college education, and the provision of specialized support in order to transition as successful college students. The *Pathways Writing Team* was assembled to review all programmatic aspects that reach out to students—especially under-represented and under-served students, that assist in helping students to successfully matriculate to the college and to establish a firm foundation as they enter as first time students (Summer Bridge, Freshmen Learning Communities, High School Outreach Connect 4 Program, Aspire for African Americans, Arise for Asian Pacific Islanders, The Dream Center for undocumented students, and Foster Youth Services).   In particular, these efforts dovetail most closely with the **Student Success and Support Program** (SSSP) by ensuring that students receive necessary services related to their enrolling in college (assessment, orientation, counseling and advising, education planning and follow-up services). In many cases, the SSSP core services are provided by or highly coordinated with these specialized support services.

In order to ensure success, *interventions* that enable students to receive the instructional and programmatic support to successfully reach their goals were identified. The *Interventions Writing Team* identified successful strategies already in place that needed expansion and institutionalization as well as gap areas that needed to be addressed through the implementation of newly developed instructional and support services interventions (supplemental instruction, probation intervention, early alert, STEM Center, math workshops, CTE support services). These interventions are included in the college's Student Equity Plan.

Although Mt. San Antonio College has many successful instructional and support services in place already, the college has continued to look at new and specialized approaches to address equity gaps for particular groups of students included in this plan. The *Futures Writing Team* has undertaken the planning for a deeper research agenda focusing on the areas in which students are most challenged and examining the effects of impacts like technology, registration priority and the timing of counseling intervention on student success. The work of the Futures Writing Team parallels the college's Student Success and Support Program Plan (SSSP). The key questions posed by the Futures Writing Team are:

- *How do basic skills (courses, assessment preparation and orientation) affect/impact degree/certificate completion?* [SSSP: assessment, orientation, follow-up]
- *How does accessing learning support impact transfer course completion?* [SSSP: counseling and education planning]
- *What is the effect of accessing counselors early and completing educational plans?* [SSSP: counseling, education planning]
- *What is the effect of registration priority on access?* [SSSP: enrollment priorities, orientation, assessment]
- *What is the effect of technology with special populations?* [SSSP: education planning, counseling, orientation, assessment]

As identified in the Student Equity Plan, the groups that Mt. San Antonio College is targeting, based on our comprehensive research and numerous campus-wide discussions are:

- Latinos, especially males
- African Americans, especially males
- Asian Pacific Islanders, both males and females
- Native Americans
- Low income, especially basic skills
- English language learners, especially low income and first generation
- EOPS/CARE/CAlWORKs, single parents, reentry
- Disabled/DSPS
- Undocumented
- Former/foster youth
- Veterans
- Students 25 years and older

Goals

Indicator	Indicator Goal	Sub-Goals
Access	*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.*	*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* *Goal A.2: Improve outreach and recruitment to African American and Latino males from economically disadvantaged communities.* *Goal A.3: Improve outreach and recruitment of disabled individuals, especially from the communities of Baldwin Park, Pomona, and La Puente.* *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.* *Goal A.5: Conduct research and implement strategies to improve the access, registration, and enrollment of under-represented and under-served individuals.*
Course Completion	**Goal B**: *Improve course completion for specific student populations (Latino, African American, Pacific*	*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*

Indicator	Indicator Goal	Sub-Goals
	Islander, disabled, former/Foster Youth an students aged 20-24) by implementing specialized program interventions supported by research efforts.	*groups.* *Goal B.2: Improve course completion through improved instructional strategies and faculty professional development.* *Goal B.3: Increase course completion for target groups by providing early notification of students' progress.* *Goal B.4: Expand and improve instructional and support interventions with a focus on engagement and success, especially for targeted student groups.* *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.* *Goal B.6: Improve students' preparedness through improved access to textbooks, course materials and counseling interventions.* *Goal B.7: Implement electronic modes of communication to enhance student engagement and course completion, retention and persistence.*
Basic Skills and ESL	*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.*	*Goal C.1: Improve the transition of students from noncredit to credit for English language learners and basic skills students.* *Goal C.2: Provide additional student engagement opportunities, especially for African-American, Asian/Pacific Islander, and low-income/first generation students.* *Goal C 3: Strengthen existing programs that transition ESL and Basic Skills students to college level courses.* *Goal C 4: Strengthen existing Summer programs that serve diverse student populations and assist in their transition to college.* *Goal C-5: 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.*
Degree and	*Goal D: To improve degree*	*Goal D.1: Improve the degree and certificate*

Indicator	Indicator Goal	Sub-Goals
Certificate Completion	*and certificate completion rates among targeted populations by implementing specialized instructional and support services.*	*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.* ***Goal D.2****: Conduct research to determine barriers to degree and certificate completion, reasons for higher completion rates in certain in order to bring degree and certificate completion to equity among demographic groups.* ***Goal D.3:*** *Improve communication about degree and certificate progress to underrepresented students.* ***Goal D.4:*** *Create interventions to improve completion and graduation rates for underrepresented students in Career Technical Education (CTE) areas.* ***Goal D.5:*** *Create interventions to improve completion and graduation rates for underrepresented students in Science, Technology, Engineering, and Mathematics (STEM) majors.*
Transfer	***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.***	***Goal E.1****: Gain more understanding about the issues preventing African American and Latino students from transferring to universities successfully and apply current and future research findings to lessen the transfer disproportionality for African Americans, Latinos and former/Foster Youth.* ***Goal E.2****: Implement instructionally-based interventions to improve students' preparation for transfer.* ***Goal E.3****: Develop and initiate transfer interventions to enhance the knowledge, confidence, and preparedness of targeted students to successfully transfer.* ***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 and Resources

Mt. San Antonio College has a long history of extensive support services and instructional interventions for under-served and disproportionately impacted students. Of special note is the successful implementation of joint efforts between Student Services and Instruction such as the Summer Bridge Program, Pathways/Transfer Pathways, English and Math Bridge.

Mt. San Antonio College proposes to expand support for existing services and programs that have proven successful in addressing the needs of identified student populations. Additionally, the College proposes to initiate and further develop more strategic services and interventions designed to address the needs of under-served students. Collaboration and integration with existing categorical programs (EOPS/CARE, CalWORKs, DSPS, etc.) as well as with the college's Student Success and Support Program is included in the Student Equity Plan.

Expansion of Existing Programs/Services		Development of New Services/Interventions	
Summer Bridge	Low income, Basic Skills, First Generation, Latino, African American	Foster Youth REACH Reaching, Empowering, Achieving and Completing with Heart	Former/current foster youth
Veterans Center	Veterans, Reentry, Low Income, Basic Skills	Dream Center	AB 540, DACA, Undocumented Students
EOPS/CARE/CalWORKs	Low income, Basic Skills, First Generation, Reentry, Single Parents, Foster	Transfer Bridge	First Generation, Low Income, Latino, African American
STEP Program	Latino, African American, Pacific Islander	STEM Center	Latino, African American, Basic Skills, Females
English and Math Bridge	Basic Skills	CTE Center	Low Income, Basic Skills, First Generation
Instructional Cohorts (Pathways/Transfer Pathways)	Basic skills and students with transfer goals	Math Preparation	Basic Skills
ACES	Low income, First Generation, Foster	Reentry Center	Basic Skills, students over age 25
Aspire	African American, First Generation	Early Alert	Basic skills, low income/financial aid
Arise	Asian English Learners, Pacific Islander Low Income, First Generation, Basic Skills	Electronic communication system to students	Basic skills, first generation, low income
DSPS	Disabled, basic skills		
Outreach	African American, Latino, Asian/Pacific (Southeast and Pacific Islander), Native American, First Generation, Low Income		
Learning Support (LTC, MARC, WTC)	Basic Skills		
WIN Boot Camp	Basic Skills		

Probation Interventions	Probation students subject to loss of enrollment priority, loss of BOGW, and dismissal		
Teacher Preparation	Cohort groups		
Transfer Center	First generation, low income, DSPS, Foster Youth, African Americans, Latinos		
Assessment Preparation	Basic skills, reentry, first generation English, Math, and ALEKS Math		
Title V HSI Grant	Basic skills, first generation,		
Professional Development	Basic skills, English language learners, Foster Youth, Veterans, Disabled		
MAP – Mountie Academic Plan	Abbreviated and comprehensive electronic education plans		
English Language Learners	Credit American Language (AmLa) and Non-Credit (ESL) outreach, support, instructional interventions		
Student Information Competency	Instructional efforts in library information competency, library computer literacy		
Honors	Transfer assistance, counseling support		
Electronic Communications Systems	Follow up with students, notification of requirements, tracking of progress toward completion of degrees, certificates and transfer		

Integration: Student Equity and Student Success and Support Program (SSSP)

Mt. San Antonio College's Student Equity Plan has been developed in concert with the College's Student Success and Support Program. In order to enhance the success of low income, first generation students in basic skills and transfer courses, pre-assessment workshops by the English and math departments and the WIN Boot Camp will be instituted to enable students to be more prepared prior to taking placement tests. Enhanced efforts such as Summer Bridge, Math ALEKS, and Pathways help to ensure that students not only are able to enroll in

appropriate classes, but receive support services that are specially designed to meet particular student needs. To enhance the degree, certificate completion and transfer rate of students, especially those disproportionately impacted, specialized counseling and tutoring support, along with the development of individualized education plans and tracking of progress towards goal attainment are provided.

The College has long had an intrusive, counseling-based probation intervention program for students on consecutive semesters of academic and/or progress probation. The counseling-based workshops and one-on-one appointments have enabled substantial numbers of students to turn around their academic careers. Instructional interventions through the College's numerous tutorial support centers have also enabled students, especially at risk, basic skills students, to improve their academic standing. Services provided by the Learning Assistance Center, Writing Center, Math Academic Resource Center (MARC) and the Transfer Math Academic Resource Center (TMARC) will be supplemented by the Science Technology Engineering Math (STEM) Center and the Career Technical Education Center (CTE).

By interfacing with categorical programs, Mt. San Antonio College will be able to maximize services to specialized student populations. Orientation, counseling, education planning and follow-up will be coordinated with services provided by EOPS/CARE, CalWORKs, DSPS, TRiO (ACES Program), Veterans and other specialized support programs. Additional support efforts are being developed and implemented for other student populations such as the former/Foster Youth Reaching, Empowering, Achieving and Completing with Heart (REACH) Program, the Dream Center and the Reentry Center

Integration of instructional interventions and support services are coordinated between both SSSP and Student Equity. Addressing the needs of English language learners, increasing the numbers of disproportionally impacted students successfully completing STEM courses, and assisting CTE students in completing degrees and certificates will be addressed. Information literacy education along with electronic communication systems will enable students to maximize their success, while tracking their progress, and receiving critical referrals and follow-up from faculty and support services programs.

The Student Equity initiative will enable the College to utilize resources to address the needs of specific student populations such as former/Foster Youth, undocumented students, English language learners and reentry students. Through the research component of the Student Equity effort, it was determined that more specialized interventions for reentry students is necessary. Additionally, enhanced efforts to provide counseling and instructional support for Veterans will be coordinated as part of the SSSP and Student Equity efforts.

Student Equity	SSSP
B.4: Expand and improve instructional and support interventions with a focus on engagement and success, especially for targeted student groups.	Assessment
	Orientation
	Counseling
	Education Planning (MAP)
	Follow-Up: Probation
	Follow-Up: Basic Skills
STEM Center	Follow-Up: Undecided
B.3: Increase course completion for target groups by providing early notification of students' progress.	Early Alert
	Enrollment Priorities
	BOGW Criteria
	Student notification

Campus-Based Research

District: Mt. San Antonio College District   **College**: Mt. San Antonio

CAMPUS-BASED RESEARCH

Summary of Research Findings

Using the suggested means of analysis, proportionality index using Scorecard data, disproportionality was found with some of the targeted groups as shown below. Of concern is the limited data available for former/Foster Youth and Veterans. The college will embark on independent data analyses for these two populations, as well as other populations identified in Mt. San Antonio College's Student Equity efforts (undocumented, English language learners).

Proportionality Index Target Student Populations by Student Equity Indicators

Target Group	Access	Course Completion	Basic Skills/ESL	Degree (D) /Certificate (C) Completion	Transfer
Latino	X		X	X – C	X
African American	X	X	X	X – D, C	X
Asian/Pacific Islander	X			X – D	
Native American	X				
Age, especially >24 years	X			X – D, C	X
Males				X – D	
Females					
Disabled	X	X		X –D	X
English learners	X		X		
Former/Foster Youth	X	X			
Veterans	X				
Low income		X			
Math skills			X		
English skills			X		
AmLa/ESL skills			X		

Economically Disadvantaged demographic category
Students are considered to be economically disadvantaged if they:
- participate in the Workforce Investment Act (WIA) program
- are eligible for CalWORKS
- receive a BOG waiver or Pell Grant
- have VTEA economically disadvantaged status
- have an SSN match to the Department of Social Services

CAMPUS-BASED RESEARCH

A. **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

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Research Findings/Needs/Concerns
(All numbers given are the proportionality index unless otherwise noted.)

Ethnicity
White students are below equity at 0.69 among all communities served by Mt. SAC. African American Students are below equity in the following cities: Diamond Bar (.07), Hacienda Heights .52, Rowland Heights .58, and San Dimas .67. Native Americans are below equity in the following cities: Covina, .52, Diamond Bar .08, and La Verne .43.

  Further research is needed to determine if this student population is transitioning to other institutions of higher education.

Recruitment efforts at high schools and communities of Baldwin Park, La Puente and Pomona indicate that Latino and African American males ages 18-21 are underrepresented in applying to college.

African American students enrolled at Mt. SAC are underrepresented in the Summer Bridge Program.

DO WE WANT SUGGESTIONS FOR RECRUITMENT (ABOVE) AND DELIVERY MODELS (BELOW) IN THIS SECTION??? Since this is the research section, it is not necessary.

Further research is needed to develop other delivery models, beyond the Summer Bridge Program, to engage incoming high school students who are African American and Latino males and those who are at-risk with their basic skills.

Age
The percentage of population that is 18 years of age or over represents 70-79 percent across all district cities. Specifically there are a wide variety of age groups across all district cities.

US Census Counts, 2010 Profiles of General Population (See Table below) *Will need to re-type these charts as they are not visually clear.*

Geography	Baldwin Park city, California	Charter Oak CDP, California	Covina city, California	Diamond Bar city, California	Glendora city, California	Hacienda Heights CDP, Califomia	Irwindale City, California	La Puente city, California	La Verne city, California	Pomona city, California	Rowland Heights CDP, California	San Dimas city, California	Walnut city, California
GENDER AND AGE - Total population	75390	9310	47796	55544	50073	54038	1422	39816	31063	149058	48993	33371	29172
Age- 15 to 19 years	9.22%	8.61%	8.16%	8.10%	7.90%	7.62%	9.92%	8.78%	8.08%	9.04%	7.08%	7.64%	8.56%
Age- 20 to 24 years	8.06%	7.08%	7.25%	7.15%	6.89%	6.66%	6.54%	8.21%	6.69%	9.84%	7.10%	6.91%	7.39%
Age - 25 to 29 years	7.60%	6.51%	6.82%	5.88%	5.45%	6.20%	6.33%	7.58%	5.24%	7.74%	7.15%	5.56%	5.27%
Age- 30 to 34 years	6.95%	7.00%	6.64%	5.12%	5.09%	5.71%	8.02%	6.96%	4.86%	7.01%	5.88%	5.02%	4.24%
Age- 35 to 39 years	7.19%	6.63%	6.95%	6.04%	5.84%	6.42%	7.03%	7.21%	5.09%	6.88%	6.44%	5.35%	5.10%
Age - 40 +	34.70%	41.53%	40.69%	49.01%	46.27%	46.27%	39.17%	35.55%	48.49%	33.42%	47.27%	48.99%	51.47%
Age- 80 + years	1.88%	2.44%	3.47%	2.47%	4.06%	3.84%	2.39%	2.35%	5.06%	2.00%	3.03%	4.32%	2.45%

Note: Higher among the age group category
Note: Lowest among the age group category

Age (continued)

Participation Rates

In contrast, participation rates for cities in our district range from 1.39% to 9.94%. Specially, Baldwin Park is 2.34%, Hacienda Heights 2.28%, La Verne 2.96%, Pomona 3.86%, and Rowland Heights 3.76% (See Table Below).

						Participation Rates									
Geography	Baldwin Park	Charter Oak	Covina	Diamond Bar	Glendora	Hacienda Heights	Irwindale	La Puente	La Verne	Pomona	Rowland Heights	San Dimas	Walnut	West Covina	Total District Cities
Number; GENDER AND AGE - Total population	75390	9310	47796	55544	50073	54038	1422	39816	31063	149058	48993	33371	29172	106098	731144
18 years and over separate list by City	2.34%	NA	5.27%	3.57%	1.39%	2.28%	2.00%	9.94%	2.96%	3.86%	3.76%		8.28%	4.28%	

Gender

Females represent a slightly higher percentage than males across all district cities except for La Puente in comparison to others that are between 3 to 7.76% (participation rates).
In Fall 2013, 54% of students from the community of La Puente were Female.

Participation rate is lowest for males (1.50%) and females in Baldwin Park (1.76%). In comparison to other cities with participation rates such as 3.98% or 2.86% in Covina and Diamond Bar, the total population participation rate for Baldwin Park is 1.65%.

Poverty, unemployment, educational attainment and financial aid recipients by district cities

The city of Pomona at 20 percent has the highest rate of poverty among all cities within the Mt. SAC District.

Baldwin Park is the next highest at 17.4 percent and it has the highest unemployment rate at 14 percent.

The highest percentage of BOGW and Pell recipients come from the cities of Pomona, La Puente, West Covina, Covina and Baldwin Park.

The average unemployment rate in the district cities is 4.3 percent. The cities of Baldwin Park, La Puente and Pomona all have higher than average rates of unemployment at 5.3-5.7 percent. Educational attainment of an Associate's Degree is lowest for the same cities.

Early outreach, intervention and recruitment efforts should be focused in the cities of Baldwin Park, Pomona and La Puente.

Foster Youth

Studies shows that less than 5% of foster youth population makes it to college; of those who enter college, they enter through the community college sector. Further research is required to determine the needs and effective outreach strategies for foster youth in our district and to develop other delivery models, beyond the Summer Bridge Program, to engage incoming high

school students who are foster youth.

Disabled Population

Mt. SAC has 7.28% of its students identified as DSPS program eligible. Individuals with a disability across all district cities represent 6.7%. The college is above equity in serving students with disabilities. However, there are several cities with higher percentage of individuals with disabilities in comparison to the college's overall identified disabled students. In particular, the city of La Puente has the highest rate of disabled individuals 18-64 years old at 9.8 percent. Pomona and Baldwin Park also have high percentage of disabled population in this age category; 6.7 and 7.7 percent respectfully. Strategic recruitment and outreach efforts to high school students with disabilities from Hacienda La Puente Unified, Baldwin Park and Pomona School Districts will need to be developed. Further research is needed to improve the identification of undiagnosed and unidentified students with disabilities.

English as a Second Language

There is underrepresentation of ESL Latino/a students in comparison to ESL Asian student population in 2013-14 as a greater percentage of Asian students than Hispanic students are enrolling in the noncredit ESL program.

Number of Students Taking the ESL-CAP Test (Two Demographic Groups)

	2010-2011		2013-2014	
Hispanic	758	67%	594	29%
Asian	380	33%	1463	71%

CAMPUS-BASED RESEARCH

B. **COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Research Findings/Needs/Concerns *(All numbers given are the proportionality index unless otherwise noted.)*
Overview There are no groups with a proportionality index less than .80.
Ethnicity African Americans have the lowest proportionality index at .90, followed by Latino/a at .96.
Age The lowest group is age 20 - 24 at .98. This has been trending closer to equity.
Gender Students are nearly equal by gender (Males at .99).
Economic Disadvantage The full criterion for economic disability which is used in the Scorecard is not available for local data. When local data is used to give a partial definition based on students receiving need-based scholarships it is found that students who have economic disadvantage are slightly less likely to succeed in their classes, with a proportionality index of .98.
Foster Youth Foster youth are somewhat less likely to successfully complete their courses, with a proportionality index of .92.
Disability Students with disability are at .95. This has been trending closer to equity.
Veterans Overall, veterans are equally likely as non-veterans to successfully complete their courses, at 1.01. When looked at by age, veterans age 20 – 24 are very slightly more likely to successfully complete their courses, at 1.03.
AB 540 students are more likely to successfully complete their courses, with a proportionality index of 1.07

CAMPUS-BASED RESEARCH

C. **ESL and BASIC SKILLS COMPLETION.** The percent 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.

Research Findings/Needs/Concerns
Findings/Needs 1: Research reveals that some student populations are not at equity in terms of completing credit ESL/Basic Skills courses and moving on to a degree applicable course: • African American students, as well as students 40 years old and older, experience disproportionate impact in Basic Skills improvement in English courses. • African American students also experience disproportionate impact in progressing through Math courses. • Hispanic/Latino students progress from AMLA (Credit ESL) courses to college-level English at a lower rate than other student populations.
Findings/Needs 2: Data indicates that students in Career Development and College Preparation (CDCP) courses such as noncredit ESL and ABE who do not have direct access to counseling and student support tend to transition to credit at half the rate of those who have direct access to counseling support through integrated instruction. • Noncredit ESL adult learners who transitioned into credit straight from ESL's advanced levels did so at 4% to 7% rate; VESL Career Paths bridge students, on the other hand, receive integrated instruction and counseling support and transitioned at an average of 15% (twice the rate of statewide average per Scorecard) • Noncredit ABE had an 18% transition rate to credit which is 11% lower than two years ago. These students don't have integrated counseling/instruction. The High School Referral program, which does have integrated counseling/instruction, has a transition rate of 30%.
Findings/Research Needs 3: Institutional Research will further investigate the following: • Existing research regarding ESL/Basic Skills completion in designated populations including Foster Youth students, student veterans, and AB540 students; additional ways to track those populations; any areas of disproportionate impact. • The effect of ESL/Basic Skills completion, "stopping out" in the middle of those sequences, and taking ESL/Basic Skills classes early (within 2 semesters of first registration). • The effect of receiving a C grade on students' progress through ESL/Basic Skills sequences. • The effect of taking noncredit ESL/Basic Skills courses on student success in credit ESL/Basic Skills/ESL completion and in a subsequent degree-applicable/transfer-level course.

CAMPUS-BASED RESEARCH

D. **DEGREE and CERTIFICATE COMPLETION.** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

DEGREE
Research Findings/Needs/Concerns   *(All numbers given are the proportionality index unless otherwise noted.*
Overview   Large variations exist among the various demographic groups. Most of these data are based on the Chancellor's Office Scorecard Completions measure. However, some student groups of interest are not included in the Scorecard, namely, foster youth, veterans, and AB540 students. Additional research is planned to look at these groups using local data.
Ethnicity   Whites earn the most degrees.   The proportionality index for Latino/a has climbed over 5 years from being below equity at .77 to being essentially at equity at .99.   Asians have dropped over five years from 1.25 to .67. The decline has happened for both Asian men and women, but Asian men started lower and have ended with the lowest proportionality index for any gender and ethnicity combination at .40. Further research is needed to determine why Asian males have declined in completing degrees.   African Americans have varied from .69 to 1.12, with the most recent value at .75.
Age   Older students are less likely to earn degrees. The trend begins with those who start college as 20-25 year olds. Students starting at age 20 to 24 and 25 to 29 are below equity at .79 and .77 respectively. The number of older first-time students is too small to give reliable numbers.
Gender   Males are below equity at .77 in comparison to females who are correspondingly more likely to earn a degree with a proportionality index of 1.23.
Economic Disadvantage   Students <u>without</u> economic disadvantage earn fewer degrees, with a proportionality index of .87.
Foster Youth   Data on foster youth is not available in the Scorecard Completions measure. Research is needed using local data. CalPASS data indicates that 18.9% of 2012-2013 foster youth (36 students) achieved 30+ units, which is considered an important milestone toward earning a degree or other completion achievement.
Disability   Students with disability are at .88.

Veterans

Data on veterans is not available in the Scorecard Completions measure. Research is needed using local data. ***WHAT EFFORTS WILL WE UNDERTAKE TO GET THIS INFO FOR THE REPORT?***

CERTIFICATE

Research Findings/Needs/Concerns
(All numbers given are the proportionality index unless otherwise noted.)

Overview

Large variations exist among the various demographic groups.

Note that this analysis is based on the certificate part of the Completion measure of the Scorecard. This was chosen because of the ease of obtaining this data along with the other measures being used. However, the requirement that a student take Math and/or English in order to be included in the cohort is not the best match for certificates. Further analysis of certificate patterns is planned based on the Career Technical Education measure of the Scorecard which has a cohort definition which better matches potential certificate recipients.

Ethnicity

Whites earn more certificates by a wide margin.

Asians have increased from .67 to .96 over five years. Most of this change is attributable to Asian men who have increased from .42 to 1.05 over five years.

Latino/as have fluctuated over five years just below equity, with their most recent value of .87 being the lowest. Latina women are usually lower than Latino men, with the most recent cohort at .81 and .93 respectively.

African American experienced a large change, dropping from 1.18 for the 2004-2005 cohort to .48 for the next cohort. This has recovered somewhat to .63 for the most recent, 2007-2008 cohort. Most of this change comes from African American women, who have decreased from 1.53 for the 2004-2005 cohort to .34 in the most recent cohort. Further research to determine what the African American females are doing instead of completing certificates would shed light on possible patterns of inequity.

Age

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.

Gender

Females are near equity at .93. ***What about males?***

Economic Disadvantage

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.

Foster Youth

Data on foster youth is not available in the Scorecard Completions measure. Research is needed using local data.

What will we do to get this data for the Report?

Disability

Students with a disability earned <u>more</u> certificates, at 1.46.

Veterans

Data on veterans is not available in the Scorecard Completions measure. Research is needed using local data.

What will we do to get this data for the Report?

CAMPUS-BASED RESEARCH

E. **TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 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.

Research Findings/Needs/Concerns   *(All numbers given are the proportionality index unless otherwise noted)*
Overview   Large variations exist among the various demographic groups. Most of these data are based on the Chancellor's Office Scorecard and Completions measure. However, some student groups of interest are not included in the Scorecard, namely, Foster Youth, Veterans, and AB540 students. Additional research is planned to look at these groups using local data.
Ethnicity   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, 2007 - 2007 cohort.   Latino/a students are at .72.
Age   Transfers drop off quickly with age. The age 20 to 24 group is at .74, and all older age groups are below .60
Gender   The genders are nearly equal in transfer rate, with males at .98.
Economic Disadvantage   Students with economic disadvantage are slightly less likely to transfer, at .93.
Foster Youth   Data on foster youth is not available in the Scorecard Completions measure. Research is needed using local data. Using local data on 2009-2010 first time students who became <u>transfer prepared</u>, Foster Youth were more likely to become transfer prepared, with a proportionality index of 1.1.
Disability   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.
Veterans   Data on veterans is not available in the Scorecard Completions measure. Research is needed using local data. Using local data on 2009-2010 first time students who became <u>transfer prepared</u>, Veterans were less likely to become transfer prepared, with a proportionality index of 0.9.
AB540 students   Data on AB540 student s is not available in the Scorecard Completions measure. Research is needed using local data. Using local data on 2009-2010 first time students who became <u>transfer prepared</u>, AB540 students were more likely to become transfer prepared with a proportionality index of 1.1.

Goals and Activities

District: Mt. San Antonio College District   **College**: Mt. San Antonio

Student Equity Goals

Indicator	Indicator Goal	Sub-Goals
Access	*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.*	*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* *Goal A.2: Improve outreach and recruitment to African American and Latino males from economically disadvantaged communities.* *Goal A.3: Improve outreach and recruitment of disabled individuals, especially from the communities of Baldwin Park, Pomona, and La Puente.* *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.* *Goal A.5: Conduct research and implement strategies to improve the access, registration, and enrollment of under-represented and under-served individuals.*
Course Completion	**Goal B:** *Improve course completion for specific student populations (Latino, African American, Pacific Islander, disabled, former/Foster Youth an students aged 20-24) by implementing specialized program interventions supported by research efforts.*	*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.* *Goal B.2: Improve course completion through improved instructional strategies and faculty professional development.* *Goal B.3: Increase course completion for target groups by providing early notification of students' progress.*

Indicator	Indicator Goal	Sub-Goals
		Goal B.4: Expand and improve instructional and support interventions with a focus on engagement and success, especially for targeted student groups. *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. *Goal B.6*: Improve students' preparedness through improved access to textbooks, course materials and counseling interventions. *Goal B.7*: Implement electronic modes of communication to enhance student engagement and course completion, retention and persistence.
Basic Skills and ESL	*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.*	*Goal C.1*: Improve the transition of students from noncredit to credit for English language learners and basic skills students. *Goal C.2*: Provide additional student engagement opportunities, especially for African-American, Asian/Pacific Islander, and low-income/first generation students. *Goal C 3*: Strengthen existing programs that transition ESL and Basic Skills students to college level courses. *Goal C 4*: Strengthen existing Summer programs that serve diverse student populations and assist in their transition to college. *Goal C-5*: 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.

Indicator	Indicator Goal	Sub-Goals
Degree and Certificate Completion	*Goal D: To improve degree and certificate completion rates among targeted populations by implementing specialized instructional and support services.*	*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.* *Goal D.2 Conduct research to determine barriers to degree and certificate completion and reasons for higher completion rates in order to bring degree and certificate completion to equity among demographic groups.* *Goal D.3: Improve communication about degree and certificate progress to disproportionately impacted students.* *Goal D.4 Create interventions to improve completion and graduation rates for disproportionately impacted students.* *Goal D.5: Create interventions to improve completion and graduation rates for underrepresented students in Science, Technology, Engineering, and Mathematics (STEM) majors.*
Transfer	*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.*	*Goal E.1: Gain more understanding about the issues preventing African American and Latino students from transferring to universities successfully and apply current and future research findings to lessen the transfer disproportionality for African Americans, Latinos and former/Foster Youth.* *Goal E.2: Implement instructionally-based interventions to improve students' preparation for transfer.* *Goal E.3: Develop and initiate transfer interventions to enhance the knowledge, confidence, and preparedness of targeted students to*

Indicator	Indicator Goal	Sub-Goals
		successfully transfer. ***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.*

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 serve"

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 are White. In an analysis of participation rates in the college's high school outreach efforts and enrollment in the Summer Bridge Program finds that 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 the former/Foster Youth population 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 male and females from Baldwin Park
- The City of Pomona, followed by the City of Baldwin Park, have 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 (29.8%), Pomona (26.7%) and La Puente (9.8%).
- There is an under-representation of Latino students who are English language learners enrolling in ESL programs (29%) in comparison to their overall population (**XX%**).

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 partnership 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 Coordinate existing services with the development of targeted access services.	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 Foster Youth REACH	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. Work with Pomona Unified School District and Baldwin Park high schools to identify Latino and African American males with no college plans.	2014-15: Planning and development of strategies 2015-17: Implementation	High School Outreach High School Outreach Supervisor Associate Dean, Counseling ACES Arise Aspire	A.2.a Latino and African American males enrollment from Pomona and Baldwin Park will increase by 5% over the next three (3) years.

A.2 a. continued		Bridge Coordinator Bridge Faculty Coordinator Counseling Department Counseling Department The Dream Center Foster Youth REACH	
A.2.b Develop a comprehensive outreach and recruitment plan to target African American students to apply and complete the process for the Summer Bridge Program. A.2.c Research effective strategies to assist incoming students who are at-risk and cannot participate in 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 High School Outreach Supervisor Associate Dean, Counseling ACES Arise Aspire Bridge Coordinator Bridge Faculty Coordinator Counseling Department Counseling Department The Dream Center Foster Youth REACH	A.2.b Increase the number of African American students who participate in the Summer Bridge Program by 2 percent annually. A.2.c 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.

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	2014-15: Identify key contacts, develop strategies, materials	Director, DSPS Supervisor, High School Outreach Associate Dean,	A.3.a Enhanced partnerships with local feeder high schools will result in increased enrollment of disabled

effective recruitment strategies. Provide target presentations and one on one confidential meeting to identified students with disabilities. A.3.b Develop coordinated services for disabled individuals to ease their transition to college and access to specialized support services.	2015-17: Implementation 2014-15: Planning and identification of services to meet specific student needs 2015-17: Implementation	Counseling Veterans Resource Center	students. A.3.b Disabled students will successfully complete core services, enrollment at the college and participation 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.

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), reentry and Veterans 2015-2016: Implement outreach plan and enrollment in support services	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 Reentry students **(ages)** 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.

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 on priority access.	2014-15: Conduct research and initiate recommendations for improved procedures 2015-17: Implementation of enhanced services and improved processes	RIE (Research Institutional Effectiveness) Dean, Enrollment Management Associate Dean, Student Success and Equity	A.5.a Roadblocks and areas to improve processes and enhance 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.

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 an 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 1.00:
  - African Americans
  - Latinos
  - Former/Foster Youth
  - Disability
  - Ages 20-24
  - Males

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. Conduct ongoing, extensive research and develop ongoing tracking and evaluation of course completion by defined student profiles.	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	Director, RIE Research Evaluator assigned to Student Equity Vice President, Student Services Dean and Associate Dean, Counseling	B.1 Increased knowledge about interventions, support services and effective practices in teaching/learning that lead to improved course

B.1.a. Conduct a 'leavers' study to determine why students do not complete courses and drop courses and drop out of college. B.1.b. Analyze trends in student success to determine particular interventions that are needed for particular students (especially ethnicity, income, age, disability, and basic skills). B.1.c. 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. B.1.d. Determine the impact of specialized programs (e.g., Aspire, Bridge, Arise) on the success of specific profiles of students (ethnicity, income, first generation status, gender, age, disability, foster youth status, basic skills and English language fluency).	interventions and measure 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. 2014-15: inventory all available services on campus and develop a networked plan of support. 2015-16: integrate service delivery to targeted student groups. 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.	Instructional and Student Services faculty and managers Associate Dean, Student Success and Equity	completion especially for 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).

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

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.

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

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 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.

B.4.a Expand, develop and coordinate campus-based and community-based resource referrals for the most at risk students (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 those targeting specific student populations (Bridge, ACES, Arise, Aspire, EOPS, DSPS and Basic Skills) and implement new	2014-15: conduct coordination meetings to review successful practices and plan for integration and expansion. 2015-17: implement integration and expansion	Vice President, Student Services Vice President, Instruction Basic Skills Coordinating Council Representatives from Bridge, ACES, ACES, Arise, Aspire, EOPS, DSPS, Basic Skills, Foster Youth REACH, Dream Center, Financial	B.4.b Existing services and interventions will be integrated and expanded resulting in higher course completion rates for targeted student groups and students enrolled in

interventions for former/Foster Youth, undocumented, and low income students.		Aid Associate Dean, Student Success and Equity	support programs.
B.4.c Implement targeted interventions and 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 2015-16: Pilot and track interventions 2016-17: Initiate more comprehensive interventions	Dean and Associate Dean, Counseling Department Chair, Counseling Information Technology staff Research Assistant	B.4.e Decrease the number of students on probation and increase the numbers of students successfully exiting probation and continuing to reach success.

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.

B.5.a Create a STEM Center to provide tutoring and support for students in STEM majors, with particular emphasis on African American, Latino, low income, former/Foster Youth, and disabled students.	2014-15: Identify space, identify interventions, identify recruitment strategies 2015-16: Pilot interventions, continue development of STEM Center 2016-17: Continue piloting, open STEM Center	Vice President, Instruction or designee(s) Dean, Natural Sciences Natural Sciences department chairs Counseling department chair "Tutoring Coordinators Strike Team" Arise, ACES, Aspire, Bridge, The Dream Center, Foster Youth REACH	B.5.a Improved course completion rates, especially in basic skills and STEM classes, for all 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.

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 related to improving study skills, campus engagement and participation,	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	Associate Dean, Counseling Counseling Department Leaders and representatives of Arise, ACES, Aspire, Arise, Foster Youth REACH, Dream, EOPS, DSPS, CalWORKs, reentry, Veterans.	B.6.b Course completion rates will improve for students with completed comprehensive education plans and for students attending specialized workshops.

and resiliency and commitment.	disabled students. 2015-17: Offer workshops and research participation profiles and outcome results; measure effectiveness of students completing and following comprehensive education plans.		

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

B.7.a Research and implement electronic communication systems designed to establish regular, meaningful, culturally sensitive and ongoing communications with students.	2014-15: Develop and pilot communications systems for students, beginning with students enrolled in EOPS, ACES, Bridge, Aspire, Arise. 2015-17: Continue development and implementation of strategies and student communications systems.	Information Technology Staff Counseling Department Associate Dean, Counseling	B.7.a Students participating in the electronic communication system will report greater satisfaction and engagement 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 percent 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.*

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 and from noncredit to credit certificate/degree pathways.	Fall 2014-Spring 2017	Tutoring Center Coordinators/Directors ESL/Basic Skills Faculty Counselors Noncredit/CDCP faculty Noncredit/CDCP counselors	C. 1.a.1: An inventory of initiatives, partnerships, and collaborations across campus that support Student Services and Instructional integration will be 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 such strategies as improved priority registration to promote progress through sequenced ESL/Basic	2014-2017	Basic Skills Committee Admissions & Records Registration Team Cohort/Pathways program coordinators	C.1.b: Increased retention rates in ESL/AmLa and Basic Skills sequences.

Skills courses and into degree-applicable courses.			
C.1.c: First-generation noncredit ESL and VESL Career Paths students who declare college pathways as their ESL learning goal and who are transitioning to credit will receive additional student services and support.	2014-15	Noncredit ESL Counselors VESL Career Paths Coordinator Noncredit ESL Database Developer	C.1 c.1: Increased successful completion of next level ESL (credit ESL/AMLA) for VESL Career Path students transitioning from noncredit to credit. C.1 c.2: Enhanced ESL database tracking and report success outcomes (grades) for noncredit ESL students who transition into credit through improved development and use of ESL database for students.

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

C.2.a: Create learning communities combining various student cohorts for basic skills, low income and first generation college students.	Fall & Spring semesters, starting 2014	Aspire, Arise, ACES, Foster Youth REACH, The Dream Center, Bridge, Veterans	C. 2. a: Increased Basic Skills and first degree-applicable course completion rates of targeted student populations over baseline data.
C.2.b: Provide culturally relevant professional development for ESL/Basic Skills instructors to encourage connecting with students and engaging them individually in class	Fall 2014-Spring 2017	POD Basic Skills Faculty	C. 2.b: Faculty will report learning and implementing effective strategies from professional development on 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.

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.	2015-16	Dean of Counseling Faculty from Bridge Program English, math, LERN, & counseling Stipends for Curriculum Development Designated tutoring	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	Basic Skills Coordinating Committee Transfer Center Counseling	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.

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

C. 4 a: Provide individual counseling and advising to students in the STEP into College program.		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 student athletes to review test-taking skills and basic math and writing concepts.	Summer intersessions-ongoing	WIN noncredit faculty, coaches and counselors supporting program Arise Associate Dean, Student Success and Equity	C.4 b.1: Student athletes 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.

C. 5 a: Develop a comprehensive intervention and wraparound services program for 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	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: Create learning communities for student veterans, targeting the most needed courses, and utilize "safe zone" model for classroom environment which fosters sense of belonging and understanding of unique needs of veterans.	2014-15 develop courses and linkages; develop "safe zone" model 2015-16 offer LCs and continue to implement "safe zone"	Supervisor and staff of Veterans Bridge Associate Dean, Counseling Student Health Services DSPS	C.5 b.1: Baseline data on success rates for Veteran students taking ESL/Basic Skills courses. C.5 b.2: Success rate of 75% or more in all classes in student veteran learning communities. C.5 b.3: Create professional

			development for faculty and staff for "safe zone" training and understanding needs of veteran students
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**.**	2015-16	RIE Math, English, Reading department chairs Basic Skills Coordinating Committee Associate Dean, Student Success and Equity	C.5.c: Targeted interventions to encourage successful course-taking strategies for students who place into Basic Skills.

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
For Degrees: Large variations exist among the various demographic groups. Most of these data are based on the Chancellor's Office Scorecard Completions measure. However, some student groups of interest are not included in the Scorecard, namely, foster youth, veterans, and AB540 students. Additional research is planned to look at these groups using local data.

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

Large variations exist in
Variation in degree completion:

Variation in Certificate completion:

Large variations exist among various student groups:
- Males are below equity
- Older students are less likely to earn degrees
- Asian males have the lowest degree completion rates
- African American and Latinos have improved, however, are still below equity
- African American women and Latina women have the lowest certificate completion rates
- Students with disabilities and low income students are also below equity at a similar rate

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, Veterans.	2014-15	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 Foster Youth/Former Foster Youth to succeed at Mt. SAC.	2014-16 develop and ongoing planning 2015-16 Implementation	Foster Youth Intervention Program Coordinator Student Services Specialist, Veterans and Financial Aid Supervisor, Special Programs	D.1.b Increased degree and certificate completion rates for Foster Youth above the level achieved in 2013-14. Reduce number of Foster Youth on SAP/academic probation and dismissal from the base line in 2013-14. Increased number of Foster Youth declaring degree or certificate completion as an educational goal. Increased degree and certificate completion rates for student Veterans population; reduce the time it takes for student Veterans to complete educational goal.
D.1.c Develop non-credit CDCP certificates (VESL/ABE/Short-Term Vocational) for 1st generation and non-native English speaking students.		Continuing Education Division Non-Credit Faculty CTE Programs	D.1.c Increase certificate completion rates for 1st generation, basic skills, and non-native English speaking students.
D.1.d Develop and implement a 1st Year Experience component of the Bridge Program.		Bridge Instructional Faculty CTE Center	D.1.d Increase degree and certificate competition rates for 1st generation, basic skills, and African American students.

Goal D.2 Conduct research to determine barriers to degree and certificate completion and reasons for higher completion rates in order to bring degree and certificate completion to equity among demographic groups.

D.2.a 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.		RIE CTE Deans	D.2.a Use data report to develop targeted intervention strategies for increasing program and major selection for specific groups.
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 Deans	D.2.b Use data report 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 Improve student access to information about student and course completion requirements. Conduct targeted interventions with disproportionately affected populations to deliver information in more accessible venues or formats.
D.2.d Track students who exit CTE programs before completion, and identify reasons for leaving.		RIE, CTE Faculty CTE Deans CTE Center (TERC)	D.2.d Use the tracking information to develop specific interventions related to CTE completion.
D.2.e Conduct additional research on African American women, older students, and Asian males to		RIE	D.2.e This information will supply cohort programs such as Bridge with direction as to how best discuss degree and certificate completion with these groups.

determine barriers to achieving degree and certificate completion			

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

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 Director	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.

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	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 Department Chairs Title V Grant	D.4.b Increase 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.*

D.5.a. Create a STEM Center and expand the MARC to provide tutoring and support for students in STEM majors and use target advertising to bring students from disproportionately impacted groups into the STEM Center.		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; this will include disproportionately impacted groups.
D.5.b Develop outreach approaches to target African-American, Latino/a and female students in lower level math and science courses.			D.5.b The numbers of African-American and Latino students successfully completing math and science courses and subsequently declaring a STEM major will 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 12 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"

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.*

E. 1. ETHNICITY, GENDER, AND SPECIAL POPULATIONS

Findings E.1.a. The data indicate significant differences in transfer rates among ethnic groups (Table E.1). Compared to their counterparts, Latino students have had the lowest transfer rates of all groups across cohorts (23.8%). This means Latinos have a disproportional impact of 71%. African American students followed at a 28.2% transfer rate, marginally disproportional, overall (81%).

Findings E.1.b. In addition to ethnicity, gender influenced the rate in which Latino and African American students transferred. Male students were less likely to transfer than their female counterparts, with a 22.8% transfer rate (vs. females' rates), a significant 38.3% disproportionality rate. Similarly, African American males transferred at a 26.2% (vs. females' rates), a 78% disproportionality rate.

Findings E.1.c. When Latino and African American and 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 completing transfer level mathematics courses.

Findings 3.1. Aside from ethnicity, students who were in foster care as children may be at a disadvantage in transferring. Unfortunately, their low number in the available cohort does not generate meaningful data regarding their completion of transfer objectives.

E.2. AGE. This section compares the transfer rates among student age subgroups.

Findings E. 2. The data indicate a clear negative correlation between age and transfer rate. The transfer rate is highest for students younger than 20 years and consistently declines as students get older. In fact, students in the 20 to 24 years of age group, which constitutes a 24.4 % of the cohort, transfer at a disproportional rate of 74%. This disproportional impact increases to 57% for the 25 to 29 year old group, and drastically diminishes for the students in their 30s and 40s (44%--57%), and lowest (13%) for students 50 years and older.

Findings E.2. a. Research shows that older students are affected by stressors such as work, child care and other family responsibilities.

Findings 3.2. 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 down 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 transferring to universities successfully 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.	2014-15	RIE Counseling Transfer Task Force	E. 1.a. Increase understanding of transfer roadblocks or "choke points" that negatively impact transfer for specific student groups.
E.1.b. Obtain data (such as demographics and types of success generating activities	2014-15	RIE	E.1.b. Increase understanding of disproportionally affected groups who successfully matriculate and

received) from the targeted groups who successfully transfer and complete baccalaureate degrees.		Counseling Transfer Task Force	graduate from universities.
E.1.c. Conduct additional research including focus groups to assess reasons for lower transfer rates for older age and returning students.		Re-entry Center	Address the barriers to older adults to access and completion to transfer goals.

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

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. Offer affected students more opportunities to participate in intensive boot camp with ALEKS lab sessions.	2014-17	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	2014-17	Associate Dean, Counseling Bridge Coordinator	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

interventions.		Math and English Department Chairs Aspire, Arise, ACES, Pathways/Transfer Pathways	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 target age group.	2014-17	Associate Dean, Counseling Math and English Department Chairs Director, EOPS and CARE Director, CalWORKs Re-Entry Center	E.2.c. Timely support and interventions will increase targeted students completion of transfer level course requirements.

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

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	Transfer Center ACES, Aspire Arise, EOPS Transfer Bridge Foster Youth Dream Center	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	2014-15 Implement	Counseling MAP – Transfer	E.3.b. Increase in the number of former Foster Youth, African American and Latino students who

American, Latino/a and former/Foster Youth students.		(DegreeWorks) Transfer Pathways Teacher Prep Institute	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 to facilitate transfer awareness, preparation and transfer-readiness of target population.	2014-15 Initiate 2015-17 Further develop	Counseling Transfer Center Former/Foster Youth REACH	E.3.c. Former/Foster Youth, African America and Latino students will have a heightened level of motivation and commitment to their transfer goals.
E.3.d. Develop specialized interventions, including career exploration, for adult Re-Entry and students 25+ years of age and older in collaboration with the Transfer Center to promote transfer awareness, preparation and readiness.	2014-16 Develop and Pilot 2016-17 Fully Implement	Reentry Center Counseling Transfer Center	E.3.d.Increase understanding of the older students' transferring process, including the existence of roadblocks or "choke points" and/or resources used to overcome them. E.2.d. More older students will receive assistance and referrals to needed services and/or resources (e.g. medical assistance, child care, access to books, computers/printers) so they can focus on their studying.

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.
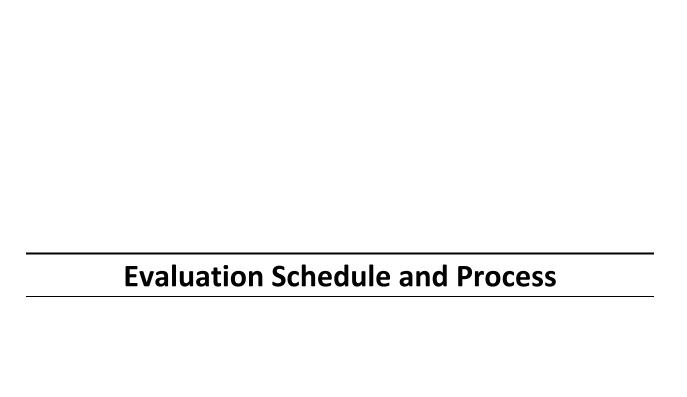
E.4.a Conduct research to identify transfer barriers or obstacles for students with disabilities who have a declared transfer goal.	2014 - 2015	RIE DSPS IT	E.4.a Research findings will be utilized to develop interventions to break down barriers and obstacles to transfer for disabled students.
E.4.b Provide additional counseling resources, develop activities and strategies to better guide students with disabilities in reaching their transfer goals.	2014 - 2017	DSPS DSPS dept. chair with faculty consultation	E.4.b Disabled students who are determined to 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.	2014 - 2017	DSPS Transfer Center	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)	2014 - 2017	Dean of Counseling Transfer Center Director DSPS Counselors Student Services	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 barrier and obstacles to transfer for students with disabilities.	2014-2015	DSPS Transfer Center Director	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.	2014-2015	Instructional Media	Students with disabilities will attempt and succeed in advance level transfer courses.

Budget

SOURCES OF FUNDING

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

Student Equity Plan: Evaluation Schedule & Process:

The Student Equity Committee is responsible for the annual evaluation of the goals and activities specified in the Student Equity Plan. There are two components to this evaluation. First is an assessment of the progress being made on the goals and activities listed in this Student Equity Plan or added subsequently. A rubric will be developed to aid in evaluating the progress being made. This will be made available to the persons and groups responsible for the activities, and will be used by the Student Equity Committee in its annual evaluation. Where there are activities that indicate inadequate progress, the committee will meet and confer with the key contacts to determine if the timeline, budget and activities are still achievable. Modifications will be made when necessary to achieve expected results.

The metric will include at least:

- Is the activity clearly defined?
- Are the activities being carried out?
  - Are the appropriate participants involved?
  - Are the resources appropriate?
  - How is the activity integrated with other key players and the rest of the college?
- Are the expected results being achieved?
  - What evidence is there that the results are being achieved?
  - How equitable are the results?
    - This will include evaluation on the appropriate student equity metrics.
    - The results for the program will be compared to the rest of the college and to actual equity.
      - (Positively evaluated if the program is disequitable, but in favor of a population that is below equity at the college level.)
- How are the results of the activity being communicated to appropriate audiences at the college.

Second, the annual review will include analysis of the overall indicators of student equity using the same metrics as the baseline data included in this report. This data may be refined to include more specific, locally-derived data.

- Have we improved our ability to measure student equity on campus?
- Where is change happening? Not happening?
- Review the match of identified inequities to targeted interventions.

The results of the Student Equity Committee's annual evaluation will be communicated to appropriate audiences at the college, through the shared governance process. In particular, the Student Preparation and Success Council, a council reporting to the Academic Senate and the President's Advisory Council will review the annual evaluation.

In addition our standard protocols for institutional research and reporting will make equity information available across the college on an ongoing basis, as part of a culture of evidence and equity. Activities which are identified through this means as successfully making a difference in equity will be brought to the attention of broader audiences at the college.

Attachments