Mt. San Antonio College

Student Equity Plan

<mark>Approved by SP&S on November 3, 2014</mark>

MT. SAN ANTONIO COLLEGE STUDENT EQUITY PLAN

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DEDICATION PAGE

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The Mt. San Antonio College Student Equity Plan is dedicated to Professor Phillip Maynard, who worked tirelessly for over 20 years to make student equity both as priority and a reality at Mt. SAC. Phil championed the student equity cause at Mt. SAC before it was mandated by the state. He co-chaired the Student Equity Committee and Mt. SAC's Equity for All Project through the Center for Urban Education at USC.

Diversity issues were always at the forefront for Phil throughout his academic career as a professor and coach in the Communication department. Phil distinguished himself as a leader, advocate, and ardent supporter of affirmative action, equity and diversity on campus as well as throughout the state through his involvement with the Academic Senate. He provided diversity training to hundreds of faculty members at Mt. SAC and across the nation.

Phil advised various student organizations, including the Muslim Student Association, the Intercultural Awareness Council, the Associated Students, the Bridge Program, the Aspire Program and others. In 2005, Phil played a key role in creating Mt. SAC's Black College Fair, which has evolved into a university transfer forum, targeted for African American students.

Phil also played a pivotal role in formulating the college's first-ever Student Equity Plan and advocated for the development of an intercultural communication course that serves as the foundation for a multidisciplinary AA degree in intercultural understanding at Mt. SAC.

He was awarded the National Campus Faculty Award from the Center for the Study of Diversity in Teaching and Learning in 2001 and the Community Service Award of the National Council of Negro Women in 2012. In 2006, the College's efforts were recognized by the State Chancellor's Award for Best Practices in Student Equity.

Phil Maynard was our leader, our anchor, and our "north star" until his untimely death in January 2014. Although we miss him dearly, his work is recognized on a daily basis through the innovative educational support our students receive at Mt. SAC.

GLOSSARY

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ABE –	Adult Basic Education
ACES –	Achieving in College, Ensuring Success
ADT –	Associate Degree for Transfer
ALEKS –	Assessment and Learning in Knowledge Spaces
AmLa –	American Language (Credit ESL)
ARISE –	A program that seeks to help Asian American and Pacific Islander students
ASPIRE –	African American Student Program Inspiring Responsibility for Education
BOGW –	Board of Governors Fee Waiver
CalWORKs –	California Work Opportunities and Responsibility to Kids
CARE –	Cooperative Agencies Resources for Education
CDCP –	Career Development and College Preparation
CTE –	Career and Technical Education
DSPS –	Disabled Student Programs and Services
EOPS –	Extended Opportunity Programs and Services
ESL –	English as a Second Language (Noncredit)
ESL-CAP Test –	ESL Computer Adaptive Placement Test
FPDC –	Faculty Professional Development Committee
HSI –	Hispanic Serving Institution
HSO –	High School Outreach
IT –	Information Technology
LAC –	Learning Assistance Center
LC –	Learning Communities
LEAD –	Leadership Education and Development
MAP –	Mountie Academic Plan
MARC –	Math Activities Resource Center
POD –	Professional and Organizational Development
RIE-	Research and Institutional Effectiveness
SAP –	Satisfactory Academic Progress
STEM –	Science Technology Engineering and Math
SSSP –	Student Success and Support Program
STEP –	Summer Transition Enrichment Program
TERC –	Technology Education Resource Center
UOP –	University Outreach Program
VESL –	Vocational English as a Second Language (Noncredit)
VRC –	Veterans Resource Center
VTEA –	Vocational Training Education Act
WIN –	Student Athletic Study Center
WIOA –	Workforce Innovation and Opportunity Act

Executive Summary

EXECUTIVE SUMMARY

An executive summary that includes, at a minimum, the student group 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 account 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 student's success.

The 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 represented. 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 appear to be lower than comparative groups and who struggle due to the lack of available support services designed to meet their particular educational and developmental needs. Targeting these sub-groups of students was based on the experience of educators on campus in their direct work with students, in addition to the outside research literature about these sub-groups, and research methods which measure disproportionality based on data such as the Scorecard. This is further discussed in the Campus-Based Research Section. An example of this occurs in the section on Transfer. Compared to their counterparts, Latinos are disproportional in meeting the transfer criterion (proportionality index = .72). African Americans have traditionally had a low transfer rate as well Latinos. (Mt. SAC Equity for All report). However, based on Scorecard data African Americans are only marginally disproportional. Their most recent cohort has a proportionality index of .85 and this is the

lowest of the five previous cohorts, three of which were slightly above equity. When gender is added to the analysis, Latino and African American males at Mt. SAC over the last five cohorts have had higher transfer rates than females of the same ethnicity in two cohorts, lower in two cohorts, and similar rates in one. However, Latino and African American males are generally regarded as at risk for lower transfer rates than females of the same ethnicity based on outside research literature such as that from the Center for Urban Education.

Thus, Mt. SAC will continue to focus attention on these groups of students in an effort to build on and strengthen these existing moderately successful outcomes. The lack of available data about Former/Foster Youth students complicates the analysis of this population, however, existing research informs us that this student population transfers at a lower rate than many other student groups. Transfer rates decline quickly with age. Already for students in the 20 to 24 years of age group, the proportionality index is down to .74. By ages 25 to 29, this index lowers to .57 and stays low for all older students. Surveys as well as personal contact with Veterans inform us that their progress toward degree completion and transfer is slowed due to absences from formal education and difficulties in transitioning back to college. Therefore, of particular concern are:

- Men of color
- Former/Foster Youth
- Undocumented students
- Low income students
- First generation college students
- Single parents
- Re-entry students
- Students over 24

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 (credit and noncredit students). 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, and noncredit learning support). 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 access to 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]

Target Groups

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
- Noncredit students

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

Indicator	Indicator Goal	Sub-Goals
		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 research regarding ESL/Basic Skills completion in designated populations including Foster Youth students, student Veterans, and AB540 students; Noncredit students; create additional ways to track those populations and discover any areas of disproportionate impact.
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, reasons for higher completion rates in certain courses in order bring degree and certificate completion to equity among demographic

Indicator	Indicator Goal	Sub-Goals
		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 to Transfer, and Learning Communities such as Bridge, English and Math Bridge. The Summary of Activities displays the major program activities by Student Equity goal indicator.

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. The Summary of Existing Programs and Development of New Interventions delineates all of the existing programs and services which will be enhanced and expanded and the initiation and continued development of new services and interventions.

Summary of Activities

Student Equity Indicator	*Major Programmatic Activities*
Access	Foster Youth Program (REACH) Outreach – community and high schools; Former/Foster Youth, African Americans, Latinos, Disabled, English language learners, Re-entry, Veterans Continued research, including student surveys Summer Bridge
Course Completion (Retention)	Tutoring and instructional support Professional development Academic progress monitoring Specialized programs for: Undocumented, African American, Latino, Former/Foster Youth, Expansion of existing efforts: EOPS/CARE, CalWORKs, DSPS, Bridge, ACES, Aspire, Arise, Basic Skills projects Math interventions/ALEKS/MARC Probation interventions STEM Center Access to textbooks and course materials (Bookstore; Library; Online Resources) Education plans Access to counseling Electronic communication systems for students Library Information and Literacy Leadership Development Continued research, including student surveys
ESL and Basic Skills Completion	Collaboration between Instruction and Student Services, between Credit and Noncredit Learning Resources/Writing Center/MARC/STEM English, Math and LAC Departments Pathways for Basic Skills through Transfer Noncredit ESL and VESL Career Pathways Learning communities; Bridge Professional development Counseling and STEP into College program

Student Equity Indicator	*Major Programmatic Activities*
	Boot Camps and assessment preparation Former/Foster Youth Veterans Continued research, including student surveys
Degree and Certificate Completion	Former/Foster Youth Veterans CDCP (Noncredit) Certificates (VESL/ABE/Short-Term Vocational) First Year Experience/learning community MAP (Mountie Academic Plan)/education planning Communications systems for students regarding completion status and ADT degree options TERC (Technology Education Resource Center) STEM Center Continued research, including student surveys MARC/TMARC Title V HSI grant
Transfer	Assessment preparation Math Interventions/ALEKS Learning communities and Pathways to Transfer Re-entry Learning Center Transfer Bridge University Outreach Program Transfer Center Counseling DSPS Accommodations and accessibility for disabled individuals Outreach and collaboration with community resources (especially Veterans Affairs and Department of Rehabilitation) Teacher Preparation Institute Honors Program Student Health Services Continued research, including student surveys

Summary of Existing Programs and Development of New Interventions[1]

Expansion of Existing Programs/Services		Development of New Services/Interventions	
Program/Services	Students to be Served	New Programs	Students to be Served
Summer Bridge	Low income, Basic Skills, First Generation, Latino, African American [SSSP Orientation, Counseling, Ed Plan]	Foster Youth REACH *[Reaching, Empowering, Achieving and Completing with Heart]*	Former/Foster Youth [SSSP Counseling, Ed Plan, Follow-Up]
Veterans Center	Veterans, Re-entry, Low Income, Basic Skills	Dream Center	AB 540, DACA, undocumented students, low income [SSSP Counseling, Ed Plan, Follow-Up]
EOPS/CARE/CalWORKs	Low income, Basic Skills, First Generation, Re-entry, Single Parents, Foster Youth [SSSP Counseling, Ed Plan]	Transfer Bridge	First Generation, Low Income, Latino, African American; degree completion and transfer
STEP Program	First generation, Latino, African American, Pacific Islander [SSSP Orientation, Counseling, Ed Plan]	STEM Center	Latino, African American, Basic Skills, Females; degree completion and transfer
English and Math Bridge	Basic Skills	CTE Center	Low Income, Basic Skills, First Generation; certificate and degree completion
Instructional Cohorts (Pathways/Transfer Pathways)	Basic skills and students with transfer goals	Math Preparation	Basic Skills [SSSP Assessment]
ACES	Low income, First Generation, Former/Foster Youth [SSSP Counseling, Ed	Re-entry Center	Basic Skills, students over age 25 [SSSP Follow-Up]

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[1] [Brackets link to SSSP- Student Success and Support Program]

Expansion of Existing Programs/Services		Development of New Services/Interventions	
	Plan]		
Aspire	African American, First Generation [SSSP Counseling, Ed Plan]	Early Alert	Basic skills, low income/financial aid [SSSP Follow-Up]
Arise	Asian English Learners, Pacific Islander Low Income, First Generation, Basic Skills [SSSP Counseling, Ed Plan]	Online Dashboard System (to track progress toward goal)	Basic skills, first generation, low income, certificate and degree completion and transfer [SSSP Follow-Up]
DSPS	Disabled students, basic skills [SSSP Counseling, Ed Plan]		
Counseling	Orientations, Counseling, Education Plans, Follow-Up with undecided, probation, basic skills [SSSP Orientation, Counseling, Ed Plan, Follow-Up]		
Outreach	African American, Latino, Asian/Pacific (Southeast and Pacific Islander), Native American, First Generation, Low Income [SSSP Assessment, Orientation, Counseling, Ed Plan]		
Learning Support (LAC, MARC, Writing Center)	Basic Skills		
Noncredit Basic Skills Boot Camp	Basic Skills, noncredit to credit matriculation [SSSP Assessment]	Noncredit Basic Skills Boot Camp – Expand to local high schools	Basic skills, first generation, low income, Latino and African American
Probation Interventions	Probation students subject to loss of enrollment priority,		

Expansion of Existing Programs/Services		Development of New Services/Interventions	
	loss of BOGW, and dismissal [SSSP Follow-Up Probation]		
Teacher Preparation Institute	Cohort groups		
Transfer Center	First generation, low income, DSPS, Former/ Foster Youth, African Americans, Latinos		
Assessment Preparation	Basic skills, reentry, first generation English, Math, and ALEKS Math [SSSP Assessment]		
Title V HSI Grant	Basic skills, first generation, Latino/a and low income [SSSP Assessment, Orientation, Counseling, Ed Plan, Follow-Up]		
Professional Development	Basic skills, English language learners, Former/Foster Youth, Veterans, Disabled		
MAP – Mountie Academic Plan	Abbreviated and comprehensive electronic education plans [SSSP Ed Plan]		
English language learners/ESL Noncredit and AMLA (Credit ESL)	Credit American Language (AmLa) and Noncredit (ESL) outreach, support, instructional interventions		
Student Information Competency and Access to Textbook and Instructional Materials	Instructional efforts in library information competency, library technology literacy, and increased access to class materials and		

Expansion of Existing Programs/Services		Development of New Services/Interventions	
	resources		
Honors Program	Transfer assistance, counseling support		
Electronic Communications Systems	Follow up with students, notification of requirements, tracking of progress toward completion of degrees, certificates and transfer [SSSP Follow-Up]		
Bookstore Loan Program	Access to textbooks and instructional materials		
Student Health Services	Medical, psychological and health services		

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 Noncredit Basic Skills 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 specifically 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, is provided.

A critical nexus between Student Equity and SSSP is the Follow-Up component of SSSP. The Follow-Up component focuses on the development of interventions for at-risk students, especially those students who assess at the basic skills level students who, are undecided, and are on probation and subject to dismissal and/or loss of their Board of Governors (BOG) Fee Waiver. 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. These interventions lead to higher student

course completion and more importantly, to goal completion (certificate, degree, transfer). Counseling services and workshops for undecided students, and the development of abbreviated and comprehensive education plans, are built into the Counseling and Orientation components of SSSP. Services provided by the Learning Assistance Center, Writing Center, WIN Program, 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).

The College has also instituted a comprehensive array of entry support services for incoming students in order to improve access and build in greater assurances of student success. Outreach, financial aid, and counseling efforts are networked to reach under-served communities, especially high school students from under-represented schools and districts. Information sessions, new student orientations, Summer Bridge and STEP into College efforts help to ensure that all students, especially under-performing student groups, begin college on a successful path. Integrating services with existing and new programs such as EOPS/CARE, DSPS, Aspire, ACES (TriO), Arise, Foster Youth REACH, the Dream Center and the Veterans Resource Center are also critical in providing follow through services to students to enhance their access to the college and to critical resources.

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 Re-entry Center.

Integration of instructional interventions and support services are coordinated between both SSSP and Student Equity. College priorities will include 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. 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 Re-entry students are necessary. Additionally, enhanced efforts to provide counseling and instructional support for Veterans will be coordinated as part of the SSSP and Student Equity efforts.

Campus-Based Research

CAMPUS-BASED RESEARCH

Summary of Research

Mt. San Antonio College created its Student Equity Plan based on the California Community College Chancellor Office's recommended research approach for developing the Campus-Based Research section. Thus, the Access indicator is based on U.S. Census data, the Course Success indicator is based on the local student records database, and the other indicators are based on the Chancellor's Office Scorecard. Beyond the aforementioned data, further knowledge about special populations' academic and support services needs was gleaned from various campus programs staff through their years of expertise serving these students and their own internal analyses. In addition, external research literature informed the campus discussion, regarding concerns such as Former/Foster Youth, Veterans and the relation of STEM programs to underserved student groups.

Once the data was obtained, several levels of analysis were performed. At the most detailed data level, three or five years of data were calculated for each indicator rate, and both types of disproportionate impact calculations were used (e.g., the 80 Percent Index compared to the highest group and the Proportionality Index) These data were brought together by indicator, reviewing trends and highlighting the most recent year. See the Appendix for copies of these summary sheets. The comments in this Campus-Based Research section further abbreviate the data by referring primarily to the Proportionality Index for the most recent year.

In all cases where there were enough students in the group to permit splitting the analysis by gender, this was done. Although differences were found, as noted at the relevant places below in the Campus-Based Research section, in only one case did one gender of a targeted group show disproportionate impact and the other gender did not. That case was transfer for African Americans, where males were just below the disproportionality criterion at .79 while the females were at .93. Beyond that one case, what was found was a difference between all males and all females on earning a degree, and some comments on differences by gender combined with ethnicity from the wisdom of specific programs, as noted in the section on Access.

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). In the case of economic disadvantage, although the full definition used for the Scorecard is not available in local data, a simplified definition was used based on a student having received need-based financial aid. Embedded in the plan are extensive activities designed to further our research.

The case of Course Completion illustrates an issue with using broad criteria in specific situations. In no case was the proportionality index below .80. This level was chosen by the college based on our past work with the Center for Urban Education's Equity for All project in which we used this same cut off level to indicate the need for intrusive action. But smaller

differences can be seen among the targeted groups. Simply because no large differences were found does not mean that the smaller differences should be allowed to continue unaddressed. This is especially the case in an area as foundational to all other outcomes as course success.

To delve further into Course Success, the College's Research Department separated the data by course level (e.g., basic skills, degree appropriate). In doing so, it became clear that there were no disproportional impacts when we reviewed the data via the Proportionality Index metric, however there was an impact when the 80% versus highest index was used. For example, basic skills course success rates were calculated to be lower than the 80% threshold of this index for African American for three years and only for one year for Latino/a students.

Some of the results from the data analysis do not match the perceptions and observations of campus practitioners. For example, there is concern that African American students are disproportionate in their transfer rates, although this was not born out through the methodology used. Similarly, disabled students were not found be disproportionate in their course completion and degree and certificate completion although they are disproportionate in their transfer rates. The only disproportionality for gender was found in degree completion for male students. Students over age 24 have disproportionality with access, basic skills and ESL, certificate, degree and transfer completion but economically disadvantaged students were not found to be disproportionate in any category.

One of the greatest challenges is in attempting to summarize student equity data. The nature of the design is to look for disparities and not commonalities. Thus, the work is never complete as there are innumerable ways to continue to analyze difference between groups within groups. The entire focus is on considering ever more specific sub-groups of students, and to evaluate on carefully considered specific criteria. Therefore, although the table below gives a quick overview of where disproportionate impact was found for the targeted groups considered in isolation using a cutoff of a .80 proportionality index, the details of this Student Equity Plan are based on more specific analysis.

Proportionality Index Target Student Populations by Student Equity Indicators
(X=proportionality index < .80)

Target Group	Access	Course Completion	Basic Skills/ESL	Degree (D) /Certificate (C) Completion	Transfer
Latino	X		X		X
African American	X		X	X – D, C	
Asian/Pacific Islander				X – D	
Native American	X				
White	X		X		
Age, especially >24 years	X		X	X – D, C	X
Males				X – D	
Females					

Target Group	Access	Course Completion	Basic Skills/ESL	Degree (D) /Certificate (C) Completion	Transfer
Disabled	X				X
English learners	X				
Former/Foster Youth	X				
Veterans					
Economically disadvantaged					

Economically Disadvantaged demographic category

In measures drawn from the Scorecard, students are considered to be economically disadvantaged if they:

- participate in the Workforce Innovation and Opportunity Act (WIOA) 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

In the measure of course success, which was drawn from local data, students were considered economically disadvantaged if they received need based financial aid.

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.

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 the white 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.
Age   The percentage of population that is 18 years of age or over represents 70-79% across all district cities. Specifically there are a wide variety of age groups across all district cities.   Baldwin park holds the highest age groups between 15 to 19 year old (9.22%) and 20 to 24 years olds (8.06%). La Puente's highest age groups fall between 15 to 19 years old (8.678%), 20 to 24 years old (8.21%), and 25 to 29 years old (7.58%). The city of Pomona is represented by 15 to 19 year olds 9.04%), 20 to 24 year olds (9.84%), 25 to 29 years (7.74%), and 30 to 34 years (7.01%). The 40 plus age group is high in all cities ranging from 33% to 52% (US Census Counts, 2010 profiles of General Population)   **Participation Rates**   In contrast, participation rates for cities in our district range from 1.39% to 9.94%. Specifically, Baldwin Park is 2.34%, Hacienda Heights 2.28%, La Verne 2.96%, Pomona 3.86%, and Rowland Heights 3.76%. Higher participation rates are found in Covina (5.27%), La Puente (9.94%), and Walnut (8.28%).
Gender   In comparison to all cities (typical participation rates between 3 to 7.76%), females represent a slightly higher participation rate (average of less than 1% difference) than males across all district cities except for La Puente. The participation rate of students from La Puente was 6.48% for males and 7.76% for females. During the Fall 2013 semester, female students represented about 54.75% of the communities from the Mt. SAC district area. In particular, 54% of students from the community of La Puente were female.

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

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 % has the highest rate of poverty among all cities within the Mt. SAC District.

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

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%. The cities of Baldwin Park, La Puente and Pomona all have higher than average rates of unemployment at 5.3-5.7%. 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.

Former/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.

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%. Pomona and Baldwin Park also have high percentage of disabled population in this age category; 6.7 and 7.7% respectively. 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 our understanding of the disabled populations in our community and our feeder high schools as well as to understand the potential gap in outreach and service to our current students. Based on this understanding, intervention should be designed to improve our outreach efforts.

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 Latino/a students are

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

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.   To develop further into Course Success, the College's Research Department separated the data by course level (e.g. basic skills, degree appropriate). In doing so, it became clear that there were no disproportional impacts when we reviewed the data via the Proportionality Index metric, however there was an impact when the 80% High index was used. For example, basic skills course success rates were calculated to be lower than the 80% threshold of this index for African American for three years, but only for one year for Latino/a students.
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 disadvantage 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.
Former/Foster Youth   Former/Foster Youth are somewhat less likely to successfully complete their courses, with a proportionality index of .92.
Disability   Students with disabilities 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 percentage 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 with a proportionality index of values of .69 and .65 respectively. • African American students also experience disproportionate impact in progressing through Math courses with a proportionality index of .63. • Latino/a students, White students, and students over age 24 experience disproportionate impact in progress from AMLA (Credit ESL) courses to college-level English, with proportionality index values of .73 for both Latino and White students. Progression out of AMLA decreases with age, the proportionality index is already down to .77 for ages 25 to 29, has fallen to .57 for age 40 to 49.
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 do not have integrated counseling/instruction. The High School Referral program, has integrated counseling/instruction and a transition rate of 30%.

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.*
<u>**Overview**</u> 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, Former/Foster Youth, Veterans, and AB540 students. Additional research is planned to look at these groups using local data.
<u>**Ethnicity**</u> 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.
<u>**Age**</u> 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.
<u>**Gender**</u> 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.
<u>**Economic Disadvantage**</u> Students <u>without</u> economic disadvantage earn fewer degrees, with a proportionality index of .87.
<u>**Former/Foster Youth**</u> 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.
<u>**Disability**</u> Students with disability are at .88.

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

Veterans

Data on Veterans is not available in the Scorecard Completions measure. Research is planned to look at this measure using local data.

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 takes 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 with a proportionality index of 1.37.

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 impediments might exists that prevent African American females from 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.

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

Gender
Females are near equity at .93 in comparison to males who are correspondingly more likely to earn a certificate with a proportionality index of 1.06.

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.

Former/Foster Youth
Data on Former/Foster Youth is not available in the Scorecard Completions measure. Research is planned to look at this measure using local data.

Disability
Students with a disability earned more certificates, at 1.46.

Veterans
Data on Veterans is not available in the Scorecard Completions measure. Research is planned to look at this measure using local data.

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, Former/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 - 2008 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.
Former/Foster Youth Data on Former/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 transfer prepared, 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 planned to look at this measure using local data. Using local data on 2009-2010 first time students who became transfer prepared, Veterans were less likely to become transfer prepared, with a proportionality index of 0.90.
AB540 students Data on AB540 students is not available in the Scorecard Completions measure. Research is planned to look at this measure using local data. Using local data on 2009-2010 first time students who became transfer prepared, AB540 students were more likely to become transfer prepared with a proportionality index of 1.10.

Goals and Activities

GOALS AND ACTIVITIES

A.   STUDENT SUCCESS INDICATOR FOR ACCESS

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

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

Summary of Research

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

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

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

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

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

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

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

ACTIVITY	Target Date	Responsible Person/Groups	EXPECTED OUTCOME
A.2.d Research effective strategies to assist incoming students who are at-risk and cannot participate in the Summer Bridge Program.	A.2.d 2014-15: Convene discussion groups and commence planning 2015-16: Pilot interventions 2016-17: Implement interventions	Foster Youth REACH

High School Outreach Associate Dean, Counseling ACES Arise Aspire Bridge Program Counseling Department The Dream Center Foster Youth REACH | A.2.d   African American and Latino males will participate in pathways efforts to increase their successful participation in college readiness programs and their successful enrollment. |

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

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

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

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

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

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

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

GOALS AND ACTIVITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GOALS AND ACTIVITIES

C.   *ESL AND BASIC SKILLS COMPLETION*

STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

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

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

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

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

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

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

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

Activities/Strategies	Target Dates	Responsible Person/Groups	Expected Outcome

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

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

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

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

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

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

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

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

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

GOALS AND ACTIVITIES

D.   *DEGREE AND CERTIFICATE COMPLETION*

STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

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

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

Summary of Research

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

Large variations in <u>degree</u> completion exist among various student groups: (The numbers are proportionality index values.)

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

Large variations in <u>certificate</u> completion exist among various student groups:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GOALS AND ACTIVITIES

E.   *TRANSFER*

STUDENT SUCCESS INDICATOR FOR TRANSFER

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Budget

SOURCES OF FUNDING

Budget Line Item	Student Equity Funding
Salaries and Benefits New, permanent full-time positions (7 total: 1 faculty, 2 management, 4 classified) New, permanent partially funded or part-time (3 total: 2 classified, 1 management) Adjunct faculty; faculty stipends; reassigned time Hourly classified (tutors, student workers, peer mentors, instructional support)	$1,543,664
Instructional and Administrative supplies:	$48,754
Professional development, conferences, training:	$10,000
Contracts and Consulting Agreements:	$53,854
Total Allocation	*$1,655,272*

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, and as referenced in the expected outcomes per activity.   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 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 such as additional interventions and changes to existing activities, will be made when necessary to achieve expected results.

The rubric will address, among other topics:
- 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 an 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 inequitable, 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 an 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. Results from the annual review will also be shared through the college's strategic planning process, educational master planning process and the accreditation self-study.

In addition, 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 as successfully making a difference in equity will be brought to the attention of broader audiences at the college. A continuous improvement cycle will be embedded into the Student Equity Plan process refinement and ongoing evaluation.

STUDENT EQUITY COMMITTEE

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Name: Carolyn Keys   Title: Dean, Student Services, Co-Chair

Name: Alina Hernandez   Title: Faculty, Counseling, Co-Chair

Name: Hilary Lackey   Title: Faculty, Earth Sciences and Astronomy

Name: Jane Nazzal   Title: Faculty, Learning Assistance Center

Name: Jeff Archibald   Title: Faculty, Communication

Name: Bailey Smith   Title: Director, Learning Assistance Center

Name: Liza Becker   Title: Director, English as a Second Language

Name: Ana Tafoya-Diaz   Title: Classified, EOPS/CARE/CalWORKs

Name: Barbara Quinn   Title: Faculty, Counseling, DSPS

Name: Marie Kim   Title: Student Representative

ACKNOWLEDGEMENTS

The Student Equity Committee would like to take this opportunity to thank everyone who made contribution to the development of the Student Equity Plan.
_____

Name: William Scroggins   Title: President/CEO

Name: Audrey Yamagata-Noji   Title: Vice President, Student Services

Name: Irene Malmgren   Title: Vice President, Instruction

Name: John Barkman   Title: Educational Research Assessment Analyst

Name: Barbara McNeice-Stallard   Title: Director, Research & Institutional Effectiveness

Name: Annel Medina   Title: Educational Research Assessment Analyst

Name: Lisa DiDonato   Title: Educational Research Assessment Analyst

Name: Maria Tsai   Title: Senior Research Analyst

Name: Minerva Avila   Title: Professional Expert

APPENDIX A: EQUITY FOR ALL SUMMARY REPORT

Background
In May of 2005, a team of faculty and administrators were appointed to represent Mt. San Antonio College in the *Equity for All* project through the Center for Urban Education at the University of Southern California. Mt. SAC was one of only 10 community colleges selected to participate in the project based on the diversity of our student body. The team was charged with instituting a research design to measure whether specific cohorts of students were performing equitably on key success criteria. Speech Communication Professor and former Academic Senate President Phillip Maynard served as the chair of the team. The team members received training and guidance from the USC staff and met on a regular basis for two years to review and analyze data and develop the report. The goal of the project was to inform the campus community regarding equity outcomes and to develop a proactive approach to addressing any inequities.

Research Design
Four research cohorts were comprised of first time freshmen students who enrolled in the fall semesters of 1997, 1998, 1999 and 2000. Equity measures were based on the students' accomplishments as of fall 2005. A total of 16,391 students were included in the student sample from seven ethnic groups plus a cohort of international students. The model that was developed through USC utilizes an "Equity Index" by which to measure whether a particular student group was above equity, at equity, or below equity in earning a vocational certificate, earning an Associate degree, and preparing to transfer and successfully transferring.

Results
There was some variability in equity between certain student ethnic groups for particular cohorts. However, four student ethnic groups were consistently below equity on key measures:

Criteria/Measure	African American	Hispanic	Mexican American	Pacific Islander
Successful completion of transfer-level English	Below equity			
Successful completion of transfer-level math	Below equity	Below equity	Below equity	
Completion of Associate degree				Below equity
Successful transfer to 4-year college		Below equity		
Attained BA/BS Degree after transfer	Below equity	Below Equity	Below Equity	

The results point to the need to improve interventions with African American, Hispanic, Mexican American and Pacific Islander students in order to improve the success rates for these students.

Conclusions and Next Steps

Diversity and equity have historically been key components of the College's mission, goals and values. The results of this project indicate a need to enhance efforts to address inconsistencies in achievement for certain student ethnic groups. A Call to Action is included in the report, detailing the recommended next steps. Incorporating equity and diversity measures into the college's processes to develop Student Learning Outcomes, General Education Outcomes, and the Basic Skills Plan are key elements along with developing a results-oriented research agenda. Even more critical will be the development and initiation of a proactive agenda to directly address the inequity of certain student groups through instruction and student support services.

Appendix B: Convening Meeting Agenda

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Friday, May 23, 2014
9:00 am – 12:00 pm
Founders Hall

8:30 a.m.   Check in & Breakfast [Foyer]

9:00 a.m.   Overview of Student Equity and the Student Equity Plan elements and purpose
[Carolyn and Alina]
Snapshot of Student Equity Research [RIE staff]

9:30 a.m.   Setting the Tone: Student Speakers

9:45 a.m.   Break-Out Session I
• Goal 1: Access – Living Room – Carolyn Keys & Ana Tafoya Diaz
• Goal 2: Course Completion – President's Conference Room – Audrey
• Goal 3: ESL and Basic Skills Completion – Dining Room – Liza Becker & Bailey Smith
• Goal 4: Degree and Certificate Completion – Main Conference Room – Hilary Lackey
• Goal 5: Transfer – Main Conference Room – Alina Hernandez & Arianna Rivera

10:45 a.m.   Break-Out Session 2
• Goal 1: Access – Living Room – Carolyn Keys & Ana Tafoya Diaz
• Goal 2: Course Completion – President's Conference Room – Audrey
• Goal 3: ESL and Basic Skills Completion – Dining Room – Liza Becker & Bailey Smith
• Goal 4: Degree and Certificate Completion – Main Conference Room – Hilary Lackey
• Goal 5: Transfer – Main Conference Room – Alina Hernandez & Arianna Rivera

11:45 a.m.   Wrap-Up [Carolyn and Alina]

APPENDIX C: CONVENING MEETING – SHARING OF BEST THOUGHTS AND SUGGESTIONS
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ACCESS
- Differentiate community and campus access
- Access to resources: library, computers, computer labs, hours of availability (no technology at home)
- Resources for older students – reentry services
- Students can't enroll due to full wait lists
- Lack of resources in the community – information provided, courses offered
- Courses/services in local high schools
- Prepare for Assessment
- Gaining entry into sequential courses (Pathways)
- Universal Design principles – help all students
- Better targeted marketing – information should be student friendly, translated
- Walk around campus – do in-reach on campus
- 24-hours access (like CPP)
- Hoops for non-credit students transitioning to credit and utilizing services like library
- Campus Climate survey
- Economically disadvantaged students' challenges – homeless, lack of food options on campus, students going hungry on campus, not a friendly campus to bring your lunch
- Flex Day: address issues; have an Open House to learn about resources
- Ongoing Orientations for students to learn, receive information

Course Completion
- Balancing compassion/affective development with rigor/high expectations and standards
- Providing students with "exposure" (audit) and information related to requirements – especially for D/L
- "Teach them to fish": Feed for a lifetime. We need to help students know how to fish – study skills, time management, internal locus of control (accept responsibility for successes and failures).
- How faculty can relate to students and show they care/are concerned.
- Resource information to faculty and staff
- Diversity training to help faculty/staff know how to understand and relate to students
- Inform students of services and assist in accessing
- Promoting student leadership in the classroom – building engagement activities
- Have teachers provide progress reports to their students to help students understand their status/what they need to do
- Identify course "choke points" – where students get stuck and then can't move on
- Utilize moodlerooms to keep in touch with students in less intimidating way, increases engagement

- Mountie Mentoring Program: identify key contacts, safe zones, information, services
- Gamification: how to connect with students and engage them and provide them with incremental reinforcement
- Community Hour (not for meetings) but for dialogs and engagements between departments and students-to-students
- Opportunities to integrate between Student Services and Instruction
- Conduct research to determine what is working in certain efforts/program; why students leave – look closely at which student groups are not progressing

ESL/Basic Skills
- De-silo sharing of strategies
- Improve data resources and internal program data
- Include qualitative data
- Positive examples: Pathways
- Negative examples: impacted courses in a sequence
- Integrate counseling and support services (peer-to-peer coaching, faculty personalizing teaching, professional development)
- Orientation and Early Alert: not just at the beginning
- Marketing: make it more appealing – making it "sexy to be a basic skills student" – to have a feeling of hope and opportunity
- Professional development – dealing with diverse students
- Data Gap: Look at successful programs and achievement gaps and combination of factors that impact students' being at risk
- Support from the library – need to gather better data on how basic skills students are supported in the library
- Data Gap: delay between taking assessment and subsequently enrolling in Math, English, Reading
- Marketing, professional development, helping students to have resources and connections past the first semester

Degree and Certificate Completion
- Which students obtain degrees and certificates – who are the students who are successful but are not completing?
- Students transfer without obtaining their degrees
- Some jobs only require certain # of units, or certain courses
- Auto-awarding of Degrees: not all students want this if they have changed their goals/majors. If awarded, will lose financial aid. This is based on the declared goals of students. (Students need to have updated degrees defined in Banner).
- Lack of awareness of what students need to get the certificate and degree.
- The Orientation in the first year isn't enough – 'second year orientation'
- VTEA Survey – some students skip this – can we capture students who are changing majors/update majors through this tool?

- Top 3 degrees: kinesiology/wellness; psychology; social and behavioral science – why do these degrees have greater completion?
- Increased information about majors – have open houses?
- Specialized Student Services programs have greater opportunities to receive information – how to expand campus-wide.
- Advertising certain college majors – use existing data, look at disproportionately impacted student groups and engage them in completing degrees/certificates and to use services.
- Data: need to clarify why there were shifts in data in certain years (changes in graduation requirements; obstacle in completing reading requirement)

Transfer
- Preparation for college and transfer: how to retain motivation when the pathway appears so long
- Improve placement process (reduce time)
- Culture of transfer—involve students, disseminate information, help students know what it takes to transfer, utilize successful students by learning from them
- Increase access to tutoring and peer mentoring
- Honor the student's goal – whether it is transfer or not
- Encourage students to think of transfer
- The idea of leaving Mt. SAC is scary – how to prepare students to move on to the next level – what are the skills, what information is necessary for assisting in the transition? Develop interventions (tours, workshops, mentoring) to develop skills and insights needed for continued success at the university level.
- Successful teaching practices: disseminate to faculty at large to incorporate into their courses
- Financial Aid: need more financial management workshops – how to manage their money and how to plan to finance college when transfer
- Faculty Advising: faculty members can serve as advisors, will need to be trained
- Mobile Counseling: advertising of services and increase access to services

APPENDIX D: OVERALL MATRIX OF SERVICES, ACTIVITIES, PROGRAMS, AND INTERVENTIONS PROVIDED AT MT. SAC

Program or Intervention	Population Served	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Supplemental Instruct/ TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/ Special events	Team Building/ Social Integration	Other
						SERVICES/ACTIVITIES/INTERVENTIONS *Planned											
ACES	First Generation College Students, Low income, Foster Youth Disabled Students	X	X	X	X	X		X		X	X		X	X	X	X	Financial literacy
Arise	Asian American and pacific Islanders; other low-income and minority groups (African American and Latino/a)	X	X Aka "English study hall" & math tutoring (basic-calculus)	X	X program		X	X			X	Plng for SU '14	Invited to ACES Financial Literacy workshops		X		-Fale Fono -Leadership Retreat -Welcome back meetings every Fall and Spring
Aspire	African American & other students	X			X program	X	X				X Monthly			X Counseling	X	X	Cultural enrichment activities
Assessment												X					
Bridge	Summer: recent HS grads, 1st generation and basic skills Fall & Spring: New & continuing	X		X	X	X	X	X	X	X	X				X	X	X	Study room, computer lab, laptops checkout, Text-book loans

Program or Intervention	Population Served	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Supplemental Instruct/ TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/ Special events	Team Building/ Social Integration	Other
	students, start at basic skills or continuing on to the next level of math or English																
CalWORKs																	
Career/ Transfer	All	X									X		X	X	X	Transfer club restarted in Sp '14	Class presentations, career fairs, employer panels, events like Career Project Runway, Transfer Achievement Celebration, Mock Interviews, Univ. Rep Advising
Counseling	All Students	X			X	X	X				X			X			
DSPS	Verified, eligible disabled students	X	X High Tech Center		X	X	X		X High Tech Center								Testing accomm Alt Media Mobility Assistance
DHH	Verified deaf, hard of hearing, interpreting	X	(X)		X				X						X ASL Club		
EOPS/CARE	Foster Youth																
Financial Aid	Low –income,	X									X		X				

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

Program or Intervention	Population Served	SERVICES/ACTIVITIES/INTERVENTIONS *Planned															
		Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Supplemental Instruct/ TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/ Special events	Team Building/ Social Integration	Other
	AB 540																
Foster Youth	Verified foster youth/former foster youth	* (general but not targeted)		*	*							*	X	* (general but not targeted			* Legal assistance
Health Center	Credit Students																Triage; health clinic; psychological counseling
International Students	F-1 Visa Students																
Student Life					X						X						
Veterans	Veterans Foster Youth	X		X	*	*				*	X		X		X	X	
Upward Bound	Foster Youth																
AB 540	Undocumented students	*		*							*			*	*	*	* Legal Assistance
High School Outreach	High school students	X		X	X	X			X		X	X			X	X	X
Step to College	1st. time college student; 1st generation student	X		X	X	X			X		X	X	X	X	X	X	X
Title V Grant	Hispanic/Low income students All students	X	X	X	X	X	X	X	X		X	X	X	X			X
WIN	Student-Athletes	X	X		X				X	X	X	X			X		X
Library																	

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Program or Intervention	Population Served	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Supplemental Instruct/ TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/ Special events	Team Building/ Social Integration	Other
		SERVICES/ACTIVITIES/INTERVENTIONS *Planned															
Learning Assistance Center																	
Writing Center	All students with writing assignments		X		X			X	X	X	X	X					
MARC/ TMARC	All students		X					X	X	X		X					
Language Lab (LLC)	Noncredit ESL; credit AmLa		*		X			X	X								
Pathways to Transfer	All students (no restrictions)					X	X	X	X	X							X
Honors	Eligible honors students				X	X		X						X	X		
Teacher Prep	Students intending to enter teaching				X						X	X			X		
Book Loan Program	Bookstore – eligible courses																
VESL Career Paths	Noncredit ESL	X	X		X	X	X	X			X	X					Advisory Group
GED/High School Programs	Non Credit ABE/ASE (adult secondary)	X	X		X			X	X		X	X		X	X		X
ESL Library	Noncredit ESL		X					X	X								
ESL Counseling	Noncredit ESL	X			X						X				X		

Program or Intervention	Population Served	Counseling or Advising	Tutoring	Peer Advising	Orientation	Cohort Classes (LC)	Cohort Groups (Pathways)	Supplemental Instruct/ TIC	Basic Skills Assistance	Study Groups	Workshops	Test Prep	Financial Assistance	Transfer	Field Trips/ Special events	Team Building/ Social Integration	Other
								SERVICES/ACTIVITIES/INTERVENTIONS *Planned									
Speech & Sign Success Center (SSSC)			X							X							
Teacher Preparation Institute (TPI)		X	X	X	X	X	X					X	X		X			Formal Peer tutoring, computer & printing access for TPI students

*Planned

APPENDIX E: RESEARCH DATA
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The Research and Institutional Effectiveness office prepared a variety of data on student equity. The report by ethnicity for degree attainment is attached as an example of the kind of detail report which was produced for each combination of student group and outcome measure. Following that are the data summary sheets which extract highlights from the detail reports.

The following is a list of reports and data summary sheets attached:

- Degree: Rate and Count by Ethnicity
- Degree: 80 Percent Index – vs. Highest by Ethnicity
- Degree: 80 Percent Index – vs. Average by Ethnicity
- Degree: 80 Percent Index by Ethnicity
- Disproportionate Impact Sheet: How to calculate Proportionality
- Student Equity Summarized Sheet - Instructions
- Student Equity Summarized Sheet – Course Success
- Student Equity Summarized Sheet – Basic Skills Improvement English
- Student Equity Summarized Sheet – Basic Skills Improvement AMLA
- Student Equity Summarized Sheet – Basic Skills Improvement Math
- Student Equity Summarized Sheet – Certificates
- Student Equity Summarized Sheet – Degree
- Student Equity Summarized Sheet – Transfer
- Student Equity Summarized Sheet – Foster Youth
- Student Equity Summarized Sheet – Veterans
- Student Equity Summarized Sheet – Measure by Age and Veteran
- Student Equity Summarized Sheet – Measure by Disability and Gender: Course Success
- Student Equity Summarized Sheet – Measure by Disability and Gender: BSI English, BSI AmLa, and BSI Math
- Student Equity Summarized Sheet – Measure by Disability and Gender: Certificate, Degree Completion, and Transfer
- Student Equity Summarized Sheet – Measure by Economic Disadvantage and Gender: BSI English, BSI AmLa, and BSI Math
- Student Equity Summarized Sheet – Measure by Economic Disadvantage and Gender: Certificate, Degree Completion, and Transfer