APPLICATION COORDINATOR

Please include the following information for an application coordinator. This individual will be the point of contact for any issues related to the substance of the application.

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Applicants will be available the week of April 9-12, 2018, for a phone interview, if requested.*
☒ Yes   ☐ No

REPRESENTATIVE OF FISCAL AGENT

Please include the following information for a representative of the California Community College District or the California Community College that will serve as the fiscal agent for any award.

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Please provide a brief abstract – 250 words or less – about the application. This abstract will be used in summary documents produced by the Chancellor's Office staff.

I am finalizing this summary, to include the key words from the Chancellor's Vision for Success.

Each response is limited to a 500 word narrative. Additional data or charts can be uploaded as a .pdf for each question.

1. From the perspective of the student population, referred to in the introduction, what was the problem your innovation helped to address on your campus, college or district?

Over the year, Mt. SAC's Student Equity data revealed that student outcomes were lower for our equity-defined student groups and other underrepresented students. Minority students, especially minority males, were least successful. If these students were also economically disadvantaged, undocumented immigrants, foster youth, and/or had disabilities, success rates were even lower:

- African American, Latino, and Pacific Islander males had lower course success rates in English and math than other groups;
- Minority males frequently were unable complete transfer-level requirements;
- Students with disabilities, foster youth, and undocumented immigrants had the lowest graduation and transfer rates; and
- Economically disadvantaged students were less likely to earn a degree or transfer.

However, longitudinal data showed that student outcomes improved when they participated in our various cohort programs that address specific populations. Using collaboration and a shared commitment to improving student outcomes, we focused on increasing the success of our underrepresented students: low-income students, first-generation college students, minority males, undocumented immigrants, veterans, foster youth, and disabled students, among others, through the scaling up of our flexible cohort model.

As a large, urban campus, serving approximately 35,000 students each semester, a major challenge has been to face down institutional inequities built through policies and practices, both intentional and unintentional, and to develop purposeful ways to personalize the educational experience for students. As we moved to transform our college, another challenge was ensuring that our faculty were adequately prepared to teach and counsel diverse students with unique educational needs and personal challenges.

We also had to address the need for facilities that are welcoming and conducive to student engagement. In equalizing educational opportunities for students, facilities that focus on safe harbors, confidentiality, inclusiveness, peer-to-peer interaction, and faculty-to-student engagement have been essential to meeting the complex needs of underrepresented students.

A structured network of support has been available for low-income, first-generation, and disabled students through CalWORKs, EOPS/CARE, DSPS, and other grant-funded projects; however, these siloed resources did not provide for the college to address fully the needs of a growing population of students who face multiple challenges to completing their educational goals. Responding to direct student input

backed by the needs of students identified through data analysis, we developed a multi-pronged approach to improving student outcomes, especially among underrepresented students:

- Specific cohort-based interventions based on students' unique needs, conditions, and profiles;
- Early identification and onboarding of underserved students;
- Campus-wide interventions and guided pathways to increase access to support services and to improve students' progress toward reaching their educational goals;
- Utilizing student engagement as a foundation for our work;
- Professional development based on principles of equity and inclusion;
- Establishing avenues for students to shape program development;
- Utilizing critical race theory in the planning of facilities; and
- Restructuring college policies, procedures, and programs to improve student outcomes and establish equitable pathways.

The attachment includes our *Student Success Scorecard* (pages 1-4), which provides a demographic snapshot and longitudinal student outcomes, and *Pathways Progression Data* (pages 5-30), which provides student outcome data for one of our specialized cohort programs.

Optional attachment for question 1.

Student Success Scorecard
Pathways Progression Data

2. Briefly describe the practice or policy that your campus, college or district needed to change. Precisely describe the innovation and how it addressed the problem outlined in question 1.

Building on the evidence-based strategies of our cohort model, Mt. SAC grew these programs and developed new cohort programs to address the needs of special populations and improve the educational outcomes for students underrepresented in higher education:

- Bridge, serving incoming low-income, first-generation, basic skills students;
- Aspire, serving African American students;
- Arise, serving Asian and Pacific Islander students;
- REACH, serving current and former foster youth;
- DREAM Center, serving undocumented immigrants;
- Veterans Resource Center, serving veterans;
- Pride Center, serving LGBTQ students and their allies;
- STEM Center, serving students enrolled in STEM courses;
- Technology Education Resource Center (TERC), serving students enrolled in CTE programs;
- Honors Program, serving honors students; and
- Categorical programs (e.g., CalWORKs, EOPS/CARE, DSPS, TRIO).

Each cohort program provides essential educational support and services to increase students' academic success, retention, degree completion, and transfer rates. These programs employ common strategies with a well-documented record of improving student outcomes. We have designed these cohorts to engage students more fully in their learning by establishing critical connections between and among students, faculty, and staff. Utilizing a process of continuous improvement based upon research and evaluation, the college implements new interventions and strategies within the cohort model.

Our cohort model incorporates culturally relevant strategies that meet the needs of diverse student populations and integrates instruction and student services to increase student success and completion. To supplement this model, the college has implemented the following campus-wide interventions:

- Immediate communication and assistance to every new applicant, providing them with pre-matriculation services and early career direction through Mountie Fast Track;
- Online education plans, which students may use to inform their course enrollment when registering for classes and track their own progress toward reaching their educational goals;
- Development of soft skills and employment skills through on-campus jobs with required training, workforce preparation workshops, and employer evaluations; and
- Monthly mentoring meetings, whereby students attend mentoring sessions with workshop topics ranging from time management to career exploration to goal setting.

The cohort model is faculty-driven and cross-functional, with counseling and academic faculty collaborating on culturally relevant curriculum and teaching. Faculty leadership led the charge to provide new faculty training that focused on infusing equity-based practices into their teaching and counseling. One-third of tenure-track faculty have completed intensive equity training to develop inclusive pedagogical techniques. Student voices have informed faculty-driven initiatives and have influenced college policies, such as the implementation of multiple measures placement.

The college has provided safe spaces for students to share their journeys. Our cohort model is a celebratory model, not a deficit model. Students who have reached their goals share their stories of accomplishment, connecting with other students who are still on a path and providing motivation and encouragement for these students to reach their educational goals.

The attachment, *Student Voices Leading the Way*, uses our Minority Male Initiative as an example of how we respond to equity findings, how we collaborate and coordinate services, how we design and decide with students in mind, and how we change college policies and practices to improve student outcomes.

Optional attachment for question 2.

Student Voices Leading the Way

3. How did your campus, college or district scale, or begin to scale, this innovation?

Mt. SAC recognized that changing the way we guide incoming students is critical to putting them on the best path to meeting their educational goals. We were already implementing onboarding strategies for students through programs like Bridge, so we expanded those strategies (pre-matriculation services, online education plans, early career direction) to all incoming students, totaling more than 12,000 annually. Mountie Fast Track, STEP to College, and summer programs for foster youth, undocumented immigrants, and underrepresented minority students have established a comprehensive onboarding pathway to college. The cohorts successfully engage students, provide critical "college knowledge," and develop students' sense of direction and academic self-esteem. These strategies have enabled us to address equity concerns while providing early intervention to ensure success.

We expanded new student orientation to three hours, providing students with an enriched experience. Counselors guide students into career clusters based on their desired program of study. We have

deployed liaison counselors who specialize in programs of study organized under specific career clusters. Intrusive counseling brings counselors to students through our various specialized cohort programs.

We also bring academic support to the student by decentralizing tutoring, establishing formal and informal study groups, and implementing library outreach efforts to underserved, disproportionately impacted students. Embedded tutors provide supplemental instruction in the classroom. Learning communities that link a general education course with a co-requisite counseling course improve students' study skills, self-discipline, time management, and use of campus resources. Tutoring and study group space is available within specialized cohort programs and student success centers across campus. Research has shown that the groups most underrepresented in higher education tend to be the least likely to seek help on their own. We bring support directly to these students in a structured format through facilities designed specifically to support students' need to feel safe, leading to improved student outcomes.

Students have been included throughout the process of scaling our cohort model, which breaks down stereotypes by using students' voices in addition to external research and data. We listen to students' concerns and then respond to those needs through specific actions, designing facilities (e.g., Equity Center, STEM Center), embedding support services, and amending and creating policies and procedures that improve students' access to necessary support services, including career development and educational pathway mapping. This integration has enabled the college to better guide students toward the timely completion of their educational goals.

In 2016, Mt. SAC became one of 30 colleges nationwide selected to participate in the AACC Pathways Project. The purpose has been scaling up pathways and related interventions that improve student outcomes, particularly among underrepresented students. Through campus-wide institutes and integrated planning sessions, we identified strategies that could have the greatest impact on improving outcomes for all students and closing equity gaps among underrepresented students. These efforts have complemented the implementation of campus-wide interventions described in this narrative.

The attachment includes *Integrated Planning* (pages 1-18), which shows our integrated planning goals and progress, and *Guided Pathways* (pages 19-37), which provides a summary of our campus-wide pathways work.

Optional attachment for question 3.

Integrated Planning, 2017-18
Guided Pathways

4. Explain in detail the specific barriers that were addressed to begin scaling the innovation across the campus, college or district.

The first step in facilitating our institutional transformation was to integrate our planning efforts. We engage all constituencies in the development of institutional plans (Student Equity, SSSP, Educational Master Plan). We hold semi-annual Academic & Student Services Master Planning Summits, an annual Guided Pathways Summit, and Pathways Institutes, which invite faculty, staff, administrators, and students from across campus to review data, provide input, and brainstorm improvements to institutional practices. Topics have included pathway career clusters, program mapping, contextualized learning, counseling, and accurate placement and equity. Extensive professional development programs

have enabled faculty and staff to embrace strategies and approaches focused on addressing disparities in student success within a culturally relevant framework.

We have created work groups that operate simultaneously to move us forward in scaling interventions. These work groups include counseling (on-boarding, career assessments, liaison counselors, intrusive counseling), English and math faculty (contextualized basic skills focusing on career clusters), college catalog redesign (organized around career clusters and program maps), instructional web pages (program/certificate/degree maps), and research (evidence-based decision making).

We also needed to engage students in the planning of programs and facilities to ensure that we offer appropriate services in facilities that are welcoming and strategically located. Examples include:
- Veterans Resource Center, housed in the Student Success building, includes recreational space, tutoring, a computer lab, and an on-site counselor and financial aid officer.
- The STEM Center, located in the Math & Science complex, includes dedicated counseling, tutoring, study space, computers, and laboratory space.
- The DREAM Center offers intensive counseling for undocumented immigrant students, as well as voluntary legal advice, financial assistance, and student empowerment activities.
- The WIN Center, located in Athletics, provides support to athletes, many of whom are underrepresented in higher education, through counseling, tutoring, and access to textbooks.
- The Minority Male Initiative, which addresses equity gaps among minority males, incorporates a strong peer-to-peer component of counseling, tutoring, and mentoring.

In order to more fully scale our "reach" to students, we have implemented Faculty Tool Kits and Advising Tool Kits that enable faculty to share critical advisement-related information with their students regarding financial aid, the transfer process, and the career assessment process). We have also developed instructional/pedagogical interventions, including study groups, classroom-based research, and embedding advising information into class assignments.

Mt. SAC has bridged divides between Student Services and Instruction, between instructional faculty and counseling faculty, and between traditional categorical programs and newer, equity-based efforts. We have allocated funding to support these efforts, including facilities, instructional equipment, faculty reassigned time, Student Equity and SSSP funding, and Associated Students club support. We have used a shared approach in implementing specialized cohort programs and campus-wide interventions, leveraging human, fiscal, and physical resources to address students' needs. In addition, we are working on identifying the impact of interventions on the state's outcome measures in order to be responsive as the state moves forward with common metrics.

The attachment, *Chapter 4, Educational & Facilities Master Plan DRAFT*, provides data on our student services programs and shows our integrated planning efforts.

Optional attachment for question 4.

Chapter 4, Educational & Facilities Master Plan DRAFT

5. Explain how your campus or district will collaborate with the Chancellor's Office to disseminate this innovation throughout the state to benefit other colleges seeking to solve a student success issue.

Mt. SAC already presents on guided pathways in collaboration with IEPI, addresses policy issues at the Community College League of California, and engages faculty statewide through Academic Senate plenary sessions. Leaders among our faculty and administration present at statewide meetings on guided pathways, the impact of interventions on student outcomes, and strategies for driving institutional transformation. We regularly present at CSSO, CIO, RP Group, and ACCCA conferences on a variety of topics. College teams also present at state and national conferences regarding specific cohort programs. With grant funds, we will build upon existing efforts to disseminate effective practices and lessons learned in the implementation of our cohort model and campus-wide interventions.

During the project period, we will host an annual conference. The first conference will invite colleges from throughout the state to learn about our cohort model, specific interventions, data collection/tracking, overcoming barriers to scaling, and other topics. Ahead of the conference, we will provide research protocols to participating colleges and ask them to bring baseline data. The second conference will have two tracks: (1) new college teams will participate in the introductory program, and (2) colleges who participated in the first conference will share successes and discuss next steps in scaling up interventions. The third conference will follow the model of the second conference.

We also have extensive experience in coaching other colleges (e.g., Guided Pathways, non-credit, SSSP). The Governor recently visited our Veterans Resource Center and recognized it as a model program. We will use this expertise to coach other colleges about our cohort model. We will invite college teams to visit our campus, tour our cohort programs and student success centers, and discuss our model in depth. Depending on each college's specific interests and/or needs (e.g., technology, tutoring, onboarding), we will arrange follow-up discussions.

We will create electronic modules that colleges may use in creating or expanding their own cohort model. Topics will include creating a campus climate conducive to implementing the model, breaking down silos, engaging students in planning, enhancing interventions through technology, scaling the model, and using data to monitor continuously the effectiveness of interventions. These modules will provide a framework for implementing a cohort model that allows for variations that fit the unique context and culture of each college.

We will be able to scale our dissemination plan based on the level of funding we receive. For example, the conference could have a no-cost registration but require participants to cover their own travel; or it could be an entirely no-cost conference for participants. The number of colleges hosted and statewide presentations delivered could range based on the funding level. We will create presentations in webinar and in-person formats. While in-person delivery is ideal, webinars provide a cost-efficient way of reaching a large number of colleges and facilitate sustainability of dissemination efforts. Finally, we could award sub-grants to colleges to plan and pilot specific strategies depending on the funding allocation.

The attached *Project Management & Dissemination Plan* provides a detailed plan for implementing the project.

Optional attachment for question 5.

Project Management & Dissemination Plan

Signed Letter of Assurance from college or district president/CEO and fiscal agent.

This is in Dr. Scroggins' office awaiting signature.

Additional materials and appendix upload (limit of 25 MB).

Any other "holy cow, wow" attachment we should include?