2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

PREVIOUS ACCOMPLISHMENTS

*Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle**.*

1. Assess your college's previous program efforts:
   a. In the table below, **list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.**

2015-16 SSSP (Credit) Goals and Progress

Goal	Progress
SSSP: All new students will complete in person or online orientation prior to registration.	Between July 1, 2015 – June 30, 2016, 12,366 new students completed either an in person or online orientation prior to registration. This represents a 100% of non-exempt students.
SSSP: All new students will complete a Student Success Inventory to increase eligibility of multiple measures to ensure accuracy for placement.	76% of all new students have completed the Student Success Inventory. Students testing at high schools were not given the inventory to complete. The number of participants would be much higher if these students were given the inventory. (This issue has been resolved.)
SSSP: All new students will be informed about test information sessions for both English and math.	All students are informed of Test Information Sessions by various means – class schedules, during orientation, during test appointment process, by high school outreach staff, counselors and advisors, Mountie Fast Track sessions, and registration pamphlets.
SSSP: Will increase the number of student participation in test information sessions and test preparation sessions in both English and math.	With an improved effort in publicizing the service, participation in placement test information sessions has increased by 37% for English test prep sessions and by 45% for Math test prep sessions. English placement test preparation is conducted through the college's Writing Center. Through a joint effort of both instruction and student services, and with the support of math faculty, math test preparation activities have begun and are being offered to students prior to being assessed.
SSSP: A check list of SSSP core requirements will be developed and implemented in the student portal informing students whether they have completed an orientation, assessment, and abbreviated/comprehensive education plan.	The checklist has been implemented. The Counseling Department is currently working with IT to upgrade the checklist to be more user friendly and more visible on the student portal.

Goal	Progress
SSSP: Improve the counselor to student ratio.	In 2014-15, the counselor to student ratio was 1:1,700. In 2015-16, 6 full-time counselors were hired. This brings the counselor to student ratio to 1:1,300.
SSSP: Provide follow-up services to students on academic and progress probation.	96% of all students on probation received follow-up services. Follow up services include individual counseling appointments and both online and in-person Student Success workshops
SSSP: Counselors will offer in- class presentations about support services available for basic skills/at-risk students.	Counselors provided in-class presentations to basic skills/at-risk students in LERN 81 (writing), LERN 48 (math), and LERN 49 (math) highlighting student support services (i.e. undecided workshops, counseling services, tutoring, and other campus resources. Eight classes (194 students) were provided presentations. Although, this effort has been implemented on a small scale, the Counseling department will continue and increase the in-reach efforts to basic skills/at-risk students.

2017-18 SSSP (Noncredit SSSP) Goals and Progress *(this is the first year of implementation)*

Goal	Progress
NC SSSP: All new students will receive an orientation when they enroll into ABE, ESL, or STV programs, either before start of term or within 2- 3 weeks of entering the program.	Each SCE Department will schedule weekly orientations for all new students. Counselors will deliver comprehensive orientations that will address barriers to success, provide off and on-campus resources, and ensure that students are aware of college and career pathways. A review of quarterly program level data and MIS reports from IT will be gathered each semester to gauge progress. This will be reported in 2017-18 MIS data.
NC SSSP: All new students will complete a noncredit student educational plan (NSEP) within the first 2 terms of enrollment into ABE, ESL, or STV programs.	Counselors and advisors will complete an NSEP for students either at orientations or in the classroom. Embedded counseling is critical for the educational planning process as SCE has many off-campus sites. A review of quarterly program level data and MIS reports from IT will be gathered each semester to gauge progress. This will be reported in 2017-18 MIS data.
NC SSSP: There will be four (4) interactions per student per academic year in counseling services such as such as workshops, career conferences/fairs, educational planning, career/life planning classes, career skills inventories, and personal/social/academic counseling.	In 2016-17, SCE counselors and advisors in ESL and ABE had 4,884 contacts with students to offer support with career, life, and college planning. They also connected with students in career conferences, career development classes, career counseling, as well as provide interventions and referrals for personal issues. A review of quarterly program level data and MIS reports from IT will be gathered each semester to gauge progress. This will be reported in 2017-18 MIS data.

Goal	Progress
NC SSSP: Each noncredit CDCP program will develop processes to provide support for students who are at risk of not persisting or completing their programs.	ABE has developed processes for interventions when students may be at risk of not completing programs. There is the Progress Policy for students with low attendance and academic progress. Persistence in the adult HS diploma programs increased in 2016-17 by 8% from 15-16. Counselors and advisors call students when they are absent for more than one week. Other departments are creating intervention plans for students who don't persist or complete. A review of quarterly program level data and MIS reports from IT will be gathered each semester to gauge progress. This will be reported in 2017-18 MIS data.

2015-16 Student Equity Goals and Progress

Activity #	Goal(s)	Progress
A.1: Expansion of Summer Bridge (Student Services)	Improve recruitment and outreach efforts to maximize full Summer Bridge capacity of 800 students SB 2014 enrollment was 362 students SB 2015 enrollment was 368 students Increase the number of Summer Bridge applications by 10%	SB 2016 enrollment was 327 students. In an effort to make the SB application more accessible and to increase the number of Summer Bridge applications, the program moved to an online application in 2016.
A.2: Cash4College Financial Aid Access for students from under-served (Student Services)	95% of current and prospective students and their families attending the Cash 4 College event will receive direct assistance in completing financial aid and related admissions applications (FAFSA, Cal Grant, CA Dream Act, AB 540, Chaffee).f-23	Fall 2016 data showed that 352 first time freshmen attended the Cash for College event held on November 5, 2016. 100% of these students received direct assistance. Survey data results are not yet available.
A.3: Support for Non-native English Students (NES) (NonCredit)	Increase enrollment and support services for targeted population by 5% from 2015-16 enrollment baseline	Data showed that our Latino population has increased 6.25% from 2015-16 to 2016-17 and that our students with low socioeconomic status increased 8.44%, indicating that we have met our goals to increase enrollment and support services for these target populations.

Activity #	Goal(s)	Progress
		We started a Facebook page and utilized SE funding for advertising specifically to Spanish speakers. 39% of the likes on our page indicated that they are Spanish speaking. Assessment and orientation of Spanish-speaking students increased 3% after beginning paid social media advertising. Additionally, the counselor initially funded by Student Equity did outreach at four Mt. SAC events and collaborated with 10 local libraries to raise awareness of our programs. She is also part of the AEBG Counselor and Support Staff workgroup.
A.4: Expansion of High School Outreach to under-served communities, foster youth, Dream, and disabled students (Student Services)	Improve recruitment and outreach efforts to maximize full Summer Bridge capacity of 400 additional students	SB 2016 enrollment was 327 students. We did not meet the goal of 400 students.
	Increase the number of Summer Bridge applications by 10% Improve recruitment and outreach efforts to undocumented students and Foster Youth	We did not meet the goal to increase SB applications by 10%. However, we did targeted Mt. SAC presentations that included Summer Bridge program information to undocumented students and foster youth. The high school counselors identified the students and help specialized presentations exclusive to this student population.
	Increase students' awareness and access to college by assisting them through successfully completing the matriculation process especially in the La Puente, Baldwin Park, and Pomona school districts.	Student awareness through in-class presentations and auditorium style presentations that focused on the matriculation process.

Activity #	Goal(s)	Progress
	Assist students that apply to the college through the matriculation process through a pre-orientation session (Mountie STARS). In addition the SS Specialist would assist with scheduling appointments and assisting current and potential new students at the SS Information Counter.	Mountie STARS pre-orientation sessions were not held in the 2015-16 school year due to limited staff availability. However, SS Specialists assisted potential new students at the SS Information Counter with the matriculation process and scheduled follow up appointments when needed.
	Improve outreach and recruitment to African American and Latino males from economically disadvantaged communities	Targeted presentations to Black Student Clubs and MEChA (Latino student club) in the following school districts: Pomona, Hacienda/La Puente.
	Improve outreach and recruitment of disabled individuals Enhance targeted outreach efforts to increase the enrollment of English language learners, Re-Entry and Veteran students and their participation in support services.	Targeted presentations to high school classrooms with students with disabilities. Provided Mt. SAC college application support via specialized application workshops at the high schools. Bussed 25 students with disabilities from Walnut High School to complete their assessment test with accommodations.
	Conduct research and implement strategies to improve the access, registration, and enrollment of under-represented and underserved individuals.	No progress.
A.5: Re-connect activity for freshmen students (Student Services)	50% of Connect 4 students will participate in the High School Outreach "Re-Connect" event prior to fall.	Of the 87% (1, 760) of Connect 4 applicants that completed orientation and registered for Fall, 380 (22%) attended the Re-Connect event prior to the Fall semester.
	30% of Connect 4 students will participate in a "Re-Connect" event during the fall semester.	Fall Re-Connect event was not planned for the Fall 2016 due to staffing limitations.

Activity #	Goal(s)	Progress
	40% of Connect 4 students from Pomona, La Puente, Baldwin Park and Bassett will complete courses in the fall semester and enroll in the subsequent spring semester.	*Data Pending*
A.6: High School Outreach (HSO) services (Student Services)	80% of Connect 4 applicants will complete mandatory Orientation and will register for fall classes.	87% of Connect 4 applicants completed orientation and registered for Fall 2016.
	Low income, Latino, African American, Native American, Southeast Asian, and Pacific Islander students from communities such as Pomona, Baldwin Park, La Puente will increase in enrollment by 5% annually.	*Data Pending*
A.7: Seniors Day activities for students from under-served high schools with lower college-going rates (Latino, African American) (Student Services)	75% of students participating in Seniors Day will complete the Connect 4 process to enroll at the College.	81% of 2016 Seniors' Day participants completed the Connect 4 process.
B.1: Professional development for Bridge FYE program to improve course completion (Student Services)	Increase Bridge students' successful course completion rates for college level English and math courses by 5 to 10% annually through the improvement of teaching methods, curriculum adaptation strategies, and course integration.	Faculty and staff attended a Learning Communities Consortium training focused on best practices for learning community programs.

Activity #	Goal(s)	Progress
B.2: Expansion of the Bridge FYE program to include more under-served students (Student Services)	Increase retention and persistence rates of students in the Bridge Program by 10%	Working with the Research Office to establish baseline data for retention and persistence rates.
	100% of Bridge students will complete a comprehensive educational plan.	Of the Summer Bridge 2015 cohort, 13.1 % of students had completed a comprehensive educational plan by the end of the Spring 2016 semester compared to 86.4% of students who completed an abbreviated educational plan. Waiting for Summer Bridge 2016 cohort educational plan data.
	Increase Summer Bridge by 200 students; increase capacity of fall and spring Bridge cohorts	In Summer 2016, Expansion of Summer Bridge scheduled for Summer 2017.
B.3: Student leadership development to increase retention and persistence (Student Services)	25% of targeted student population will increase their course completion rates by 20% after completing the "Leader Within" Conference and follow-up activities	No program development or implementation progress made due to staffing transitions with the Dean, Student Services, Student Activities Coordinator, and Student Center Specialist for the 2016-2017 academic year. Requested moratorium and modification of goals.
B.4: Leadership development and multi-cultural awareness for under-represented students (Student Services)	35% of targeted student population participating in multicultural awareness activities will increase their course completion rates by 30%.	Activity implemented fall 2016. Assessment and evaluation completed. Discussion with Student Services is required to establish new planning and development team as per VPSS 6.26.17.
B.5: Mental health services for veterans, foster youth, homeless and other low	50% of targeted student populations will increase their course completion rate by 20%.	58% of N=19, who had both pre- and post-interviews, showed grade "C" or better. 56% of N=59, who took a math class or equivalent in Spring 2016, and had at least one interview or workshop, showed a grade "C" or better

Activity #	Goal(s)	Progress
income students (Student Services)		
B.6: Support for non-credit vocational ESL students (NonCredit)	At least 50% of targeted noncredit vocational students will access student support services.	1 Adjunct counselor was hired in late spring of 2016. 86% of targeted students accessed support services in EST. 100% of targeted students in IHSS program accessed services. 2 Full-time counselors to be hired in the summer of 2016, increasing student support services.
	50% of Latino and African American students and 50% of males will complete their noncredit vocational courses with a "P."	EST program started in Winter, 2015. No data prior to this. • EST program - 57% of targeted Latino and African American students passed the course. • EST program - 71% of males passed the course • IHSS program - 82% of Latino and African American student passed the program. • IHSS program - 100% of males passed the program.
B.7: Retention research and counseling for non-credit, ESL and basic skills students (NonCredit)	50% of low income; first generation; disabled; English language learners; Former/Foster youth status students enrolled in noncredit courses will increase retention by 10%.	Some strategies have been implemented (e.g. embedded counseling in the classroom and calling of students that have not been in attendance), but there is still a need to establish more interventions to help students persist and be successful. Student orientations have been revamped to address barriers that students may face. Students frequently report that transportation is a barrier. Bus passes were purchased with student equity funds and in the Fall, 2016, of the students who received a bus pass, 69% of them increased their attendance. They also increased the number of assignments they completed compared to when they did not have reliable transportation. We are no longer receiving student equity funds.
	50% of Latino; African American; Pacific Islander students enrolled in noncredit courses will increase retention by 10%.	Some strategies have been implemented (e.g. embedded counseling in the classroom and calling of students that have not been in attendance), but there is still a need to establish more interventions to help students persist and be successful. Student orientations have been revamped to address barriers that

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		students may face. Students frequently report that transportation is a barrier. Bus passes were purchased with student equity funds and in the Fall, 2016, of the students who received a bus pass, 69% of them increased their attendance. They also increased the number of assignments they completed compared to when they did not have reliable transportation. We are no longer receiving student equity funds.
	50% of male students enrolled in noncredit courses will increase retention by 10%.	Some strategies have been implemented (e.g. embedded counseling in the classroom and calling of students that have not been in attendance), but there is still a need to establish more interventions to help students persist and be successful. Student orientations have been revamped to address barriers that students may face. Students frequently report that transportation is a barrier. Bus passes were purchased with student equity funds and in the Fall, 2016, of the students who received a bus pass, 69% of them increased their attendance. They also increased the number of assignments they completed compared to when they did not have reliable transportation. We are no longer receiving student equity funds.
B.8: Diversity training for tutors (Instruction)	Mentors and tutors will report greater knowledge and understanding regarding working with diverse populations of students.	1. Two diversity trainings were held in April and May of 2016. Qualitative evaluations were given to tutors and mentors at the end of each diversity training. ● 100% of tutors marked "Good" to "Excellent" when rating both trainings (43 overall). ● 100% of mentors marked "Good" to "Excellent" when rating both trainings (14 overall). 2. Online surveys are sent to tutors and mentors at the end of each semester. From late Fall 2015 to Fall 2016, 100% of tutors and mentors rated the mentoring experience as "Satisfactory" or "Excellent."

Activity #	Goal(s)	Progress
		3. Two focus groups were conducted through RIE in Spring 2016, one for mentors and another for tutors. RIE provided recommendations which included more regular or frequent diversity trainings
	75% of the target population of students who receive tutoring from mentored tutors will report high levels of satisfaction with: *tutors' communication skills *tutors' ability to address their individual needs *tutors' understanding of their academic challenges *tutors' ability to help them learn independently	1. To date 63 surveys have been collected from students in Tutorial Services and the MARC. Surveys from the Writing Center will be collected and analyzed in spring 2017. 2. All of the surveyed target population reported 75% or above for all categories. Only one group did not [66.67% of African-Americans reported feeling "Very Satisfied" to "Extremely Satisfied" (3 respondents)].
B.9: Diverse, success strategies using supplemental instruction for under-represented students enrolled in STEM courses (Instruction)	Underrepresented male students enrolled in target STEM courses who attend at least 6 SI hours during a semester will pass the target STEM course at a rate 10% higher than a comparative group that does not attend SI sessions.	Fall 2015 data showed that pass rates for minority males who attended > 6 hours SI were 13.48% higher than students who did not attend SI. SE goal of 10% difference in pass rates of minority males attending SI > 6 hours achieved. Success data for spring 2016 and fall 2016 are pending.
	Female students enrolled in target STEM courses who attend at least 6 SI hours during a semester will pass the target STEM course at a rate 10% higher than female students that do not attend SI sessions.	Fall 2015 data analyzed by RIE showed that pass rates for females who attended > 6 hours SI were 12.03% higher than those who did not attend SI. SE goal of 10% difference in pass rates of females attending SI > 6 hours achieved. Success data for spring 2016 and fall 2016 are pending.

Activity #	Goal(s)	Progress
	Future research will examine whether these cohorts of students attending SI sessions during the 2015-16 academic year continue in STEM courses at higher rates than comparative groups that did not attend SI.	This goal is scheduled to be analyzed in 2017-2018.
B.10: Library Competency Workshops (Instruction)	For all of the targeted student populations:

Increase participation in library competency workshops by 15% above baseline participation data | The overall attendance data was extracted from SARS. The 2015-16 attendance for all populations was 1,386 and the 2016-17 attendance was 1,939 for a 40% percent change. RIE will be needed to isolate the percent change for the targeted student populations. |
| | Achieve statistically significant positive correlation between workshop participation and course completion | The raw data is available. RIE is needed to establish correlation. |
| B.11: Increase access to textbooks and library services (Instruction) | Goals include each targeted population listed:

Identify textbooks used by targeted populations by identifying the top 100 courses the listed targeted student populations are enrolled. | The goal is complete. IT provided a report of the classes with the highest enrollment of students in the targeted student populations. Textbooks were selected and purchased using the data from the IT report. IT's report indicated limited differences in the classes targeted student populations enrolled from the general population. |
| | Add at least one book to the reserve collection of textbooks to include the textbooks for the top 100 identified courses used by targeted populations for a minimum increase to the reserve collection of 15%. | Use data from Fall 2015, Spring 2016, and Fall 2016 indicated African American (both men and women), students with disability, and AB540 students (Dreamers) were much more likely to use reserve textbooks. Women, Asian (women only, Latina women, Age 20-24, first generation, disabled, and low income students were more likely to use reserve textbooks, Latino men were less likely, and white (men and women) were much less likely to use reserve textbooks. Changes in circulation patterns need to be re-analyzed for Fall 2017, Spring 2018, Fall 2018. |

Activity #	Goal(s)	Progress
	Track correlation of course completion for target student populations with circulation data for any reserve textbook.	Use data from Fall 2015, Spring 2016, and Fall 2016 indicated that overall, students who checked out reserve textbooks were 4% more likely to be retained in the course, and 6% more likely to pass the course. This pattern of students who checked out the textbooks doing better than those who did not, holds across all demographic groups. African American, under age 20, and age 30-49, foster youth, and veterans showed a higher than average increase in success rate. While all demographic groups showed increased retention for those who checked out the textbooks, no groups were meaningfully different from the improvement of the total group.
	Track correlation of course completion for listed target student populations with identified textbooks and circulation data.	While the addition of reserve textbooks improved availability of up-to-date textbooks for more classes, the overall number of titles added was not large enough for meaningful statistical analysis. RIE recommended omitting this analysis and use transactional data from the entire collection. Circulation data was calculated for the titles. With the majority of textbooks purchased and processed during the Fall 2016 semester the circulation transactions of 198 times was insignificant. During the Spring 2017 semester, however, the circulation transactions of 12,161 for 452 titles was impressive. Of the total, 240 transactions occurred on Sunday.
	Increase awareness of textbook availability with a goal of 15% circulation increase for targeted student populations, regardless of selected books.	The target goal was not met; however, there was a 7.53% increase in overall circulation from Fall 2016 to Spring 2017. RIE is needed to identify an increase for the targeted population.
	Investigate and report on online textbooks options to support remote and distance learning students.	This activity needs to be re-assessed for feasibility. A library task force was created to investigate the library's role in online textbook options; however, the scope of the project is broader.

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	Increase student use of library on Sundays by 5% over baseline each semester.	Sunday counts of students in the library was completed every hour. From Spring 2016 when Sunday hours started to Fall 2016 there was a 5% decrease in the number of students in the library at any given time. From Fall 2016 to Spring 2017 there was a 29% increase of students in the library at any given time and a 23% increase from Spring 2016. The highest number of students in the library was at 5:00. The dip in attendance from Spring 2016 to Fall 2016 may be attributed to the novelty of Sunday hours. Advertising, outreach activities, and promotional materials were used to inform students of the Sunday hours during Fall 2016, which might explain the 29% increase in attendance during Spring 2017.
	Satisfy student request for additional extended hours by decreasing percentage of student comments about later hours from 14% to <5%.	Student comments were gathered.
B.12: Support for under-represented students in STEM courses and STEM majors (Instruction)	Underrepresented Latino, African American, Pacific Islander, and Native American students enrolled in STEM courses who utilize the STEM Center will complete their STEM courses at a rate 10% higher than a comparative group that does not utilize the STEM Center	Underrepresented Latino and African American students enrolled in STEM courses who utilize the STEM Center have increased success rates in STEM courses compared to those who do not utilize the STEM Center. Success is defined as earning A, B, C, or P grade in their STEM courses. Latino students who utilize the STEM Center have a 71% success rate, which is 16% higher than the 55% success rate for Latino students who do not use the STEM Center. African American students who utilize the STEM Center have a 68% success rate, which is 10% higher than the 58% success rate for African American students who do not use the STEM Center. Pacific Islander and Native American students did not enroll in STEM courses at a number that can be disaggregated

Activity #	Goal(s)	Progress
	The number of Latino, African American, Pacific Islander, and Native American students who utilize the STEM Center will advance from gateway STEM courses to the next sequential STEM course at a rate 10% higher than a comparative group that does not utilize the STEM Center	Data indicate that students enrolled in STEM courses who utilize the STEM Center are more successful than students who do not utilize the STEM Center. Although we have not completed this study, this is a good predictor that students will enroll in the next sequential STEM course. When asked in a qualitative open-ended study, How has the STEM Center influenced your feelings about enrolling in the next class in the STEM class series?, one student answered, "I feel very confident in enrolling to any class because I know that the STEM Center can help. It's a place where classmates get together and gather their knowledge and ideas."
C.1: Writing Center tutorial training focused on non-native English students (Instruction)	10% increase in the success rates for AmLa students attending 1.5 hours of tutoring or 4.0 hours of workshop/boot camp	This criteria was met, though there was variation in the results depending on the course. Significantly, in all AmLa reading courses, the success differential was greater than 10% (31R: 11%; 32R: 15%; 33R 20.2%). In AmLa 42W, the success differential was 11.4%. In AmLa 43W, the success differential was only 3%, but this brought the course success rate to 86% for those students attending tutoring. There was no change for students in 41W who attended tutoring in the fall of 2016, but this is statistically anomalous and will likely not be repeated in subsequent data.
	20% increase in the number of identified NNES students on campus accessing Writing Center tutoring services.	From Fall 2015 to Fall 2016, the number of offered NNES workshops increased from 16 to 53 and the number of attending students almost doubled, from 126 to 244. In this same time frame, the number of students accessing tutoring in the Writing Center increased from 65 students to 395 students and from 112.6 hours of tutoring to 837.6 hours of tutoring.

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	30% increase in intervention services from the Writing Center for students in ASPIRE and ARISE programs.	This data has not been available as yet. It is unlikely, however, that this goal has been reached. The Writing Center will need to work more effectively with ASPIRE and ARISE to try to meet this goal in the coming year.
C.2: Writing Center support for AmLa (non-native English) students (Instruction)	10% increase (or more) in the success rates for AmLa students attending 1.5 hours of tutoring or 4.0 hours of workshop/boot camps	AmLa students attending workshops in the Writing Center had a 15% average increase in success over students who did not attend workshops. For example, in AmLa 43W, students who attended workshops had a 94% success rate as compared to 75% for all students in the course.
	Increase of 8 hours of training for working with NNES students for new peer tutors in first semester	The training in NNES issues for tutors in the writing center was increased by six hours during their first semester on the job.
	30% Increase in VESL participation in AWE Preparation workshops	Data pending
	Enhanced placement and success results for VESL students attending preparation workshops	Data pending
C.3: Instructional support for Non Native English Speakers (Instruction)	10% increase (or more) in the success rates for AmLa students attending 1.5 hours of tutoring	AmLa students attending workshops in the Writing Center had a 15% average increase in success over students who did not attend workshops. For example, in AmLa 43W, students who attended workshops had a 94% success rate as compared to 75% for all students in the course.
	Increase of attendance to tutoring in the Writing Center of 30% for AmLa students	From Fall 2015 to Fall 2016, the number of unduplicated AmLa students attending tutoring rose from 65 students to 115 students--an increase of 76%.

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	20% Increase in tutoring services to NNES students in English classes and other writing classes	Data pending to sort English students out from the general NNES population mentioned above, but as noted above, the usage of tutoring by NNES students across all courses rose by over 500% from the fall of 2015 to the fall of 2016.
	10% increase in the success rates for non-AmLa, NNES students attending 1.5 hours of tutoring	Data pending, NNES data is not yet disaggregated by course.
C.4: Summer Boot Camp to prepare athletes (predominantly African American) for fall enrollment (Student Services)	At least 70% of student athletes attending a boot camp will pass their English courses and at least 60% will pass math courses (C or better).	Funding moved to SSSP
	70 % of student athletes who attend boot camp sessions will enroll in Math or English courses in the subsequent Fall Semester	Funding moved to SSSP
	At least 70% of those who attended a boot camps will participate in at least 3 interventions per semester (tutoring, advising, and workshops).	Funding moved to SSSP
D.1: Enhancing career development for Bridge students (Student Services)	Increase by 10% the number of Bridge students who gain career skills and complete their degree/certificate and find career employment.	Hosted a Professional Networking Dinner in May 2016 to increase dinner etiquette skills and knowledge of career options. Forty students attended the event and increased their knowledge of professional dinner etiquette.

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D.2: Work Preparedness training for low income students in degree/certificate programs (Student Services)	70% of students completing the Work Preparedness Conference will report greater confidence in job seeking skills and will demonstrate knowledge of job and work skills. 50% of students completing the Work Preparedness Conference and related follow up workshops will successfully complete a career certificate and/or associate degree.	98% of student respondents who participated in the Work Preparedness Conference report greater confidence in job seeking skills after participating in the 2017 conference. The second goal on successful completion of certificate and/or associate degree will be measured in 2017-2018.
D.3: Digital Arts Lab access for low income students (Instruction)	Underrepresented low-income students enrolled in digital arts based CTE courses who use the Shared Lab 8 times per semester or more, will have a pass rate of 70%.	For the Spring 2016 semester 87% of underrepresented low-income digital art students who used the shared lab 8 times or more achieved a pass rate of 70% or greater, as opposed to only 64% of underrepresented low-income digital art students who did not use the shared lab. For the Fall 2016 semester 80% of underrepresented low-income digital art students who used the shared lab 8 times or more achieved a pass rate of 70% or greater, as opposed to only 71% of underrepresented low-income digital art students who did not use the shared lab.
E.1: Transfer Bridge Program (Student Services)	Increase the number of target population Bridge students who transfer to a university by 5% annually.	In May 2016, 46 students participated in a University of California Riverside campus tour. This transfer visit was coordinated in collaboration with other special programs. In December 2016, 52 students participated in a weekend Transfer Experience in San Diego. The majority of the students were in their first and second year at Mt. SAC. Students toured three campuses: University of California San Diego, University of San Diego, and San Diego State. This transfer visit was coordinated in collaboration other special programs.

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		The majority of the students were first and second year students, therefore, they will most likely transfer in Need to determine baseline data.
E.2: DSPS workshops to increase transfer (Student Services)	Students who complete DSPS Interactive Workshops will improve their transfer knowledge by 70%.	2015-16 Fifty seven students attended one of two workshops (October 2015 or April 2016), however, only 52 surveys were received. Students' overall average accuracy on answering the survey questions was 85.8%, exceeding our goal of 70%. Ninety percent (90%) answered 7 or more questions accurately.
	Improve DSPS students' declaration of transfer goals and improve DSPS students' actual transfer rates by 5% annually.	This is a multi-year goal. Students were quite interested in the Transfer information at the October workshop, and very involved in the transfer strategies information in the April workshop. This will likely contribute to the improvement in both declaration and success in transfer. Research assistance is needed for this measurement. In process.
E.3: Dream students university field trips (Student Services)	Increase the number of Dream Program students who transfer to a university by 10% Increase the number of Dream Program students who transfer to a university by 5%	The Dream Program had the goal of transferring 5% of program participants and did many activities to make this happen. During the fall 2016, 33 students were taken on a field trip to Cal State L.A. and UCLA making it the first field trip for the program. For being the first field trip, it was a success because students got to visit the campuses and learn about resources that can directly impact them. At UCLA students were able to visit the Bruin Resource Center, which was where the Dream Program was located and that made a difference because after learning about the resources, students who never thought about transferring to UCLA where now considering that campus. At CSULA students felt very comfortable and learned about their resource center for undocumented students as well as about the EOP Program. Through these efforts, not only did we increase the chances of students transferring to UCLA or CSULA, but also we built a great

Activity #	Goal(s)	Progress
		partnership with those campuses, so our students can benefit even more. We also took students to the University of La Verne to the Latino conference they host every year and that helped to promote transfer as well because students have now started thinking that private universities can also be an option. Lastly, we also had multiple workshops for transfer students specifically targeting Dreamers in our program as well as Dreamers at our campus. We had a separate workshop on EOP where about 25 Dream students attended in the fall of 2016.
E.4: Enhancing under-represented students' transfer rates through Honors program (Instruction)	Increase by 20% the number of underrepresented students who join the Honors Program.	Due to staffing changes, no implementation during the 15-16 Academic Year
	Increase by 30% the number of Honors students from underrepresented groups that transfer.	Due to staffing changes, no implementation during the 15-16 Academic Year
E.5: Transfer assistance for under-represented students (Student Services)	The number of underrepresented students who transfer will increase by 5% annually.	Specific services targeting underrepresented students with less than 30 units were developed during this first reporting cycle; therefore, data is not available on the impact that these services have had on increasing transfer rates among underrepresented students. Specific services include the Transfer Conference where 117 first year students participated this first year of the conference. 97% of Survey respondents reported that they felt more informed about the transfer requirements and options after attending the conference.

Activity #	Goal(s)	Progress
E.6: Summer Science Transfer Program (Student Services)	95% of students enrolled in the summer Transfer Bridge science courses will successfully pass both the lecture and laboratory portion of the courses.	100% of the students passed (received a C grade or higher) in both Physical Geography courses (lecture and lab).
	95% of students will report an increase in their knowledge about transfer.	96% of the students were able to identify support services at four year institutions and completed a personal statement.
F.1: Transfer counseling; autism intervention (Student Services)	Increase counseling and instructional support and services for students with Autism to improve the academic behavioral and social success of this target population.	A DSPS counselor with specialties in students with Autism was hired this 2016-17 year. She is coordinating the Puzzle Project and has expanded services for autistic students who are not eligible for Puzzle. We are seeing some success in this population already. See data for Project F2. Funding was shifted to SSSP for 2016-17.
	Increase counseling and instructional support to improve transfer rate of all students registered with DSPS.	This is a multi-year goal which will require Research's assistance.
F.2: Autism – Puzzle Project (Student Services)	Improve the basic skills and general course completion rate of ASD students by 5%.	Data was collected on the students who participated in Puzzle Project during the Spring and fall 2016 semesters. Academic transcripts were reviewed before and after the semesters for all students. Spring 2016: 15 students participated. 12 students were in basic skills classes (LERN, MATH 50, ENGL 67, and DSPS). 3 were in degree-appropriate and/or transfer level courses. Fall 2016: 14 students participated. 13 students were in basic skills classes (LERN, MATH 50, ENGL 67, 68, and DSPS). 1 was in a degree-appropriate and/or transfer level course. Additional data collected included the frequency that the students met with a DSPS Counselor during the spring and fall 2016 semesters. Spring 2016: Grades were reviewed for all 15 students. Of the 12 students in basic skills courses, 8 successfully completed their courses (67%). For all 15, 13 improved their completion rates (87%) by an average of 4.7 units. 12 of the 15 students (80%) saw a DSPS counselor at least once during the semester.

Activity #	Goal(s)	Progress
		Fall 2016: Grades were reviewed for all 14 students. Of the 13 students in basic skill courses, 7 successfully completed their courses (54%). The student enrolled in a degree-appropriate course did not pass the class. 12 of the 14 students (85%) saw a DSPS counselor at least once during the semester. Miscellaneous: One student in the project, voiced that he realized that he is not being successful in college, and probably needs to pursue a different route to employment. This was a very appropriate insight.
F.3: DHH counseling and peer mentors (Student Services)	50% of the signing DHH population will increase their course completion rate by at least 10%.	Research assistance is requested to obtain course completion baseline data for DHH students. Data still needs to be analyzed in order to determine the effects of the student equity activities over time. Many delays were experienced in the hiring of additional personnel to assist with the project.
	Inreaching to DHH students to increase participation in campus activities to promote motivation and course completion 2016-17 Goal: 50% of the signing DHH population will increase their GPA by .5 or greater.	100% of students stated that they would like to attend other field trips/activities to learn about their options. We are planning a Summer Camp out in 2017 to increase student engagement and fill information/education voids created by language/communication gaps. Baseline data is being collected for analysis.
	70% of DHH students who express interest will meet with their peer mentor at least 3 times in the last 5 weeks of Spring 2016	9 of the 13 students (69%) who expressed interest in the Mentoring program met with their mentor at least 3 times. Students were surveyed regarding their participation.
F.4: Pathways project – cohort learning to enhance successful course completion in basic	60% of all target population students who participate in learning communities, pathway cohorts, and student equity activities will increase their success, persistence, transfer, and completion rates by 15%.	Pathways instituted a regular set of student supply kits, expanded the number of cohorts, and has reassessed the linked courses used in the program to determine the most appropriate fit for student success.

Activity #	Goal(s)	Progress
skills and transfer (Instruction)		
F.5 Veterans Counseling and program support services (Student Services)	35% of benefit-collecting Veterans will increase their degree completion rates by 30%.	Various workshops, momentum point recognition, and camaraderie/leadership events continue to take place. No measurements of students' degree completion has been completed to date.
	20% of benefit-collecting Veterans will receive transfer support services.	Transfer Advising and/or Counseling services continued through December 2016 and were tracked utilizing SARS. During the fall of 2016, data showed that 150 of 483 benefit-collecting Veterans received transfer-specific advising/counseling.; 448 of 483 received advising/counseling which included transfer information.
	75% of newly enrolled benefit-collecting Veterans will increase efficiency with timely receipt of services and benefits.	During the fall of 2016, there were 26 newly enrolled benefit-collecting Veterans. Data showed that 17 received MAP services (all 17 received MAP services from Veterans designated Counselors). MAP planning and Vet-specific advising/counseling for newly enrolled benefit-collecting Veterans continued through December 2016 and was tracked utilizing SARS. A pre- and post-survey was administered to Veterans New Student Orientation attendees.
	50% of benefit-collecting Veterans re-entering higher education will increase efficiency with timely receipt of services and benefits.	No measurements of an increase in efficiency for re-entry Veterans has been completed to date.
F.6: Financial literacy training (Student Services)	70% of low income students and students receiving state and/or federal financial assistance completing financial literacy workshops, training, and/or courses covering financial literacy will become knowledgeable about managing their	During the 15-16 AY no full financial literacy event completed. Still in progress.

Activity #	Goal(s)	Progress
	finances and debt burdens, will learn how to manage the financial assistance they receive, and will avoid destructive, financial mismanagement that leads to poor academic performance.	
	Students will become literate with their finances and learn strategies to build personal asset and minimize personal debt.	During the 15-16 AY no full financial literacy event completed. Still in progress.
F.7: Universal Design planning and training (Student Services)	2015-16: Through the implementation of Universal Design of Learning (UDL), SE targeted groups (especially Latinos, African Americans, Whites and students older than 24) will increase in overall course completion rates and ESL and/or Basic Skills course completion rates by a collective, annual increase of 5% for students enrolled in courses utilizing Universal Design principles.	There are major obstacles in collecting course completion data and tying it to implementation of universal design strategies. One of the activities to meet the goal was to develop a Faculty Inquiry Group (FIG) to assist assessing the faculty's knowledge in UDL and to develop training materials and workshops UDL. Without the Student Equity funding, the FIG focused on assessment and development of a Library Guide on UDL http://mtsac.libguides.com/udl . The FIG completed their work and disbanded. In Fall 2016 Student Equity funded a different universal design project. Approval was given for an Art History professor to upgrade her curriculum to include universal design strategies. Among many, the most notable strategy was the purchase and use of manipulatives to create a kinesthetic experience for her students. The professor noted higher rate of student success in Fall 2016's class than in previous classes and attributed it to the UDL strategies implemented.
F.8: DSPS Professional development course completion and transfer (Student Services)	Improve the Course Completion rate of students with disabilities by 5%. Improve the Transfer Rate of students with disabilities from .63 to .80 or higher (2014-15 data).	This is a multi-year goal. Data from Research is needed.

Activity #	Goal(s)	Progress
	80% of DSPS and SHS employees will report increased knowledge of Student Equity-related topics. 75% of DSPS and Student Health Services employees will develop at least one Student Equity intervention.	2015-16 Two surveys were distributed to DSPS staff only. A pre-training and a post training survey was conducted. There was an increase in knowledge as evidenced by a higher number of correct responses on the post training survey. The post-training survey results also showed a large increase in employees' correct responses to what parts of their jobs relate directly to student equity success indicators. At least an 80% increase in knowledge was achieved.
	Increase population of students with disabilities registered with DSPS from disproportionately underrepresented Mt. SAC district areas by 10% annually.	This is a multi-year goal. Need data from research on this.
	Increase the transfer rate of students with disabilities who declare transfer as their goal by 5% annually.	This is a multi-year goal. Need data from Research on this.
F.9: Accessible media and assistive technology implementation and training (Student Services)	The college will be able to assure that disabled students have access to accessible media and technology in at least 80% of instructional environments and class activities.	Funding moved to SSSP
	75% of faculty and staff who attend accessible media or Universal Design of Learning training will implement the strategies they learned.	Funding moved to SSSP. A UDL Symposium is planned for January 13, 2017. Four Learning Outcomes were established and will be measured.
F.10: Tech Ed Resource Center for course, degree and certificate completion in	CTE students who have identified as having been disproportionately impacted by the Office of Research and Institutional Effectiveness will demonstrate a 15% increase in course success rates after receiving instructional	We dramatically exceeded our main goal in our first year of operation, which was "CTE student populations in 4 targeted programs (Administration of Justice, Alcohol and Drug Counseling, Aeronautics, and Fire Technology), who have been identified as having been disproportionately impacted..., will demonstrate a 15% increase in course success rates after receiving instructional

Activity #	Goal(s)	Progress
highly employable majors Goal Indicators (Instruction)	support services and advising in the TERC. In addition, students will demonstrate a 15% increase in program completion rates after receiving instructional support services and advising in the TERC during the Spring 2016, Fall 2016, Spring 2017, and Fall 2018 semesters.	support services and advising in the TERC…." Quantitative data revealed that there was a 55% increase in the occurrence of As and Bs for students who utilized the TERC 2 or more times in the semester. While this data appears to be positive, beginning Spring of 2017, data is being gathered to drill deeper for accurate indicators of the TERC's impact on students. We will be comparing students' grades in the identified courses after visiting the TERC 4 or more times vs their grades prior to using the TERC. This will provide us more meaningful data with which to assess our effectiveness.
F.11: Student Equity Research support for student equity (Instruction)	Research staff will provide required data and analysis for the annual development of the Student Equity Plan, and throughout the year, will provide required Student Equity research reports and review findings and implication with college leadership.	RIE has provided the data required for the annual SE Plans. Throughout the year, RIE has provided support to the project teams for their research and evaluation needs. There continues to be a need to have them engage more with the researchers, to have a better handle on their new/revised goals, and to better align out/their work with their project goals. While the RIE team has a format for recording progress on each project and a place to share the reports created, it might be better for each project team to input their data findings and next steps into their SE Evaluation reports so that they are (1) clearly aligning their work with their goals, and (2) so that they are taking ownership of their data analyses and next steps. This will also allow them to see what else they are doing beyond their goals so that they can create new goals and/or monitor/delete old goals.
	Close the equity gap by providing research and evaluation support for 100% of the Student Equity Committee's requests and for 100% of the funded student equity activities in the Plan.	RIE has provided information and presentations for all SE Committee requests. As for the SE funded activities, the RIE team provides assistance as needed. Not all projects need our assistance.
	The goal with this activity is to provide at least 2 professional growth opportunities	The RIE full-time researchers have been provided with more than 2 PD opportunities related to equity.

Activity #	Goal(s)	Progress
	for the Researchers to improve upon their equity mindedness as they strive to provide excellent service to the College and those conducting equity-focused research and evaluation.	
F.12: Counseling, tutoring, study support, advising for under-represented Asian and Pacific Islander students (Student Services)	65% of Pacific Islander students who participate in counseling, Fale Fono leadership development and study groups will successfully pass courses to meet degree and transfer requirements. 60% of Asian and Pacific Islander basic skills and ESL students will pass their basic skills and ESL courses with a 70% pass rate after receiving advising, counseling, tutoring, participating in study groups, and participating in specialized workshops.	Omitted from SE; a second AANAPISI grant was awarded.
F.13: Math Boot Camp – test preparation and math refresher for course completion, basic skills advancement, and transfer (Student Services)	Students completing at least 50% of the Math Boot Camp will place at least one level higher than predicted on the Math Placement Test. Basic skills math students attending Math Study Hall at least 50% of the time will successfully pass their math classes.	This project was moved to SSSP. However, the following data was tracked for Summer 2016 boot camp:

29 students completed 900 minutes (15 hours) or more during the summer of ALEKS.
28 or 97% have a post placement score.

Beginning Algebra
9 of these students were in the Beginning Algebra Boot Camp Class
8 (89%) took post placement tests.
6 of the 8 (75%) placed into Math Skills Review (LERN 49)
The remaining 2 (25%) placed into Pre-Algebra (Math 50)

Intermediate Algebra |

Activity #	Goal(s)	Progress
		10 of these students were in the Intermediate Algebra Boot Camp Class 10 (100%) took post placement tests. 1 of the 10 (10%) placed into Pre-Algebra (Math 50) 2 of the 10 (20%) placed into Elementary Algebra (Math 51) 6 of the 10 (60%) placed into Intermediate Algebra (Math 61, 71) The last remaining student (10%) took the Intermediate Algebra test and did not qualify. College Algebra 8 of these students were in the Intermediate Algebra Boot Camp Class 8 (100%) took post placement tests. 1 of the 8 (13%) placed into Intermediate Algebra (Math 61, 71) The remaining 7 students (87%) placed into College Level Math. (Three into 160 and four into 100). Calculus 2 of these students were in the Calculus Boot Camp Class. 2 (100%) took the post placement tests. Both students placed into College Level Math (Math 100 not 160). Here's an overall chart |50% or More Time in ALEKS|Count|Percent
Math Skills Review	6	(21%)
Pre-Algebra	3	(10%)
Elementary Algebra	2	(7%)
Intermediate Algebra	7	(24%)
College Level Math	9	(31%)
Does not qualify	1	(3%)
Did not take post-placement	1	(3%)
Total	**29**	**(100%)**	

Activity #	Goal(s)	Progress
F.14: GRASP – Gray and red shirt support program for under-prepared athletes prior to competition) (Student Services)	70% of student athletes participating in the GRASP [Gray and Red Shirt Academic Success] program will complete 9 or more units per semester of coursework detailed on their educational plans	Progress was made during Fall 2016 and Winter 2017. However, due to the unit limitations in Winter (7 unit limit), the success outcomes are not based on 9 units or more. In Fall 2016, 70% of the thirty participants successfully completed their coursework. In Winter 2017, 83% of the 18 GRASP students enrolled successfully completed their coursework. **Added Goals & Outcomes:** **G2: "50% of all enrolled GRASP students will earn at least a 2.50 GPA".** In Winter 2017, 66% of enrolled students achieved at least a 2.50 GPA (12/18 students). *Re-checking data for Fall 2016. **G3: "70% of GRASP students enrolled in the term will have initiated the course taking sequence in English."** In Fall 2016, 50% of the GRASP students enrolled in an English course (15/30 students). Out of the fifteen students, 12 successfully completed their English course (80%) and one of the twelve successfully remediated in English (completed ENGL 1A). In Winter 2017, 44% of those enrolled took an English course (8/18 students). Of those enrolled in an English course, 87.5% (seven students) successfully completed, with 3 achieving successful remediation in English (completion of ENGL 1A). **G4: "705 of GRASP students enrolled in the term will have initiated course taking sequence in Math."** In Fall 2016, 33% of the GRASP students enrolled in a Math course (10/30 students). Out of the ten students, seven successfully completed their math course (70%) and one of the seven successfully remediated in math (completed a MATH 100 or above).

Activity #	Goal(s)	Progress
		In Winter 2017, 11% of those enrolled took a math course (2/18 students). Of the two who enrolled in a math course, only one successfully completed. This student successfully remediated in math (completed at least MATH 100 or above). Goals 3 and 4 need to be re-addressed as "separate buckets" in which students will decide which trajectory to focus on; both are important as ENGL 68 eligibility opens up students' options, but math may be more critical especially if starting at the lower levels. As grey shirt athletes, they will remain under 12 units of coursework to avoid "starting their clock". And given the requirement for enrolling their off season conditioning or during season athletic course enrollment (2-3.5 units), they will have to decide between English or math, most of which are either 4-5 units).
F.15: Support Services for African American students; UMOJA effort (Student Services)	Students identifying as African American and actively participating in the Aspire program will receive support services and be engaged in program activities to increase their graduation rates by 5% and transfer preparedness by 5% annually.	There were 9 students who either graduated from Mt. Sac and/or transferred to a University at the conclusion of the 2015-16 school year. 6 of these students self-identified as African American. For the 2016-17 school year, the Aspire Program offered students an opportunity to participate in program activities to help increase student graduation and/or transfer rates. Programs offered were workshops, cultural field trips, Black College Fairs, and attendance at conferences aimed at African American student success. Support services offered were Aspire Counseling, tutoring, discussion groups led by counseling faculty, computer and printing access. The Aspire Program had 25 students graduate and/or transfer to a university at the conclusion of the 2016-17 school year. 20 of these students self-identified as African American. This constitutes a one year 177% increase in graduation and/or transfer

Activity #	Goal(s)	Progress
		rate from the program. We do not foresee a similar growth for 2017-18, but believe that a 5% increase in the areas of both graduation and transfer are achievable.
F.16: Support services for Dream students (Student Services)	65% of Undocumented/ AB 540/ Dreamer students will be enrolled in the Dream Program and have access to the services and resources provided with an increase in graduation rates of 5% annually and 20% increase in students who are transfer prepared within 5 years Of the over 4000 Dreamers/AB 540/Undocumented students enrolled at Mt. SAC, the Dream Program will be able to support and guide about 10% of the student population, making it 400 students. This goal is a more realistic goal than what Dream previously had reported of having 65% of the students in the program. However, the goal to increase the graduation and transfer rates of Dreamers by 5% remains. It is the desired of the Dream Program to have 40% of student participants be transferred ready	In 2015-2016 the Dream Program reached out to over 10% of the Undocumented/AB540/Dreamer population on campus collecting over 500 applications within the first year of the program existence. This surpassed the modified goal the Dream Program had of providing services and resources to at least 10% of the student population. During the 2015-2016 year, the Dream Program had about 10 Dream students graduate and or transfer to a university making it the first class to graduate within our cohort thus making it the program's goal to increase that number to 25 students, so that we can reach our 5% transfer rate goal. To make this possible, we partnered with the transferred Centered and developed workshops during the fall 2016 to specifically target Dream students. This resulted in over 40 students attending the workshops offered, thus allowing Dream and transfer center to guide them in the application process. During the fall of 2016 students were taken to university field trips, which allowed them not only to visit the different campuses, but also learn about the different AB540 resource centers or programs available at the university. The Dream Program in partnership with the Financial Aid office helped Dream transfer students at the Cash for college event, where more than 30 transfer Dreamers attended. Through this effort, we were able to help students apply for the California Dream Act, making their transfer process more realistic because they would have the funding to pay for college.

Activity #	Goal(s)	Progress
	40% of Asian Pacific Islander undocumented/AB 540/Dreamer students will be enrolled in the Dream Program and have access to the services and resources provided with an increase in graduation rates of 5% annually and 20% increase in students who are transfer prepared within 5 years 5% of the Asian Pacific Islander undocumented/AB540/Dreamer students will be enrolled in the Dream Program and have access to the services and resources provided with an increase in graduation rates of 3% annually and 40% increase in students who are transfer prepared within 5 years	The Dream Program had challenges with this goal because even though the overall population of undocumented Asian students has increased, most of them are not open about their immigration status, thus making it more challenging for us to provide them with services and resources. Therefore, we realized that targeting 40% of the Asian undocumented/dreamer community on campus was not realistic. However, 5% looks more doable. This means out of 400 students having about 20 of Asian background. We were able to reached at least 10 Asian students and this can be considered a success because of what was mentioned above. Though the goal of the Dream Program is to have at least 20 Asian students in the program. Thus, we will work harder next school year, so we can increase that diversity in our program.
F.17: EOPS -- Support to expand program by 150 additional students (Student Services)	EOPS services will be expanded to serve an additional 150 low income, disadvantaged students to assist them in graduating and/or transferring.	For the 2015-2016 EOPS expanded services to 101 additional students. Signature events: Welcome to Mt. SAC Carnival event had 200 to 300 students attend, 2016 CalWORKs and CARE Work Preparedness Conference, The 1st Parent's Day Luncheon, EOPS Foster Youth Pizza Social, Finals Group Tutoring and Annual Student Recognition Ceremony. Additional EOPS/CARE services included: priority registration, tutoring services, counseling support, registration access services, school success kits and book services and grants.
	Additional support services will increase the graduation and transfer rates of EOPS students by 5% annually.	The EOPS/CARE graduation and transfer rate increased by 20% from the previous year.

Activity #	Goal(s)	Progress
F.18: Foster Youth - - Comprehensive, wrap-around support for former and current foster youth students (Student Services)	50% of REACH students enrolled in courses will maintain a GPA above 2.0 and complete 67% of courses per term.	During the 15-16 Academic year the REACH program did not have an "active" caseload and therefore the following data is for FY students served by the REACH program in some capacity from Fall 2015 to Fall 2016 and therefore percentages will not be available. A total of 89 FY students completed a REACH application during this time period. ● In the 15-16 academic year 46% (41/89) of students that filled out a REACH application maintained a 2.0 GPA or above and/or completed 67% of their courses for at least one term. ● 29 REACH students received a Voucher in the Spring 16 Semester. · 15 students (52%) obtained a GPA of 2.0 or above for the Spring 16 Semester. · 15 students (52%) completed 67% or above of their courses in the Spring 16 Semester. ● 3 REACH students received a Voucher in the Summer 16 semester. · 3 students (100%) obtained a GPA of 2.0 or above for the Summer 16 Semester. · 3 students (100%) completed 67% or above of their courses in the Spring 16 Semester. ● 36 REACH students received tutoring in the Spring 16 semester. · 24 students (67%) obtained a GPA of 2.0 or above for the Spring 16 Semester. · 18 students (50%) completed 67% or above of their courses in the Spring 16 Semester.
	60% of REACH students receiving counseling, advising, peer mentoring, and tutoring support will complete course	During the 15-16 Academic year the REACH program did not have an "active" caseload and therefore the following data is for FY students served by the REACH program in some capacity from Fall 2015 to Fall 2016 and therefore percentages will not be available.

Activity #	Goal(s)	Progress
	requirements for degree completion within 7 semesters after entering college.	A total of 89 FY students completed a REACH application during this time period. During the 15-16 Academic year, 2 REACH students transferred to a 4 year university.
F.19: In-reach Services/Student Ambassadors -- for access and course completion and connection with support services (Student Services)	60% of new, incoming, first time freshmen will receive a directed contact to assist them in matriculating to the college.	Between Dec. 13, 2014 and Jun. 12, 2016, 17,541 first time freshmen applied to the college. Each applicant received a welcome letter that included their Student ID which allows them to begin the steps to registration. Mountie Fast Track (MFT) Info Sessions were introduced May 2016 to assist students with navigating the matriculation process. As of May 2016, the Welcome Letter included an invitation to attend a MFT Info Session and in a four month span (5/2016 – 8/2016) 2,851 students registered for a MFT Info Session (1,378 attended). Since the establishment of the MFT Info Session, every first time freshman has received a welcome email with assistance on how to matriculate to the college. Of those students, approximately 35% register to attend a MFT Info Session for more targeted support.
	Student ambassadors will provide inreach services to an average of 100 targeted students daily, providing referrals to specialized services on campus.	During peak registration periods (three weeks leading up to the beginning of Fall and Spring semester), Student Ambassadors help on average 15 students per hour with questions regarding applying to the college, clearing holds, registering, and applying for financial aid. In their 1:1 interactions with students, student ambassadors also provide students with information on student support services on campus for special populations. Fourteen Student Ambassadors worked during the 2015-2016 year, and on average worked four hours per day. During peak registration periods, ambassadors would reach over 50 students per four hour shift. Student ambassadors are present throughout the day (8a-7pm). Student Ambassadors "inreach" to well over 100 targeted students daily given there has been consistently at least three student ambassadors working at a time.

Activity #	Goal(s)	Progress
F.20: SSEED (Student Support for Educational and Employment Development) – job training and support to improve course completion and degree/certificate completion (Student Services)	Students participating in the SSEED program will improve their individual successful course completion rates by 30%; 50% will successfully complete certificate and or degree course requirements to earn certificates and/or degrees.	75% of SSEED program participants displayed successful course completion rates by passing their courses with a C or better. Additionally, 94% of program participants maintained a 2.0 GPA or higher to end the 2016-2017 academic school year. The second goal on successful completion of certificate and/or associate degree will be measured in 2017-2018.
F.21: Minority Male Initiative to increase completion and transfer; digital stories project and campus professional development (Student Services)	80% of the students participating in the Minority Male Initiative will report feeling more accepted on campus, have a goal direction, and will increase course completion rates by 40%, increase graduation rates by 30% and increase transfer rates by 20%.	Due to staffing changes, no implementation during the 15-16 Academic Year.
	90% of students participating in and completing the Digital Stories Project will report increase in self-confidence, sense of direction, and greater self-awareness. 65% of students completing the Digital Stories Project will demonstrate an increase in academic achievement by successfully completing courses required for graduation and/or transfer.	Due to staffing changes, no implementation during the 15-16 Academic Year.

Activity #	Goal(s)	Progress
F.22: Professional development, planning and development of support for LGBTQ students (Instruction)	80% of incoming LGBTQ identifying students will be identified through a voluntary, confidential process; achievement data for LGBTQ population will be included in campus equity planning efforts; a comprehensive campus LGBTQ climate analysis will be conducted and data reviewed as part of the campus planning process.	Due to staffing changes, no implementation during the 15-16 Academic Year.
	70% of students in the target population will report awareness of opportunities for LGBTQ counseling support, "safe space" in the LGBTQ center, and LGBTQ campus events.	Due to staffing changes, no implementation during the 15-16 Academic Year.
	30 new faculty and staff per year will complete professional development training to better prepare them to support LGBTQ students in their academic pursuits.	53 faculty members attended LGBTQIA Safe Space training in 2016-17. 98% certified that they will, "provide a safe space for anyone dealing with issues of gender and sexual identity and will provide these students with affirming resources and referrals."
	Students who participate in program workshops and advising will demonstrate 10% higher course completion and transfer rates than students in the population who did not participate.	Due to staffing changes, no implementation during the 15-16 Academic Year.
F.23: Teaching Learning Center to provide diversity training and professional development for faculty and staff,	75% of permanent faculty, staff, and managers will participate in at least one professional development opportunity within a 3-year period.	16 unique professional development training classes were developed and offered in 2015-16. In 2016-17, this number increased to 25, with 1069 employees attending. 380 staff, students, and faculty attended "An Evening with Dr. Cornel West" on December 7, 2016. 96% of employees who responded to an event survey left with a greater sense of purpose

Activity #	Goal(s)	Progress
curricular development in ethnic and diversity studies, safe places training, support for cultural literacy (Instruction)		about their role in supporting our diverse student body. The event engaged the employees, with 95% discussing the lecture with one or more people after the event.
	90% of those participating in a professional development training will report being more knowledgeable about issues related to specific student groups.	New Faculty Seminar (NFS) Equity Community Session Data: 94% of participants are motivated to close achievement gaps through your work in-out of the classroom 88% of participants "thought or felt differently" about equity
	10% of target student population and 50% of employee population will receive professional development training that will improve access and course completion for target populations.	NFS: 83% of participants have referred students to a student equity program 88% of faculty who attended the "Why We Drop" Student Panel "thought or felt differently" about student course completion, with 67% of respondents reporting the intention to make future modifications to improve retention in their courses.
	10% of target student population and 50% of employee population will receive professional development training related to current issues the indicated target population faces as well as ways to foster collaboration and support.	24 faculty and staff Attended AB540 DREAM Ally training, with 100% reporting that the session will be helpful and beneficial to helping support DREAM students in their success. 53 faculty members attended LGBTQIA Safe Space training in 2016-17. 98% certified that they will, "provide a safe space for anyone dealing with issues of gender and sexual identity and will provide these students with affirming resources and referrals."

Activity #	Goal(s)	Progress
		95% of Classified staff who attended New Employee Welcome had a better understanding of Mt. SAC's culture, values, and its diversity. Additionally, 95% reported an increased understanding of campus resources and ways to support students.
	Improve by 5% each year the successful course completion of ESL/AmLa and basic skills course sequences and the subsequent enrollment and completion of degree applicable courses.	We need RIE-provided data to access data on student course completion and subsequent enrollment.
	Create and enhance accelerated pathways for students to complete basic skills courses in less time than the current paths, including new courses and Statway.	Need data from Pathways team.
	Implement new courses and/or accelerated pathways and track student progression through these alternate pathways.	Need data from Pathways team.
	Students will report an increased awareness of the College's courses that represent them/their identity, e.g., the list of general education courses that are ethnic/gender studies	We need RIE support to access data on student awareness. We don't have access to students to survey them. NFS: 83% of participants have referred students to a student equity program
	Students taking courses taught by trained instructors will report an increase in cultural sensitivity awareness in courses	We need RIE support to access data on student awareness. We don't have access to students to survey them. "Trained instructors" is also not a defined term. "Increase in cultural sensitivity awareness in courses" is not a clear variable.
F.24: Student equity coordination and planning	The College's Student Equity efforts will be well-coordinated and well-managed with 100% of funds expended according	Pathways employs a full time manager and classified coordinator to maintain the programs course offerings, supplies, and activities, all of which are spent according to state guidelines.

Activity #	Goal(s)	Progress
(Instruction & Student Services)	to state guidelines and annual reports compiled measuring specific outcome measures.	

2015-16 Basic Skills Initiative Goals and Progress

Goal	Progress
Long Term Goal #1 From 2014-2015, increase by 2% annually the percentage of basic skills students who participate in basic skills funded interventions that have demonstrated increased student success. ($752,308)	A significant amount of our annual BSI allocation funds approximately 20 different projects and interventions that are all directed at increasing student success and persistence in basic skills course sequences. Some of these are described in the table below. A detailed report with analysis of data for each project is available here: http://www.mtsac.edu/governance/committees/bscc/reports/2015-2016_BasicSkillsInitiativeAnnualReport.pdf From 2014-15 the number of students who participated in basic skills funded interventions increased by 4.7% in 2015-16. This increase was primarily in tutoring for credit and noncredit students. Funding for tutoring has increased in proportion from 2009-10 and currently comprises 65% of the BSI fund amount allocated for campus basic skills projects.
Long Term Goal #2 From 2014-2015, the successful progression rate of basic skills students will increase 5% over the 2014-2015 baseline over the next three years. ($351,137)	Due to the basic skills initiative emphasis on reducing the time students take to complete the basic skills course sequence, this goal was changed from a 5-year to a 3-year throughput. Results show that the progression rate of basic skills students have stayed steady over the past five years. The 2009-10 baseline shows a 32.8% progression rate and the 2014-15 cohort of basic skills students shows a 32.1% progression rate. It is likely that results will differ in more recent years due to the modification of the English placement rubric, and assessment boot camps in math and English. Future data will also reflect more dramatic changes as we implement more extensive use of multiple measures for placement, co-requisite models, and redesigned course sequences in math and English.
Long Term Goal #3 Through 2016-2017, noncredit students will earn 5% more noncredit pathway Certificates of Competency from the 2011-2012 cohort baseline year. ($173, 691)	From the 2010-11 baseline, in 2015-16, there has been a 6.9% increase in the number of CDCP noncredit certificates earned. Funding from BSI has supported faculty in curricular redesign, creation of new CDCP courses and certificates, and as an added outcome, promoted retention and program completion for noncredit students.

Goal	Progress
Long Term Goal #4 From 2015-16 to 2020-21, the Research and Institutional Effectiveness Department will coach members of a research project to use a collaborative inquiry process for data collection. ($35,000)	The RIE Department provides resources and research expertise to support the College to use collaborative inquiry. Researchers help in the collaborative inquiry process by recommending viable research and evaluation methodologies that effectively measure the impact of basic skills interventions. Since 2015-16, RIE has engaged with many project managers in inclusive, informed, reflective and purposeful dialogue about their projects' objectives, assessments, criteria for success, and use of results. Improvements to interventions have been made based on reliable information, meaningful interpretation, and broad communication. An example of a BSI project that has had success with this type of collaborative inquiry process is Pathways to Transfer. The project had shown very positive progression rates in past years, but then the data began showing reduced progression rates in the last two recent semesters. The project manager and RIE researchers met on several occasions to discuss the interpretation and implication of the results. Originally, the data provided on progression rates was set up to measure which students progressed to the next level course within their original Pathways cohort. However, it was determined by examining the data that the results were inconclusive because the Pathways program is flexible in allowing students to switch cohorts to accommodate different time schedules and students may not stay in their original cohort. The project manager and researchers reflected on the overall goals of the program and determined that the most important goal is to have students pass and progress to the next level, and not necessarily progress within their original cohort. Therefore, the researchers started reporting progression data on a student-by-student level instead of at the cohort level. The results showed a much higher progression rate for Pathways to Transfer students this way. It was also determined that students might not always realize the significance of the feeling of community provided by remaining in their original cohort when they enroll, and may not be prepared for the demands of the cohort model. The project manager decided it would be effective to use more marketing strategies to communicate the demands in advance.

b. **To what do you attribute your overall success or lack thereof?** (This answer can be in narrative or bullet; 100 words maximum)

For over 20 years, Mt. San Antonio College has been at the forefront of implementing core SSSP services. The Student Equity Plan (SEP) and the Basic Skills Initiative (BSI) have been integrated into SSSP. A history of successful implementation of matriculation services and college-wide collaboration, paired with the hiring of new faculty counselors, ongoing equity and

basic skills efforts, have enabled Mt. SAC to realize success for under-served students. We attribute our success to:

- The College being data driven
- Clear articulation of goals and a focus on accountability
- Cross-departmental collaboration
- The campus community has embraced the development of innovative efforts

c. **In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities.**

Goal	Activities in each program that serve the goal listed		
	SSSP	**Student Equity**	**BSI**
Increase the successful basic skills progression rates for disproportionately impacted students through coordinated tutoring, supplemental instruction, educational planning, counseling and preparation for assessment.	Completion of Abbreviated Education Plans for all students completing an in-person New Student Orientation detailing the sequence of recommended courses. Expansions of learning communities through Bridge and Pathways to Transfer that provide basic skills students with guaranteed enrollment, tutorial support and counseling services. Math Boot Camps and the use of ALEKS program to assist students to master	Direct tutorial assistance, supplemental instruction, diversity training for tutors, increased access to textbooks, math boot camps, test information, and test preparation sessions supported through Student Equity.	Tutorial assistance through embedded tutors, supplemental instructions, and tutoring available in both the Learning Assistance Center and Tutorial Services. Pathways to Transfer, which allows students to progress through basic skills math and English sequences in cohorts. Students also receive additional support from counselors and embedded tutors. Professional development opportunities, including the annual Inspired Teaching Conference, the Growth Mindset Basic Skills Intervention in Math and English, Critical and Thinking Skills in basic skills English courses.

	basic skills level mathematics.		Accelerated curriculum development in credit ESL and developmental math and reading. Peer mentor program in noncredit ESL Give Me 20 Reading program in noncredit ESL Math and English bootcamps/ noncredit basic skills classes that provide students with preparation for college placement exams and to be better prepared for credit English and math coursework.

2. **Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps.**

The Bridge Program is designed to increase the successful basic skills course completion rates for students who are primarily first generation college students, low income, and from under-represented ethnic backgrounds. As a learning community program, Bridge coordinates the teaching-learning-counseling-advising needs of equity-identified students by providing basic skills courses linked with counseling courses, the development of education plans, peer mentoring, tutoring and group study, and instructor-to-instructor teaching collaboration. Students also enroll in a course that focuses on affective development which has resulted in students' higher educational goal aspirations. Results show that students' first attempt successful course pass rates in basic skills courses range between 80% to 100% compared to non-Bridge basic skills course success rates which range from 55%-83%. Integrating basic skills course teaching with supplemental instruction, peer mentoring, counseling, library information literacy, tutoring and group study has proven to be the most successful integrated effort at Mt. San Antonio College. The program has expanded from serving 82 students in 1998 to close to 500 students during the summer of 2017. Yearly, the program serves over 1,000 students.

FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. **Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics.**
Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.
Complete the table on the next page. Add rows as needed to list all five goals.

| Goal # | Goal | Activities in each program that serve the goal listed | | | Goal Area |
		SSSP	Student Equity	BSI	
1	Placement Practices *In order to more accurately place students, modify the placement process to increase placement into transfer-level math and English courses by implementing co-requisite models and multiple measures.*	Collaborate with faculty to define and implement multiple measures criteria Develop procedures to assist students in understanding options in placement using multiple measures criteria Collaborate with faculty to develop and implement corequisite models for English and Math courses.	Develop and implement a plan to safeguard the placement of students not qualifying through multiple measures Ensure accurate placement for targeted demographics. Assure that students are knowledgeable to ensure access to these courses.	Provide support for both faculty and students to accommodate dramatic shifts in placement distribution for math and English Assure that sufficient academic and other support services (tutoring, supplemental instruction, corequisite courses, integrated teaching) are available to assist basic skills students in successfully completing English and math courses	☒*Access* ☒*Retention* ☒*Transfer* ☐*ESL/Basic Skills Completion* ☒*Degree & Certificate Completion* ☐*Other:_____ _____*

Goal #	Goal	Activities in each program that serve the goal listed			Goal Area
		SSSP	Student Equity	BSI	
2	Basic Skills Course Redesign *Redesign course sequences in math and English to eliminate exit points and reduce the number of semesters that students spend in basic skills course.*	Counselors and basic skills faculty will collaborate to provide counseling support services to students enrolled in basic skills courses (workshops, referrals, class presentations, follow-up counseling, career guidance)	Assess basic skills course completion rates. Integrate Student Equity-supported activities with the redesign of courses (Bridge, library, tutoring)	Provide professional development and support for faculty to redesign English and Math curriculum Provide support for students as they attempt accelerated courses and co-requisite models	☐ *Access* ☒ *Retention* ☐ *Transfer* ☒ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____ _____*
3	Non-credit completion rates *Increase completion rates in noncredit programs and increase transition rates to post-secondary education and employment*	Provide counseling support to students to develop the skills and understand requirements necessary to continue a collegiate education and/or obtain employment Provide counseling so that all Career Development College Preparation (CDCP) students complete a Noncredit Student Education Plan (NSEP)	Implement timely interventions for noncredit students targeted in the Student Equity Plan	Redesign curriculum to improve relevance and currency to prepare students to enroll in credit programs and transition to employment Provide embedded tutoring in basic skills noncredit courses	☐ *Access* ☒ *Retention* ☐ *Transfer* ☒ *ESL/Basic Skills Completion* ☒ *Degree & Certificate Completion* ☐ *Other:_____ _____*

Goal #	Goal	Activities in each program that serve the goal listed			Goal Area
		SSSP	Student Equity	BSI	
		Provide embedded and proactive counseling in noncredit CDCP courses.			
4	DSPS identification based on LERN placement *Increase identification of students who would benefit from Accessibility Resource Centers (DSPS) services*	Outreach to students through new student orientation Offer writing placement test (AWE) as an option to placement by GPA. Add question/s to the Multiple Measures questionnaire (e.g., *Is there anything that would impact your performance during this writing placement test?*) Develop ways to connect students with DSPS resources	Encourage collaboration -with faculty to increase awareness and confidence about referring students to DSPS (when, how, why?) Provide more faculty training in working with Basic Skills and DSPS students (POD workshops; including Universal Design workshops for faculty) Outreach to faculty through New Faculty Seminar and Adjunct Faculty Seminar	In-reach to faculty who work with Basic Skills populations to identify referrals. Assess success rates for students placing into multiple levels of LERN (both writing and math and READ 70 or 80)	☒ *Access* ☒ *Retention* ☐ *Transfer* ☒ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____*

Goal #	Goal	Activities in each program that serve the goal listed			Goal Area
		SSSP	Student Equity	BSI	
5	Increasing Completion Rates *Improve students' understanding of course requirements necessary to graduate and transfer, including the completion of basic skills classes.*	Develop and implement comprehensive education plans for basic skills students Monitor progress of basic skills students through early alert and progress checks Reach out to students to assist in enrolling in the next, sequential level of basic skills courses	Provide study groups and tutoring for basic skills students Ensure tutoring services meet the needs of basic skills students and students in co-requisite courses. Conduct ongoing research to track progress of basic skills students by equity factors to ensure all students are making equal progress Provide momentum point recognition events to support and motivate students to continue toward goal completion	Implement contextualized learning in basic skills courses related to goal planning, career guidance, transfer and graduation requirements Explore co-requisite courses to support and enhance learning and successful completion rates	☐ *Access* ☒ *Retention* ☒ *Transfer* ☐ *ESL/Basic Skills Completion* ☒ *Degree & Certificate Completion* ☐ *Other:_____ _____*

4. **How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)**

In order to strengthen student outcomes, Mt. SAC will coordinate services and learning support for students to improve access to courses and programs, successful course completion, graduation and transfer rates, especially for equity-defined student groups. As part of shared governance, an integrated team of faculty and staff representing basic skills, student equity and SSSP, along with other campus leaders will monitor the coordination of integrated activities and the monitoring of progress toward reaching established success and equity goals. This coordination will involve integration with existing categorical programs such as EOPS, DSPS, CalWORKs along with equity-supported efforts such as Aspire, Arise, ACES, Bridge, Dream, Foster Youth, LGBTQ, and Veterans. The college goals and strategic plan will be used as a framework for coordination of activities across the programs. A timeline for integration has been established with the following tasks: gather stakeholders and determine structure for ongoing dialogue; conduct and review gap analysis for services to students and strategies to address the gaps; identify the goals for the integrated plan and related data needs; evaluate the impact including functionality and outcomes; conduct professional development to improve understanding and the application of the integrated plan within the college. Bi-annual coordination and progress measurement meetings will be held with all key stakeholders and annual updates to the Board of Trustees will be presented. Research and outcomes assessment, such as student and faculty surveys and focus groups, will be utilized to measure progress, redefine strategies, and determine the most appropriate interventions to best support student success and student equity. Once completed, the results will be shared with the campus community through committee reports, professional development activities, and other means. The college's participation in the AACC Guided Pathways project has led to the early development of clearer pathways for students to enter the college, fully mapped educational plans for several associate degree and certificate programs, and early enrollment in appropriate basic skills courses that are embedded with career and college major content that can help a student determine the educational and career direction.

5. **If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)**

Mt. SAC School of Continuing Education (SCE) offers a variety of courses and programs to assist noncredit students in their progress toward their goals, and in the process, provides students with core support services. With the assistance of dedicated counselors, advisors, and professors, students attend comprehensive orientations and complete assessments, and then are supported as they move from noncredit courses to credit and employment. For example, the English as a Second Language (ESL) program articulates directly to credit American Language. Vocational ESL classes assist students in developing needed

college skills as well as work-based soft skills. Noncredit basic skills programs provide pathways to credit coursework by offering noncredit basic skills bootcamps, and noncredit pre-requisites and co-requisites. Short-term Vocational (STV) programs have established pre-CTE courses that prepare students to be successful in credit programs in areas such as healthcare, welding and electronics as well as improve opportunities for immediate employment. The STV program also collaborates with credit CTE programs by offering noncredit coursework that is mirrored to credit. Noncredit basic skills and vocational students earn noncredit Certificates of Competency and Completion which indicated successful program completion. Through funding from BSI, Student Equity, and AEBG, noncredit students in CDCP programs have access to embedded tutoring and benefit from curricular redesign. Additionally, counselors are implementing embedded services to ensure that CDCP students are receiving Noncredit Student Education Plans (NSEP) and follow-up counseling services that include goal setting, intervention, credit matriculation support, career counseling, and employment information.

6. **Describe your professional development plans to achieve your student success goals. (100 words max)**

Through the coordination of program efforts and funding sources, the college will continue to provide integrated professional development opportunities, especially for faculty. Examples are: equity-infused training for all new faculty, equity-focused professional development activities for classified staff and faculty professional speakers focusing on enhanced understanding of the needs of diverse students, faculty release time to develop clearer curricular pathways, and basic skills faculty trainings (annual Developmental Education Conference). College-wide activities provide opportunities for faculty, staff, managers and students to learn from hearing students' voices. Faculty will continue to embrace student success and equity goals through their Flex Day program and workshop sessions.

7. **How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)**

The College's Student Equity Plan has a well-articulated evaluation plan that measures and evaluates academic progress of equity-identified student populations through the use of milestones and momentum point indicators beginning at the basic skills level. The Research and Institutional Effectiveness Department will conduct ongoing analysis. The data will inform progress towards goals. The Committee reports to the Student Preparation and Success Council that regularly reviews goals, activities, and progress for the SSSP, Student Equity and BSI Plans. An Integrated Plan Team will meet biannually to measure progress toward meeting goals. Development of new strategies and modifications to current activities and processes will be implemented.

8. **For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals?** (100 words max)

   N/A

9. **Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.**
   (See attached)

10. **Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:**
    http://www.mtsac.edu/governance/committees/equity/pdf/IntegratedPlan-StudentEquityExecutiveSummary.pdf

11. **What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?**

12. **Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:**

    Point of Contact:

    Name _____ Audrey Yamagata-Noji _____

    Title _____ Vice President, Student Services _____

    Email Address _____ Ayamagata-noji@mtsac.edu _____

    Phone _____ (909) 274-4505 _____

    Alternate Point of Contact:

    Name_____ Irene Malmgren _____

    Title _____ Vice President, Instruction _____

    Email Address _____ Imalmgren@mtsac.edu _____

    Phone _____ (909) 274-4200 _____

2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part III – Approval and Signature Page

College: _____ Mount San Antonio College _____ District: __Mount San Antonio College__

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

_____

Chancellor/President   Date   Email Address

_____

Chief Business Officer   Date   Email Address

_____

Chief Instructional Officer   Date   Email Address

_____

Chief Student Services Officer   Date   Email Address

_____

President, Academic Senate   Date   Email Address