Mt. San Antonio College
Student Equity Annual Report and Outcomes Overview
2019-20

OVERVIEW

Community colleges are required to submit an Annual Report covering Student Equity and the Student Equity Achievement Program (SEA Program). The following report is an overview of the report that was submitted in December, 2020. The California Community Colleges NOVA System supplies data to colleges regarding specific student populations and their disproportionality in specific "metric" outcome measurements. In 2018-19, based on the receipt of this data, Mt. San Antonio College selected five specific demographic groups to be targeted. College are required to target and report on Black/African Americans and Hispanic/Latino students. Two additional groups were added in the 2019-20 report.

2018-19 Demographic Groups Targeted

- Black or African American Males – retention
- Hispanic or Latino Males – completion of both transfer level Math and English
- Native Hawaiian/Pacific Islander Females – enrolled at the same college (access)
- Foster Youth Males – transfer
- LGBTQ Females – completion of both transfer level Math and English

2019-20 *Additional* Demographic Groups Targeted

- Disabled Female – completion of both transfer level Math and English
- Native Hawaiian/Pacific Islander Female == transfer

Identified Student Populations and Student Equity Metrics

Demographic	Gender	Metric
Black or African American *(required)*	M	Retained from Fall to Spring at the Same College
Hispanic or Latino *(required)*	M	Completed Both Transfer-Level Math and English Within the District in the First Year
Native Hawaiian/Pacific Islander	F	Enrolled in the Same Community College
Foster Youth	M	Transferred to a Four-Year Institution
LGBTQ	F	Completed Both Transfer-Level Math and English Within the District in the First Year
Disabled	F	Completed Both Transfer-Level Math and English Within the District in the First Year
Native Hawaiian/Pacific Islander	F	Transferred to a Four-Year Institution

Disproportionality on Statewide Goals by Student Group

Based on the NOVA data set, specific student groups were shown to have some level of disproportionality on the five Student Equity Goal Metrics: Access, Retention, Completion of Transfer English/Math, Certificate/AA Completion, Transfer to four-year institution. The following table shows the student groups where there was disproportionality on specific Student Equity Goal Metrics.

Student Group	Access	Retention	Transfer English/Math	Certificate/AA	Transfer
Black/African American Females	Black/African American Females				
Black/African American Males	Black/African American Males	Black African American Males	Black/African American Males		
Hispanic/Latino Females			Hispanic/Latino Females		
Hispanic/Latino Males			Hispanic/Latino Males		Hispanic/Latino Males
Asian Females		Asian Females			
Native Hawaiian/Pacific Islander Females	Native Hawaiian/Pacific Islander Females				Native Hawaiian/Pacific Islander Females
Native Hawaiian/Pacific Islander Males			Native Hawaiian/Pacific Islander Males		
American Indian/ Alaskan Native Females					American Indian/ Alaskan Native Females
American Indian/ Alaskan Native Males				American Indian/ Alaskan Native Males	
White Females	White Females				
White Males	White Males				
Disabled Females			Disabled Females		
Disabled Males			Disabled Males		
Foster Youth Females	Foster Youth Females		Foster Youth Females		Foster Youth Females
Foster Youth Males		Foster Youth Males		Foster Youth Males	Foster Youth Males
LGBTQ Females	LGBT Females		LGBT Females	LGBT Females	
LGBTQ Males			LGBT Males		
Some other race Females	Some other race Females			Some other race Females	
Some other race Males		Some other race Males		Some other race Males	

2019-20 SEA Annual Report Narrative - Success Story

Story Title: Integration, Accountability and Professional Development of Mt. SAC's SEA Program	
Responsible Person:	Yamagata-Noji, Audrey
Success Story: *(5,000 character limit)*	Mt. San Antonio College has worked diligently to integrate all programs under the SEA Program by continuously reviewing and measuring the outcomes of various activities funded from Credit and Noncredit SSSP, Student Equity and the Basic Skill Initiative. An in-depth review process of every position and activity funded with SEA Program funds was undertaken. This review process enabled the college to identify expenditures that were not aligned with the college's Student Equity Plan and the SEA Program. This resulted in a shift of some positions and discretionary budgets to the college's unrestricted general fund, apart from SEAP funding. Additionally, a budget organization of all SEAP funds was conducted to better account for program activities. The restructuring of the budget accounting and approval process has enabled the college to be more efficient in accounting for SEAP funds and has streamlined approval processes. An additional benefit is that budget managers can readily see all allocated funds based on a common ORG (reference the Budget and Accounting Manual). Critical SEAP funds have been appropriated to particular positions and activities to address the greatest student equity needs. As part of this process, an internal SEAP Work Plan was developed to improve both accountability and outcomes measurement tied to both the state Student Equity Metrics and the college's Student Equity Plan. This Work Plan is completed by every department/program that receives SEAP funding. There are three sections to the report: I – Summary: purpose/use of SEAP funds and main focus of efforts; data elements to be collected and tracked; surveys and research reports to be utilized 2—Correlation to state Student Equity Metrics (Access, Retention, Completion of Transfer Level English and Math, completion of Certificate/Associate Degree, Transfer): specific activities tied to particular Student Equity metrics, targeted under-represented (DI) students to be served; specify expected programmatic outcomes (measurable objectives) 3—Correlation to college's 7 Student Equity Plan Activities (Integration of Equity-Focused Programs, Onboarding, Academic Support Centers/Learning Support Interventions, Noncredit Pathways, Completion, Professional Development, Research): specific activities based on the specific college Student Equity Plan Activities These SEAP Work Plans will serve as the accountability system as well as enable a refinement and clearer focus of activities that concentrate on specific areas of disproportionality. Professional Development: Another success is the campus-wide Equity Summit that was hosted for faculty, staff and managers in October of 2020. Participation numbers exceeded 200. The opening speaker presented on the topic of: "Interrupt-isms: Speak Up, Point Out, Call In." Break-out session covered topics such as: • Contextualizing Data Through Student Voices • Staying Woke in Class: Teaching Practices that Promote Equity • Student Services Weathering the Storm: Keeping Focused on Moving the Needle

	- Equity-Minded Pedagogy and Data Accessing for Effective Teaching - Helping English Language Learners in Content Area Classes - What Students are Telling Us and What We Are Doing About COVID-19 A highlight of the Summit was the student panel, representing Veterans, Foster Youth, DREAM, LGBTQ, and other under-represented groups who openly shared their perspectives as students – their challenges, their successes, and their recommendations for how the college can improve.
Outcomes: *(1,000 character limit)*	In 2019-20, 18,062 students completed New Student Orientation, 44,383 counseling appointments were held, and over 15,000 online educational plans were completed. 98% of (89% Latinx) Summer Bridge students completed the program by passing a general education course; 97% enrolled in the fall semester. Over 86% of foster youth REACH Program students persisted compared to 58% of non-REACH students. Deaf students in a Deaf learning community increased pass rate in English 1A from 42% to 69%. 22% of a 3-year cohort of noncredit students transitioned to credit courses. Latinx and African American STEM majors who participated in four or more STEM Center coaching sessions had a 15% higher successful pass rate than those who did not. 79% of the 555 students participating in Financial Aid Cash 4 College completed the FAFSA or the CA Dream Act. 91% of students who participated in a Transfer Field Trip successfully transferred. The number of Associate Degrees granted grew by 941 through Auto Award.

<u>2019-20 SEA Annual Report Narrative - Challenges</u>

Description of Challenge *(5,000 character limit)*	With only one full semester (fall 2019) of placing the vast majority of new students directly into transfer level math courses, the college shifted to 100% online instruction just a few weeks into the spring 2020 semester. This has created a major setback in measuring the effectiveness of the placement method as well as the implementation of instructional interventions and support efforts (co-requisite courses, embedded tutoring, and supplemental instruction). With a much higher than normal withdrawal rate, deciding whether to include or exclude EWs from outcomes measurement creates a major challenge in conducting research findings. Student feedback through surveys has been limited. Many students have reported their reluctance to enroll in math courses during their first year in college, as the transition has been very challenging. Supplying adequate support and technology to asynchronous and synchronous learning has created additional barriers.
Categories: *(related to this challenge)*	Co-requisite Courses, Supplemental Instruction, Curriculum Development, Embedded Tutoring, Communities of Practice
Point of Contact:	Yamagata-Noji, Audrey

Mt. San Antonio College
SEA Program Reported Outcomes 2019-2020

The following outcomes were reported by the Research and Institutional Effectiveness (RIE) office. Each SEAP-funded program was asked to track their progress in meeting student equity outcomes.

- **Academic Support Centers:** Developed common data collection capability for campus academic support centers.

- **ACCESS:**

    o 82% of the students participating in the Puzzle Project for autistic students successfully completed one or more academic courses.

    o **DHH** (Deaf and Hard of Hearing) students' pass rates in English 1A increased from 42% to 69% based on enrollment in DHH-designed learning communities in which course instruction was fully in ASL with instructional and counseling support provided. Pass rates for English 68 increased from 50% to 81% enabling DHH students to subsequently enroll in English 1A. 84% of DHH students passed HIST 7 and 73% passed HIST 8.

- **Admissions and Records:** Increase in graduation rates (additional 941 degrees) through implementation of Auto-Award

    o Degrees awarded (ADTs) went from 902 in 17-18 to 1,231 in 18-19 to 1,385 in 19-20.

    o Grand total of degrees awarded went from 2,704 in 17-18 to 3,647 in 18-19 and 3,454 in 19-20

    o Mt. SAC had the highest number of associate degrees awarded in the state

- **Bridge:**

    o Of the 99% of Bridge students who are first generation, 89% are Latinx and 98% successfully completed the **Summer Bridge** Program, passing a required General Education course and 97% enrolled in the subsequent fall semester.

    o 70% of Latinx Bridge students successfully passed English 1A in their first year compared to only 57% of Latinx non-Bridge students

- **Faculty Professional Development:**
    o Math faculty met at Community Practice events throughout the year to share corequisite best practices and how to teach effectively online

- **Financial Aid:**

  o 79% of the 555 students participating in Cash 4 College events successfully completed either the FAFSA or the CA Dream Act

- **Foster Youth:**

  o Foster Youth participating in the REACH Foster Youth Program had an 86% retention rate compared to Foster Youth not participating in the program (58%)

- **Noncredit:**

  o 22% of a 3-year cohort of noncredit students transitioned to credit courses in 19-20

- **STEM Center**:

  o Black or African American students who enrolled in at least one STEM course and visited the STEM Center four times or more had a STEM course success rate 6.7 percentage points higher than Black or African American students enrolled in at least one STEM course and did not utilize STEM Center resources (58.1% vs 51.4%).

  o Black or African American students who enrolled in at least one STEM course and participated in four or more STEM Center coaching sessions had a STEM course success rate 15.3 percentage points higher than Black or African American students who enrolled in at least one STEM course and did not utilize any STEM center resources (66.7% vs 51.4%).

  o Latinx students who enrolled in at least one STEM course and participated in four or more STEM Center coaching sessions had a STEM course success rate 15.3 percentage points higher than Latinx students who enrolled in at least one STEM course and did not utilize any STEM center resources (77.9% vs 62.6%).

- **Transfer**:

  o 91% of students who participated in a Transfer Center Field Trip between 2017-2019 successfully transferred.

  o 100% of students (90% Latinx) completing the ACES TRiO Summer Science Transfer Program successfully completed their transfer science laboratory course

- **Assessment/AB 705/Impact on Access and Completion of Transfer Level English and Math:**
  o The unduplicated number of students that completed an AQ assessment in 2019-2020 is 27,907

- Access rate in transfer level English increased drastically for fall cohorts from 16.5% to 98.3% over five-year period (fall 2015 to fall 2019) with the big jump starting with Fall 2018 cohort
- Six times more students started at transfer level English with Fall 2019 (n=4,184) cohort than with Fall 2015 cohort (n = 664)w
- One year English throughput rate for fall cohorts went from 33.5% in Fall 2015 to 68.7% in Fall of 2019
- Access rate in transfer level math for fall cohorts increased from 26.3% (n=1,084) in fall 2015 to 72.0% (n= 2,699) in fall 2019 over a five-year period
- 2.5 times more cohort students started at transfer level math in fall 2019 than in 2015
- Number of cohort students completing transfer level math within one year increased 59% in fall 2019 (n=1,472 at 39.3%) from fall 2015 (n=928 at 22.5%)
- One year math throughput rate for fall cohorts went from 22.5% in Fall 2015 to 39.3% in Fall of 2019.

Definitions
Access Rate – the portion of a cohort of students who start their first credit English or math course at transfer level
One-Year Throughput Rate (based on AB705 guidelines) - the proportion of a cohort of students who complete a transfer level math or English course within a one year timeframe (two regular semesters) from when they start the subject course.