Student Equity and Achievement Program

2025-28 Student Equity Plan
Planning Resources and Development Template

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor

Questions? Please contact seaprograminfo@cccco.edu.

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PRELUDE

With a new Student Equity Plan cycle, our system finds itself with a new opportunity and sense of excitement to advance and refine our commitments to racial equity across our California Community Colleges (CCCs). With CCCs serving one in five community college students nationwide, nearly 70% of whom are students of color, we have a unique position to drive substantial and transformative change. The 2025-2028 Student Equity Plan process invites us to build on our past successes and explore innovative strategies to create more inclusive and equitable institutions. Reflecting on the progress made over the last three years with the 2022-2025 Student Equity Plan cycle, we must not only celebrate our achievements, but also focus on how we can sustain and amplify these efforts. We want to acknowledge all of your hard work and willingness to serve the students of the CCCs while encouraging you all to continue to innovate and dream. Together we can make the change we want to see, and this planning cycle can help us do that.

Our vision for this next cycle transcends mere regulatory requirements or templates. It represents a dynamic, ongoing process aimed at addressing systemic inequities and fostering transformational change. We should approach this plan as a continuous journey of improvement, rather than a static document. Our sustained and amplified efforts are crucial to the success of this plan, its proposed strategies for action and possibilities for student equity. As we engage with this new cycle, let's recognize that our roles are interconnected. We need to collaborate with our campus colleagues, empower our students, and develop a strategic roadmap to drive meaningful progress. The success of this equity plan relies on the strength of the coalition we build. Through collective action, we can effectively challenge and dismantle inequitable policies, structures, and practices. Our unity and shared goals of racial equity are our greatest strength.

While California education code and planning guidelines provide a structured framework, achieving real progress requires a steadfast commitment to transformational change. By embedding racial equity into the core of our institutional practices, policies, and culture, we can foster an environment where all students - especially those from racially minoritized and marginalized communities - can fully realize their potential and achieve their educational goals. As we move forward, we encourage you to integrate this plan with your current campus Guided Pathways frameworks. This integration will help us take a campus-wide strategy that addresses racial disparities as students navigate and experience our campuses. Let us seize this opportunity to not only envision but also enact meaningful and lasting change that will enhance the educational experience for all our students with a heightened focus on racially minoritized and marginalized students. Together, we can make a profound difference in their lives and in the future of our institutions.

Below are relevant resources we recommend you review before you get started in addition to your college's 2022-25 Student Equity Plan.

- State of California Education Code 78220 - Student Equity Plan
- State of California Education Code 78222 - SEA Program
- State of California Education Code 88921 - Guided Pathways
- Student Equity & Achievement (SEA) Program Expenditure Guidelines
- Vision 2030: A Roadmap for California Community Colleges
- Diversity, Equity, Inclusion and Accessibility Glossary of Terms
- Student Equity Plan 2025-28 Metrics
- CCCCO Percentage Point Gap Minus One (PPG-1)
- California Community College Student Equity Plan Review: A Focus on Racial Equity, Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- Student Equity Plan Tools and Resources – Community College HigherEd Access Leadership Equity Scholarship (CCHALES)
- Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans

In addition to these materials, you will find an editable student equity plan template. If you have questions about the Student Equity Plan, please contact seaprograminfo@cccco.edu. Thank you to everyone for your care and commitment to student equity and achievement.

In solidarity,

2025-28 Student Equity Plan Task Force

CCCCO	CCC Practitioners
James Todd, Assistant Vice Chancellor, Chair of Task Force Jenny Saechao, Program Specialist Chris Ozuna, Research Data Specialist II Rujun Yang, Research Data Specialist I Michael Tran, Program Analyst Justine Pereira, Program Analyst	Ajani Byrd, SEA At-Large-North, Foothill College Roxanne Byrne, SEA At-Large-South, Santa Barbara City College Candace Jones, CBO, Pasadena City College Henan Joof, CSSO, LA Trade Technical College Deborah Knowles, CCCCS (4CS), Sacramento City College Todd Scott, CIO, Victor Valley College Sabrina Sencil, RP Group, Consumnes River College Jessica Shadrick, ASCCC, Fresno City College Robert L. Stewart, Jr. ASCCC, Los Angeles Southwest College Jennifer Zellet, CEO, Antelope Valley College
CCC Partners	**CCC Students**
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GUIDANCE

The 2025-28 Student Equity Plan is strategically aligned with Vision 2030. With the 2025-28 Student Equity Plan, please continue to focus on future efforts on increasing with equity for all identified students experiencing inequitable outcomes, with an overall goal of eliminating equity gaps and supporting the intent of the Student Equity and Achievement (SEA) Program(Education Code 78222. Before you move on to writing your 2025-28 Student Equity Plan, it is important to reflect and review your college's 2022-25 Student Equity Plan.

This 'Details' page will assist in the framing and foundational elements of your college's student equity plan. Take some time to review assurances and the hyperlinks on this page. Take time to review and enter your Contacts and Project Leads. The 'Equity Plan Reflection' section serves as a reflection opportunity (in addition to the reflection completed within the college's SEA Annual Report) to examine your existing equity efforts, the progress made, and how they can overlap with Guided Pathways initiatives on your campus. The plan transitions into a focus on populations experiencing Disproportionate Impact (DI) and how the goals and strategies developed for DI student populations also support the overall student population. Your planning team will have Chancellor's Office data available to determine what student population will be a focal point for your college's equity planning efforts. Your planning team will also have an opportunity to collaborate with various campus programs under the 'Alignment and Coordination' section on equity efforts to support the goals developed in the student equity plan.

ASSURANCES

1. **Please attest to the following assurances and answer its associated question:**
    - ☐ I have read the legislation Education Code 78220 and Education Code 78222 am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

    - ☐ I have read the legislation Education Code 78221 and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.

    - ☐ I have read and given special consideration to Education Code 78220 section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

        > Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals. (2,500 characters max)

Mt. SAC's Student Equity Plan (SEP) was developed in alignment with *Mt. SAC 2035* and *Vision 2030*, both grounded in extensive student feedback. A dedicated Student Equity Plan Workgroup—reporting to the President's Advisory Council—was charged with developing the SEP by analyzing data, addressing questions from the California Community Colleges Chancellor's Office, identifying disproportionate impacts, and establishing equity-minded goals, metrics, and strategies to advance student success.

The Workgroup included broad campus representation—classified staff, faculty, managers, and Associated Students. Members were assigned specific metrics, reviewed progress from the prior plan, integrated lessons from Guided Pathways, and conducted listening sessions to shape strategies. The draft was presented for feedback to governance committees, Academic Senate, the President's Advisory Council, and the Mt. SAC Board of Trustees.

Student voice was central. Students contributed through Associated Students representation, listening sessions, focus groups, and surveys. This engagement will continue through regular reports to SPEAC (a Senate committee with student representatives) and ongoing surveys to inform program design.

For example, in *Section 6: Strategies to Support Successful Enrollment*, **Strategy 2** enhances the onboarding experience through a student-centered enrollment process. Planned Action 2.A applies DEISAA principles (Diversity, Equity, Inclusion, Social Justice, Anti-Racism, and Accessibility) by simplifying applications, reducing unnecessary steps, streamlining assessments, tracking where students encounter barriers, and providing timely "light touches" to encourage completion. This strategy reflects direct student feedback on intimidating or unclear processes.

Through this inclusive, collaborative, and feedback-driven approach, Mt. SAC ensures that all campus groups—and especially students—actively shape the SEP and drive its equity-focused outcomes.

☐ I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan "shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges…"

☐ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

The Student Equity Plan (SEP) intentionally centers a race-conscious framework to identify and close equity gaps among Mt. SAC students experiencing disproportionate impact. This approach recognizes that systemic inequities shape educational access, persistence, and completion. As a result, the plan prioritizes intentional, direct engagement with students to understand their lived experiences, elevate their voices, and uncover hidden institutional barriers. Importantly, we utilized the strategies to support all students to address institutional barriers and other strategies that when applied to all students, will have great impacts on serving students identified as experiencing disproportionate impacts.

The development of this SEP builds upon the vision of Mt. SAC 2035, which was grounded in extensive student feedback and community engagement. Strategies were tailored to the specific needs of disproportionately impacted groups, with particular attention to the intersection of race, ethnicity, and other identity factors such as income, disability, and foster youth status.

A key race-conscious strategy is to invest in and strengthen programs that provide culturally relevant, identity-affirming support. These include: the First Peoples Native Center, El Centro, ARISE, Center for Black Culture and Student Success, Rising Scholars, Dream Center, Pride Center, ACCESS, Deaf and Hard of Hearing Services, Next Up/REACH, Basic Needs, ACES/Student Support Services, EOPS/CalWORKs/CARE, and the Veterans Resource Center. The plan honors and integrates the work of these centers, promoting collaboration to ensure students see themselves reflected in the institution and have access to spaces where they feel a sense of belonging and validation.

By embedding race-consciousness in data analysis, goal setting, and strategy implementation, this SEP moves beyond neutral or one-size-fits-all approaches. It intentionally targets structural barriers and allocates resources where they can make the greatest difference for racially minoritized students, while also holding the institution accountable for measurable progress toward equity.

☐ I have read [Education Code 78220](#) section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

Mt. SAC's *Student Equity Plan* (SEP) is aligned to *Mt. SAC 2035*, the College's equity-centered, data-informed comprehensive plan that serves as the foundation for integrated planning and continuous improvement. *Mt. SAC 2035* includes an embedded Strategic Plan with institutional goals and a set of Commitments—strategic actions and institutional promises—that guide implementation and create the conditions for all students to succeed.

To ensure ongoing local review and evaluation, each SEP Key Strategy is directly tied to a *Mt. SAC 2035* Commitment. SEP Action Plan activities further define the responsible College units and the measurable efforts needed to accomplish each strategy. This intentional alignment ensures the SEP is not a stand-alone document, but an integrated component of institutional planning and equity advancement.

Evaluation and monitoring occur through Unit-level Program Review, Mt. SAC's established mechanism for annual planning, evaluation, and continuous improvement. Each College unit responsible for SEP activities will assess outcomes, track progress, and evaluate effectiveness against defined metrics. Program Reviews are completed annually by June 30 and provide a documented record of progress toward advancing institutional equity goals.

For transparency and campus-wide accountability, Unit-level Program Reviews are posted publicly on the Institutional Effectiveness Committee (IEC) webpage, allowing both the campus and broader community to review outcomes and planned improvements.

By integrating SEP Key Strategies into the College's established continuous improvement processes, Mt. SAC ensures systematic alignment with common equity goals, data-informed decision-making, and the ability to adjust strategies based on evaluation results. This approach reinforces the College's long-term commitment to equity, intentional planning, and student success, ensuring that improvements are ongoing, transparent, and aligned with Mt. SAC's mission.

2. The required list of contacts below is intended to create more cross-functional teams to build the student equity plan. While the Project Lead is the only person who can submit your college's student equity plan, all listed required contacts have viewing access to your college's Student Equity Plan. Alternate Project Lead will have viewing and editing access and colleges will have the option to add additional Alternate Project Leads.

COLLEGE CONTACT INFORMATION FORM

Required Contacts:

- ☐ Project Lead (College Equity Lead is recommended)
- ☐ Alternate Project Lead
- ☐ Approver: Chancellor/President
- ☐ Approver: Chief Business Officer
- ☐ Approver: Chief Instructional Officer
- ☐ Approver: Chief Student Services Officer
- ☐ Approver: Academic Senate President
- ☐ Approver: Guided Pathways Coordinator/Lead
- ☐ Additional Alternate Project Lead (optional)

SECTION 3: STUDENT EQUITY PLAN REFLECTION

Considering your previous Student Equity Plan and efforts for the 2022-25 cycle, please answer this reflective section to the best of your college's knowledge.

In the 2022-25 Student Equity Plan, colleges were asked to share their target outcomes for their selected disproportionately impacted (DI) student population for each of the five student success metrics (Successful Enrollment, Transfer-Level Math and English, Persistence, Transfer, and Completion). In the 2023-24 SEA Annual Report in NOVA, colleges were also asked to update on the status and progress of the target outcomes. To help you respond to the following equity plan reflection questions related to the target outcomes stated in your 2022-25 Student Equity Plan, please reference the link below to review your most recent SEA Annual Report.

For Reference: In NOVA there will be a link to your most recent 2023-24 SEA Annual Report.

3. **Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:**

   a. What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022-25 Student Equity Plan? What institutional approaches or processes have helped your college foster and further a culture of equity? Please share 2-3 institutional actions, cultural changes and/or processes that are having the most impact in helping your college reduce equity gaps and meet target outcome(s) developed in the 2022-25 Student Equity Plan. (2500 characters max)

The 2022–2025 Student Equity Plan (SEP) centers a race-conscious approach to closing equity gaps among Mt. SAC students experiencing disproportionate impact. When launched in 2022, the College was emerging from the pandemic's deep disruptions, which had delayed essential supports for underserved populations. Through a structural analysis of each equity metric, Mt. SAC identified root causes that hindered student success—most notably slow, fragmented, and cumbersome processes that impeded enrollment and progress. This led to intentional supports such as opening additional centers and centralized supports. A key example is the creation of the Transfer and Completion Center, a hub for degree completion strengthened through active partnerships with Mt. SAC affinity centers such as El Centro, CBCSS, ARISE, Foster Youth, and many others. Mt. SAC also added essential support leadership such as a Director of Career and a Director of the Pride

Center, both positions provide critical programming, improved program design, scaled implementation, and consistency of services for services.

Mt. SAC's equity plan progress was further strengthened by building a data-informed culture. Expanded access to actionable data was provided through interactive dashboards and support of a Data Coaching program that supported development of a data rich culture of decision-making, with an emphasis on empowering employees to be data literate educators.

The SEP also prioritized direct engagement with students to understand their lived experiences and surface hidden institutional barriers. This intentional listening informed the creation of new equity-driven programs, such as the First Peoples Native Center and Rising Scholars, developed through cross-departmental and participatory governance collaboration. Both programs—rooted in research from the Office of Research and Institutional Effectiveness—address needs the College had not previously recognized, expanding access and improving persistence for disproportionately impacted groups.

Through these institutional actions, cultural shifts, and process improvements, Mt. SAC reduced barriers, accelerated student progress toward educational goals, and closed equity gaps across metrics in the 2022–2025 SEP.

> b. Based on your response above, what is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan? Please share 2-3 discoveries that will offer continuity between plans and guide your development and implementation of the 2025-28 Student Equity Plan. (2500 characters max)

The 2025–2028 SEP will build on the race-conscious foundation established in the 2022–2025 plan, applying the same intentionality in both planning and implementation. One key discovery was the value of structural reflection—examining and addressing fragmented processes—leading to meaningful revisions of policies, practices, and governance structures. These changes fostered transparent, inclusive, and efficient collegewide dialogue that leveraged the expertise and strengths of all constituencies. This model will guide the new plan's development, with the President's Advisory Council commissioning an SEP Workgroup composed of experts aligned to each SEP metric, ensuring focused and informed action in the development of Mt. SAC's 2025-25 SEP.

A second lesson learned was the importance of embedding equity efforts within the campus' strategic institutional plan, carried out through units of the college as well as participatory governance structures. . The 2025–2028 SEP workgroup intentionally embedded *Mt. SAC 2035*, the College's comprehensive and equity-centered plan, as the framework for SEP goals, strategies, and action plans. This alignment not only streamlines implementation but also strengthens accountability by tying SEP outcomes directly to the College's long-term equity commitments. Additionally, equity integration was built into action planning through a thorough analysis of existing work with Guided Pathways, student services programs, and other institutional initiatives, ensuring coherent and coordinated delivery.

Finally, the College will continue the cross-campus collaboration between Instruction and Student Services divisions that proved effective in removing institutional barriers and supporting disproportionately impacted students. The 2025–2028 SEP will sustain these partnerships and embed ongoing monitoring and annual reporting of outcomes to the campus community. This cycle of evaluation will ensure that strategies remain responsive, equity-centered, and aligned with the College's focus on closing equity gaps.

SECTION 4: EXECUTIVE SUMMARY

4. **Executive Summary**

GUIDANCE: Per Education Code 78220 (c), the Student Equity Plan **must be adopted** by the governing board of the community

college district and **include an executive summary**. The Chancellor of the California Community Colleges is required to publish all executive summaries and send it to the appropriate policy and budget committees of the Legislature, the Department of Finance, every community college and community college district, each consultation group identified in subdivision(b) that so requests, and additional individuals and organizations as deemed appropriate.

As your college plans and develops the 2025-28 Student Equity Plan, please keep in mind the required elements of the executive summary listed below. The executive summary is a summary of your Student Equity Plan and is a public-facing document. Although colleges may format the executive summary in ways that best meet their local design needs, per Ed Code 78220, the executive summary must include, at a minimum, the following information:

This section is in progress

- **Student groups for whom goals have been set -** *Melissa*
- **Goals set for these student groups -** *Melissa*
- **Initiatives that the community college or district will undertake to achieve these goals**
- **Resources that have been budgeted for that purpose** (referring to goals/key strategies in this 2025-28 Student Equity Plan)
- **Community college district official to contact for further information**
- **Detailed accounting of how funding was expended** (expenditures from 2022-25 Student Equity Plan)- *Monica*
- **Assessment of the progress made in achieving identified goals** (goals/outcomes from 2022-25 Student Equity Plan)- *Melissa*

IMPORTANT: Please review the following regulations and guidelines prior to completing your Executive Summary:

- Education Code 78222 (a)(1)(2ABC)

    a) (1) The Student Equity and Achievement Program is hereby established. It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating equity gaps for students from traditionally underrepresented groups by doing all of the following:

    (A) Implementing activities and practices pursuant to the California Community College **Guided Pathways Grant Program.**
    (B) Ensuring students **complete their educational goals and a defined course of study**.
    (C) Providing **quality curriculum, instruction, and support services** to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

- Per Education Code 78221, SEA allocated funds are for the "purposes of successfully implementing activities and goals specified in the Student Equity Plans adopted pursuant to Section 78220."

- Per Education Code 78220 (e)(1)(2)(3AB), funding included in the Budget Act for the Student Equity and Achievement Program may be used for provision of emergency student financial assistance to help an eligible student overcome unforeseen financial challenges that would directly impact the student's ability to persist in the student's course of study. Please read Education Code 78220 (e)(1)(2)(3AB) for more details and information on the definition of "eligible student" and "emergency student financial assistance".

- Please review Student Equity and Achievement (SEA) Program Expenditure Guidelines (cccco.edu).

> **Insert 2025-28 Executive Summary URL Link:** (required)

Executive Summary

This approach champions a core principle of Mt. SAC 2035: using data not just to identify problems, but to ask better questions. The practice of conducting deep, student-centered inquiry to understand an equity gap can be applied to any student group. It moves the institution beyond generic solutions toward precise, effective, and truly equity-minded interventions that create a more connected and responsive support network for all students, ensuring that every student at Mt. SAC feels seen, supported, and empowered to achieve their educational and career goals and achieve upward mobility for themselves, their family, and their community.

Please enter the URL to your college's 2025-28 Executive Summary in the box below:

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

PDF Upload: (required)

GUIDANCE: The baseline college and system goal for each metric in the Student Equity Plan is to eliminate disproportionate impact (DI), as well as to increase overall student success with equity. Listed below is a table with all the student populations experiencing DI within each metric for your college, along with the percentage increases needed to eliminate DI and to fully close equity gaps. Within each of the five metric sections, colleges are asked to provide key strategies on how to achieve the goals for the populations experiencing DI. Colleges are also provided the opportunity to set additional goals.

Please review the Metric and DI Population Summary table below with your planning colleagues and see the data shown as a starting point for further discussion on the experiences of students on your campus and what key strategies are necessary to support the identified specific groups in this 2025-28 student equity plan. Colleges are encouraged to use local data and/or additional data provided by the Chancellor's Office (ex. Data on Demand, DataVista) to drill down further and explore the root causes of these equity gaps before proposing key strategies in the next sections.

Disproportionate Impact (DI) Definition:
Throughout this student equity plan, disproportionate impact (DI) occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.

Disproportionate Impact (DI) Calculation:
The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students (e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).

For more details on DI calculations, see this reference guide: CCCCO Percentage Point Gap Minus One (PPG-1)
For further information on the Metric and DI Population Summary table, see this resource: Student Equity Plan 2025-28 Metrics

EXAMPLE ONLY
(See NOVA for your College's Metric and DI Populuation Summary)

Metric and DI Population Summary

DI Student Population	% of Students for Baseline Year (see metric section for baseline year)	# of Students for Baseline Year (see metric section for baseline year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Successful Enrollment – DI Student Populations						
Black or African American	17.3%	57	4.6%	16	8.7%	29
White Female	21.6%	466	3.1%	68	5.1%	111
Female	24.5%	1,349	0.4%	23	2.4%	135
Completed Transfer-Level Math and English – DI Student Populations						
DSPS	7.6%	35	0.1%	1	2.5%	12
First Generation	8.0%	111	1.0%	15	3.0%	42
Hispanic	7.8%	133	1.8%	32	3.9%	67
Persistence: First Primary Term to Secondary Term – DI Student Populations						
Foster Youth	51.2%	43	6.0%	6	16.7%	15
Hispanic Male	63.7%	403	4.7%	7	4.7%	30
Homeless	46.2%	12	2.2%	1	21.5%	6
Completion – DI Student Populations						
Econ Disadvantage	9.0%	108	1.5%	18	3.5%	42
First Generation	8.2%	143	3.7%	65	5.7%	99
Transferred to a Four-Year – DI Student Populations						
Hispanic	21.7%	116	4.7%	25	8.2%	44
Male	24.3%	171	1.8%	13	5.0%	35

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Successful Enrollment metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Successful Enrollment for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Successful Enrollment: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year. https://datavista.cccco.edu/resources/38 (300C)
Successful Enrollment metric is calculated as follows:
- Applied in the selected academic year through the OPEN CCC Apply version of the application
- OR applied to attend in the selected academic year through the International CCC Apply version of the application
- AND exclude high school students applying as special admit
- AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- AND count students at the selected college where the student applied

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Successful Enrollment. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

SUCCESSFUL ENROLLMENT DATA						
Student Population	**Successful Enrollment** % of students for 2022-23 (Baseline Year)	**Successful Enrollment** # of students for 2022-23 (Baseline Year)	**GOAL 1** Eliminate Disproportionate Impact		**GOAL 2** Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	17.6%	4,952	N/A	N/A	N/A	N/A
DI: Black or African American students	13.6%	153	2.2%	25	4.2%	47
DI: White students	4.4%	446	19.3%	2,052	21.3%	2,265
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):						
Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**						

The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

GOALS:

SUCCESSFUL ENROLLMENT EQUITY GOALS. There are two related goals for Successful Enrollment: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment, as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians. (*Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation*)

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation. **If yes, click 'Yes' and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.**

- o *Yes, our college has additional goals.* (bottom text box opens in NOVA)
- o *No, our college does not have additional goals.*

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
Example: In our local strategic master plan, we have a goal of increasing successful enrollment with equity for our student veterans by 25% by Spring of 2028.

STEP 2: KEY STRATEGIES TO ADVANCE SUCCESSFUL ENROLLMENT GOALS - *Disproportionately Impacted Student Population(s)*

GUIDANCE: Review your data and goals above. Then, consider the experiences of your disproportionately impacted prospective student populations and identify what key strategies, underline across academic and student affairs, are needed to address equity in enrollment. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates and meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

KEY STRATEGIES FOR SUCCESSFUL ENROLLMENT– Disproportionately Impacted Student Population(s)
Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.
Example: Ensure, track, monitor, and evaluate intentional onboarding and career services for student veterans, including the promotion of credit for prior learning.
+ Click to Add Additional Key Strategies (OPTIONAL)

Strategy 1: Enhance the onboarding experience via a student-centered process for enrollment, and services that welcome students and promote first year success (Mt. SAC 2035 2.1 Enhance Onboarding and First Year Success). Enhance support for Black and African American Students from application to enrollment.

- **Planned Action 1.A:** Provide tailored outreach for Black and African American students who apply, support their successful enrollment, and partner with the Center for Black Culture and Student Success (CBCSS). Outreach to specific programs serving Black/African American students in the community and host an on campus CBCSS open house for prospective students.
- **Planned Action 1.B:** Enhance communication and support tailored for Black/African American students that express culturally relevant messages of a caring campus. Develop marketing materials that are more appealing for Black/African American students, explore new methods of outreach such a mailer to Black/African American families marketing Mt. SAC as a Pro-Black campus.
- **Planned Action 1.C:** Collect qualitative data from Black/African American students about their experience with the application, matriculation, and enrollment process.
- **Planned Action 1.D:** Provide training on cultural competencies for staff support prospectives on working with Black/African American and diverse student populations.

Strategy 2: Enhance the onboarding experience via a student-centered process for enrollment, and services that welcome students and promote first year success (Mt. SAC 2035 2.1 Enhance Onboarding and First Year Success). Enhance support for White students from application to enrollment.

- **Planned Action 1.A:** Generate contact lists for White students who apply to Mt. SAC and support them throughout the matriculation and enrollment process.
- **Planned Action 2.B:** Placement, Retention and Progress: First Year Success (PReP) will lead the exploration of data aimed at understanding challenges in White students enrolling at Mt. SAC.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? **If yes, click 'Yes' and enter a brief description of the additional strategies.** (500 characters max for each strategy) **If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.**

- ○ *Yes, our college has additional key strategies for the overall student population.* (bottom text box opens in NOVA)
- ○ *No, our college does not have additional key strategies for the overall student population.*

Strategy 1: Prioritize the timely delivery of clear, consistent, and readily available information. (Mt. SAC 2035 1.4 Clear Communication)

- **Planned Action 1.A:** Student Centered Communications: Review all materials that support students through the onboarding process to enhance student centered student friendly communications that are clear and consistent; and communicate a culture of care.
- **Planned Action 1.B:** Create Student Centered Resources: Create a centralized landing page that provides the matriculation steps and supports onboarding, the site will integrate videos, and other resources.
- **Planned Action 1.C:** To support a caring campus culture programs that support special populations will be offered guidance on outreach strategies for engaging students who have applied. High School Outreach will provide an annual training to provide disaggregated application to enrollment data and support for programs outreaching to students who have applied.
- **Planned Action 1.D:** Align program application deadlines for transition programs, and communicate all programs to new students (EOPS, Bridge, Step, and Promise Plus).
- **Planned Action 1E:** Communicate to campus employees about summer transition programs, matriculation support, and help that is available to support their families and communities.
- **Planned Action 1.F.:** Student Services will collaborate with a web designer to create a First Year Success Guide as a centralized location for program and service information.to be incorporated into the onboarding experience and located in Canvas with visuals and translations. **Moved from 9**

Strategy 2: Enhance the onboarding experience via a student-centered process for enrollment, and services that welcome students and foster first-year success. (Mt. SAC 2035 Mt. SAC 2035 2.1 Enhance Onboarding and First Year Success)

- **Planned Action 2.A:** Enhance the enrollment process with DEISAA (Diversity, Equity, Inclusion, Social Justice, Anti-Racism, & Accessibility) in mind. Remove intimidation and unnecessary complexities. This includes easing the application process; reducing complicated steps (Assessment Questionnaire, surveys); tracking students in the enrollment process (where are they getting stuck) and implement light touches along the way to encourage students to complete the enrollment process.

- **Planned Action 2.B:** Open a new Welcome Center to offer centralized support for all incoming credit and noncredit students—regardless of entry term or pathway—and proactively reach out to students who have stopped out to encourage their return.
- **Planned Action 2.C:** Evaluate the current Promise Program structure, benchmark it against similar programs at other campuses, and assess the feasibility of offering two years of free tuition to remain regionally competitive.

Strategy 3: Strengthen collaboration between noncredit and credit programs and relationships with educational partners, community organizations, and industries to expand access and support students in their academic and career pathways to employment that earns a living wage (Mt. SAC 2035 3.3 Strengthen Relationships).

- **Planned Action 3.A:** Enhance support for noncredit students by implementing targeted strategies to ease their transition into credit programs through streamlined enrollment processes.

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completed Both Transfer-Level Math and English metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Completed Both Transfer-Level Math and English metric for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Transfer Level Math and English: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district. https://datavista.cccco.edu/resources/39 (501C) Note: The Expanded View of this metric allows all first-time cohort students a full year from first term and credit ESL students three years from first term to complete transfer level math and English and includes English and math courses earned on other TOP codes besides the two English TOP codes and one math TOP code but coded with CB25 Course-General-Education-Status as fulfilling general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate program**.**

As you review the table below, <u>note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion of Both Transfer-Level Math and English</u>. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA						
Student Population	**% of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)**	**# of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)**	**GOAL 1 Eliminate Disproportionate Impact**		**GOAL 2 Fully Close Equity Gap**	
			% of Increase Needed to Eliminate DI	**# of Students Needed to Eliminate DI***	**% of Increase Needed to Fully Close Equity Gap**	**# of Students Needed to Fully Close Equity Gap***
Overall Student Population	17.6%	1,091	N/A	N/A	N/A	N/A
DI: Black or African American	9.5%	18	4.2%	8	8.3%	16
DI: Hispanic or Latinx	13%	511	10.7%	422	12.7%	499
DI: DSPS	12.6%	52	1.9%	7	5.3%	19
DI: Economically Disadvantaged	16.9%	681	0%	2	2.1%	82
DI: First-generation College	13.9%	363	4.5%	119	6.5%	170

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

*The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: Data Vista: Data View - Single Metric – NSA Students

GOALS:

COMPLETED TRANSFER-LEVEL MATH AND ENGLISH EQUITY GOALS. There are two related goals for Completed Transfer-Level Math and English: <u>a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2).</u> Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Both Transfer-Level Math and English for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population for the Completion of Both Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion of Transfer-level Math and

English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity, the number of California community college students who complete a meaningful educational outcome. *(Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1— Completion)*

> **Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for the Completion of Both Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark. **If yes, click 'Yes' and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.**

- o *Yes, our college has additional goals. (bottom text box opens in NOVA)*
- o *No, our college does not have additional goals.*

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
Example: In our local strategic master plan, we have a goal of increasing with equity the Transfer-Level Math and English completion rate for our overall student population from 76% to 85% by Spring 2028.

STEP 2: KEY STRATEGIES TO ADVANCE TRANSFER-LEVEL MATH AND ENGLISH GOALS - *Disproportionately Impacted Student Population(s)*

GUIDANCE: Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, <u>especially across academic and student affairs,</u> are needed to address equity in completing Transfer-Level Math and English. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Both Transfer-Level Math and English <u>and</u> meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

KEY STRATEGIES FOR TRANSFER-LEVEL MATH AND ENGLISH – Disproportionately Impacted Student Population(s)
Example: Establish and deploy data-driven systematic case management and student support outreach—involving instructional faculty, counselors, and classified professionals--to improve completion of transfer-level Math and English for all the identified DI student groups.
Increase
+ Click to Add Additional Key Strategies (OPTIONAL)

Strategy 1: Assess and increase participation in tutoring services and resources that support student course success. Streamline tutoring services to maximize efficiency of specialized areas of support, increase visibility of focused services and student usage, ensure multi-modal access, use embedded tutors, and train all tutors in subject matter as well as methods to meet different learning needs (Mt. SAC 2035 2.3 Support Course Success)

- • **Planned Action 1.A:** The Academic Support Centers Mt. SAC 2035 Workgroup will support academic centers in recruitment of Supplemental Instructors/Embedded Tutors (SIs/ETs) that share similar experiences as those in the DI student populations and develop SI/ET academic support skills through the Mt. SAC Tutor Professional Development Program to build standardized pedagogical tools, effective tutoring techniques, and math and writing content knowledge.

Strategy 2: Enhance the onboarding experience via a student-centered process for enrollment, and services that welcome students and promote first year success (Mt. SAC 2035 2.1 Enhance Onboarding and First-Year Success)

- • **Planned Action 2.A:** Develop English & Math transfer-level First Year Experience cohorts for First Generation and Hispanic and Latinx Students, with SI /ET support, through collaboration with English and Math department faculty, EOPS, El Centro, DREAM, and Rising Scholars programs.

- **Planned Action 2.B.**: Identify first generation students in the enrollment process and implement outreach to encourage registration in First Year Experience transfer level Math and English cohorts, registration in noncredit Academic Intervention for Math and English (AIME) courses, and awareness of student services programs.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Both Transfer-Level Math and English for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in the Completion of Both Transfer-Level Math and English and meet the above goal(s) for the overall student population? **If yes, click 'Yes' and enter a brief description of the additional strategies.** (500 characters max for each goal) **If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.**

- *Yes, our college has additional key strategies for the overall student population.* (bottom text box opens in NOVA)
- *No, our college does not have additional key strategies for the overall student population.*

Strategy 1: Enhance the onboarding experience via a student-centered process for enrollment, and services that welcome students and promote first year success (Mt. SAC 2035 2.1 Enhance Onboarding and First-Year Success)
- **Planned Action 1.A.:** Counseling in collaboration with the Office of Instruction will launch an early-alert campaign that identifies and supports students by communicating completion milestones and offering personalized services to those who have not demonstrated success in their first semester of transfer level Math or English.

Strategy 2: Invest in the professional learning of all instructional employees to meet the learning needs of students through inclusive teaching methods that leverage students' strengths, course content that reflect students' life experiences and cultural identities, and opportunities for practical application of knowledge in students' lives. (Mt. SAC 2035 3.2 Investment in Professional Learning)
- **Planned Action 2.A.:** Increase faculty use of SI/ETs in transfer-level math and English by streamlining the request process and providing faculty professional development on effective classroom integration, promoting a growth mindset around academic support, and incorporating requirements or incentives to boost student participation.

Strategy 3: Assess and increase participation in tutoring services and resources that support student course success. Streamline tutoring services to maximize efficiency of specialized areas of support, increase visibility of focused services and student usage, ensure multi-modal access, use embedded tutors, and train all tutors in subject matter as well as methods to meet different learning needs (Mt. SAC 2035 2.3 Support Course Success)
- **Planned Action 3.A.:** Offer ENGL C1000E Academic Reading and Writing with embedded tutoring support beginning in Fall 2026 to increase transfer-level English completion for the overall student population.
- **Planned Action 3.B.:** Review and shift Academic Support Center schedules to accommodate evening and weekend options for students.

Strategy 4: Increase students' online access to academic support, counseling, opportunities to participate in campus life, and expand easily accessible technology training and support for students in both synchronous and asynchronous learning environments (Mt. SAC 2035 2.2 Support for Online Learning)
- **Planned Action 4.A.:** Collaborate with Student Services, Academic Support Centers, and English and math faculty to identify key support services for transfer-level English and math courses, and partner with an instructional designer to develop centralized English and math student support hubs in Canvas, accessible to all students enrolled in these courses.

- **Planned Action 4.B.:** Support faculty activation of Canvas technology tools such as "Net Tutor" and Pronto to provide accessible options for student tutoring support and faculty-student relationship development.

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Persistence: First Primary Term to Secondary Term metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Persistence for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)**if you would like information on how disproportionate impact is calculated.

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college. https://datavista.cccco.edu/resources/40 (453C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Persistence. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

			GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA						
Student Population	**Persistence** % of students for 2021-22 (Baseline Year)	**Persistence** # of students for 2021-22 (Baseline Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	73.7%	3,937	N/A	N/A	N/A	N/A
DI: Black or African American	56.5%	104	10.7%	20	17.8%	33
DI: White	64.7%	348	6.1%	33	10.1%	55
DI: Hispanic Male	71.8%	1,122	0.5%	9	2.8%	44
DI: First-generation College	69.1%	1,557	6%	136	8.1%	182
DI: Foster Youth	51.8%	57	13.1%	15	22.4%	25
DI: LGBT	68.2%	274	1.4%	6	6%	25

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

GOALS:

PERSISTENCE EQUITY GOALS. There are two related goals for Persistence: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

> **Vision 2030 Outcome:** Increase with equity, the number of California community college students who complete a meaningful educational outcome. *(Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion)*

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree, or baccalaureate degree by 30%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark. **If yes, click 'Yes' and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.**

- o *Yes, our college has additional goals.* *(bottom text box opens in NOVA)*
- o *No, our college does not have additional goals.*

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
Example: In our local strategic master plan, we have a goal of increasing with equity our overall persistence of first primary term to secondary term from 72% to 85% by   *Spring 2028.*

STEP 2: KEY STRATEGIES TO ADVANCE STUDENT PERSISTENCE GOALS - *Disproportionately Impacted Student Population(s)*

GUIDANCE: Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, underline across academic and student affairs, are needed to address equity in Persistence. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable student Persistence rates and meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

KEY STRATEGIES FOR STUDENT PERSISTENCE – Disproportionately Impacted Student Population(s)
Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.
+ Click to Add Additional Key Strategies (OPTIONAL)

Strategy 1: Prioritize the timely creation and delivery of clear, consistent, and readily available information in multiple formats and languages to ensure accessibility (Mt. SAC 2035, 1.4 Clear Communication). Provide clear, inclusive, and timely communications for all DI groups including Black and African American, White, Hispanic, First-Generation, Foster Youth, and LGBTQIA students.

- **Planned Action 1.A:** Develop intentional communication campaigns using EAB Navigate to deliver warm, affirming messages to new students. These coordinated efforts aim to foster a sense of connection, belonging, and timely support among all new and DI student populations. Efforts may include: (1) A welcome message to all first-time Mt. SAC students at the start of each major term sent through EAB Navigate by Student Services (InReach). (2) Faculty outreach through Canvas, reinforcing student belonging and support. (3) Customized messages for disproportionately impacted (DI) students affiliated with equity and affinity programs. (4) Early Alert campaigns focused on both affirmation and concern, coordinated through EAB Navigate by programs such as CBCSS, MOCAN, NextUp, the Pride Center, the Completion and Transfer Center, and InReach.

- **Planned Action 1.B:** Gain a deeper understanding of the needs of disproportionately impacted (DI) student populations through targeted outreach and research. This effort will include an annual outreach campaign in each major term targeting students who do not persist from fall to spring and spring to fall, led by Inreach. Students will receive caring and proactive communication—via phone calls, text messages, and emails—encouraging re-enrollment and connecting them to available support services. The campaigns will also include a needs assessment survey to capture student

feedback and identifying barriers to persistence. These campaigns will serve as a tool to gather insights into the reasons students do not return, allowing the College to make data-informed program improvements.

- **Planned Action 1.C.:** Student Services will collaborate with a web designer to create a First Year Success Guide to be incorporated into the onboarding experience and located in Canvas with visuals and translations to provide black or African American Students, Hispanic or Latinx, Foster youth, and first-generation college students with a centralized location for program and service information.

Strategy 2: Increase use of program for disproportionately impacted and other specialized student groups to provide students with supports such as mentoring, cultural enrichment, and spaces that cultivate belonging. (Mt. SAC 2035, 1.3 Holistic Support)

- **Planned Action 2.A:** Equity and affinity programs—including EOPS, TRiO ACES, Bridge, Financial Aid, and InReach—will promote services and proactively connect disproportionately impacted (DI) students to appropriate support services and resources before and during the major terms. These programs will collaborate to ensure that key services are effectively promoted to incoming students, helping to foster early engagement, increase awareness, and support a strong start to their college journey. Data will be collected on student usage of programs and services
- **Planned Action 2.B.:** El Centro, the Center for Black Culture and Student Success (CBCSS), EOPS, and the Counseling department will work together to implement a culturally-affirming, student-centered First-Year Experience with an onboarding process that includes peer navigators and welcome events to increase the Percentage of Black or African American, Hispanic or Latinx, White students, First generation college students, and economically disadvantaged students completing credit thresholds in their first year (12 Credits for Part-Time and 24 credits for Full-Time).

Strategy 3: Foster a culture of care by building capacity to be of service to students through knowledge of students' lived experiences; internal and external resources; and infuse healing centered engagement and peace education practices. (Mt. SAC 2035, 1.1 Service to Students)

- **Planned Action 3.A:** Inform students about the wide range of support services available on campus, including Basic Needs Resources, Student Health, Behavioral Health Services, Financial Aid, and Counseling, as well as partnerships with off-campus agencies that provide additional support. To strengthen this effort, Student Services will work to enhance employee awareness and understanding of these resources, ensuring that staff and faculty are equipped to refer and guide students effectively.
- **Planned Action 3.B:** Work to support consistent and accurate information about student support programs is communicated across all platforms, including (but not limited to) the student hubs, student planner, catalog, website, Student Services Guide, and other key resources. As part of this effort, review and align existing materials, and develop tools to support faculty and staff in sharing up-to-date information with students. This may include the enhancement of a comprehensive Student Services Guide to serve as a reference for both employees and students.

<u>**ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION**</u>**:**

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable student Persistence for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in student Persistence and meet the above goal(s) for the overall student population? **If yes, click 'Yes' and enter a brief description of the additional strategies.** (500 characters max for each strategy) **If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.**

- ○ *Yes, our college has additional key strategies for the overall student population.* (bottom text box opens in NOVA)
- ○ *No, our college does not have additional key strategies for the overall student population.*

ADDITIONAL KEY STRATEGIES FOR STUDENT PERSISTENCE — **Overall Student Population** (if applicable)
Example: Our college will ensure all students, especially new incoming and returning students, receive proactive messaging throughout their first semester (and beyond) to promote all available resources for students via all communication methodologies (email, social media, and traditional mailings to students' listed mailing address) prior to the start of each semester. Prioritization of personalized outreach will center on all disproportionately impacted students.

Strategy 1. Enhance the onboarding experience via a student-centered process for enrollment, and services that welcome students and promote first-year success. (Mt. SAC 2035, 2.1 Enhance Onboarding and First-Year Success)

- **Planned Action 1.A:** Provide incoming students with timely information about transition and first-year success programs during the spring and summer terms leading up to their first year of college, many these programs provide support from a dedicated counselor.
- **Planned Action 1.B:** Collaborate with the Office of Research and other key departments to deepen understanding of student data and highlight areas of need. Insights gained will be used to inform decision-making and guide updates to programs and services, ensuring they are responsive to the evolving needs of Mt. SAC students.

Strategy 2: Invest in professional learning of all instructional employees to meeting the learning needs of students through inclusive teaching methods that teaching methods that leverage students' strengths, course content that reflect students' life experiences and cultural identities, and opportunities for practical application of knowledge in students' lives. (Mt. SAC 2035, Equitable and Innovative Teaching 3.2).

- **Planned Action 2.A:** Invest in faculty-centered professional development that promotes a caring campus culture and integrates Healing-Centered Engagement practices into the classroom. These efforts will support the creation of inclusive, compassionate learning environments that affirm student identity, promote well-being, and enhance student success.
- **Planned Action 2.B:** Develop faculty resources, including universally designed Canvas course shell templates with embedded student resources and faculty toolkits that provide technology-based strategies and tools to support multimodal learners across various teaching modalities.
- **Planned Action 2.C:** Enhance faculty training on EAB Navigate's Early Alert system to enhance student communication and engagement strategies, enabling more effective identification and support for timely interventions and improved student success.

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completion metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Completion for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Completion: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years. https://datavista.cccco.edu/resources/41 (619C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

COMPLETION DATA						
Student Population	**% of Students Completed selected journey** for 2019-20 (Baseline Year)	**# of Students Completed selected journey** for 2019-20 (Baseline Year)	**GOAL 1** **Eliminate Disproportionate Impact**		**GOAL 2** **Fully Close Equity Gap**	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	13.5%	894	N/A	N/A	N/A	N/A
DI: Hispanic or Latinx	12.4%	504	0.9%	35	2.8%	115
DI: Male students	11%	355	3%	98	5%	163
DI: Economically disadvantaged male students	11.7%	257	0.8%	19	2.8%	62
DI: First-generation college students	10.8%	326	3.1%	95	5.1%	155
DI: Foster youth students	6.7%	12	3.3%	6	7%	13
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):						
Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**						

The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

GOALS:

COMPLETION EQUITY GOALS. **There are two related goals for Completion: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2).** Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcomes and Benchmarks stated below:

Vision 2030 Outcomes: (I)Increase with equity, the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity, the number of California community college students who earn an associate degree for transfer. *(Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment)*

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.

Benchmark: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcomes and Benchmarks. **If yes, click 'Yes' and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.**

- o *Yes, our college has additional goals.* (bottom text box opens in NOVA)
- o *No, our college does not have additional goals.*

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
Example: In our local strategic master plan, we have a goal of increasing with equity the completion rate for our students with disabilities by 40% by Spring of 2028.

STEP 2: KEY STRATEGIES TO ADVANCE COMPLETION GOALS - *Disproportionately Impacted Student Population(s)*

GUIDANCE: Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, <u>especially across academic and student affairs,</u> are needed to address equity in Completion. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates <u>and</u> meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

KEY STRATEGIES FOR COMPLETION– Disproportionately Impacted Student Population(s)
Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.
Example: Establish "equitable enrollment management group," focused on interrogating the course schedule according to course completion, course length, time offered, and establish course patterns that will increase equity access and success—e.g., short-term course scheduling, night-time and online completion cohorts, etc.
+ Click to Add Additional Key Strategies (OPTIONAL)

Asian, Latino Male, Male, Economically Disadvantaged Male Student, First-Generation College Student

Strategy 1: Prioritize the timely creation and delivery of clear, consistent, and readily available information in multiple formats and languages to ensure accessibility (Mt. SAC 2035 1.4 Clear Communication) Provide supports tailored for Asians, Latino Males.
- **Planned Action 1.A:** The Financial Aid Inreach/Outreach Team will create and offer an Insider Tips workshop to maximize financial aid literacy and fiscal responsibility of DI groups. Each term the Financial Aid Inreach/Outreach Team will identify students in the DI groups to invite and engage them with workshop content.

Strategy 2: Enhance access to and participation in programs, services, and resources that increase student success in transfer and completion (Mt. SAC 2035 2.4 Support Transfer and Completion)
- **Planned Action 2.A.:** Increase the use of data dashboards by programs that serve DI populations to monitor student progress at key milestones including: educational plan completion by 15 units, completion of transfer level English and math, 50% completion of their academic program or 30 credit units, and 70% of their academic program or 42 credit units.

Strategy 3: Advance inclusive, equitable, and innovative teaching to increase student success and completion (Mt. SAC 2035 Goal 3 Equitable and Innovative Teaching)

- **Planned Action 3.A.:** Increase faculty use of course level disaggregated data to track student course outcomes progress, follow up with students at risk of not completing their course, and use EAB Navigate's Early Alert system to enhance student utilization of basic needs services such as the food pantry, transportation vouchers, emergency grants, mental health services, and tutoring.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? **If yes, click 'Yes' and enter a brief description of the additional strategies.** (500 characters max for each strategy) **If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.**

- o *Yes, our college has additional key strategies for the overall student population. (bottom text box opens in NOVA)*
- o *No, our college does not have additional key strategies for the overall student population.*

ADDITIONAL KEY STRATEGIES FOR COMPLETION — Overall Student Population (if applicable)
Example: Establish a degree auditing system with auto-awarding, and campaign with students after 45 units to ensure they are enrolled in courses that will help them cross the finish line. Prioritization of personalized outreach will center on all disproportionately impacted students.

Strategy 1: Enhance access to and participation in programs, services, and resources that increase student success in transfer and completion (Mt. SAC 2035 2.4 Support Transfer and Completion)

- **Planned Action 1.A:** The Career Center and Transfer and Completion Center will work collaboratively to develop proactive caring campaigns that support students at 50% completion of their academic program or 30 credit units to visit the Centers to support them in completing their educational goal and development of post completion plans.

- **Planned Action 1.B:** During major terms the Completion team will proactively assist students who have completed 70% of their academic program and strengthen support for students who have successfully passed credit units 42 units, helping them stay on track to achieve their educational goals and following their progress until they complete at least 95% of their educational goal or complete.

- **Planned Action 1.C:** Proactive "Just-in-Time" Communication. Using Power BI to monitor student progress and EAB Navigate to send timely, caring communications, Mt. SAC will proactively reach out to near completers with resources, appointment prompts, and follow-ups through campaigns, nudges, texts, calls, and small group scheduling.

- **Planned Action 1.D:** The Transfer and Completion Center will partner with Admissions and Records to have evaluators conduct degree reviews for near completers—students at 70% completion or with 42 earned credits—so they receive clear, accurate guidance on remaining requirements before discovering they are ineligible for graduation.

- **Planned Action 1E:** The Completion Center will meet with students denied for graduation, using lists and denial codes from Admissions and Records (provided in early June and January) to give

personal support, explain remaining requirements, and prioritize those with the most units completed or only 1–2 classes left to finish their academic goal.

- **Planned Action 1.F:** Instruction and Student Services will review degree completion, time-to-degree, and non-enrollment data—including students who have stopped out for three major terms—to identify and implement strategy enhancements.

- **Planned Action 1G.: ADT related action** *Because Mt. SAC 2035 has a specific outcome and metric for ADTs, the workgroup will write an action focused on completion of ADTs (To be added)*

Strategy 2: Assess and improve student-centered processes to strengthen transfer and completion outcomes through data-informed degree mapping, course offerings, scheduling, and facility needs (Mt. SAC 2.5 Enhance Processes to Support Student-Centered Course Needs).

- **Planned Action 2.A.:** Streamline transfer credit evaluations and related processes to give students clear, student-centered guidance on their progress and remaining requirements to meet their academic goal, including reviewing policies like the 12-unit transcript evaluation threshold.

- **Planned Action 2.B:** Under the guidance of the Mt. SAC Credit for Prior Learning Workgroup, expand and promote Credit for Prior Learning (CPL) for new and returning adult students by providing comprehensive information on eligible prior experiences—such as AP, IB, military transcripts, and other articulated experiences—and expanding reviewable credit options.

- **Planned Action 2.C:** Admissions and Records will simplify the variance request process by adopting the Transcript Evaluation System (TES), which interfaces with College Source, to manage transfer credit and course equivalencies, while continuing to explore additional technologies to improve course articulation from other campuses.

- **Planned Action 2.D.:** Counseling and Admissions and Records will work collaboratively to audit and revise forms with student input to ensure they are clear, accessible, and user-friendly for both students and staff.

Strategy 3: Assess access and increase participation in tutoring services and resources that support student course success. Streamline tutoring services to maximize efficiency of specialized areas of support, increase visibility of focused services and student usage, ensure multi-modal access, use embedded tutors, and train all tutors in subject matter as well as methods to meet different learning needs. (Mt. SAC 2035 2.3 Support Course Success)
- **Planned Action 3.A.:** Expand embedded tutoring in transfer-level courses, especially gateway and STEM courses.

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Transferred to a Four-Year metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Transferred to a Four-Year metric for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Transferred to a Four-Year: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.
https://datavista.cccco.edu/resources/42 (620C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Transfer. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

Student Population	% of Transfer Students for 2018-19 (Baseline Year)	# of Transfer Students for 2018-19 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	31.2%	767	N/A	N/A	N/A	N/A
DI: Asian	26%	157	3.4%	21	6.8%	42
DI: Hispanic or Latinx Male	24.2%	152	6.1%	39	9.4%	60
DI: Male	27%	316	5.5%	64	7.9%	93
DI: Economically disadvantaged Male	25.6%	204	5.3%	43	8.3%	67
DI: First-generation College	26.5%	270	5.3%	55	8%	82

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. **If there are no additional student populations, please proceed to the next step.**

*The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

GOALS:

TRANSFER EQUITY GOALS. There are two related goals for Transfer: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population, including those aligned with the Vision 2030 Outcomes and Benchmarks stated below:

> **Vision 2030 Outcomes:** (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. *(Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and2e—Baccalaureate Attainment)*

Baseline **Benchmark:** By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

Stretch **Benchmark:** With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcomes and Benchmarks. **If yes, click 'Yes' and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.**

- ○ *Yes, our college has additional goals.* *(bottom text box opens in NOVA)*
- ○ *No, our college does not have additional goals.*

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population (if applicable)
Example: In our local strategic master plan, we have a goal of increasing with equity the transfer rate for our overall student population from 34% to 45% by Spring 2028.

STEP 2: KEY STRATEGIES TO ADVANCE TRANSFER GOALS - *Disproportionately Impacted Student Population(s)*

GUIDANCE: Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, <u>especially across academic and student affairs</u>, are needed to address equity in Transfer. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates <u>and</u> meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

KEY STRATEGIES FOR TRANSFER – Disproportionately Impacted Student Population(s)
Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.
+ Click to Add Additional Key Strategies (OPTIONAL)

Strategy 1: Enhance access and participation to programs services and resources that increase student success in transfer and completion. (Mt. SAC 2.4 Support Transfer and Completion) Enhance Transfer for Latino Male students.

- **Planned Action 1.A:** Support Latino male students via a dedicated transfer-focused cohort initiative in collaborative with the Transfer and Completion Center, El Centro, Men of Color Action Network (MOCAN), and Rising Scholars. This initiative, "*Sigue Subiendo" or "Keep Moving Up"* will provide a structured support system that includes components such as mentorship, counseling, transfer application support, proactive academic support, culturally relevant workshops and university tours, integrated wellness, and support with information about financial resources.
- **Planned Action 1.B:** Offer Transfer Specialist workshops, drop-in hours, and regular one-on-one appointments to support Latino Male students throughout the transfer process, with intentional application assistance both in-person and online, modeled after the successful Equity Center's application deadline evening support, to ensure students receive timely and accessible guidance.
- **Planned Action 1.C:** El Centro and the Transfer and Completion Center will collaborate closely to design and deliver culturally affirming and empowering opportunities such as culturally relevant workshops focused on topics such as navigating university life as a Latino male, financial planning

for transfer, and career exploration. These sessions can feature Mt. SAC transfer alumni as speakers who can share personal insights and advice. Additionally, organize university visits where alumni currently attend or have attended, providing students with firsthand perspectives on the campus experience, resources available, and strategies for success.

Strategy 2: Enhance access and participation to programs services and resources that increase student success in transfer and completion (Mt. SAC 2.4 Support Transfer and Completion). Prioritize efforts to strengthen transfer pathways for **first-generation** students by providing tailored support, outreach, and resources that address their unique needs and barriers.

- **Planned Action 2.A:** Recruit new freshman students to join the dual admissions with the CSUs called the Transfer Success Pathway (TSP) program and the UCs, for invited students. These initiatives provide structured support and clear pathways to transfer, helping students successfully navigate their academic journey.
- **Planned Action 2.B:** Increase awareness of and access to cross-enrollment opportunities for prospective transfer students. Additionally, Mt. SAC will develop a system to track and maintain records of students participating in cross-enrollment to better support their academic progress and success.

Strategy 3: Enhance access and participation to programs services and resources that increase student success in transfer and completion (Mt. SAC 2.4 Support Transfer and Completion). Enhance transfer for Asian students.

- **Planned Action 3.A:** Leverage the ARISE program to understand specific barriers impacting our Asian students' transfer journeys. Insights gained will guide the development of targeted strategies and support services to improve transfer outcomes for Asian students.
- **Planned Action 3.B. Student-Centered Inquiry**: Collaborate with Institutional Research to disaggregate transfer data by Asian student subpopulations to identify which groups face barriers in their transfer journeys. Analyzing factors such as major or certificate program, academic status, economic background, high school of origin, and first-generation status can provide valuable insights. If additional data is needed, conduct focus groups and listening sessions with Asian students from diverse ethnic backgrounds, majors, and academic standings. These qualitative efforts will help uncover the "who" and "why" behind the data, informing targeted interventions to improve transfer success.
- **Planned Action 3.C. Tailored Support Services**: Based on data and local research findings, ARISE, in collaboration with the Transfer and Completion Center and the Career Center, will develop culturally specific workshops and advising resources. These initiatives may address challenges such as navigating the transfer process and providing counseling/services that acknowledge diverse cultural contexts.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer rates for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? **If yes, click 'Yes' and enter a brief description of the additional strategies.** (500 characters max for each strategy) **If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.**

- ○ *Yes, our college has additional key strategies for the overall student population. (bottom text box opens in NOVA)*
- ○ *No, our college does not have additional key strategies for the overall student population.*

Strategy 1: Culture of Care Foster a caring campus community where individuals are valued and respected, and where students are surrounded by a network of empathy, personalized support, encouragement, and

guidance. (Mt. SAC 2035, Goal 1)

- **Planned Action 1. A.** The "*Keep Moving Up*" transfer initiative will serve as a model for developing scalable, cohort-based support systems bringing student services and instruction together. The workshop curricula and mentorship framework can be adapted for other student populations, including those in other identity-based centers outside of El Centro and MOCAN Building a campus-wide culture where seeking help is normalized and proactive support is standard, encouraging all students to persist to achieve their transfer goals.

ADDITIONAL KEY STRATEGIES FOR TRANSFER — Overall Student Population (if applicable)
Example: Our college will increase our number of ADTs and ensure every student who has completed 30 units or more are scheduled with a counselor and/or complete a transfer workshop.

5. TRANSFER EMPHASIS

While the work and efforts for all student success metrics are crucial to the success of our students, the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (*California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1*)

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer. **Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to <u>improve transfer</u> and meet related goals outlined in Vision 2030.***
(2500 characters max)

<u>Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment</u> includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

At Mt. SAC, our student-centered transfer strategies are intentionally designed to honor students' diverse backgrounds, strengths, and challenges. We prioritize clear, equitable pathways and the removal of barriers so all students—especially disproportionately impacted (DI) populations—can navigate the transfer process and reach their goals.

Removing Barriers and Addressing Student Needs:
Many transfer-intending students face complex academic, financial, and personal challenges. Mt. SAC's Transfer and Completion Center provides case management and proactive outreach to support students nearing completion, ensuring timely graduation and transfer readiness. We also adapt to emerging needs—recently launching an Associate Degree aligned with CalGETC to streamline degree attainment for transfer-focused students and reduce confusion between local and transfer requirements.

Culturally Responsive Support for DI Populations:
Mt. SAC embeds culturally relevant strategies tailored to DI students. The "Keep Moving Up" initiative supports Latino male students through a cohort model that includes mentoring, workshops, and alumni-led university tours—addressing systemic and identity-based barriers. Similarly, the ARISE program collaborates with Institutional Research to disaggregate data and host student listening sessions, informing the development of culturally responsive advising for first-generation and Asian students. Specialized workshops on impacted majors or navigating cultural expectations further support students within their lived contexts.

Data-Informed Practices and Continuous Improvement:
We maintain a data-informed culture, using disaggregated outcomes to identify equity gaps and continuously improve. This approach ensures our transfer strategies remain responsive and effective in advancing equity.

Strategic Transfer Partnerships:
Mt. SAC's strong partnerships—including UC TAG, CSU TSP, and dual admission—offer clear roadmaps and personalized advising. Our flagship Bridge to Success partnership with Cal Poly Pomona, our top transfer destination, includes a formal MOU for secure data sharing. This collaboration supports coordinated outreach, early advising, and co-developed programs to increase transfer rates and success.

Institutionalizing a Culture of Care:
Mt. SAC fosters a "Culture of Care" that normalizes help-seeking, embeds proactive communication, and leverages cohort-based models. These efforts create a supportive, inclusive environment that empowers students to persist, transfer, and thrive—advancing the Vision 2030 commitment to equitable student success.

6. *GUIDANCE:* After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan. *(minimum of one population is required, maximum of three)*

Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)
First-generation college students
Males of Color

Note: The following two questions will be repeated for each of the populations colleges selects above.

a. **Current Challenges/Barriers**
Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the <u>identified student population experiencing DI</u> at your college? (2500 characters max)

At Mt. San Antonio College (Mt. SAC), we recognize that first-generation college students and men of color represent a vital segment of our student body. While these students bring strength and a diverse lived experience, they often face systemic barriers embedded in our institutional policies, processes, practices, and campus culture.

Institutional policies can unintentionally disadvantage these DI groups by assuming knowledge of college systems; processes need to enroll, register, apply for financial aid, and map courses towards a degree are complex and heavily reliant on technical language and digital literacy. Without prior exposure to these systems or access to college-educated family members, often leave students to navigate these procedures alone. The use of educational jargon and acronyms can further impede communication with these DI groups. A lack of representation for students to see themselves reflected in positions of influence and in the content they study may reduce students' sense of belonging, with the broader campus culture often reflecting traditional academic norms that can feel unwelcoming or inaccessible to first-generation students and males of color, contributing to feelings of imposter syndrome and isolation. In the classroom, instruction may not consistently reflect culturally responsive pedagogy or incorporate the lived experiences of first-generation students and males of color. Faculty and staff may unintentionally operate from deficit-based assumptions about student preparedness, availability, or motivation, which can negatively impact student engagement and completion.

Support services are not always flexible enough to meet the needs of students balancing work, caregiving, and academic commitments. For non-direct matriculation students, enrollment, and counseling systems may feel fragmented. Additionally, appointment-based service models can limit timely access to guidance and intervention, leaving students without the immediate support they may need. Addressing these structural, procedural, and cultural barriers is essential to advancing equity at Mt. SAC.

b. **Action Plan for Ideal Institution**
What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan: (5000 characters max)

1) How will your college address and overcome the challenges and/or barriers shared above?
2) What specific strategies will be implemented, **especially across academic and student affairs**, and what

will success look like?

3) What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

Mt. SAC will address barriers for First-Generation Students and Men of Color through coordinated, culturally responsive strategies across Instruction and Student Services. The enhanced Mt. SAC Student Hub in Canvas will embed wraparound support in every course. Professional development on strengths-based, culturally relevant practices will be provided. Early alerts will trigger personalized outreach from affinity centers such as ARISE, CBCSS, El Centro, and Rising Scholars. The Welcome Center, Peer Navigators, and First Year Success Cohorts will provide high-touch support to students. Focused campaigns and the "Sigue Subiendo" cohort will foster transfer momentum through mentorship, university visits, and degree planning. Resources include dedicated staff, resources prioritized through the Program Review process, and intentional partnerships across campus.

Action Plan: First Generation Students & Men of Color
- Enhance the Mt. SAC Student Hub in Canvas to embed wraparound support.
- Create institutional standards for student communications emphasizing clarity, accessibility, and cultural responsiveness. Include a coordinated Student Communication Calendar.
- Offer professional development on culturally responsive teaching that draws on students' cultural assets. Include strengths-based approaches, familiar communication styles, diverse materials, active learning strategies, and cultural asset integration.
- Create a multimodal First Year Success Guide in Canvas.
- Host a New Student Welcome Day each major term.
- Automate Early Alerts for milestones (e.g., FAFSA, registration, English/Math completion).
- Launch a Student Services Peer Navigator Program to assist with just-in-time registration, warm handoffs between services, and financial aid.
- Open the Mt. SAC Welcome Center as a central hub for enrollment, registration, financial aid, and first year success support.
- Student Servies will partner with Instruction to provide presentations on resources to students in classrooms.
- Adjust academic support schedules to include evenings/weekends, improving access for working students and parents.
- Establish First Year Success Cohorts in gateway English/Math with embedded tutors, targeting these DI groups to boost completion rates.
- Expand Open Educational Resources (OER) and Zero-Textbook Cost (ZTC) use to ensure free instructional materials by the first day of class.
- Hire and retain faculty/staff committed to diversity, equity, inclusion, social justice, anti-racism, and accessibility (DEISA+), promoting local DEISA+ competencies and diversity in employment.

Additional Specific Strategies for Men of Color
- Run targeted campaigns encouraging Men of Color to complete counseling appointments for proactive degree and transfer planning, supported by degree audit tools.
- Launch intentional, culturally affirming communication campaigns using **EAB Navigate** to welcome first-time Men of Color students and connect them to campus supports.
- Provide ongoing, affirming check-ins via EAB Navigate from program serving special populations (El Centro, MOCAN, CBCSS) to monitor progress and proactively address academic or personal challenges.
- Host culturally relevant workshops, mentorship sessions, and alumni panels that emphasize the importance of academic progress and resources about meeting milestones such as completing English and Math. Offer culturally relevant workshops on university navigation, financial planning, and career exploration, featuring Mt. SAC alumni as role models.
- Implement the **"Sigue Subiendo / Keep Moving Up"** transfer cohort in collaboration with El Centro, MOCAN, the Transfer and Completion Center, and Rising Scholars; scale this model to other DI groups to normalize help-seeking and proactive support.
- Offer completion-focused workshops (e.g., petitioning to graduate, navigating last-semester requirements) in collaboration with El Centro and the Veterans Resource Center.

- Organize university visits to campuses with strong representation of Men of Color, facilitating networking with alumni for firsthand success strategies.

SECTION 12: STUDENT EDUCATION PLANS

GUIDANCE: Per Education Code 78222 (b)(4), *as a condition of the receipt of SEA funds*, districts shall "provide all students with an education plan that identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college certificate, or meet transfer requirements. Notwithstanding any other law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph." Educational planning early in a student journey fosters equitable outcomes and increases success. Timely educational planning, **especially in concert with strategic enrollment management**, also supports Vision 2030 goals, including Goal 3: Equity in Support, Outcome 6: Reduce Units to Completion: "decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT)." - *Vision 2030: A Roadmap for California Community Colleges (page 10)*

Using <u>local college data,</u> please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

> **Cohort** = New, First-Time, Non-Special Admit Unduplicated Students for that Term

> > Exempt Students*: To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to <u>Title 5 Section 55532</u> for a list of possible exempt students.*

> **Comprehensive Student Education Plans** = A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. ***(Current MIS Data Element Dictionary SS09 for Student Credit Education Plan).***

> ***Note:*** **The following is a newly proposed 2025 MIS definition for comprehensive education plans:** *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with <u>Title 55524 Student Education Plans</u> and include the student's declared course of study along with <u>all</u> required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e., degree, certificate, transfer, apprenticeship).*

COMPREHENSIVE STUDENT EDUCATION PLANS (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	**# of Students** who Received a Comprehensive Ed Plan **by end of First Primary Term**	**% of Students** (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Primary Term**	**# of Students** who Received a Comprehensive Ed Plan **by end of First Academic Year**	**% of Students** (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Academic Year**
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	3,085	312	10%	487	16%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	393	38	10%	54	14%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	3,286	210	6%	481	15%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	332	49	15%	75	23%

7. Using local college data and the **CCCCO Percentage Point Gap Minus One (PPG-1)**, identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year. (2,500 characters max)

The group experiencing disproportionate impacts in 2022 and 2023 were Hispanic Latino students. To highlight, in by the end the academic year 291/2246 (12.96%) of first time Latino students completed a comprehensive educational plan.

8. Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. (2,500 characters max)

Counselors will discuss.

9. Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility. (2,500 characters max)

Strategy 1: Assess and improve student-centered processes to strengthen transfer and completion outcomes through data-informed degree mapping, course offerings, scheduling, and facility needs (Mt. SAC 2035 2.5 Enhance Processes to Support Student-Centered Course Needs).

- **Planned Action 1.A. Early Connection and Onboarding:** Establish an integrated outreach onboarding team that includes ACCESS, EOPS, STEP, and Bridge to support students in completing abbreviated MAPs during new student early contacts to promote academic clarity, guide early planning, and support transition into college.

- **Planned Action 1.B. Early and Comprehensive Educational Planning:** Ensure that every first-time student has a Mountie Academic Plan (MAP) before completing 15 units. The MAP will clearly outline their transfer pathway, highlight the benefits of an Associate Degree for Transfer (ADT) where available, and align with the requirements of AB 928 to support streamlined transfer and degree completion. Create appointment campaigns utilizing Navigate360 for first-time college students who have yet to complete an Student Education Plan and clearly place the reason for the appointment. Strategically host Counseling On the Go (COG) and co-host events specifically for Undecided disproportionately impacted (DI) students to complete their comprehensive educational plan in the first year.

- **Planned Action 1.C. Counselor Initiated Resources:** Via counselor supported conversations— establish and implement a counseling service standard across all programs in which every student will leave their initial counseling appointment with at least an abbreviated educational plan to guide their first steps toward academic and career goals. The Dean of Counseling will create ongoing opportunities for counselors to collaborate to develop a standard definition of an abbreviated educational plan and comprehensive educational plan that aligns with Title 5 and establish a standard. A guide describing enter and update reason codes will be developed by counselors.

- **Planned Action 1.D.** Support students to self-initiate educational plans with the support of a counselor who will review and approve the educational plan. This can be done in groups, MAP sessions, and other innovations, the counselor will lock and active the plans in DegreeWorks.

- **Planned Action 1.E.** Streamline counseling practices across all services and programs that offer counseling. Create standardize counseling practices across all programs: standard length of meetings, standard schedule grids and standard reason codes with definitions (with some customization). All programs will review data on students served, usage rates, appointments, show rate, and student educational plan.

- **Planned Action 1.F. "Got an Ed Plan?" Week:** Launch a centralized "Got an Ed Plan?" campaign, offered each term, that includes Ed Plan Week drop-in sessions, campus-wide posters and digital

signage, social media, cross-campus engagement to reinforce messaging, an "Ed Plan Canvas Shell" introduced during onboarding, and small-group workshops highlighting the benefits of educational planning. Affirming messages will be conducted through phone, text, and email. Incentivizes for participation will be provided

- **Planned Action 1.G. Responsive Scheduling:** Review ideas for scheduling that supports student centered needs. Review service capacity through strategic caseload management, counselor-managed availability, same-day/follow-up appointments, student check-in hours, extended scheduling windows.

SECTION 13: VISION 2030 EQUITY ALIGNMENT AND COORDINATION

GUIDANCE: Education Code 78220 (a)(4) requires colleges to integrate Student Equity and Achievement Program efforts with, at minimum, the student equity-related categorical programs or campus-based programs listed below. **Please collaborate with these programs/support services in your response to the questions below while keeping in mind the goals you developed for your identified DI student populations and Vision 2030 goals: equity in success, equity in access, and equity in support.**

Vision 2030: A Roadmap for California Community Colleges provides a systemwide approach designed to ensure inclusivity and equity across student populations, as well as to enable California learners to experience tailored, supportive pathways leading to family-sustaining wages or a to complete a baccalaureate degree. Vision 2030 asks us to consider "what access means when we lead with equity," centering our efforts on engaging and supporting several populations, including: (1) veterans, (2) justice-impacted students, (3) dual enrollment students, (4) foster youth, and (5) the 6.8 million Californians who have competed high school but have not earned a college credential—a group that is highly racialized and likely to be low-income. To further these efforts, Vision 2030 also urges us to provide credit for prior learning and to optimize educational technologies in an evolving world of teaching and learning—especially in ways that transform processes and student experiences to bolster equity efforts.

As you consider your answers to the below questions focused on equity-centered programs and strategies, please consider the systemwide goals, outcomes, and benchmarks outlined in *Vision 2030: A Roadmap for California Community Colleges*.

10. GUIDED PATHWAYS

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921.

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework. (2,500 characters max)

Mt. SAC has and continues to implement equity-centered Guided Pathways (GPS) strategies to support underrepresented students by creating clear, structured academic and career pathways through program maps and career clusters. With the GPS framework in mind, the College continues to redesign onboarding processes—such as orientation, recommendation into major pathway (CTE, STEM, Liberal Arts), and first-year experience programs like the Summer Bridge (SB) Program and the Summer Transition Enrichment Program (STEP) to ensure that first-generation, low-income, and disproportionately impacted students receive early, culturally responsive support. Mt. SAC continues to establish dedicated equity and identity centers for students. For example, El Centro supports Latino students, Center for Black Culture and Student Sucess supports Black/African American students, The Pride Center supports LGBTQ students, ARISE supports Pacific Islander students, and REACH supports Foster Youth students. These programs provide focused counseling, mentorship, and academic assistance grounded in students' cultural

experiences. Proactive academic counseling and career advising are embedded throughout the student journey, while faculty and staff receive ongoing training in equity-minded teaching and inclusive practices like DEISA+. Through GPS and Early Alert, the College has developed and continues to refine a streamlined communication process. This ensures that all staff, faculty, and administrators are informed and stay up to date with the latest changes in programming, best practices, and services. As a result of areas working collectively rather than in silos, students receive greater services, support, and guidance. Disaggregated data is used to identify and close equity gaps, and students receive retention support through tutoring, mental health services, peer mentoring, and basic needs assistance. Thus, ensuring students complete their academic, personal, and career goals. These initiatives are equity-focused and closely aligned with Vision 2030's commitment to equity-focused metrics and support. They aim to remove structural friction, improve outcomes, and design and decide with the student in mind, utilizing system, people, and policy strategies. Overall, GPS's strategies align with the College's Student Equity and Achievement Plan, Vision 2030, and our own Mt. SAC 2035, which emphasizes creating a healing-centered approach to provide students with holistic support, ensuring a coordinated effort to dismantle systemic barriers and promote student success.

11. STUDENT FINANCIAL AID ADMINISTRATION

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.). (2,500 characters max)

The Inreach/Outreach team collaborates with key campus programs to provide inclusive and equity-centered student engagement through presentations, application workshops, individualized drop-in support, and tabling. Collaborating partners included: ACES, ARISE, Basic Needs, HSO, Promise+Plus, Pride Center, Dream Program, Rising Scholars, EOPS/CARE, DHH, Summer STEP & Bridge, and Counseling (MAP & Probation Workshops). These partnerships were designed to reach disproportionately impacted and system-impacted student populations, ensuring access to financial aid information and resources.

Efforts prioritized removing barriers to financial aid by delivering culturally responsive and accessible support. Outreach intentionally focused on students from equity-priority populations, including first-generation, low-income, undocumented, foster youth, formerly incarcerated, LGBTQIA+, and students with disabilities.

Targeted communication and interventions were conducted to connect students with critical support services—both in-person and virtual—to assist with applying for aid or resolving barriers to their financial aid eligibility. These efforts included:

- Enrolled students missing a FAFSA or CA Dream Act application
- Enrolled students needing to renew a FAFSA or CA Dream Act application
- Students with unpaid course enrollment fees
- Students academically disqualified from Pell Grant eligibility who required submission of a Financial Aid Appeal

These equity-focused outreach strategies aimed to reduce opportunity gaps and promote financial stability as a foundation for student success and retention.

12. STUDENTS WITH DISABILITIES (DSPS)

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

In alignment with Mt. SAC's Student Equity Plan, ACCESS will implement proactive, <mark>targeted</mark> strategies to eliminate disproportionate impact on students with disabilities in the area of persistence. ACCESS will collaborate with Student Services, InReach, and other equity-focused programs to ensure students receive consistent, affirming, and personalized communication throughout their educational journey.

ACCESS will develop intentional communication campaigns in EAB Navigate to connect with students early and often. All new ACCESS students will receive a warm welcome message at the start of each major term, reinforcing that they belong at Mt. SAC and have a dedicated team to support them. Customized information will be designed for ACCESS students to address specific needs related to disability accommodations, assistive technology, and campus navigation.

ACCESS will contribute disability-specific resources to the First Year Success Guide in Canvas. This will include clear explanations of DSPS accommodations, tips for navigating the campus with a disability, and information on how to access adaptive technology. Visuals and translations will ensure accessibility for multilingual students and those with varying learning styles.

By combining proactive communication, data-informed program improvements, and inclusive onboarding resources, ACCESS will foster a stronger sense of belonging and provide the targeted support necessary to help students with disabilities persist and succeed at Mt. SAC.

13. EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

At Mt. San Antonio College, our EOPS and CalWORKs programs play a vital role in advancing the goals of the Student Equity Plan by intentionally serving students who face economic, educational, and social barriers—barriers that align directly with the populations identified as disproportionately impacted. Both programs provide holistic support services designed to remove obstacles to student success, including academic counseling, priority registration, financial support, and personal development resources.

Collaboration is central to our approach. EOPS and CalWORKs work closely with campus partners—such as Counseling, Basic Needs, Financial Aid, and Student Equity—to ensure wraparound services that are student-centered and equity-driven. For example, EOPS eligibility requirements already prioritize students who are first-generation, low-income, and educationally disadvantaged criteria that mirror the focus of the Mt. SAC Equity Plan. By leveraging this alignment, we are well-positioned to co-lead initiatives that support these students.

CalWORKs specifically supports parenting students and those receiving public assistance, many of whom also identify as first-generation, formerly justice-involved, or experiencing housing insecurity. The program coordinates with community agencies and internal partners to provide employment preparation, childcare resources, and academic support—further advancing equity goals.

- Moving forward, EOPS and CalWORKs will continue to:
- Identify and reduce barriers that prevent equitable access and success.
- Participate in data-informed planning and cross-program training.
- Engage in shared outreach strategies to reach first-generation and low-income students early in their academic journey.
- Collaborate with the Equity Center and Guided Pathways teams to create culturally affirming experiences and increase student engagement.

By working in partnership with equity-focused initiatives across the college, EOPS and CalWORKs remain deeply committed to eliminating disproportionate impact and ensuring that all students—especially those who have been historically marginalized—have the resources, relationships, and opportunities they need to thrive.

14. NextUp/FOSTER YOUTH

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

The NextUp and REACH programs at Mt. SAC are committed to eliminating disproportionate impact for former foster youth in the areas of persistence and completion. Recognizing the unique challenges this population faces—such as limited family support, housing instability, and financial insecurity—these programs provide proactive, personalized services that promote a strong sense of belonging, support academic progress, and connect students with essential resources.

To be expanded.

15. PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

To be added

16. JUSTICE-IMPACTED STUDENTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

Mt. San Antonio College is committed to expanding access and success for justice-impacted students, with intentional focus on men of color—a population that continues to experience disproportionate impact across key student success indicators. Through intentional collaboration and equity-driven strategies, the college is working to dismantle systemic barriers and support students' academic, personal, and professional journeys.

A central strategy in the Equity Plan is a targeted, collaborative initiative to support Latino and justice-impacted male students. "Sigue Subiendo" (Keep Moving Up)—a transfer-focused cohort program designed to provide culturally responsive support to Latino male students, including those who are justice-impacted. This initiative is a joint effort between the Transfer and Completion Center, El Centro, Men of Color Action Network (MOCAN), and Rising Scholars. It offers a structured and intentional support system that includes:

- Cohort-based academic counseling and transfer planning tailored to the unique needs of Latino and justice-impacted students.
- Transfer preparation workshops and university visits that demystify the transfer process and build student confidence.
- Culturally-affirming mentorship and community-building activities that foster a sense of belonging and academic identity.
- Personal development and leadership opportunities grounded in students' lived experiences and cultural strengths.
- Integrated support from Rising Scholars to ensure that formerly incarcerated and system-impacted students have access to specialized resources and trauma-informed care.

"Sigue Subiendo" exemplifies Mt. SAC's broader equity strategy: leveraging interdepartmental collaboration to create student-ready systems that meet disproportionately impacted students where they are, while

helping them envision and pursue what's possible.

- Additional college-wide strategies to support justice-impacted students include:
- Expanding professional development on restorative practices and reentry support for faculty and staff.
- Embedding the Rising Scholars program within larger equity and academic structures.
- Strengthening reentry pathways in partnership with local justice-involved organizations.
- Reviewing and redesigning policies and practices that may unintentionally hinder access for system-impacted students.

Together, these efforts reflect Mt. SAC's unwavering commitment to ensuring that justice-impacted students—especially Latino males and other men of color—are not only welcomed but deeply supported in their pursuit of educational and life success.

17. LOW-INCOME ADULTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

This section will be added. Low-Income shows as a DI group for the following:
Completed Transfer-level Math & English
Completion
Males: Completion

18. CREDIT FOR PRIOR LEARNING

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

Mt. SAC is implementing a comprehensive strategy to equitably expand Credit for Prior Learning (CPL), with a focus on disproportionately impacted student populations, particularly veterans. A key component of this effort is the use of the My Academic Pathway (MAP) platform, which is being used to input all current Joint Services Transcripts (JSTs) and initiate the CPL credit-granting process in programs such as Fire, Paramedic, Culinary, and Kinesiology. The Veterans Resource Center is supporting this work to ensure military-connected students receive timely credit evaluations.

To address systemic barriers and ensure consistent CPL practices, Mt. SAC is updating Board Policy (BP) and Administrative Procedure (AP) 4235 based on recommendations from the MAP CPL workgroup. These updates aim to provide clear procedures for evaluating various CPL types, including military training, industry certifications, and portfolio assessments, while also standardizing grading and transcription policies.

Faculty engagement and training continue to be central to the initiative, ensuring consistent and equitable CPL evaluation practices across departments. The college is also working closely with Admissions and Records and collaborating with the Academic Senate to expand CPL offerings across more programs and courses.

To support transparency and student access, the next steps include making CPL information easily accessible on the college website—starting with targeted information for veterans. Mt. SAC is also working to expand MAP's functionality to support these efforts. Together, these actions represent a strategic, equity-focused approach to recognizing prior learning and supporting student success through clear pathways and institutional support.

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan. (2,500 characters max)

Mt. San Antonio College has implemented a major structural change by moving Dual Enrollment from Instruction to the Student Services Division and intentionally aligning it with High School Outreach and Special Admit under one department. The reorganization was designed to strengthen our equity-focused approach and create a more streamlined and coordinated system of support for high school students, families, and K–12 partners.

By unifying the three programs into a single unit, we are establishing a primary point of contact at each high school to ensure consistency and provide ongoing support. This structural change ensures that students, whether they are first-time college students, special admit, or dual enrollment participants, receive consistent and comprehensive support services, guidance, and matriculation assistance. This approach also strengthens relationships with high school partners by reducing duplication of effort, increasing visibility, and improving communication channels.

We have intentionally built cross-program collaboration, including joint planning meetings, staff shadowing, and collaborative training focused on equitable outreach practices. Together, the programs have coordinated large-scale school events, community outreach, and high school site visits to expand awareness and access to dual enrollment opportunities for disproportionately impacted populations, including Latinx, Black/African American, foster youth, and low-income students.

Additionally, we are implementing targeted equity strategies that are in alignment with Vision 2030 Goals:

1. **Equity in Access:**
    - Targeted outreach, bringing college information and engagement to the community, and designed pathway models for transfer, degree, and/or certificate.

2. **Equity in Success:**
    - Early Exposure to college and career pathways, starting in 9th grade, enabling students to see college as possible, attainable, and relevant to their lives.
    - Working with high schools to ensure the possibility for high school students to graduate with at least 12 units of college credit

3. **Equity in Support:**
    - Faculty and counselor training focused on culturally responsive practices to better support first-generation and underrepresented students.
    - Onboarding and matriculation workshops delivered in multiple languages and formats to reduce barriers for students and families.
    - Data-informed recruitment in partnership with K–12 districts to close participation gaps for disproportionately impacted student populations.

The integrated Dual Enrollment/Outreach unit will continue to build comprehensive pathways connecting high school students to Mt. SAC programs, including transfer, career education, and apprenticeships. By leveraging structural alignment, intentional collaboration, and targeted equity strategies, Mt. SAC is building the capacity to meet the goals of Vision 2030.

20. STRONG WORKFORCE PROGRAM/PERKINS

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to "increase with equity the number of California community college students who earn a living wage." Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to "increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them." - *Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)*

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

Mt. SAC focuses on enrollment, persistence, and completion in Perkins and Strong Workforce, activities. To assist with persistence and completion of all special populations in CTE courses, the College utilizes student tutors in the classroom to support with course content comprehension, assignment completion, lab support, and subject matter coaching. Emphasis is placed on recruitment of student tutors within special populations to provide on-campus employment opportunities which supports persistence and completion and to ensure tutors are relatable to the students they serve.

Strong Workforce and Perkins funding supports recruitment and outreach to special populations, with printed and online materials reflecting student diversity. Promotional outreach information is distributed to affinity centers. Additionally, Google Search ads, Spotify ads, and YouTube ads within a 25 square mile radius of the campus are utilized to ensure outreach to our surrounding diverse communities.

21. ADDITIONAL PROGRAMS (OPTIONAL)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

SECTION 14: PREVIEW AND SUBMISSION PROCESS

GUIDANCE: In this section, colleges will be able to preview everything that has been entered in the previous sections. After the review of the completed sections, while still in the 'Preview' section in NOVA, you may download a pdf copy to share with others or you may click on the "Share" icon at the top of your Student Equity Plan in NOVA to email a pdf and html copy to others who have a NOVA account.

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college's governance process, **please click submit to route** to all the individuals listed in the 'Contact' session for review and final approval. Once your college's Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college's 2025-28 Student Equity Plan will change from "**Submit**" status to **"Certified"** status which means your plan

is fully certified and completed. **THANK YOU!**