

Mt. San Antonio College
Student Equity Plan

2015-2018
(RIE Edits November 25, 2015)

Mt. SAN ANTONIO COLLEGE STUDENT EQUITY PLAN

Table of Contents

Signature Page

Executive Summary

- Target Groups
- Goals
- Activities
- Student Equity Funding and Other Resources
- Contact Person/Student Equity Coordinator

Planning Committee and Collaboration

Overview of Campus-Based Research (John's work)

Access

Campus-Based Research

- Overview
- Indicator Definitions and Data
- Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

- Access Baseline Data and Goals
- Activities to Improve Access for Target Student Groups
- Expected Outcomes for Target Student Groups

Course Completion

Campus-Based Research

- Overview
- Indicator Definitions and Data
- Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

- Course Completion Baseline Data and Goals
- Activities to Improve Course Completion for Target Student Groups
- Expected Outcomes for Target Student Groups

ESL and Basic Skills Completion

Campus-Based Research

Overview

Indicator Definitions and Data

Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

ESL and Basic Skills Completion Baseline Data and Goals

Activities to Improve ESL and Basic Skills Completion for Target Student Groups

Expected Outcomes for Target Student Groups

Degree and Certificate Completion

Campus-Based Research

Overview

Indicator Definitions and Data

Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

Degree and Certificate Completion Baseline Data and Goals

Activities to Improve Degree and Certificate Completion for Target Student Groups

Expected Outcomes for Target Student Groups

Transfer

Campus-Based Research

Overview

Indicator Definitions and Data

Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

Transfer Baseline Data and Goals

Activities to Improve Transfer for Target Student Groups

Expected Outcomes for Target Student Groups

Other College- or District-wide Initiatives Affecting Several Indicators

Goals, Activities, Funding and Evaluation

Goals Addressed by Activities

Activities, Funding and Evaluation to Improve Outcomes for Target Student Groups

Summary Budget

Summary Budget spreadsheet

Summary Evaluation Plan**Attachments**

Current Velocity Methodology

Signature Page

Mt. San Antonio College Student Equity Plan Signature Page

District: Mt. San Antonio CCD **Board of Trustees Approval Date:** 12/09/2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

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Executive Summary

EXECUTIVE SUMMARY

Introduction and Background

Mt. San Antonio College (Mt. SAC) has been committed to the foundational principles of Student Equity for 20 years. Whereas many colleges are initiating critical dialogs and planning activities, Mt. SAC has had a focus on addressing the needs of under-represented and under-served students for two decades. Although the development of a Student Equity Plan is tedious, the college's over-riding commitment to the values and purposes of Student Equity has enabled Mt. SAC to write a comprehensive plan based on a full understanding of the areas in which we need to improve.

The Development of the Plan

The foundation of the 2015-16 Student Equity Plan is based on the college's successful submission and acceptance of the 2014-15 Student Equity Plan as well as on both former and recent campus-wide dialogs related to student equity issues focusing on improving student success. In 2011-12, the Student Preparation and Success Council developed a Student Success Plan, years before the state required such a plan. The purpose of the plan was to identify gaps in our support for students and interventions to improve success. Three main goals and action plans were developed: Student Engagement and Persistence, Development of Students' Own Goals, and Increasing Successful Completion of Basic Skills Course Sequences. In May of 2013, the Plan was updated and participants engaged in activities to integrate Mt. SAC's work with elements of the RP Group's presentation of Student Success (re)Defined. Student voices were essential in the development of our Student Success Plan in 2011-12, in the development of our 2014-15 state Student Equity Plan and in the current submission of our 2015-16 Student Equity Plan.

Following the development of the Student Success Plan, a campus-wide Student Equity Convening was held in May 2014 with over 70 faculty, staff, students and managers in attendance. Key campus leaders and constituency groups were able to provide input on the five success indicators. This enabled the committee members and writing teams to draft goals, activities, timelines, and expected outcomes that formed the foundation for the 2014-15 Student Equity Plan. Subsequently, presentations were made to the Associated Students, the faculty at all faculty (Flex Day) meetings, the management team, and the Board of Trustees to review the plan and bring further understanding to the goals, activities and expected outcomes.

Throughout 2014-15, departments and programs worked diligently to implement the various aspects of the 2014-15 Student Equity Plan. In the spring of 2015, a campus-wide gathering of faculty, students, staff and managers met to review the specific goals and activities to ensure that the college's implementation of the Plan was on target. Additionally, members of the Board of Trustees received an update on the college's work related to Student Equity and Student Success at their spring planning retreat.

The 2015-16 Student Equity Plan is a product of many forces coming together to provide research data, planning information, sharing of past successes and future plans to continue to address the needs of under-represented and under-served students. Heroic efforts are in place to develop essential services to meet the needs of the college's targeted student groups. Cross-collaboration, including integration with the College's SSSP Plan, Basic Skills Plan, Accreditation, and [Strategic](#) Plan has enabled the Mt. SAC Student Equity Plan to represent a comprehensive approach to addressing disproportionality and the five success indicators.

TARGET STUDENT GROUPS

Mt. SAC is both an Hispanic-Serving Institution (HSI) with an enrollment of 59.4% Hispanic students and an Asian American Native American Pacific Islander Serving Institution (AANAPISI) with an Asian/Pacific Islander enrollment of over 20% (2014-15, Credit Enrollment, N=38,114). There are nearly 5% African American students and 1,200 students who state "two or more races." At Mt. SAC, 43% of credit students receive Pell grants, and 73% receive some form of financial aid (e.g., Board of Governors fee waivers, grants, scholarships, loans). These data indicate the diversity of the campus, which leads to compelling needs of our student population.

Mt. SAC's student equity plan is targeted to serving the following student groups (based on post-census data for Fall 2015 credit enrollment of 29,491).

Target Group	Approximate Numbers
American Indian or Alaska Native	
Asian	5,562
Black or African American	1,222
Hispanic or Latino	18,219
Native Hawaiian or other Pacific Islander	88
White	
Some other race	
More than one race	
Males	
Females	
Current or former foster youth	611
Students with disabilities	1,899
Low-income students – students receiving Pell and/or BOGW	11,919
Veterans	651
AB 540/Dream students	1,232
LGBTQ students	
Basic skills students	
First generation college students	

Target Group	Approximate Numbers
Minority males	11,919
Non-native English speakers – including non-credit counts	

Approach to Research

In addition, to gender and ethnicity, Mt. SAC disaggregates student data by: disability, age, veterans, foster youth, single parents, individuals receiving public assistance, recent high school graduates, re-entry and older adults, and limited English-proficient students. Additionally, the college is looking by zip code to determine particular communities of students who are under-served. The Research and Institutional Effectiveness (RIE) staff work directly with college leadership (staff, faculty and administrators) assigned to Student Success and Student Equity projects to develop reports and provide research/evaluation services that measure progress and completion for these particular groups of students. The college makes decisions and develops interventions based on this data.

GOALS AND ACTIVITIES

The main, over-arching goals of the 2015-16 Student Equity Plan are integrated with key [activities](#) as shown below. The majority of activities have multiple equity success indicators, such that some of the indicator areas may initially appear to be under-addressed.

Success Indicator	Goal	Activities
Access	Continually evaluate and implement strategies and programs to ensure that enrolled students match their population within the communities served by the college and that comprehensive pathways enable seamless access for identified student groups.	Expansion of Summer Bridge; inclusion of more African American students. Support for non-native English speakers. Expansion of High School Outreach to under-served communities, foster youth, Dream, and disabled students. Establish a Re-Connect activity to support the first time enrollment of high school students. Financial Aid application assistance for students from under-served, low income communities. Seniors Day activities for students from under-served high schools with lower college-going rates.
Course Completion	Improve course completion for specific student populations (Latino, African American, Pacific Islander, disabled, former/foster youth, veterans,	Expansion of the Bridge FYE program Mental health services for veterans, foster youth, homeless and other low income students. Support for non-credit vocational ESL

Success Indicator	Goal	Activities
	disabled, LGBTQ, Dream and Dream) by implementing specialized program interventions supported by research efforts.	students. Leadership development and multi-cultural awareness for under-represented students. Cultural training for tutors. Increasing success rates for under-represented students enrolled in STEM courses. Library competency workshops. Increase access to textbooks and library services. Development of a STEM Center to focus on pathways to STEM majors for under-represented students.
ESL/Basic Skills Completion	Improve students' successful course completion of ESL/AmLa and basic skills course sequences and their subsequent enrollment and completion of degree applicable courses.	Writing Center tutorial training focused on non-native English students Writing Center support for AmLa (non-native English) students Summer Athletic Boot Camp to prepare athletes for fall enrollment
Degree/Certificate Completion	Improve degree and certificate completion rates among targeted student populations by implementing specialized instructional and support services related to students' career development, workforce preparedness and attainment of specific career skills and knowledge.	Enhancing career development for Bridge students Work Preparedness training for students Digital Arts Lab access
Transfer	Implement instructional and support services designed to improve the successful transfer of under-represented students.	Transfer Bridge program DSPA workshops to increase transfer Dream students university field trips Enhancing under-represented students' participation rates in Honor to increase transfer rates Summer Science Transfer Program

The following target populations will be served by very specialized, integrated programs and services:

Target Population	Activity
Foster Youth	Counseling and mental health counseling Educational advising Peer mentoring Collaboration with community/county services Field trips
Dream	Counseling Workshops and seminars Collaboration with community organizations/legal services Field trips Peer mentoring
Veterans	Counseling Veterans Administration benefits coordination Tutoring Workshops and seminars Mentoring
Non-Native English Speakers	Tutoring Workshops Counseling VESL programs Mentoring

Additionally, ongoing categorical programs have been incorporated into the Student Equity Plan in the following ways:

Program/Funding	Integration of Activities
DSPS	Transfer counseling Counseling and peer mentors Coordination with local high schools to transition students to college Collaboration with transfer institutions to increase transfers Accessible media and adaptive technology DHH (Deaf and Hard of Hearing) mentoring and counseling Autism counseling and socialization Universal design planning and implementation
EOPS	Counseling Peer advising Tutoring Book Vouchers Student Success Kits
CalWORKs	Work Preparation
SSSP	Counseling Educational planning Inreach services

	High School Outreach
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Specific ethnic groups will receive specialized support services through enhanced efforts:

Program	Target Population	Services
Aspire	African Americans	Counseling Peer mentoring Tutoring Group study Cohort learning communities Workshops Field Trips Multi-cultural events Leadership Development University field trips
Arise	Asian, Pilipino and Pacific Islanders	
ACES	Low income, first generation, transfer goals	
Bridge	Low income, first generation, basic skills	
Dream	AB 540/undocumented Latino, Asians	

STUDENT EQUITY FUNDING AND OTHER RESOURCES

Mt. SAC's Student Equity Plan contains a balance of funding from additional resources to augment the categorical allocation of Student Equity funds. SSSP, unrestricted general fund, Basic Skills Initiative, as well as categorical and federal grant funds are part of the overall plan.

Mt. SAC is committing the majority of Student Equity funding toward implementation of student equity activities associated with the new Equity Center and to support programs focusing on Latino, Native American, African American, Pacific Islander, low-income, disabled, veterans and foster youth students. The college has committed \$2.4 million toward the design and building of a brand new Student Equity Center, to open in Spring 2016. The college has hired counselors, advisors, and support program leaders into permanent positions.

The college's Equity for All research project indicated a below-average equity rating for African American, Latino, and Pacific Islander males. Data showed that these groups were less likely to graduate/transfer because they were either not enrolling in or not passing higher-level math classes. In response to these findings, Mt. SAC implemented three efforts to provide a structured model for improving the math skills of these students, who have a strong tendency not to seek help on their own. This combined effort between Instruction and Student Services also serves to better prepare students to take the placement test (linking SSSP and Student Equity). These include: a self-paced, computer-based math instruction program (ALEKs), math information overview sessions, and six-week summer boot camps to prepare students for the math placement exam and subsequent enrollment in math classes.

During boot camps, participants interact with peer mentors, tutors, and math faculty to assess their math abilities and learn strategies to improve math knowledge and increase confidence.

In 2014-15, more than 500 students participated; over 70% were non-white, and 54% were male. Survey responses and data on number of hours participating, number of units completed, and pre-post math assessments, have demonstrated an overwhelming improvement in attitude toward math and confidence in math abilities. This success enabled many students to enroll in higher-level math classes, accelerating time to goal completion. By Fall 2014, 50% of students who had participated in math preparation activities had enrolled in a math class. Preliminary results from Summer of 2015 show students' placement levels increased, and the percentage enrolling in a math course was nearly 75%. This activity is tied to Student Equity, but funded through SSSP.

Improving enrollment, retention, persistence, and completion rates has depended on how students transition to college, the support and direction they receive, and the mastery of critical basic skills (English and math). The college's Bridge Program has developed a Freshman Experience effort that focuses on incoming students who are low-income, first-generation, and basic skills (developmental) students. Instruction faculty work closely with Student Services faculty, staff, and managers to offer integrated cohort learning communities supported with specialized classroom-based instructional assistance, peer mentoring, supplemental workshops, and study areas with computer resources. Students enrolled in the Bridge Program, the majority of whom are Latino and African American, have first-time pass rates of required, sequential basic skills classes in English and math of 91.5% and 81.0% (Summer 2015), respectively. Bridge students demonstrate higher course success and retention rates when compared to non-Bridge students. The Bridge Program serves approximately 753 (2014-15) students annually through the Summer Bridge, English Academy, and Math Academy structured learning communities. The college has plans to expand the English and Math Academies in Spring 2016. The number served is close to 20% of all new students. The Summer Bridge and English and Math Bridge efforts are funded through both SSSP and Student Equity.

In Winter and Spring 2014, Mt. SAC implemented an accelerated learning program called Pathways to Transfer aimed at helping students who tested below college-level math and English reach transfer-level courses. The program offers students an intersession (winter or summer) math or English basic skills course (over six weeks), and the next two courses in the sequence during the following semester at an accelerated eight-week pace. Successful completion of each course guarantees enrollment in the sequential course and keeps students on track for completion. In addition to the accelerated timeline, the students learn with the same professor, classmates, and tutors in a cohort learning community environment. Rather than the normal progression of three classes over three semesters, students are immersed in an engaging learning experience over an intersession and semester, completing coursework in 22 weeks instead of the traditional 28 to 48 weeks (combination of two six-week intersessions plus a 16-week semester or three 16-week semesters).

After three completed cohort sessions, the successful completion and persistence rates are dramatic, with a marked increase over non-Pathways course sections. The college is currently examining ways to scale up the program based in part on the overall 17.7% increase in success rate for students in Pathways to Transfer completing college-level English composition as well

as an overall 21.9% increase in college-level math when compared to success rates for students in the same courses but not in a Pathways cohort. These efforts are part of the Student Equity Plan.

During Fall 2015, Mt. SAC offered its first General Education (GE) Pathways cohorts, supported by the Title V HSI grant and based on extensive research showing how offering guided pathways, tutors in the classroom, cohort learning, and dedicated counseling leads to greater student success. The GE Pathways allow students to connect an English course with another general education course in history, psychology, or political science. Based on student surveys thus far, and how quickly all of the GE cohorts filled during registration for Fall 2015, the college is preparing to scale up GE Pathways in the coming semesters.

The college has embarked on a Minority Male Initiative in response to Mt. SAC students' articulated need to feel supported in successfully completing their college goals. Based on African American, Latino, Pacific Islander, and Native American students' recommendations to focus on peer-to-peer interventions, the college has re-directed resources to establish minority male student ambassadors. The student ambassadors are trained to conduct in-reach services to better connect minority male students with onboarding services related to SSSP and critical support services such as financial aid, counseling, DSPS, EOPS, Aspire/Umoja, Dream, and Arise/AANAPISI. Group "study halls" allow for minority male students to study in an environment where they feel comfortable and have access to computers and other resources. Students have embraced the notion of working together and accessing readily available assistance, motivating them to continue toward their goals. This is a joint effort between SSSP and Student Equity.

Collaboration has been a key focus of the planning associated with Student Equity. Several activities focus on joining efforts across various programs and departments on campus to improve students' transfer awareness and participation in transfer preparedness activities as well as leadership development and multi-cultural understanding. Financial literacy events are a prime example of cross-collaboration to better inform students in money management so that they are able to buy books and make their financial aid dollars stretch through the term.

Development of the new STEM Center is another example of cross-collaboration. High School Outreach has added recruiters that work with low income, first generation, Latino and African American high school students to encourage their pursuit of STEM career fields. The new STEM Center on campus has forged critical partnerships with the Arise/Umoja, Dream, Foster Youth and Arise/AANAPISI programs to attract under-represented students to improve their successful pass rates of STEM courses to reach graduation and transfer goals, as well as to increase the potential for students to pursue STEM majors.

CONTACT PERSON/STUDENT EQUITY COORDINATOR

The principal contact person for Student Equity is our Dean, Student Services, Carolyn Keys. Carolyn serves as the co-chair for the Student Equity Committee. The college is in the process of hiring an Associate Dean of Student Success and Equity who will be the official Student Equity Coordinator. In the interim, this responsibility is with Dean, Student Services, Carolyn Keys.

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

The development of the Student Equity Plan has been a deliberative, cohesive, and extensive process consisting of campus-wide dialogs with all key stakeholders, integration of research and planning, and collaboration with programs and departments from Student Services, Instruction and Non Credit. Since 1997, Mt. San Antonio College has had an active Student Equity Committee as part of the college's governance system. The committee has maintained an active Student Equity Plan, long before the current templates were designed.

The Student Equity Committee reports to and works closely with the college's Student Preparation and Success Council. The Committee reports to the Council and is comprised of representatives of the faculty, classified staff, students, and management. The Council reviews and forwards completed drafts of the Student Equity Plan, the Student Success and Support Program Plan, and the Basic Skills Plan to the Academic Senate for approval, prior to forwarding the plans to the President and the Board of Trustees. The Council is comprised of representatives of the faculty, classified staff, students and management. The Board of Trustees receives regular updates regarding the progress of the college in implementing the Student Equity Plan.

The development of the 2015-16 Student Equity Plan was based on the activities/goals of the 2014-15 Plan, but expanded to include campus-wide submission of activities/goals. This created a continued dialog of equity issues across the campus and a greater appreciation and commitment to improving educational efforts to increase the success of under-represented and under-served students. Robust discussions have been held as part of the development of the plan with the bottom line always focused on how to improve student success for targeted groups of students.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Carolyn Keys	Co-Chair	Administrator
Tony Rivas	Co-Chair	Faculty
Hilary Lackey	Member	Faculty
Jane Nazzal	Member	Faculty
Jeff Archibald	Member	Faculty
Donald Sciore	Member	Manager, Credit
Liza Becker	Member	Manager, Non-Credit
Ana Tafoya-Diaz	Member	Classified
Barbara Quinn	Member	DSP&S
Karen Osorio	Member	Associated Students

Student Preparation and Success Council Membership

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Jeff Archibald	Co-Chair	Academic Senate Vice President
Audrey Yamagata-Noji	Co-Chair	Vice President, Student Services
Daniel Smith	Member	Academic Senate President
Tom Mauch	Member	Dean, Counseling
Randall Wilson	Member	Faculty, Counseling
Linda Diaz	Member	Classified Staff, Counseling
Jim Ocampo	Member	Director, Assessment
Matthew Judd	Member	Dean, Natural Science
Luisa Howell	Member	Faculty, Foreign Languages
Bruce Nixon	Member	Faculty, Technology & Health
Corey Case	Member	Student
Barbara Gonzales	Member	Faculty, Learning Assistance
LeAnn Garrett	Member	Faculty, Library
George Bradshaw	Member	Dean, Enrollment Management

Campus-Based Research: Overview:

Mt. SAC uses the 80% [Disproportionate Index \(DI\)](#) to examine inequitable outcomes on the various indicators. The rates of successful outcomes for the various demographic groups are compared to the average rates for all Mt. SAC students. Inequity is considered to be present if the result showed a group achieving below 80% of what the campus average achieves. *(Note that using the 80% Index with the college average as the reference group is mathematically identical to the Proportionality Index, which is another calculation which has been suggested as a way to look at equity.)*

For the 2014 Student Equity Plan, it became clear that only looking at groups that were below 80% average would be too narrow. As such, with this 2015 Student Equity Plan, when a group is between 98% and 80%, they are considered "somewhat below equity." In addition to notating level below equity; we are also indicating whether there is a downward equity trend from year-to-year. We believe that is important to express [the downward equity trend](#) because a group could be at equity, but its yearly trend indicates that the group could become inequitable without the College intervening.

In addition to the 80% Index, the Gap was calculated for each group. This Gap represents the increased number of students who need to be successful on this indicator in order for the demographic group to reach equity.

For the 2015 Student Equity Plan Mt. SAC uses data from its internal student records database, rather than from the Chancellor's Office Scorecard and DataMart. This provides access to more current data. In addition, several indicators were measured using a [current velocity methodology](#) rather than a [traditional cohort methodology](#). The traditional cohort methodology identifies a single cohort and evaluates how many students achieve the outcome after an extended period of time, usually six years for the Scorecard measures. This obtains a comprehensive count of nearly all students who achieve the outcome, but does so at the cost of timeliness. Having to wait for six years to see students' outcomes doesn't allow the College to intervene during the students' time at the College.

In contrast, the current velocity methodology identifies a number of concurrent cohorts, one at each milestone along the way to the outcome. Each of these cohorts is evaluated after a short period of time for how many students achieve the next milestone. The resulting collection of milestone-to-milestone rates are mathematically combined to give the rate at which students are progressing toward the outcome *at that point in time*. This current velocity methodology sacrifices some comprehensiveness in exchange for more timely data to support decision making. Thus, the College could use this model to find students who are not progressing well today and to recruit them for interventions early in their time at the College. For more on the current design methodology, see the appendix.

Results from the Goal Indicators indicates a continued trend in ~~toward~~ disproportionate impact as noted in the different sections with many nuances within each Goal. The following summary points are derived from a **cross sectional review of all results and should be used only as a first level general guide.**

Gender

As a whole, male student were somewhat equitable as groups across several goals

- Male students are somewhat below (91%) equity for their 5 Year Average and for the current year (90%), and (0.09%) per year trend. **AMLA Completion**
- Males are somewhat below equity for their 5 Year Average (94%), and (-0.56%) per year trend, and (-0.76%) per year trend. **English Completion**
- Males are somewhat below equity for their most recent year (82%) and 5 Year Average (89%), and (2.67%) per year trend **Math Completion**
- Male students are somewhat below equity for their 5 Year Average (81%) and for the current year (81%), and (-2.05%) per year trend. **Degree Attainment**

Gender by Ethnicity

As a whole, Latino/a students were somewhat equitable as groups across several goals. However when it came to Degree Attainment and Transfer, the disproportionate impact highly increased. Two or more Races males and females had some issues with equity across two goals.

- Latina (Female) students are somewhat below equity for most recent year (97%) and 5 year average (96%). **Course Success**
- Latino (males) students are somewhat below equity for most recent year (94%) and 5 year average (94%). **Course Success**
- Both Male and Female Latino/a students are below equity for their 5 Year Average. Latina students are somewhat below average (95%), but Latino students are much below average (77%) **English Completion**
- Male Latino students are somewhat below (85%) equity for their 5 Year Average and also somewhat below (82%) equity for the current year, and (-2.36%) per year trend.
- Latina (females) students are below equity (70%) for the 5 year average and below equity for the most recent year (63%), and (-4.31%) per-year trend. **Degree Attainment**
- Latino (males) students are somewhat below equity (86%) for their current year. **Degree Attainment**
- Latino/a students are much below equity for their 4 Year Average (male: 64%; female: 77%) and also much below equity for the current year (male: 65%; female: 79%). **Transfer**
- African American students are much below equity for their most recent year (57%) and 5 Year Average (59%), and (0.30%) per year trend. **English Completion**
- Male African American students are much below equity for their 4 Year Average (59%), and (22.01%) per year trend. **Transfer**
- Female African American students are somewhat below equity for their 4 Year Average (88%), and (0.57%) per year trend. **Transfer**
- Female and Male Students in the Two or More Races group are somewhat below equity (86%) for the most current year, and (-28.03%) and (-11.21%) per year trends, respectively. **Certificate Attainment**
- Male Students in the Two or More Races group are much below (62%) equity for their 5 Year Average, and (17.27%) per year trend. **Degree Attainment**

Special Populations

Disabled, Foster Youth, and AB540 students were much below equity for several goals.

- Disabled (8%), Foster Youth (78%) and AB540 (28%) are all below equity for the most recent year data. **AMLA Completion**
- Disabled students are much below equity for their most recent year (50%) and 5 Year Average (59%), and (-2.82%) per year trend. Foster Youth students are much below equity for their most recent year (53%) and 5 Year Average (56%), but they are trending positively each year (6.07%). **English Completion**
- Disabled students are much below equity for their most recent year (61%) and 5 Year Average (64%) and (-10.05%) per year trend. Foster Youth students are much below equity for their most recent year (58%) and 5 Year Average (49%) and (-9.17%) per year trend. **Math Completion**
- Disabled students are much below equity for their 4 Year Average (49%) and (-12.60%) per year trend. **Transfer**

The remaining research sections provide more detailed information that can be used for designing interventions.

A metric that you will read about throughout this report is the Gap. The Gap represents the increased number of students who need to be successful on this indicator in order for the group to reach equity. The data analysis provides the College with evidence as to which sub-populations are disproportionately impacted. Gap calculations are noted within the data tables. You will read that the Activities requested a Gap number. If the Activity sub-population matches that calculated in the tables, then that Gap number applies. Otherwise, there is a need for Research and Institutional Effectiveness to determine if a new Gap calculation is possible and to work with that team to do the calculation. This iterative process was accomplished with most of the Access projects.

The use of this information will allow the College a more holistic approach to examining the many outcomes for students. The opportunity that this provides is that the data can inform decision making such as which programs/services should be expanded and which Grant opportunities should be explored.

The directive is to close the equity gap. The criteria for success is that the equity gap is closed within a certain time period that varies depending on the situation at hand. The College assumes that the demographic make-up of its student population will change over time as the community's population changes. As such, the College must continue to check-in with the profile of the community versus its students and institute interventions.

Access

CAMPUS-BASED RESEARCH: ACCESS

- A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Overview

Mt. SAC examined this indicator using the proportionality index and the data from the 2014 Student Equity Plan. For this year, the Gap was calculated for each group. This Gap represents the increased number of students who need to be successful on this indicator in order for the group to reach equity.

The data analysis provides the College with evidence as to which sub-populations are disproportionately impacted. The use of this information, from this Goal Indicator as well as the other Goal Indicators, will allow the College a more holistic approach to examining the many outcomes for students. The opportunity that this provides is that the data can inform decision making such as which programs/services should be expanded and which Grant opportunities should be explored.

The directive is to close the equity gap. The criteria for success is that the equity gap is closed within a certain time period that varies depending on the situation at hand. The College assumes that the demographic make-up of its student population will change over time as the community's population changes. As such, the College must continue to check-in with the profile of the community versus its students and institute interventions.

Indicator Definitions and Data

Access Participation Rate: The percentage of each population group that is enrolled compared to that group's representation in the (adult) population within the community served. This percentage is frequently calculated as a participation rate. *(Please note that Census data by ZIP or City do not provide breakdown by age AND ethnicity; thus, total population is being used instead of adult population).*

These data are the same as those presented in the 2014 Student Equity Plan with one addition. The Gap was calculated.

Proportionality Index: the percentage of the Mt.SAC enrolled students who are in the demographic group divided by the percentage of Mt.SAC District community population who are in the demographic group.

Access Participation Rate and Proportionality	Mt.SAC Fall 2015 Students		Mt.SAC District Community (2010 Census)		Comparison		
	Demographic Group	Percent of Total	Demographic Group	Percent of Total	Participation Rate	Percent of Average	Gap
All	37141	-	862357	-	-	-	-
Female	20039	54.00%	438583	50.90%	4.30%	105%	621
Male	16188	43.60%	423774	49.10%	3.70%	91%	-890
Black or African American	1366	3.70%	27176	3.20%	5.50%	133%	7
American Indian or Alaska Native	70	0.20%	1644	0.20%	4.50%	109%	0
Asian	8060	21.70%	163263	18.90%	4.70%	113%	226
Hispanic, Latino	20209	54.40%	486847	56.50%	3.90%	94%	-424
Two or More Races	880	2.40%	11727	1.40%	6.80%	164%	9
Native Hawaiian or Other Pacific Islander	92	0.20%	1094	0.10%	10.10%	245%	0
White	4255	11.50%	168425	19.50%	2.70%	66%	-340

Access Participation Rate and Proportionality	Mt. SAC Fall 2015 Students		Mt. SAC District Community (2010 Census)		Comparison		
	Demographic Group	Percent of Total	Demographic Group	Percent of Total	Participation Rate	Percent of Average	Gap
All	37141	-	862357	-	-	-	-
Female	20039	54.00%	438583	50.90%	4.57%	106%	621
Male	16188	43.60%	423774	49.10%	3.82%	89%	-890
Black or African American	1366	3.70%	27176	3.20%	5.03%	116%	7
American Indian or Alaska Native	70	0.20%	1644	0.20%	4.26%	100%	0
Asian	8060	21.70%	163263	18.90%	4.94%	115%	226
Hispanic, Latino	20209	54.40%	486847	56.50%	4.15%	96%	-424

Two or More Races	880	2.40%	11727	1.40%	7.50%	171%	9
Native Hawaiian or Other Pacific Islander	92	0.20%	1094	0.10%	8.41%	200%	0
White	4255	11.50%	168425	19.50%	2.53%	59%	-340

Data Source: Mt.SAC Banner System, 2010 US Census Data

Mt. SAC District communities include: Irwindale (91010, 91702), Baldwin Park (91706), Covina (91722, 91723, 91724), Charter Oak (91724), Glendora (91740, 91741), La Puente (91744, 91746), Hacienda Heights (91745), Rowland Heights (91748), La Verne (91750), Diamond Bar (91765), Pomona (91766, 91767, 91768), San Dimas (91773), Walnut (91789), and West Covina (91790).

Conclusions: Disproportionately Impacted Student Groups

Ethnicity

(All numbers given are the proportionality index unless otherwise noted.)

White students are below equity at 0.69 among all communities served by Mt. SAC. African American students are below equity in the following cities: Diamond Bar (.07), Hacienda Heights (.52), Rowland Heights (.58), and San Dimas (.67). Native Americans are below equity in the following cities: Covina, (.52), Diamond Bar (.08), and La Verne (.43). Further research is needed to determine if the white student population is transitioning to other institutions of higher education. Recruitment efforts at high schools and communities of Baldwin Park, La Puente and Pomona indicate that Latino and African American males ages 18-21 are underrepresented in applying to college.

African American students enrolled at Mt. SAC are underrepresented in the Summer Bridge Program.

Age

The percentage of population that is 18 years of age or over represents 70-79% across all district cities. Specifically there are a wide variety of age groups across all district cities. Baldwin Park holds the highest age groups between 15 to 19 year old (9.22%) and 20 to 24 years olds (8.06%). La Puente's highest age groups fall between 15 to 19 years old (8.678%), 20 to 24 years old (8.21%), and 25 to 29 years old (7.58%). The city of Pomona is represented by 15 to 19 year olds 9.04%), 20 to 24 year olds (9.84%), 25 to 29 years (7.74%), and 30 to 34 years (7.01%). The 40 plus age group is high in all cities ranging from 33% to 52% (US Census Counts, 2010 profiles of General Population)

Participation Rates

In contrast, participation rates for cities in our district range from 1.39% to 9.94%. Specifically, Baldwin Park is 2.34%, Hacienda Heights 2.28%, La Verne 2.96%, Pomona 3.86%, and Rowland Heights 3.76%. Higher participation rates are found in Covina (5.27%), La Puente (9.94%), and Walnut (8.28%).

Gender

In comparison to all cities (typical participation rates between 3 to 7.76%), females represent a slightly higher participation rate (average of less than 1% difference) than males across all district cities except for La Puente. The participation rate of students from La Puente was 6.48% for males and 7.76% for females. During the Fall 2013 semester, female students represented about 54.75% of the communities from the Mt. SAC district area. In particular, 54% of students from the community of La Puente were female.

Participation rate is lowest for males (1.50%) and females in Baldwin Park (1.76%). In comparison to other cities with participation rates such as 3.98% or 2.86% in Covina and Diamond Bar, the total population participation rate for Baldwin Park is 1.65%.

Poverty, unemployment, educational attainment and financial aid recipients by district cities

The city of Pomona at 20 % has the highest rate of poverty among all cities within the Mt. SAC District. Baldwin Park is the next highest at 17.4% and it has the highest unemployment rate at 14 %. The highest percentage of BOGW and Pell recipients come from the cities of Pomona, La Puente, West Covina, Covina and Baldwin Park.

The average unemployment rate in the district cities is 4.3%. The cities of Baldwin Park, La Puente and Pomona all have higher than average rates of unemployment at 5.3-5.7%. Educational attainment of an Associate's Degree is lowest for the same cities.

Early outreach, intervention and recruitment efforts should be focused in the cities of Baldwin Park, Pomona and La Puente.

Former/Foster Youth

Studies shows that less than 5% of foster youth population makes it to college; of those who enter college, they enter through the community college sector. Further research is required to determine the needs and effective outreach strategies for foster youth in our district.

Disabled Population

Mt. SAC has 7.28% of its students identified as DSPS program eligible. Individuals with a disability across all district cities represent 6.7%. The college is above equity in serving students with disabilities. However, there are several cities with higher percentage of individuals with disabilities in comparison to the college's overall identified disabled students. In particular, the city of La Puente has the highest rate of disabled individuals 18-64 years old at 9.8%. Pomona and Baldwin Park also have high percentage of disabled population in this age category; 6.7 and 7.7% respectively. Strategic recruitment and outreach efforts to high school students with disabilities from Hacienda La Puente Unified, Baldwin Park and Pomona School Districts will need to be developed. Further research is needed to improve our understanding of the disabled populations in our community and our feeder high schools as well as to understand the potential gap in outreach and service to our current students. Based on this understanding, intervention should be designed to improve our outreach efforts.

English as a Second Language

Access and enrollment data (ESL Placement Test) indicates that there is underrepresentation of Hispanic/Latino students with limited English in comparison to Asian students with limited English who are enrolling in noncredit ESL. Hispanic ESL population has decreased from 35% to 26%, as Asian ESL population has increased from 65% to 74% over the last 5 years.

Communities from which Hispanic/Latino students come to the program (Baldwin Park, Hacienda La Puente, ~~Pomona~~ and Pomona) tend to have more residents who are from lower income families, unemployed or underemployed, or have limited educational backgrounds. Targeted outreach is needed to increase the access for this population in order for them to access instructional and student support services offered by noncredit ESL.

Table: Number of Students Taking the ESL Placement Test (Two Demographic Groups)

	2010-11		2011-12		2012-13		2013-14		2014-15	
Hispanic	758	35%	1030	42%	1069	37%	980	30%	858	26%
Asian	1380	65%	1442	58%	1810	63%	2234	70%	2478	74%

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

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

ACTIVITIES: A. ACCESS

A.1: Summer Bridge Expansion

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year (2015)	Goal (list specific # or % of the goal to be achieved)	Goal Year
Underrepresented students (first generation; basic skills; low-income; males; African American; undocumented; and current/former foster youth)	400 (target number of increase # of students)	<u>Group</u> Males Latino	<u>Gap #</u> 890 424	Improve recruitment and outreach efforts to maximize full Summer Bridge capacity of 800 students SB 2014 enrollment was 362 students SB 2015 enrollment was 368 students Increase the number of Summer Bridge applications by 10%	2020

Activity Type

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation Plan

Activity Implementation Plan	Summer Bridge Underrepresented students (first generation; basic skills; low-income; males; African American; undocumented; and current/former foster youth) will receive outreach services to encourage their participation in the Summer Bridge Program which includes access to a Welcome Orientation Event, Basic Skills courses, peer mentoring, tutoring and enrichment activities.
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	<ul style="list-style-type: none"> • A new full time Outreach Specialist position in the HSO department will improve Bridge Program recruitment and outreach efforts for underrepresented students at district high schools, especially as the Bridge Program is moving toward an online Summer Bridge application process that connects with the Banner System to facilitate the collection of test scores, admission application term, and demographic information. (<i>the funding for this position will be requested through HSO.</i>) • Food and Beverages for: Summer Bridge Student/Parent Welcome Orientation; Summer Bridge training meetings; 1st Day of Summer Bridge Celebration; Summer Bridge Open House during 1st week of SB; Summer Bridge Closing Ceremony Reception • Signs, banners, and table covers for our Welcome Orientation events • Summer Bridge Welcome Orientation Supplies and Materials • Instructional Supplies for Summer Bridge students
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			
February 2016	June 2020		\$21,000	Food and Beverages for SB events		
November 2015	June 2016	\$5,000		Other Services/Customized Items (professional signs, banners, table covers for Bridge Events)		
November 2015	June 2020		\$7,800	Instructional Supplies (scientific calculators, folders, binder hole puncher)	\$500	General Fund
November 2015	June 2020		\$2,000	Supplies (materials for Summer Bridge Welcome Orientation includes color printing, folders, parent folders, name tags)		Instructional Supplies
			\$2,000	Success kits for incoming students from Summer Bridge enrolling for Fall		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Outreach is important for our student population (first generation; low-income; basic skills; males; African American; undocumented; and current/former foster youth) and their parents/guardians to encourage access to	<p>Summer Bridge Program application database will show increased number of applications.</p> <p>Summer Bridge Welcome Orientation attendance</p>	<p>Data will be collected/tracked after</p> <ul style="list-style-type: none"> • Application period soft deadline • Summer Bridge Orientation Event

Link to Goal	Evaluation	
the Summer Bridge Program and college resources. Our Welcome Orientation Event enables students and parents/guardians to gain knowledge about the program's expectations, benefits and support services. This event also helps students and parents/guardians be aware of the importance of the connection between staff, faculty and students.	will be tracked. Summer Bridge census enrollment data will be collected.	<ul style="list-style-type: none"> Summer Bridge Census date

A.2: Financial Aid – Cash 4 College

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #* (based on avg. yearly Gap)	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
First time Freshman low income students	7,138			95% of current and prospective students and their families attending the Cash 4 College event will receive direct assistance in completing financial aid and related admissions applications (FAFSA, Cal Grant, CA Dream Act, AB 540, Chaffee).	2015

Activity Type [mark an X in all that apply]

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	Provide assistance with one-on-one Financial Aid expert assistance to prospective low-income students and families to help them understand how to pay for college through participation in the Cash 4 College event.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
Fall 2015	2020		\$18,000	Food and promotional items			
			\$2,000	Staff over-time			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Financial aid is the key factor in students/families to attend college. For low-income students/families, many are unaware of available financial aid, therefore tend to not go to college. Providing financial aid one-on-one assistance will deter the fear of high college costs and increase access for this population.	Tracking of Cash for College participants with enrollment into a college/Mt. SAC. Completion of Cash 4 College evaluation forms indicating the helpfulness of staff and the ability to complete the process.	End of event surveys to measure impact on students. Enrollment data tracked for fall term. Follow-up survey to inquire student's college decision.

A.3: Non Credit ESL Student Services Support

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
In-district Hispanic, Low Socio-economic population	50	<i>Data to be collected from ESL Database</i>		Increase enrollment and support services for targeted population by 1.5 % from 2015-16 enrollment baseline	2016-17
Same as above	200			Increase enrollment and support services for targeted population by 5% from 2015-16 enrollment baseline	2019-20

Activity Type

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support

	Research and Evaluation		Professional Development		
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Activity Implementation

Activity Implementation Plan	Noncredit ESL is an open entry system of enrollment and requires ongoing data collection and tracking for reporting purposes. A professional expert with research expertise will work in collaboration with the ESL Matriculation coordinator to gather, collate, and report out data regarding enrolment of targeted student populations, to be shared with the Counseling Team. This information from the ESL database will inform strategies and activities that target students with low socioeconomic status and who are seeking college and career pathways. These students will receive counseling support including the development of individualized educational plans that include goal identification and course mapping.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
January 2016	June 2020		\$19,014	Noncredit ESL Student Equity Professional Expert			
			\$40,756	ESL Adjunct Counselor			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Counseling support of transitioned students will enhance transfer to credit, non-credit, or job-related advance	ESL department will track students through outreach efforts as they enroll, persist, and achieve noncredit CDCP certificates – Beginning ESL, Intermediate ESL, Advanced ESL, and/or VESL Career Paths	Annually, at end of each fiscal year

A.4: HSO – Freshmen Enrollment

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
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Underrepresented students (first generation; low-income; males; African American; undocumented; and current/former foster youth)	16,188 (Males) 27,176 (African Amer.)	890 No Gap	2015	Improve recruitment and outreach efforts to maximize full Summer Bridge capacity of 400 additional students	2020
Underrepresented students (first generation; low-income; males; African American; undocumented; and current/former foster youth)	16,188 (Males), African Amer.	890 No Gap	2015	Increase the number of Summer Bridge applications by 10% Improve recruitment and outreach efforts to undocumented students and Foster Youth	
All potential incoming students including those at the high schools, in the community, and those that come to the Information Desk for assistance. Underrepresented students (first generation; low-income; males; students with disabilities, African American; Latino, undocumented; Pacific Islander, and current/former foster youth)	27,176 (African Amer.)			<p>Increase students' awareness and access to college by assisting them through successfully completing the matriculation process.</p> <p>Assist students that apply to the college through the matriculation process through a pre-orientation session (Mountie STARS). In addition the SS Specialist would assist with scheduling appointments and assisting current and potential new students at the SS Information Counter.</p> <p>Improve outreach and recruitment to African American and Latino males from economically disadvantaged communities</p> <p>Improve outreach and recruitment of disabled individuals. Enhance targeted outreach efforts to increase the enrollment of English language learners, Re-Entry and Veteran students and their participation in support services.</p> <p>Conduct research and implement strategies to improve the access, registration, and enrollment of under-represented and underserved individuals.</p>	

Activity Type

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	<p>Maximize the full Summer Bridge capacity of 380 students through the following efforts:</p> <ul style="list-style-type: none"> Two new full time Outreach Specialist positions in the HSO department will improve Bridge Program recruitment and outreach efforts for underrepresented students at district high schools, especially as the Bridge Program is moving toward an online Summer Bridge application process that connects with the Banner System to facilitate the collection of test scores, admission application term, and demographic information. The Outreach Specialists will also help with Fall and Spring Bridge recruitment efforts. Maximize the enrollment of Foster Youth and undocumented students through a full time outreach specialist position that will focus on outreach and recruitment at the district high schools, community centers, and community organizations that serve this particular population. This specialist would be the direct connection to our on campus programs that serve this specific population (e.g. DREAM and REACH)
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			Budget Category
November 2015	June 2020				\$120,000	SSSP
						Full time Outreach Specialists
November 2015	June 2020		\$60,000	College Success Kits for New HS matriculates		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Outreach Specialists can focus on Bridge Program recruitment for our targeted population of underrepresented students and will help with the Bridge Program's goal of maximizing the full Summer Bridge capacity of 380 students.	Census enrollment data will be tracked.	Census data will be tracked every semester.
Hiring of two additional full time student services outreach specialist will facilitate the support needed to increase student's college awareness and enrollment into college. Because the majority of the high school students within our	Tracking of students that complete the Connect 4 early registration process and tracking of students from our local districts that complete the matriculation process on their own (application	Middle of each Fall semester.

Link to Goal	Evaluation	
district fit the Student Equity population guidelines, it is imperative to have adequate staffing to provide the support necessary to help students through college access (low-income; males; students with disabilities, African American; Latino, Pacific Islander, undocumented; and current/former foster youth)	through registration)	
Outreach Specialists will work specifically to assist Dream and Foster Youth students' transition to college.	Enrollment data related to Dream and Foster Youth Students; student evaluations of support received	Year end
Outreach Specialists will work to enable students to access and enroll in Pathways courses.	Enrollment in Pathways courses	Year end
Pre-orientation presentations (Mountie STARS) that will facilitate students' matriculation process (SSSP), student portal navigation, and financial aid awareness. Work in collaboration with the Assessment Center and Financial Aid department. Additionally the SS Specialist will provide the pre-orientation presentations at local community centers.	Tracking of students that complete Mountie STARS and that successfully enroll at Mt. SAC. Follow up with participants to provide referral to SS programs. SS program enrollment.	Every Spring and Fall
	Tracking of students that complete Mountie STARS and that successfully enroll at Mt. SAC. Follow up with participants to provide referral to SS programs. SS program enrollment.	Every Spring and Fall

A.5: HSO Re-Connect

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Open to all Connect 4 students who complete SSSP (application, testing, and orientation) first generation; low-income; males; students with disabilities, African American; Latino, undocumented; Pacific Islander, and current/former foster youth	1,892 (Connect 4) 16,188 (Males) 20,209 (Latino)	Not Calculated 890 424	 2015 2015	50% of Connect 4 students will participate in the High School Outreach "Re-Connect" event prior to fall. 30% of Connect 4 students will participate in a "Re-Connect" event during the fall semester. 40% of Connect 4 students from Pomona, La Puente, Baldwin Park and Bassett will complete courses in the fall semester and enroll in the subsequent spring semester.	2020

Activity Type

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	We will invite all 2,000 (average) students that completed Connect 4 to a series of "Re-Connect" events at Mt. SAC that will take place 1 week prior to their Fall registration date (1 st week of July) as well as mid-point through their first semester. The event will be a collaborative effort between the following programs: HSO, counseling, financial aid, Pathways, EOPS, DSPS, Arise, and Aspire. The purpose of the event is to do the following: course selection, review of how to register online and review of general ed. requirements, verify completion of ed-education plans, understanding financial aid award and pending next steps, registration processes for learning communities and pathways, applying for the following programs/services; EOPS, DSPS, Arise, REACH, DREAM, and Aspire. A second "Re-Connect" event will be held during the fall semester to connect students to resources on campus and assist them in preparing to register for winter and/or spring classes.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
July 2016	July 2020		\$5,000	Meals for students participating			
July 2016	July 2020		\$5,000	Promotional items, supplies			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
The Re-Connect events will enable underserved students to become connected to student support programs on campus. In addition, the Re-Connect events will improve the registration and enrollment of underrepresented and underserved students (SSSP).	Event participation numbers + student tracking of Fall registration + SS program participation Fall to Spring enrollment (persistence0	End of the event, week 4 of the Fall semester, and end of the Fall semester.

A.6: HSO Seniors Day

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Outreach event targeted to potential new incoming freshmen from local feeder high schools (first generation; low-income; males; students with disabilities, African American; Latino, undocumented; Pacific Islander, and current/former foster youth)	700	Data to be input by Research Seeing if this is possible		<ul style="list-style-type: none"> 75% of students participating in Seniors Day will complete the Connect 4 process to enroll at the College. Goal A.2 Improve outreach and recruitment to African American and Latino males from economically disadvantaged communities Goal A.3 Improve outreach and recruitment of disabled individuals Goal A.4 Enhance targeted outreach efforts to increase the enrollment of English language learners, Re-Entry and Veteran students and their participation in support services. Goal A. 5 Conduct research and implement strategies to improve the access, registration, and enrollment of under-represented and underserved individuals. 	2020

Activity Type

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	Seniors' Day provides potential incoming students with academic and student support services information that may help guide their decision to enroll at Mt. SAC. The event takes place between two days and is a collaborative event between academic and student services.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			Budget Category
March 2016	March 2020		\$6,000	Food and Beverage		
March 2016	March 2020		\$5,000	Promotional items, supplies		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
The event is geared to; Improve outreach and recruitment to underserved students, students with disabilities, increase the enrollment of English language learners, Re-Entry and Veteran students and their participation in support services. Conduct research and implement strategies to improve the access, registration, and enrollment of under-represented and underserved individuals.	Event participation numbers, event evaluation, + student tracking of Fall registration	End of the event and week 4 of Fall semester.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Overview:

Mt. SAC examined this indicator using the 80% Index, with the reference being the average of all Mt. SAC students. Population groups at 80% or less were noted, as well as those between 80% and 98% at which level they were considered “somewhat below equity.” In addition the Gap was calculated for each group. This Gap represents the increased number of students who need to be successful on this indicator in order for the group to reach equity.

The data analysis provides the College with evidence as to which sub-populations are disproportionately impacted. The use of this information, from this Goal Indicator as well as the other Goal Indicators, will allow the College a more holistic approach to examining the many outcomes for students. The opportunity that this provides is that the data can inform decision making such as which programs/services should be expanded and which Grant opportunities should be explored.

The directive is to close the equity gap. The criteria for success is that the equity gap is closed within a certain time period that varies depending on the situation at hand. The College assumes that the demographic make-up of its student population will change over time as the community’s population changes. As such, the College must continue to check-in with the profile of the community versus its students and institute interventions.

Indicator Definitions and Data

Course Completion is the ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. The data below outline the disproportionate impact. After the tables are the summary points.

Conclusions: Disproportionately Impacted Student Groups:

The data below is an analysis of **Course Success** data for the college. The focus is on 80% equity by demographic, which means that the College needs to close the equity gap when a group is below 80% of achieving what the campus average achieves. The 80% Equity data is a comparison between a demographic group and all Mt. SAC students (average). For the 2014 Student Equity Plan, it became clear that only looking at group that were below 80% average

would be too narrow. As such, with this 2015 Student Equity Plan, when a group is between 98% and 80%, they are considered "somewhat below equity." In addition to notating level below equity; we are also indicating whether there is a downward equity trend from year-to-year. We believe that is important to express, because a group could be at equity, but its yearly trend indicates that the group could become inequitable without the College intervening. Below are numbers that are needed to reach **Target-Average GAP**. This GAP represents the increased number of students who need to be successful in this outcome in order for them to reach equity. The more students that start out in this population (e.g., Latino/a) and the further they are away from equity, the more students are generally required to meet the outcome to attain equity. Smaller groups such (e.g., Unknown Gender) are not given a Target-Average GAP because the number to achieve equity can be reached without focusing on a particular demographic group.

Gender

- None of the ethnicities were below equity; however, Males, and Unknown have a slightly negative per year trend (0.39%).

Ethnicity:

- African American students are somewhat below equity for most recent year (89%) and 5 year average (89%). **Target Average GAP: Increase degrees by 737 students to achieve equity.**

Gender by Ethnicity & Equity:

- African American female students are somewhat below equity for most recent year (90%) and 5 year average (89%). **Target Average GAP: Increase degrees by 323 students to achieve equity.**
- African American male students are somewhat below equity for most recent year (89%) and 5 year average (88%). **Target Average GAP: Increase degrees by 412 students to achieve equity.**
- Latina (Female) students are somewhat below equity for most recent year (97%) and 5 year average (96%). **Target Average GAP: Increase degrees by 1446 students to achieve equity.**
- Latino (males) students are somewhat below equity for most recent year (94%) and 5 year average (94%). **Target Average GAP: Increase degrees by 2051 students to achieve equity.**
- Two or More Races male students are somewhat below equity for most recent year (95%). **Target Average GAP: Increase degrees by 25 students to achieve equity.**

***Age: (not mandated as part of the Student Equity Plan)**

- None of the ethnicities were below equity; however, the 25 to 29 (-20%), 30-49 (-0.46%), and 50 and older (-0.76%) are trending negatively each year.

Special Populations:

- Disabled students are somewhat below equity for the 5 year average (93%) and most recent year (95%). **Target Average GAP: Increase degrees by 507 students to achieve equity**
- Disabled students are somewhat below equity for the 5 year average (91%) and most recent year (91%). **Target Average GAP: Increase degrees by 483 students to achieve equity**
- AB540 students are at equity, but they are trending negatively each year (-2.29%).

~~GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION~~

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B. Improve course completion for specific student populations (Latino, African American, Pacific Islander, disabled, former/foster youth, veterans, disabled, LGBTQ, [Dream and Dream](#)) by implementing specialized program interventions supported by research efforts.

ACTIVITIES: B. COURSE COMPLETION

B.1: Bridge Professional Development and Faculty Coordination

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Underrepresented students (first generation; low-income; males; African American; Latino, undocumented; and current/former foster youth) enrolled in Bridge classes	1,500	Gaps in course completion rates vary by course, with the lowest completion rates in math classes – a gap of 30 to 40%.		Increase Bridge students' successful course completion rates for college level English and math courses by 5 to 10% annually through the improvement of teaching methods, curriculum adaptation strategies, and course integration.	2020

Activity Type

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

Activity Implementation

Activity Implementation Plan	<p>In order to enhance course completion rates in the Bridge Program and to ensure successful pathways to enrolling in the subsequent basic skills courses in English and Math, faculty who teach and counsel as part of the Bridge program will participate in professional development trainings, seminars, conferences and planning meetings.</p> <ul style="list-style-type: none"> Faculty who teach in the Bridge Program learning communities courses (including Adjunct faculty) will coordinate, collaborate and integrate curriculum, teaching strategies, learning communities best practices (such as linking course assignments), and understand students' experiences from a holistic perspective (addressing the affective domain in the classroom). Training will enable faculty to support underrepresented students who make up the majority of Bridge students. Professional development for faculty will include: <ul style="list-style-type: none"> 1) LC team attendance at the California Learning Communities Consortium 9th Annual Institute for Innovative Design and Practice. 2016 theme is Student Equity. Will be held at CSU Pomona in April 2016. 2) Professional development activities (seminars, planning meetings, guest speakers/consultants) at Mt. SAC. Bridge Program staff and faculty teaching as part of the Bridge program will attend professional development activities (conferences) to learn best practices on how to improve the effectiveness of the program.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			
November 2015	June 2020		\$37,000	Professional Development and coordination for Faculty and Staff on addressing inequities and improving outcomes for underrepresented students. Including: consultants, travel and conferences and food and beverages for student equity training purposes.		
November 2015	June 2020		\$20,000	Faculty coordination and integration of curriculum		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Professional development will equip faculty and staff to implement instructional strategies and learning engagement that will lead to an increase in student course completion rates for underrepresented students (low-income; males; African American; Latino, undocumented; and current/former foster youth). Faculty teaching in the Bridge program will meet to plan, collaborate, and coordinate teaching, share strategies and best practices.	Tracking of student course completion rates (success and completion) by students, per course.	Annual review of course completion rates by type of course; comparison of completion rates to baseline data of 2014-15.

B.2: BRIDGE PROGRAM EXPANSION

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Basic skills students who are underrepresented students (first generation; low-income; males; African American; Latino, undocumented; and current/former foster youth) eligible for enrollment in the Bridge program		Data to be input by Research		Increase retention and persistence rates of students in the Bridge Program by 10%	2020
				100% of Bridge students will complete a comprehensive educational plan.	2020
				Increase Summer Bridge by 200 students; increase capacity of fall and spring Bridge cohorts	2020

Activity Type

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	<p>Additional Bridge Program staff and resources would enhance and expand our existing efforts to increase student's course completion rates and to expand the numbers of students served (per President's Scroggins directive).</p> <ol style="list-style-type: none"> 1. A full time Faculty Counselor (new full time position) will provide students in the Bridge Program with increased access to counseling, educational planning; and early notification of student's progress. This Counselor would also provide support interventions to students to assist with their retention and persistence. 2. A Student Services Program Specialist (new full time position) will enhance our current Peer Advisor Program by providing focused supervision and additional training for Peer Advisors. This would enable our Peer Advisors to expand their roles to include case management support for students in an effort to increase our student's course completion rates. 3. Salaries for our existing Peer Advisor student staff positions. 4. Funding for miscellaneous supplies for the Bridge Program 5. Funding for Summer Bridge textbooks on loan. Fall and Spring Bridge students will reuse these textbooks for the Bridge Learning Community they are enrolled in. 6. Leadership Development Consultants (motivational guest speakers) who will address the intrinsic motivational needs of our low income and minority males including African American males, Latinos and Asian Pacific Islanders.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
July 2015	June 2020				\$8,705	General Fund	Hourly Non-Instr Sal-Counselors
November 2015	June 2020		\$60,000	New full time position (Student Services Program Specialist)	\$82,000	SSSP	Adjunct counseling
July 2015	June 2020		\$88,000	Student peer mentors and tutors beyond summer	\$50,000	SSSP	Hourly staff
July 2015	June 2020		\$20,000	Supplies	\$2,500	General Fund	Supplies
November 2015	June 2020		\$20,000	Textbooks	\$10,000	General Fund	Textbooks
November 2015	June 2020		\$5,000	Consultants (motivational guest speakers for student leadership development)			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Due to the highly successful nature of the Bridge program, expanding the number of students to be served in the Bridge program will serve to increase the college's overall successful course completion rates for students, especially those enrolled in English and math courses.	Internal data will be tracked (counselor appointments, peer advisor student appointments, and use of program services and resources, and progress reports). Students' end of term grades and course completion rates.	Internal data to be tracked by semester accompanied by analysis of any changes in trend data.

B.3: Student Leadership Conference

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Low income, 1 st Gen, Latino, Afr. Am., Pac. Islander, Foster Youth, Bridge, ACES, Aspire, Dream	150 per year (600 total)	Data to be input by Research		25% of targeted student population will increase their course completion rates by 20% after completing the “Leader Within” Conference and follow-up activities	2020

Activity Type

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	Low income, first generation students, from Latino, African American, Pacific Islander, AB 540 (DREAMers) and Foster Youth populations will be provided with leadership development conference experiences to enhance their knowledge of personal leadership foundations, models, styles, and strategies. Three conferences serving approximately 50 students each will be held throughout the year. The Conference will include motivational speakers, workshops, and activities on campus in order to strengthen students focus on their goals, to develop affective and cognitive strategies to improve student success, and to enable students’ to increase their sense of self-efficacy. Peer leaders will assist with various activities, thereby expanding and enhancing the circle of leadership development. This activity includes collaboration with, but is not limited to, the following departments: ARISE, ASPIRE, ACES, BRIDGE, Foster Youth, and Student Life. Follow-up sessions will be provided.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
November 2015	June 2020		\$15,000	Guest speakers, workshops materials, conference facilities, meals, and related supplies.			
			\$10,000	Peer mentors			
			\$5,000	Direct student support materials; conference uniforms, student success kits			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Providing leadership development through a conference experience to Low income, first generation students, from Latino, African American, Pacific Islander, AB540 (DREAMers) and Foster Youth populations will enable them to increase their self-efficacy, personal strengths, and a sense of belonging to the campus community thereby increasing retention and degree completion.	Tracking of student participation in the conference through demographics, quantitative, and qualitative measures. Quantitative will include achievement of personal leadership strengths, belief in individual capacity to achieve/perform, and degree of connectedness to the institution. Qualitative will provide reflections to provide counter narratives to personal experiences and learning. Demographic data will be used	Students' conference participation data will be captured after each conference for overall experience and detailed questions for individual speaker/workshop/activities and after subsequent follow-up meetings. Personal reflections will be provided by participants and Peer Leaders. Annual review of course completion improvement rates will be assessed by

Link to Goal	Evaluation	
	to measure annual improvement over benchmark course completion rates.	each participant demographic and special population group.

B.4: Student Multicultural Awareness

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Low income, 1 st Gen, Latino, Afr. Am., Pac. Islander, Foster Youth, Bridge, ACES, Aspire, Dream	50 per year (200 total)	Data to be input by Research		35% of targeted student population participating in multicultural awareness activities will increase their course completion rates by 30%.	2020

Activity Type

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	Low income, first generation students, from Latino, African American, Pacific Islander, and Foster Youth populations will be provided with multicultural awareness focus groups to develop to enhance their sense of self, to improve their sense of belonging to the campus, and to improve the course success and retention. Resultantly, students will participate in multicultural awareness activities including a 3 day, 2 night multicultural awareness retreat experience to enable them to improve their course completion rates by increasing their personal and academic self-esteem. Training will also cover educational planning, diverse learning strategies and styles, and the impact of the affective domain on learning.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
November 2015	June 2016		\$2,000	Multicultural Awareness Focus group meetings supplies and refreshments.			
November 2015	June 2020		\$25,000	Outreach marketing, in state travel costs for retreat location, meals, workshop supplies, transportation, and retreat work uniforms, consultants for workshops/activities, evaluation materials			
			\$3,000	Direct student support; student success kits			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Providing opportunities to research the needs of cultural awareness and diversity perspectives will allow for the development of a robust immersion retreat experience. This type of experience where cultural identity development is explored enhances students' understanding of the role diversity, cultural awareness, and advocacy plays in their level of engagement and academic success. Research supports the positive impact this type of intervention has on underrepresented constituent groups as it relates to increasing their cultural competencies and sense of validation. These increases positively influence retention, attendance, and course completion.	Tracking of student participation in the focus groups and retreats through demographics, quantitative, and qualitative measures. The focus groups will provide climate survey data to inform the development of the retreat learning outcomes. The retreat data collected will measure specific activities for enhancement of cultural competency, diversity awareness, and advocacy of being an ally. Post retreat, measure of annual improvement of attendance and course completion will be collected.	A minimum of two focus groups will be conducted during the winter and spring semesters in the initial year. Annual review of the attendance and course completion rates will be assess and disaggregated to serve specific populations.

B.5: Health Services Mental Health/Health Education Support

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Low Income and Financial Aid Students, Foster Youth, Veterans, Undocumented, African-American, Hispanic or Latino, Asian-American, American Indian and Alaska Native, Native Hawaiian and other Pacific Islander	Need # estimate	Data to be input by Research		50% of targeted student populations will increase their degree completion rate by 20%.	2020

Activity Type

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	<p>Targeted student populations will be provided direct mental health counseling services on-demand, by scheduled workshops, through specialized activities, and by referral to community agencies and resources to assist them in stabilizing their personal lives in order to maintain enrollment and complete classes. Foster Youth and Veterans have the most dire need for specialized mental health services to assist them in dealing with psychological issues that negative impact class attendance, completion of assignments, and successful course completion.</p> <p>Health education will be provided for targeted student populations, faculty, staff, and community to increase</p>
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	students' knowledge, proactive responses and encourage their access to resources. Critical topics that will be presented are related to the greatest factors having a negative impact on course completion: anxiety, stress, lack of sleep, and depression.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
November 2015	2020		\$48,244	Hourly mental health counselor for Veterans 19 hrs/wk			
			\$48,244	Hourly mental health counselor for Foster Youth 19 hrs/wk			
November 2015	2020		\$24,803	Student services program specialist 47.5% [THIS POSITION WAS ALREADY APPROVED FOR THE STUDENT EQUITY BUDGET]			
November 2015	2020		\$5,000	Educational materials and supplies (counseling, workshops, activities, presentations: canopies, tablecloths, literature stands, supply organizers, specialized printing)			
November 2015	June 2016	x \$7,000		Equipment for Health Education Office for student use (computers, monitors, printer, TV, DVD player)			
November 2015	2020		\$1,300	Food and beverages for workshops and activities			
November 2015	2020		\$2,000	Travel and conference allowance for mental health counselor training			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Targeted student populations' participation and engagement will encourage retention and enable course completion.	Establish baseline knowledge of on-campus and community resources. Track student participation in specific activities. Track utilization of services.	Baseline survey at initial student contact. Collect participation data at each specific activity and every use of services. Review of course completion rates at end of each semester.

B.6: Non-credit Vocational Student Support

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Latino, African American	700			At least 50% of targeted noncredit vocational students will access student support services.	2018
Males	1100			50% of Latino and African American students and 50% of males will complete their noncredit vocational courses with a "P."	2020

Activity Type

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	Implement targeted interventions and for specific student groups such as supplemental instruction, instructional support, library resources, workshops, tutoring, counseling, and peer mentoring to assist students in staying connected and motivated to complete courses. Currently, there are is no dedicated staff and no available student support services or instructional interventions for noncredit vocational students. Integrated support services are vital for course and program completion, especially for the underprepared Latino and African-American male population who tend to enroll in noncredit vocational courses. In order to optimize course completion, this project proposes counseling services that include in-class tutoring and support services such as educational and career guidance (career assessment, job preparation workshops, soft-skill training, and career fairs). The project also proposes a Project Program Specialist to provide student support. Counseling services will also include referrals to internships and business/industry contacts which are excellent incentives for course completion.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
November 2015	June 2016				115,000	NC SSSP	FT NC Professor, Counseling (if approved)
November 2015	June 2016				47,000	NC SSSP	Adjunct counseling
November 2015	June 2016		\$22,000	Project Program Specialist			
November 2015	June 2016		\$30,000	4 – hourly tutors			
November 2015	June 2016		\$5,000	Materials, career assessments/tools			
November 2015	June 2016		\$500	Food and materials for workshops, career fairs			

November 2015	June 2016	X \$8,000		Computers (4) to be used by students for career assessment/ research and job search activities.			
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Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Access to these services will facilitate student course completion and provide incentives to explore employment opportunities and career ladders.	<ul style="list-style-type: none"> Tracking of student access in defined activities Annual course completion rates and improvement in benchmark completion rates Identification of additional student groups who may be disproportionately impacted in noncredit vocational programs 	Student participation data collected by student for defined activities. Annual review of course completion rates and access to services, disaggregated by target group.

B.7: Noncredit Adult Basic Education (ABE) Leavers and Counseling

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Low income; first generation; disabled; English language learners; former/Foster Youth status students enrolled in Adult Basic Education (ABE) programs	Undetermined-data needed from Research	Data to be input by Research		50% of low income; first generation; disabled; English language learners; Former/Foster youth status students enrolled in noncredit courses will increase retention by 10%.	2020
Latino; African American; Pacific Islander students enrolled in ABE programs.	2200			50% of Latino; African American; Pacific Islander students enrolled in noncredit courses will increase retention by 10%.	2020

Male students enrolled in ABE programs.	1700		50% of male students enrolled in noncredit courses will increase retention by 10%.	2020
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Activity Type

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	<p>This project continues the “Leavers Study” from 2014-15. Based on focus group findings previous outcomes, ABE faculty and staff will work to modify existing orientations to include and address emerging themes from previous focus groups that may promote student success and course completion for low income, English language learners, disabled, Latino, African American, Pacific Islander, former/Foster Youth, and males. Students will also be surveyed to determine adequacy and effectiveness of modified orientations. Noncredit ABE students will continue receiving specialized support services and embedded counseling to help in maintaining enrollment and helping students overcome barriers that cause them to leave early and not complete courses and programs. Hourly Project Program Specialist will continue to track student enrollment, completion and retention data so that timely interventions can be implemented. As persistence is the key component to course completion, it is vital to address retention for student success.</p> <p>In order to determine if evening ABE students of the target populations have different retention patterns, the project will repeat focus groups for evening students. Focus group findings will further add to orientation content and delivery as well as counseling strategies.</p> <p>Faculty and staff participating in this project will collaborate with the Research and Institutional Effectiveness Department to identify other student groups not yet apparent who may be disproportionately impacted (not completing successfully, poor retention). Furthermore, as a means to provide professional growth for faculty and staff, all findings and project activities will be shared with faculty and used in department planning process. These projects will link directly to the ABE department program review objectives including Professional Development and Student Equity Goals.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Budget Category
		One Time	Ongoing		\$40,000	General Fund
November 2015	2016		\$ 400	Direct support for students	10,000	Basic skills
November 2015	2016		\$44,000	Adjunct Counseling (1 counselors, incl. benefits)		Adjunct Counseling
November 2015	2016		\$15,000	Hourly project program specialist for tracking, coordinate student activities, evaluation, survey implementation, follow up with data dissemination		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
With data compiled from previous Leavers Study, ABE staff will evaluate the effectiveness, adequacy, and content of current ABE orientations. Based on the themes defined by the students, counselors will identify counseling strategies and orientation content that will aid student completion and identify which students are most likely to drop out. Thus, interventions can emphasize or create strategies to address these issues earlier including orientation and first weeks of attendance. Also, the data will assist counselors in providing workshops, resources, and referrals that will address student barriers. These services will be designed to assist students in course	<p>Focus groups conducted in partnership with Mt. SAC Research and Institutional Effectiveness Department.</p> <p>Tracking of student enrollment, attendance patterns, course and program completions, and student transitions.</p> <p>Student surveys to be completed following each orientation.</p>	<p>Research on patterns or behaviors of leavers will be collected following the focus groups. Mt. SAC Research Department will compile and disseminate to ABE.</p> <p>Student enrollment data collected monthly.</p> <p>Student feedback data collected after each orientation.</p> <p>Annual review of retention and</p>

Link to Goal	Evaluation	
completion and help in their transition to college and career. In order for course completion to increase, students must maintain persistence in the courses. Embedded counseling will provide additional individual student contact with a counselor. Data from previous focus groups indicated that students are in need of more support in the classroom. Continuing the Leavers Study with focus groups involving evening students will provide data to improve overall student services and orientations.		<p>course completion rates, disaggregated by student group.</p> <p>Semester staff meeting to update on progress of project and discuss midyear interventions or project adjustments.</p>

B.8: LAC Tutor Training

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Latino/Latina, African American, Asian Pacific Islander, Native American, basic skills, English Language Learner students participating in tutoring at Mt. SAC.	500 students from target populations			Mentors and tutors will report greater knowledge and understanding regarding working with diverse populations of students.	2015-18
				<p>75% of the target population of students who receive tutoring from mentored tutors will report high levels of satisfaction with:</p> <ul style="list-style-type: none"> *tutors' communication skills *tutors' ability to address their individual needs *tutors' understanding of their academic challenges *tutors' ability to help them learn independently 	2015-18

Activity Type

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

Activity Implementation

Activity Implementation Plan	<p>Tutor Mentors will be trained to provide the cultural diversity/sensitivity training. The tutor mentors are assigned to mentor other tutors to encourage and reinforce tutoring best practices as defined by the CRLA and the curriculum of the Learning Assistance department's tutor training courses. 15 tutor mentors will be hired by tutoring centers (including the LAC, MARC/TMARC, Speech and Sign Success Center, and the Writing Center) to provide mentor training to 40-50 new and developing tutors. Mentor training encompasses topics such as working with diversity, effective relationship-building, and the role of the mentor; mentors are hired that reflect the diversity of the student population. The mentors provide training for the tutors to be more aware and sensitive to the needs of the targeted populations including Latinos, African American males, low income, basic skills and English language learners.</p> <p>Mentor tutors will meet with new tutors, identify tutoring challenges, and de-brief with tutors after session observations to share effective strategies. Mentors are also required to set goals for their own learning, to assist in broadening their experience with academic and student support.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			Budget Category
Fall 2015	June 30, 2018		\$10,000 \$5,000	Mentor tutors Training of Mentor Tutors		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
<p>Experienced tutor mentors will be a supplement to existing training for new tutors, especially in developing skills for working with diverse populations. New tutors may encounter unfamiliar student groups and behaviors in their tutoring work and mentors are a safe but knowledgeable resource to help tutors process these experiences. This additional training will help new tutors work effectively with a wide range of students.</p>	<p>Quantitative: # of mentors and mentees per semester # of training sessions, # of mentor/mentee meetings and debriefs</p> <p>Qualitative: Training session survey results Feedback from mentors and mentees Feedback from tutored students in target groups</p>	<p>During semester: Mentors will be surveyed after each training session for qualitative feedback</p> <p>End of semester: Mentors and mentees will be surveyed each semester (Fall and Spring) for qualitative feedback on mentoring process</p> <p>Annually: Quantitative: # of tutors mentored # of training sessions and mentors attending # of observations, debriefs, and mentor/mentee meetings</p> <p>Qualitative: From general survey, feedback will be collected from students who self-identify as being part of target groups to assess level of satisfaction with tutoring services.</p>

B.9: LAC Supplemental Instruction (SI) in STEM

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Latino and African American males enrolled in targeted STEM courses	<i>To be filled in by RIE; data gathering in progress</i>			Underrepresented male students enrolled in target STEM courses who attend at least 6 SI sessions during a semester will pass the target STEM course at a rate 10% higher than a comparative group that does not attend SI sessions.	2015-2020
Females enrolled in targeted STEM courses				Female students enrolled in target STEM courses who attend at least 6 SI sessions during a semester will pass the target STEM course at a rate 10% higher than female students that do not attend SI sessions.	2015-2020
Latino and African American males, Asian Pacific Islander males and females enrolled in targeted STEM courses				Future research will examine whether these cohorts of students attending SI sessions during the 2015-16 academic year continue in STEM courses at higher rates than comparative groups that did not attend SI.	2015-2020

Activity Type

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	Supplemental Instruction (SI) sessions will be held for students enrolled in targeted STEM courses, providing additional information on success strategies, test preparation, and time management. SI leaders will be recruited and hired that reflect the diversity of the student body and trained to work with diverse student populations, including awareness and sensitivity to the targeted population of Latinos, African American males, females, Asian Pacific Islanders and facilitate collaborative learning, and promote effective study practices for the discipline. Students attending SI sessions will work collaboratively and interactively to learn material together, creating community and interdependence, two factors that will increase underrepresented students' chance of success in class and persistence in the STEM fields.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
Fall 2015	June 30, 2020		\$15,000 \$5,000	Supplemental Instruction leaders Training of Supplemental Instruction Leaders	\$2500 per term	STEM NSF (Teacher Preparation)	Supplemental Instruction

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Underrepresented students' participation in SI sessions will result in a higher successful pass rates in	Quantitative: Demographics of students attending SI	Every semester: Demographic data will be added to

Link to Goal	Evaluation	
STEM courses and increased persistence in future STEM courses.	<p>sessions, including race/ethnicity and gender Underrepresented students' comparative success rates in the courses based on participation in SI sessions</p> <p>Future research will examine whether these cohorts of students attending SI sessions during the 2015-16 academic year continue in STEM courses at higher rates than comparative groups that did not attend SI.</p>	<p>existing analysis of comparative success rates in STEM courses.</p> <p>Annually: At the end of each Spring semester, progression of the cohort groups in STEM courses will be analyzed.</p>

B.12: Library Competency Workshops

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Latinos, especially male African Americans, especially male Asian Pacific Islanders, both males and females Native Americans Low income, especially basic skills EOPS/CARE/CalWORKS, single parents, re-entry Disabled/DSPS Undocumented Former/Foster Youth Veterans Students 25 years and older		<i>Data to be input by Research</i>		For all of the targeted student populations:	
				Increase participation in library competency workshops by 15% above baseline participation data	2016-17 2017-18
				Achieve statistically significant positive correlation between workshop participation and course completion	2016-17 2017-18

Activity Type

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	<p>Information literacy has been identified and a factor in improving student success and learning in higher education. In particular, course completion, higher student retention rate, and higher grades were attributed to information literacy interventions (Zachery 2010, 23). Assistance with research and information literacy is recommended as a promising practice by the Center for Community College Student Engagement (CCSSE) in 2012 as part of their initiative to identify and promote high-impact educational practices in community colleges (McGlynn 2012, 11).</p> <p>This activity proposes to increase participation in information competency workshops by identifying barriers to participation, determining solutions to increase participation, increasing outreach and awareness of information competency workshops, and establishing partnerships with campus organizations that serve the targeted student populations.</p> <p>The second part of the activity is to analyze proposed solutions and incorporate them into information competency delivery.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
Winter 2016	Winter 2016	\$2700		Analyze information gathered from Fall 2015 and Winter 2016 discussion groups and report recommendations. Adjunct backfill for full-time librarian. Cost calculation: 9 hours/week x 6 weeks x \$50.00.			
Winter 2016	Winter 2016	\$900		Host a brown bag meeting with counselors to discuss information competency, identify barriers, and propose solutions. Cost calculation: 3 hours/week x 6 weeks x \$50.00 x 3.			
Winter 2016	Winter 2016	\$200		Food and supplies for Counselor’s winter brown bag meeting. 25 counselors x 4.00/person + \$100 for supplies			
Spring 2016	Summer 2016	\$9900		Student focus groups to compile a list of barriers and possible solutions to increase participation in information competency activities 10 students for 4 group meetings. Cost calculations. Adjunct backfill for full-time librarians: 9 hours/week x 22 weeks x \$50.00.			
Spring 2016	Summer 2016	\$800		Food (small meal) and supplies (student success kits student focus groups. Cost calculations: 40 students x \$20.00			

Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Fall 2016	Winter 2017	\$2400		Follow-up discussions with student organization leaders identified in initial discussion groups. Adjunct backfill for full-time librarian. Cost calculation: 3 hours/week X 16 x \$50.00.			
Winter 2016	Winter 2018	\$0	\$2,000	Outreach supplies. Cost calculation: 4 semester x 500.00			
Fall 2017	Summer 2017	\$26,400		Plan and implement information competency interventions recommended by discussion groups. Adjunct backfill for full-time librarians Cost calculations: 12 hours x 44 weeks x \$50.00			
	Total	\$43,300	\$2000				

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Research indicates there is a correlation between information competency and course completion. By identifying the barriers that prevent targeted student populations from engaging in information competency workshops, librarians can develop strategies to increase the number of participants in the targeted student population.	Increase participation in library competency workshops by 15% above baseline participation data	End of each primary semester
Participation in information requires awareness regardless of the barriers identified. Outreach and informative activities to students and faculty are part of a comprehensive plan to increase participation in information competency workshops.	Achieve statistically significant positive correlation between workshop participation and course completion	End of each primary semester
Faculty and student brown bag meetings, focus groups, and follow-up meetings will help gather	Notetaking during discussion group. Analysis of emerging patterns and	For each group meeting activity

Link to Goal	Evaluation	
qualitative and anecdotal information to identify barriers and solutions to increasing information literacy participation for the targeted student populations.	themes.	

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B.13: LIBRARY ACCESS TO TEXTBOOKS + SUNDAY ACCESS

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Latinos, especially males		Data to be input by Research		Goals include each targeted population listed:	
African Americans, especially males				Identify textbooks used by targeted populations by identifying the top 100 courses the listed targeted student populations are enrolled.	2015-16
Asian Pacific Islanders, both males and females				Add at least one book to the reserve collection of textbooks to include the textbooks for the top 100 identified courses used by targeted populations for a minimum increase to the reserve collection of 15%.	2015-16 2016-17
Native Americans				Track correlation of course completion for target student populations with circulation data for any reserve textbook.	2015-16
Low income, especially basic skills				Track correlation of course completion for listed target student populations with identified textbooks and circulation data.	2016-17

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
EOPS/CARE/CalWORKS, single parents, reentry				Increase awareness of textbook availability with a goal of 15% circulation increase for targeted student populations, regardless of selected books.	2016-17
Undocumented				Investigate and report on online textbooks options to support remote and distance learning students.	2016-17
Former/Foster Youth				Increase student use of library on Sundays by 5% over baseline each semester.	2016-19
Veterans				Satisfy student request for additional extended hours by decreasing percentage of student comments about later hours from 14% to <5%.	2016-19
Students 25 years and older					

Activity Type

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	<p>Access to textbooks is essential for student success for all students. Research indicates that there were “significant positive correlations between percent of textbook read and quiz scores, total points earned, and numerical course grade” (Landrum, Gurung, and Spann 2012, 23) and that textbook use supported by instructor guidance resulted in a full letter grade increase (Henderson and Rosenthal 2006, 50). While use of textbooks support student learning, “many students chose not to purchase <i>required</i> academic materials due to their costs and believed that financial concerns interfered with their academic performance” National Survey of Student Engagement 2012, 9).</p> <p>This activity proposes to identify the textbooks needed by the targeted student population, purchase the</p>
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	<p>identified titles with a goal of ensuring that the titles are the same publication year as the texts used in the classroom, replace worn or damaged titles when needed, purchase at least two copies for high demand titles, explore online textbook options, and advertise availability of items with outreach activities. Assessment would include correlation studies between use statistics based on circulation transactions for targeted student populations for identified titles and course completion. Assessment would also include correlation studies between use statistics based on circulation transactions for targeted student populations for all reserve titles and course completion. And finally, a written report on online textbook feasibility.</p> <p>Another goal of this activity is to increase the number of hours students have to access the textbooks. Opening the library on Sundays from 1:00 pm to 9:30 pm would give students a place to complete their assignments using the textbook, provide a quiet place to read the assigned text, allow more time for students to engage in the required reading materials, and increase group study room availability for students to use the reserve materials for group projects. The need for longer library hours has been expressed by Mt. San Antonio College students and is supported by peer-reviewed research. Qualitative data gathered from students during Fall 2014 extended library hours during finals week revealed that “many student comments requested that not only the extended hours be expanded during finals, but also continued throughout the year” (Garrett 2015, 2). The request for longer hours was expressed again in Spring 2015 with 14.1% of the students requesting continued extended library hours (Burton 2015, 2). In the literature, Longer library hours were identified by students when asked “what libraries can do to make the greatest impact on undergraduates” (Prescott and Veldof 2010, 32) and extended library hours were identified by both traditional (45%) and nontraditional college students (32%) as a necessary supportive service. Additionally, nontraditional students (36%) requested the need for study groups over traditional students (8%) (Kinsella 1998, Table 3). Opening the library on Sundays would address student needs for access to textbooks and satisfy their self-reported need for extended hours.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			Budget Category
Winter 2016	Spring 2016	\$1800		Adjunct Reference Desk backfill for full-time faculty member to identify top 100 textbooks. Cost: 6 hours/week x 6 weeks x \$50.00		

Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Spring 2016	Summer 2016	\$15,000		Purchase of 100 textbooks at an average cost of \$150 per title			
Spring 2016	Summer 2016	\$4800		Collect data and work with research to perform correlation studies for targeted populations and all textbook circulation and course completion. Adjunct Reference Desk backfill for full-time faculty member to collect and prepare data and then work with research to perform correlation study. Cost calculation: 6 hours/week x 16 weeks X \$50.00			
Summer 2016	Fall 2016	\$4800		Collect data and work with research to perform correlation studies for targeted populations and 100 identified textbooks and course completion for supported courses. Adjunct Reference Desk backfill for full-time faculty member to collect and prepare data and then work with research to perform correlation study. Cost calculation: 6 hours/week x 16 weeks X \$50.00			
Winter 2016	Summer 2016	\$1400		Hire adjunct for outreach activities to include inform students of textbook availability. Cost calculations: 2 hours/week x 28 weeks x \$50.00. (Continued outreach activities would be assumed in Fall 2016 by newly hired Student Equity and Outreach librarian)			
Winter 2016		\$2000		Materials and supplies for outreach brochures and advertising			

Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Fall 2016	Winter 2017	\$4800		Adjunct Reference Desk backfill for full-time faculty member to investigate online textbook feasibility and write recommendations. Cost calculation: 6 hours/week x 16 weeks X \$50.00			
Spring 2016	Spring 2019	\$55,400		Adjunct Reference Desk librarian. Cost calculation: 8.5 hours x 16 weeks x \$50.00 = \$6800 each semester x 8 semesters			
Spring 2016	Spring 2019	\$47,791		One (1) Library Technician. Cost calculation: 8.5 hours x 16 weeks = \$3546.52 X 1.5 OT + \$654 benefits = \$5,974 per semester. \$5,974 per semester x 8 semesters = \$47,791			
Spring 2016	Spring 2019	\$51,749		IT support: one Computer Facilities Assistant 8.5 hours x 16 weeks = \$3841 X 1.5 OT + \$708 benefits = \$6,469 per semester. \$6469 per semester X 8 semesters = \$51,749			
	Total Requested						

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Research indicates there is a correlation between textbook use and course performance. By increasing the number of available textbooks in the library reserve collection for the courses that students in the targeted population are enrolled, it is hypothesized that course completion will correlate with textbook use as identified by circulation statistics.	Course enrollment data for students in the targeted demographics in order to identify textbooks to purchase for the library reserve collection.	Once during Winter 2016
	Circulation data for targeted student populations for all textbooks.	Once for Fall 2015 semester, analyzed during Spring 2016 Once for one semester Spring 2016, analyzed during Summer 2016
	Circulation data for targeted student	Once for Spring 2016 semester –

Link to Goal	Evaluation	
	populations for course specific textbooks.	analyzed during Fall 2016
Outreach through advertising	Circulation data comparison from pre-outreach and post-outreach information dissemination	Once for Spring 2016 semester – analyzed during Summer 2016 Once for Fall 2016 analyzed during Winter 2017
Online reserve books	Investigation and written plan	Once during Fall 2016, report done in Winter 2017
Library hours	Gather student comments about open hours 5 easels distributed throughout the library	Three randomly selected Sundays, each semester
Library attendance	Head counts	Three randomly selected Sundays, each semester
Library transaction activity	Transaction data	Each Sunday, each semester

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B.14: STEM CENTER

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected		Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Latinos; African Americans; Pacific Islander; Native Americans enrolled in STEM courses	Need data from research		Data to be input by Research		Underrepresented Latino, African American, Pacific Islander, and Native American students enrolled in STEM courses who utilize the STEM Center will complete their STEM courses at a rate 10% higher than a comparative group that does not utilize the STEM Center	2020
					The number of Latino, African American, Pacific Islander, and Native American students who utilize the STEM Center will advance from gateway STEM courses to the next sequential STEM course at a rate 10% higher than a comparative group that does not utilize the STEM Center	2020

Activity Type

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	Latino, African American, Pacific Islander, and Native American students enrolled in STEM courses will be provided support services in the STEM Center including peer coaching, tutoring, faculty office hours, and counseling; seminars and workshops on strategies for success in STEM courses, life management skills for success in STEM courses, and preparation for transfer in STEM majors. The STEM Center also serves as a hub for activity related to STEM courses and careers. Students participating in the STEM Center activities will be part of a STEM community. Faculty will be reassigned to provide seminars and workshops on strategies for success in STEM courses.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
November 2015	June 2020		\$54,000	Faculty reassigned time			
November 2015	June 2020		\$ 5,000	Faculty stipends			
November 2015	June 2020		\$15,000	Student workers			
November 2015	June 2020		\$45,000	Tutors			
November 2015	June 2020		\$5,000	Workshop and seminar supplies for targeted student population use in STEM center			
November 2015	June 2020		\$3,000	Food supplies (special events including workshops and seminars for the targeted population group)			
November 2015	June 2020		\$104,153	Coordinator [previously approved]			
November 2015	June 2020				\$100,000	SSSP	Full-time counselor

Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
November 2015	June 2020		\$25,000	Hourly administrative support in STEM Center			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Outreach to Latino, African American, Pacific Islander, and Native American students to study for STEM courses with support services will enable students to successfully complete their STEM courses. This will also allow students in the targeted population to advance to upper level STEM courses.	Track student participation in STEM Center, seminars and workshops, and special events. Measure end of term and annual improvement over benchmark course completion rates. Measure annual improvement in advancement to upper level STEM courses. Compare advancement in STEM courses for students who utilize the STEM center with comparative groups that did not utilize the STEM Center.	Student participation data collected by student for each activity. Annual review of course completion rates, disaggregated by student population. End of term and annual review of course advancement rates, disaggregated by student population.

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

- C. ESL AND BASIC SKILLS COMPLETION.** The percentage of students by population group who attempted a below college level course and progressed to college or transfer level courses in math, English Writing, and credit ESL (Mt. SAC's AMLA). This is measured with a current velocity methodology. See Appendix for details.

ESL

Overview:

Mt. SAC examined this indicator using the 80% Index, with the reference being the average of all Mt. SAC students. Population groups at 80% or less were noted, as well as those between 80% and 98% at which level they were considered "somewhat below equity." In addition the Gap was calculated for each group. This Gap represents the increased number of students who need to be successful on this indicator in order for the group to reach equity.

The data analysis provides the College with evidence as to which sub-populations are disproportionately impacted. The use of this information, from this Goal Indicator as well as the other Goal Indicators, will allow the College a more holistic approach to examining the many outcomes for students. The opportunity that this provides is that the data can inform decision making such as which programs/services should be expanded and which Grant opportunities should be explored.

The directive is to close the equity gap. The criteria for success is that the equity gap is closed within a certain time period that varies depending on the situation at hand. The College assumes that the demographic make-up of its student population will change over time as the community's population changes. As such, the College must continue to check-in with the profile of the community versus its students and institute interventions.

Indicator Definitions and Data

The data represents the percentage of students by population group who attempted a below college level course and progressed to college or transfer level courses in credit ESL (Mt. SAC's AMLA). The data are below and are followed by the conclusions and disproportionate impact. This is measured with a current velocity methodology that is described in detail in the appendix.

All Credit
Equity: 80% Index for AMLA Completion: Summary
 (% of Average)

				5 Years		
				2008 - 2009 to 2012 - 2013		
	5 Year Average	Most Recent 2012 - 2013	Trend per Year	Graph of Changes	Average Gap*	Average Count
Gender						
Female	109%	108%	0.36%		8	394
Male	91%	90%	0.09%		-7	336
Unknown	126%	182%	9.63%		0	10
Ethnicity						
African American	17%	0%	-10.10%		-2	7
American Indian		0%			0	0
Asian	126%	127%	1.10%		33	549
Latino/Latina	41%	31%	-2.29%		-19	142
Pacific Islander		0%			0	2
Two or More Races		0%			-1	4
White	69%	82%	5.59%		-1	17
Unknown	81%	56%	-16.44%		-5	19
Age Group						
Under 20	190%	213%	8.24%		52	242
20 to 24	112%	111%	-1.13%		7	258
25 to 29	60%	55%	0.66%		-9	86
30 to 49	43%	46%	-4.27%		-17	132
50+	23%	16%	-3.21%		-4	22
Income						
Low Income	104%	88%	-3.81%		3	307
Other	97%	103%	3.59%		-2	414
Special Populations						
Disabled	11%	8%	-1.91%		-2	12
Foster Youth	126%	78%	-18.95%		5	89
Veteran	143%	145%	2.92%		0	4
AB540	64%	28%	-13.68%		-2	29

Blank cells indicate too few students to calculate a value.















* Gap is the number of students by which the group is over or under the average rate.

A negative number is the deficit which would need to be made up to bring the group to equity.

Color Key:

Percent of Average	< 80%	80% to 98%	98% to 100%	100% to 102%	102% to 125%	> 125%
Trend (by change over 5 yrs)	< - 5%	-5% to -1%	-1% to 0%	0% to 1%	1% to 5%	> 5%

AMLA Completion Rates: Summary

				5 Years	
				2008 - 2009 to 2012 - 2013	
	5 Year Average	Most Recent 2012 - 2013	Trend per Year	Graph of Changes	Average Count
Mt. SAC total	23.6%	22.9%	0.08%		740
Gender					
Female	25.7%	24.7%	0.20%		394
Male	21.6%	20.5%	0.08%		336
Unknown	30.1%	41.7%	1.83%		10
Ethnicity					
African American	4.1%	0.0%	-2.48%		7
American Indian		0.0%			0
Asian	29.6%	29.2%	0.39%		549
Latino/Latina	9.8%	7.1%	-0.52%		142
Pacific Islander					2
Two or More Races					4
White	16.0%	18.9%	1.37%		17
Unknown	#DIV/0!	0.0%	#DIV/0!		19
Age Group					
Under 20	45.0%	48.7%	2.08%		242
20 to 24	26.5%	25.4%	-0.20%		258
25 to 29	14.0%	12.6%	0.22%		86
30 to 49	10.2%	10.4%	-1.03%		132
50+	5.0%	3.7%	-0.70%		22
Income					
Low Income	24.7%	22.5%	-0.39%		307
Other	22.8%	23.7%	1.43%		414
Special Populations					
Disabled	2.8%	2.1%	-0.45%		12
Foster Youth	29.6%	19.9%	-4.01%		89
Veteran	43.2%	54.1%	10.91%		4
AB540	15.0%	6.4%	-2.50%		29

Color Key:

Percent of Average

< 80%	80% to 98%	98% to 100%	100% to 102%	102% to 125%	> 125%
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Trend (by change over 5 yrs)

< - 5%	-5% to -1%	-1% to 0%	0% to 1%	1% to 5%	> 5%
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Conclusions: Disproportionately Impacted Student Groups:

The data below is an analysis of **AMLA Completion** data for the college. The focus is on 80% equity by demographic, which means that the College needs to close the equity gap when a group is below 80% of achieving what the campus average achieves. The 80% Equity data is a comparison between a demographic group and all Mt. SAC students (average). For the 2014 Student Equity Plan, it became clear that only looking at group that were below 80% average would be too narrow. As such, with this 2015 Student Equity Plan, when a group is between 98% and 80%, they are considered "somewhat below equity." In addition to notating level below equity; we are also indicating whether there is a downward equity trend from year-to-year. We believe that is important to express, because a group could be at equity, but its yearly trend indicates that the group could become inequitable without the College intervening. Below are numbers that are needed to reach **Target-Average GAP**. This GAP represents the increased number of students who need to be successful in this outcome in order for them to reach equity. The more students that start out in this population (e.g., Latino/a) and the further they are away from equity, the more students are generally required to meet the outcome to attain equity. Smaller groups such (e.g., Unknown Gender) are not given a Target-Average GAP because the number to achieve equity can be reached without focusing on a particular demographic group.

Gender

- Male students are somewhat below (91%) equity for their 5 Year Average and for the current year (90%). They have had very little change to their (0.09%) per year trend.
Target Average GAP: Increase completion by 7 students to achieve equity.

Ethnicity:

- Asian students are the only ethnicity group that are above equity (126%) for their 5 Year Average for AMLA completion; however, they are also the only ethnic group with an average count of greater than 300 students and therefore are the only group with reliable numbers for averages and trends.
- Latino/a students are far below equity in both most recent year (31%) and 5 year (41%) average. **Target Average GAP: Increase completion by 19 students to achieve equity.**

Gender by Ethnicity

- When categorizing students by gender and ethnicity for AMLA completion, the average count of students in all categories is less than 300. Therefore, comment cannot be reliably made about their averages and trends.

Income

- Low income students are somewhat above (104%) equity for their 5 Year Average but they are somewhat below equity in the most recent year (88%). They have a rapidly decreasing (-3.81%) per year trend.

Special Populations:

- Disabled (8%), Foster Youth (78%) and AB540 (28%) are all below equity for the most recent year data.
- Foster Youth's 5 Year Average is much above (126%) equity; however, their per year trend is rapidly decreasing (-18.95%).

Basic Skills Completion: English**Overview:**

Mt. SAC examined this indicator using the 80% Index, with the reference being the average of all Mt. SAC students. Population groups at 80% or less were noted, as well as those between 80% and 98% at which level they were considered "somewhat below equity." In addition the Gap was calculated for each group. This Gap represents the increased number of students who need to be successful on this indicator in order for the group to reach equity.

The data analysis provides the College with evidence as to which sub-populations are disproportionately impacted. The use of this information, from this Goal Indicator as well as the other Goal Indicators, will allow the College a more holistic approach to examining the many outcomes for students. The opportunity that this provides is that the data can inform decision making such as which programs/services should be expanded and which Grant opportunities should be explored.

The directive is to close the equity gap. The criteria for success is that the equity gap is closed within a certain time period that varies depending on the situation at hand. The College assumes that the demographic make-up of its student population will change over time as the community's population changes. As such, the College must continue to check-in with the profile of the community versus its students and institute interventions.

Indicator Definitions and Data:

The data represents the percentage of students by population group who attempted a below college level course and progressed to college or transfer level courses in English Writing. The data are below and are followed by the conclusions and disproportionate impact. This is measured with a current velocity methodology that is described in detail in the appendix.

All Credit

Equity: 80% Index for Basic Skills English Completion: Summary

(% of Average)

				5 Years		
				2008 - 2009 to 2012 - 2013		
	5 Year Average	Most Recent 2012 - 2013	Trend per Year	Graph of Changes	Average Gap*	Average Count
Gender						
Female	107%	110%	0.56%		44	2800
Male	94%	91%	-0.56%		-43	2858
Unknown	98%	101%	4.53%		0	48
Ethnicity						
African American	59%	57%	0.30%		-30	313
American Indian	101%	50%	-24.16%		0	15
Asian	164%	176%	4.98%		109	751
Latino/Latina	86%	89%	2.19%		-118	3570
Pacific Islander	77%	130%	1.91%		-1	27
Two or More Races	105%	102%	-4.47%		1	144
White	126%	118%	-5.65%		47	730
Unknown	115%	130%	2.11%		5	156
Age Group						
Under 20	137%	138%	-0.46%		298	3395
20 to 24	67%	67%	1.72%		-116	1494
25 to 29	83%	72%	-2.01%		-16	397
30 to 49	75%	71%	-3.83%		-21	369
50+	66%	44%	-2.53%		-4	51
Income						
Low Income	96%	78%	-8.93%		-26	3484
Other	109%	113%	3.95%		26	1801
Special Populations						
Disabled	59%	50%	-2.82%		-25	316
Foster Youth	56%	53%	6.07%		-18	234
Veteran	144%	134%	-9.82%		14	169
AB540	122%	128%	4.85%		7	167

Blank cells indicate too few students to calculate a value.

* Gap is the number of students by which the group is over or under the average rate.

A negative number is the deficit which would need to be made up to bring the group to equity.

Color Key:

Percent of Average	< 80%	80% to 98%	98% to 100%	100% to 102%	102% to 125%	> 125%
Trend (by change over 5 yrs)	< - 5%	-5% to -1%	-1% to 0%	0% to 1%	1% to 5%	> 5%

All Credit

Basic Skills English Completion Rates: Summary

				5 Years	
				2008 - 2009 to 2012 - 2013	
	5 Year Average	Most Recent 2012 - 2013	Trend per Year	Graph of Changes	Average Count
Mt. SAC total	23.5%	21.3%	0.07%		5706
Gender					
Female	25.1%	23.4%	0.20%		2800
Male	22.1%	19.3%	-0.06%		2858
Unknown	23.1%	21.4%	1.26%		48
Ethnicity					
African American	13.9%	12.1%	0.14%		313
American Indian	24.1%	10.6%	-5.48%		15
Asian	38.5%	37.5%	1.21%		751
Latino/Latina	20.3%	18.9%	0.55%		3570
Pacific Islander	17.6%	27.7%	0.30%		27
Two or More Races	24.6%	21.7%	-0.85%		144
White	29.6%	25.0%	-1.21%		730
Unknown	26.9%	27.7%	0.51%		156
Age Group					
Under 20	32.3%	29.3%	-0.03%		3395
20 to 24	15.8%	14.2%	0.46%		1494
25 to 29	19.5%	15.2%	-0.37%		397
30 to 49	17.6%	15.1%	-0.81%		369
50+	15.6%	9.3%	-0.42%		51
Income					
Low Income	23.1%	20.4%	-0.95%		3484
Other	26.0%	24.1%	0.14%		1801
Special Populations					
Disabled	14.2%	12.9%	0.02%		316
Foster Youth	13.5%	13.8%	2.04%		234
Veteran	34.5%	28.5%	-3.35%		169
AB540	29.3%	27.2%	0.26%		167

Color Key:

Percent of Average

< 80%	80% to 98%	98% to 100%	100% to 102%	102% to 125%	> 125%
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Trend (by change over 5 yrs)

< - 5%	-5% to -1%	-1% to 0%	0% to 1%	1% to 5%	> 5%
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Conclusions: Disproportionately Impacted Student Groups:

The data below is an analysis of **English Completion** data for the college. The focus is on 80% equity by demographic, which means that the College needs to close the equity gap when a group is below 80% of achieving what the campus average achieves. The 80% Equity data is a comparison between a demographic group and all Mt. SAC students (average). For the 2014 Student Equity Plan, it became clear that only looking at group that were below 80% average would be too narrow. As such, with this 2015 Student Equity Plan, when a group is between 98% and 80%, they are considered "somewhat below equity." In addition to notating level below equity; we are also indicating whether there is a downward equity trend from year-to-year. We believe that is important to express, because a group could be at equity, but its yearly trend indicates that the group could become inequitable without the College intervening. Below are numbers that are needed to reach **Target-Average GAP**. This GAP represents the increased number of students who need to be successful in this outcome in order for them to reach equity. The more students that start out in this population (e.g., Latino/a) and the further they are away from equity, the more students are generally required to meet the outcome to attain equity. Smaller groups such (e.g., Unknown Gender) are not given a Target-Average GAP because the number to achieve equity can be reached without focusing on a particular demographic group.

Gender

- Males are somewhat below equity for their 5 Year Average (94%); and have a moderately decreasing (-0.56%) per year trend. **Target Average GAP: Increase completion by 43 students to achieve equity.**

Ethnicity:

- African American students are much below equity for their most recent year (57%) and 5 Year Average (59%); however, their per year trend is moderately increasing (0.30%). **Target Average GAP: Increase completion by 30 students to achieve equity.**
- Latino/a students are somewhat below equity for their 5 Year Average (86%) and most recent year (89%); however, their per year trend is also increasing (2.19%). **Target Average GAP: Increase completion by 118 students to achieve equity.**

Gender by Ethnicity

- Both Male and Female Latino/a students are below equity for their 5 Year Average. Latina students are somewhat below average (95%), but Latino students are much below average (77%). However, both groups' per year trend are increasing.

***Age: (not mandated as part of the Student Equity Plan)**

- With the exception of Under 20 students, all of the age groups are below equity for both the current year and the 5 Year Average. **Target Average GAP: Increase completion for 20 to 24 (+116), 25 to 49 (+16), and 30-49 (+21) students respectively, to be at equity.**

Income

- Low income students are below equity for the most recent year (78%) and somewhat below equity for their 5 Year Average (96%), and have a rapidly decreasing (-8.93%) per year trend. **Target Average GAP: Increase completion by 26 students to achieve equity.**

Special Populations:

- Disabled students are much below equity for their most recent year (50%) and 5 Year Average (59%), and are trending negatively each year (-2.82%). **Target Average GAP: Increase completion by 25 students to achieve equity.**
- Foster Youth students are much below equity for their most recent year (53%) and 5 Year Average (56%), but they are trending positively each year (6.07%). **Target Average GAP: Increase completion by 18 students to achieve equity.**

Basic Skills Completion: Math

Overview

Mt. SAC examined this indicator using the 80% Index, with the reference being the average of all Mt. SAC students. Population groups at 80% or less were noted, as well as those between 80% and 98% at which level they were considered “somewhat below equity.” In addition the Gap was calculated for each group. This Gap represents the increased number of students who need to be successful on this indicator in order for the group to reach equity.

The data analysis provides the College with evidence as to which sub-populations are disproportionately impacted. The use of this information, from this Goal Indicator as well as the other Goal Indicators, will allow the College a more holistic approach to examining the many outcomes for students. The opportunity that this provides is that the data can inform decision making such as which programs/services should be expanded and which Grant opportunities should be explored.

The directive is to close the equity gap. The criteria for success is that the equity gap is closed within a certain time period that varies depending on the situation at hand. The College assumes that the demographic make-up of its student population will change over time as the community’s population changes. As such, the College must continue to check-in with the profile of the community versus its students and institute interventions.

Indicator Definitions and Data:

The data represents the percentage of students by population group who attempted a below college level course and progressed to college or transfer level courses in math. The data are below and are followed by the conclusions and disproportionate impact. This is measured with a current velocity methodology that is described in detail in the appendix.

All Credit

Equity: 80% Index for Basic Skills Math Completion: Summary

(% of Average)

				5 Years		
				2008 - 2009 to 2012 - 2013		
	5 Year	Most Recent	Trend per	Graph of	Average	Average
	Average	2012 - 2013	Year	Changes	Gap*	Count
Gender						
Female	111%	121%	1.77%		25	2437
Male	89%	82%	-0.76%		-20	1943
Unknown	87%	25%	-28.26%		0	37
Ethnicity						
African American	29%	25%	0.87%		-21	298
American Indian	99%	53%	-6.65%		0	13
Asian	179%	203%	9.87%		28	366
Latino/Latina	93%	97%	1.44%		-21	2929
Pacific Islander	54%		22.12%		-1	18
Two or More Races	107%	87%	-17.17%		0	98
White	132%	117%	-4.72%		19	566
Unknown	133%	210%	24.55%		1	128
Age Group						
Under 20	133%	121%	-5.91%		67	2004
20 to 24	82%	85%	1.76%		-25	1347
25 to 29	117%	124%	4.04%		8	481
30 to 49	79%	87%	4.03%		-11	502
50+	72%	41%	-11.84%		-2	81
Income						
Low Income	99%	95%	-10.49%		-9	2877
Other	110%	110%	2.75%		10	1277
Special Populations						
Disabled	64%	61%	-10.05%		-10	313
Foster Youth	49%	58%	9.17%		-8	205
Veteran	186%	156%	-15.22%		13	163
AB540	157%	162%	27.80%		5	106

Blank cells indicate too few students to calculate a value.

* Gap is the number of students by which the group is over or under the average rate.








A negative number is the deficit which would need to be made up to bring the group to equity.

Color Key:

Percent of Average	< 80%	80% to 98%	98% to 100%	100% to 102%	102% to 125%	> 125%
Trend (by change over 5 yrs)	< - 5%	-5% to -1%	-1% to 0%	0% to 1%	1% to 5%	> 5%

All Credit

Basic Skills Math Completion Rates: Summary

					5 Years
					2008 - 2009 to 2012 - 2013
	5 Year Average	Most Recent 2012 - 2013	Trend per Year	Graph of Changes	Average Count
Mt. SAC total	10.0%	9.4%	0.03%		4416
Gender					
Female	11.0%	11.3%	0.21%		2437
Male	8.9%	7.7%	-0.06%		1943
Unknown	8.5%	2.4%	-2.56%		37
Ethnicity					
African American	3.0%	2.3%	0.08%		298
American Indian	10.0%	5.0%	-0.55%		13
Asian	17.9%	19.1%	0.96%		366
Latino/Latina	9.3%	9.1%	0.16%		2929
Pacific Islander	5.6%		1.92%		18
Two or More Races	10.5%	8.2%	-1.55%		98
White	13.1%	11.0%	-0.39%		566
Unknown	13.2%	19.7%	2.34%		128
Age Group					
Under 20	13.2%	11.4%	-0.50%		2004
20 to 24	8.1%	8.0%	0.19%		1347
25 to 29	11.7%	11.6%	0.40%		481
30 to 49	7.8%	8.2%	0.39%		502
50+	7.1%	3.9%	-1.13%		81
Income					
Low Income	9.9%	9.1%	-0.65%		2877
Other	11.3%	10.3%	-0.33%		1277
Special Populations					
Disabled	6.3%	5.9%	-0.68%		313
Foster Youth	5.1%	5.6%	0.97%		205
Veteran	19.3%	14.7%	-2.55%		163
AB540	15.9%	15.3%	2.00%		106

Color Key:

Percent of Average	< 80%	80% to 98%	98% to 100%	100% to 102%	102% to 125%	> 125%
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Trend (by change over 5 yrs)	< - 5%	-5% to -1%	-1% to 0%	0% to 1%	1% to 5%	> 5%
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Conclusions: Disproportionately Impacted Student Groups

Below is an analysis of **Math Completion** data for the college. The focus is on 80% equity by demographic, which means that the College needs to close the equity gap when a group is below 80% of achieving what the campus average achieves. The 80% Equity data is a comparison between a demographic group and all Mt. SAC students (average). For the 2014 Student Equity Plan, it became clear that only looking at group that were below 80% average would be too narrow. As such, with this 2015 Student Equity Plan, when a group is between 98% and 80%, they are considered "somewhat below equity." In addition to notating level below equity; we are also indicating whether there is a downward equity trend from year-to-year. We believe that is important to express, because a group could be at equity, but its yearly trend indicates that the group could become inequitable without the College intervening. Below are numbers that are needed to reach **Target-Average GAP**. This GAP represents the increased number of students who need to be successful in this outcome in order for them to reach equity. The more students that start out in this population (e.g., Latino/a) and the further they are away from equity, the more students are generally required to meet the outcome to attain equity. Smaller groups such (e.g., Unknown Gender) are not given a Target-Average GAP because the number to achieve equity can be reached without focusing on a particular demographic group.

Gender

- Males are somewhat below equity for their most recent year (82%) and 5 Year Average (89%); and have a moderately decreasing (-0.76%) per year trend. **Target Average GAP: Increase completion by 20 students to achieve equity.**

Ethnicity:

- Latino/a students are somewhat below equity for their 5 Year Average (93%) and most recent year (97%); however, their per year trend is rapidly increasing (1.44%). **Target Average GAP: Increase completion by 21 students to achieve equity.**
- African American students are much below equity for their most recent year (25%) and 5 Year Average (29%); however, their per year trend is moderately increasing (0.87%). **Target Average GAP: Increase completion by 21 students to achieve equity.**

Gender by Ethnicity

- Male Latino students are somewhat below average for their 5 Year Average (8.1%) and are much below average for the current year (7.3%).

***Age: (not mandated as part of the Student Equity Plan)**

- Students aged 20 to 24 years old are somewhat below equity for their 5 Year Average (82%) and most recent year (85%); however, their per year trend is increasing (1.76%). **Target Average GAP: Increase completion by 25 students to achieve equity.**
- Students aged 30 to 49 are much below equity for their 5 Year Average (79%) and somewhat below equity for the most recent year (87%); however, their per year trend is also increasing (4.03%). **Target Average GAP: Increase completion by 11 students to achieve equity.**

Income

- Low Income students are somewhat below equity in the most recent year (95%), and are trending in a rapidly decreasing manner per year (-10.49%). **Target Average GAP: Increase completion by 9 students to achieve equity.**

Special Populations:

- Disabled students are much below equity for their most recent year (61%) and 5 Year Average (64%) and their trend is rapidly decreasing each year (-10.05%). **Target Average GAP: Increase completion by 10 students to achieve equity.**
- Foster Youth students are much below equity for their most recent year (58%) and 5 Year Average (49%) but their trend is decreasing each year (9.17%). **Target Average GAP: Increase completion by 8 students to achieve equity.**

Scorecard

The 2015 Scorecard data for Mt. SAC indicates that students are not progressing well in reaching college-level courses after they begin in remedial level (i.e., basic skills). This measurement is the percentage of credit students who attempted a course designated at “levels below transfer” in:

- Math and successfully completed a college-level course in Math within six years
- English and successfully completed a college-level course in English within six years
- AmLa (Mt. SAC’s Credit American Language) and successfully completed the AmLa sequence or a college-level English course within six years

The cohort is defined as the year the student attempts a course at “levels below transfer” in Math, English and/or ESL at that college.

Mathematics has a lower rate than English or AmLa (American Language – Credit English as a Second Language). The cohort sizes are important to review as AmLa is small for some sub-populations. Overall, the results indicate the need to continue to improve students’ success in the course sequences.

Comparing these results to those from the current velocity methodology used for the primary Student Equity analysis of Basic Skills Completion points out the characteristics of the two methodologies. First, they are both measuring the same outcome, and show similar general patterns of which groups are more or less frequent in achieving the outcomes. Second, current

velocity gives more timely results. 2008-2009 is the most recent available cohort from the Scorecard, but the oldest of the five years analyzed with current velocity data. Third, the Scorecard counts more ultimate achievements of the desired outcome. By allowing a longer time for the outcomes to be achieved, two or three times as many of these outcomes are counted. These two points highlight the relative usefulness of the two methodologies. The Scorecard is well suited to accountability for overall achievement of educational goals. In contrast, the current velocity methodology is best suited for timely comparison, either of different population groups as is done for this Student Equity Plan, or for comparison between *recent* sequential years.

	Remedial English		Remedial Math		Remedial AmLa	
	2008-2009		2008-2009		2008-2009	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Mt. San Antonio College						
All	4,138	46.1%	3,263	31.3%	564	42.9%
Female	2,073	47.8%	1,891	32.7%	308	43.5%
Male	2,024	43.8%	1,346	29.3%	240	42.9%
< 20 years old	2,876	50.8%	1,918	33.8%	190	66.3%
20 to 24 years old	704	34.5%	715	27.8%	132	43.9%
25 to 39 years old	419	37.5%	468	28.6%	144	28.5%
40+ years old	139	32.4%	162	25.3%	98	17.3%
African American	271	36.2%	212	22.2%	1 to 9	33.3%
American Indian/Alaska Native	20	30.0%	23	30.4%	0	N/A
Asian	359	65.7%	193	40.4%	390	52.1%
Filipino	169	56.8%	123	35.0%	11	36.4%
Hispanic	2,453	42.6%	1,993	30.4%	115	22.6%
Pacific Islander	29	41.4%	21	23.8%	1 to 9	0.0%
White	566	48.6%	474	35.2%	12	8.3%

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C. Improve students' successful course completion of ESL/AmLa and basic skills course sequences and their subsequent enrollment and completion of degree applicable courses.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C-1: Writing Center Tutorial Coordination

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
ESL Students, including ESL, AmLa, and NNES students in English and other writing courses	3,000 (estimate, need demographics of NNES students on campus)	Data to be input by Research		<ul style="list-style-type: none"> 10% increase in the success rates for AmLa students attending 1.5 hours of tutoring or 4.0 hours of workshop/boot camp 20% increase in the number of identified NNES students on campus accessing Writing Center tutoring services. 30% increase in intervention services from the Writing Center for students in ASPIRE and ARISE programs. 	2015-2018

Activity Type

Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	X	Professional Development		

Activity Implementation

Activity Implementation Plan	ESL and Basic Skills students are part of the identified focus groups for student equity intervention. This full time position will provide student workshops and boot camps for the writing needs of these students, tutoring for AmLa students, peer tutor training for working with these students in the Writing Center, AND outreach to the English department population of Non-native English speaking (NNES) students. This individual will also provide POD workshops for faculty working with NNES students and AWE (English Placement) preparation workshops that target the non-native English speaking population at Mt. SAC. They will work closely with faculty in the English and AmLa departments to design services (including Directed Learning Activities) that contribute to higher success and retention rates for these students. This person will also work with the ARISE and ASPIRE programs to provide writing tutoring and supplemental instruction in English and other courses for these populations.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
January 1, 2015	Permanent position		63,000	Tutorial Specialist, classified			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
The activity will help achieve the goal because the interventions outlined above have a history—at Mt. SAC and at other community college institutions--of efficacy in impacting success, retention, persistence, and accurate placement.	--success rates for AmLa students attending Writing Center workshops, tutoring, and other services. --success rates for English students identified as NNES who use Writing Center services. --results of AWE test for students attending preparation workshops.	Annually for all data.

C.2: AmLa Students Writing Workshops

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
ESL Students, including ESL, AmLa, and NNES students in English and other writing courses	3,000 (estimate, need demographics of NNES students on campus)	Data to be input by Research		<ul style="list-style-type: none"> 10% increase (or more) in the success rates for AmLa students attending 1.5 hours of tutoring or 4.0 hours of workshop/boot camps Increase of 8 hours of training for working with NNES students for new peer tutors in first semester 30% Increase in VESL participation in AWE Preparation workshops Enhanced placement and success results for VESL students attending preparation workshops 	2015-2018

Activity Type

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	ESL and Basic Skills students are part of the identified focus groups for student equity intervention. This full time position will provide student workshops and boot camps for the writing needs of these students, tutoring for AmLa students in the Writing Center, peer tutor training for working with these students in the Writing Center, and AWE Preparation for VESL students. The will also develop in consultation with English and AmLa additional Directed Learning Activities in the Writing Center for Non-native English speaking students.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			Budget Category
January 1, 2015	ongoing		\$35,640	Part time professional expert/adjunct faculty non-instructional rate		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
The activity will help achieve the goal because the interventions outlined above have a history—at Mt. SAC and at other community college institutions--of efficacy in impacting success, retention, persistence, and accurate placement.	--success rates for AmLa students attending Writing Center workshops, tutoring, and other services. --success rates for English students identified as NNES who use Writing Center services. --results of AWE test for VESL students attending preparation workshops.	Annually.

C.3: Non Native English Speaking Students Tutoring

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
ESL Students, including ESL, AmLa, and NNES students in English and other writing courses	3,000 (estimate, need demographics of NNES students on	Data to be input by Research		<ul style="list-style-type: none"> 10% increase (or more) in the success rates for AmLa students attending 1.5 hours of tutoring Increase of attendance to tutoring in the Writing Center of 30% for AmLa students 20% Increase in tutoring services to NNES students in English classes and other writing classes 	2015-2018

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
	campus)			<ul style="list-style-type: none"> 10% increase (or more) in the success rates for non-AmLa, NNES students attending 1.5 hours of tutoring or more 	

Activity Type

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	The plan is to hire two part-time individuals with ESL certification or experience to work as tutors exclusively devoted to this population—we currently have no such dedicated tutors in the Writing Center, due to the lack of funding for this more specialized and therefore somewhat more costly type of tutoring. They would add 35-40 hours of tutoring for NNES students a week to the W. Center schedule and they would be involved in some outreach as well.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			
Jan. 1, 2016			35,172	Tutorial Assistant II (2 part-time positions) classified		

Link to Goal	Evaluation	
Describe how the activity will help achieve the goal(s) described above	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review

Link to Goal	Evaluation	
The history of Writing Center tutoring interventions with AmLa and English populations establishes a strong track record of enhancing student success through tutoring. Thus enhanced tutoring for this population will enhance the population's overall success.	Attendance data for NNES students in the W. Center Success data for these same students	Annually.

C.4: Non-Credit Athletic Boot Camps

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Incoming freshman student athletes from the following groups: Latinos, especially males, African Americans, especially males, Asian Pacific Islanders, both males and females	300	Data to be input by Research		1. At least 70% of student athletes attending a boot camp will pass their English courses and at least 60% will pass math courses (C or better). 2. 70 % of student athletes who attend boot camp sessions will enroll in Math or English courses in the subsequent Fall Semester 3. At least 70% of those who attended a boot camps will participate in at least 3 interventions per semester (tutoring, advising, workshops and workshops).	2020 2020 2022

Activity Type

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	<p>This is a continuation of the previous year's Student Equity project that aimed to provide student support and follow-up to incoming freshman student athletes who attended summer English and math boot camps. This year's activities will include counseling services (orientation, educational planning, and follow-up) and tracking of student progress. These activities will serve in combination to promote successful basic skills course completion and progression in the English and math sequence.</p> <p>During the summer session when incoming students take the boot camp, the counselor will ensure that students have attended an orientation and complete an educational plan. One of the main activities of the counselor is to assist bootcamp attendees enrolling in math or English courses during Fall and Spring semesters. Counselors will also refer students to tutoring if educational deficiencies still exist.</p> <p>In Fall 2016 and Spring 2017, the project program specialist will track boot camp attendees' <u>camp attendees'</u> course completion and progression through the basic skills sequence, monitor progress reports required of student athletes, and make referrals to counselors and tutors. Students with deficient progress reports will be referred to attend intervention workshops provided by the counselor.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Budget Category
		One Time	Ongoing		Funding Source	
November 2015	June 2016				\$36,000	Adjunct counseling
November 2015	June 2015		\$10,000	Hourly Project Program Specialist	\$7,000	Tutors
					40,000	Professional Expert
						Basic Skills
						Tutors

Link to Goal	Evaluation	
Describe how the activity will help achieve the goal(s) described above	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review

Link to Goal	Evaluation	
<ul style="list-style-type: none"> • Counseling interventions will ensure that students will enroll in math and English courses during their first year • Counselors assisting students in completing orientations and educational plans will promote students in successfully completing courses and advancing in the basic skills sequence • Tracking bootcamp attendees' course outcomes will increase the likelihood of English and math course success. 	<ul style="list-style-type: none"> • Math and English course enrollments • Math and English course completion • Student contacts with counseling and tutoring and attendance in counseling intervention workshops • Progression through the basic skills sequence • Semester progress reports • Completion of educational plans 	<ul style="list-style-type: none"> • Enrollment reports by semester • Course completion data by semester and academic year • Student contacts and interventions by semester • English and math progression through the basic skills sequence on an annual basis • Student progress reports by semester • Completion of student educational plans by semester

Success Indicator: Degree and Certificate Completion

D. DEGREE AND CERTIFICATE COMPLETION.

The data analysis looks at trends and averages over five years. In addition, time must be given for students to earn a certificate or degree. This adds three years for measuring certificates. Even using the current velocity methodology to measure degrees, 2.5 years are needed for progress through the degree-related milestones. Thus, these indicators need at least eight years of data. The student educational plan data was not in its current form that far in the past.

The Mt. SAC student educational plan data is not easily accessible nor are the nuances fully understood. RIE asked for an Argos report to be examined and fixed (DegreeWorks Active/Inactive). In order to track students earning a degree/certificate, we must give them time to earn it from their first time at Mt. SAC. Below five major terms were used which equates to 2.5 years. ~~Was Mt. SAC's student educational plan process robust 2.5 years ago? Are students using the student educational plans to map out and complete their course work?~~

Degree Completion

Overview

Degree Completion is the ratio of the number of students by population group who receive a degree to the number of students in that group who took a Math or English course. This is done using a current velocity methodology allowing five major terms for each of the milestones of 1) passing both degree applicable Math and English, 2) earning 30 degree applicable units, 3) earning 60 degree applicable units, and 4) earning a degree. See Appendix for a description of the current velocity methodology.

Mt. SAC examined this indicator using the 80% Index, with the reference being the average of all Mt. SAC students. Population groups at 80% or less were noted, as well as those between 80% and 98% at which level they were considered "somewhat below equity." In addition the Gap was calculated for each group. This Gap represents the increased number of students who need to be successful on this indicator in order for the group to reach equity.

The data analysis provides the College with evidence as to which sub-populations are disproportionately impacted. The use of this information, from this Goal Indicator as well as the other Goal Indicators, will allow the College a more holistic approach to examining the many outcomes for students. The opportunity that this provides is that the data can inform decision making such as which programs/services should be expanded and which Grant opportunities should be explored.

The directive is to close the equity gap. The criteria for success is that the equity gap is closed within a certain time period that varies depending on the situation at hand. The College assumes that the demographic make-up of its student population will change over time as the community's population changes. As such, the College must continue to check-in with the profile of the community versus its students and institute interventions.

Indicator Definitions and Data:

Degree Completion is the ratio of the number of students by population group who receive a degree to the number of students in that group who took a Math or English course. The data are below and are followed by the conclusions and disproportionate impact. This is measured with a current velocity methodology that is described in the conclusions and in more detail in the appendix.

All Credit

Equity: 80% Index for Degree Attainment Completion: Summary

(% of Average)

					5 Years	
					2008 - 2009 to 2012 - 2013	
	5 Year	Most Recent	Trend per	Graph of	Average	Average
	Average	2012 - 2013	Year	Changes	Gap*	Count
Gender						
Female	119%	122%	-1.39%		35	2403
Male	81%	81%	2.67%		-35	2461
Unknown	69%		-1.51%		-2	39
Ethnicity						
African American	98%	80%	-2.43%		-3	199
American Indian	100%		85.83%		0	9
Asian	90%	106%	6.00%		-8	927
Latino/Latina	103%	98%	-2.36%		6	2915
Pacific Islander	87%	19%	-26.70%		-1	22
Two or More Races	89%	89%	6.93%		0	131
White	127%	131%	-1.64%		12	584
Unknown	87%	47%	-20.80%		1	115
Age Group						
Under 20	111%	108%	-2.48%		31	3913
20 to 24	60%	55%	1.46%		-21	672
25 to 29	66%	73%	1.17%		-6	166
30 to 49	55%	93%	8.21%		-5	139
50+					-1	14
Income						
Low Income	114%	107%	-17.55%		4	3090
Other	99%	93%	0.25%		-2	1882
Special Populations						
Disabled	100%	95%	-21.88%		-2	195
Foster Youth	80%	107%	0.02%		-5	250
Veteran	174%	139%	-80.65%		3	98
AB540	131%	94%	-0.36%		3	179

Blank cells indicate too few students to calculate a value.

* Gap is the number of students by which the group is over or under the average rate.





A negative number is the deficit which would need to be made up to bring the group to equity.

Color Key:

Percent of Average	< 80%	80% to 98%	98% to 100%	100% to 102%	102% to 125%	> 125%
Trend (by change over 5 yrs)	< - 5%	-5% to -1%	-1% to 0%	0% to 1%	1% to 5%	> 5%

All Credit

Degree Attainment Rates: Summary

					5 Years
					2008 - 2009 to 2012 - 2013
	5 Year Average	Most Recent 2012 - 2013	Trend per Year	Graph of Changes	Average Count
Mt. SAC total	7.9%	8.2%	0.23%		4903
Gender					
Female	9.4%	10.0%	0.21%		2403
Male	6.5%	6.6%	0.34%		2461
Unknown	5.8%	0.0%	-0.74%		39
Ethnicity					
African American	8.2%	6.6%	-0.68%		199
American Indian	8.3%	0.0%	5.56%		9
Asian	7.2%	8.7%	0.67%		927
Latino/Latina	8.2%	8.0%	0.06%		2915
Pacific Islander	6.0%	1.5%	-1.41%		22
Two or More Races	7.3%	7.3%	0.53%		131
White	9.9%	10.7%	0.26%		584
Unknown	7.0%	3.8%	-1.45%		115
Age Group					
Under 20	8.7%	8.9%	0.10%		3913
20 to 24	4.8%	4.5%	0.20%		672
25 to 29	5.6%	5.9%	-0.19%		166
30 to 49	4.3%	7.6%	0.86%		139
50+					14
Income					
Low Income	8.6%	8.4%	-0.63%		3090
Other	8.3%	7.6%	-0.44%		1882
Special Populations					
Disabled	7.3%	7.5%	-0.86%		195
Foster Youth	6.0%	8.4%	0.48%		250
Veteran	12.1%	10.9%	-4.28%		98
AB540	11.0%	7.7%	-0.68%		179

Color Key:

Percent of Average	< 80%	80% to 98%	98% to 100%	100% to 102%	102% to 125%	> 125%
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Trend (by change over 5 yrs)	< - 5%	-5% to -1%	-1% to 0%	0% to 1%	1% to 5%	> 5%
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Conclusions: Disproportionately Impacted Student Groups:

The data below is an analysis of **Degree Attainment** data for the college. The focus is on 80% equity by demographic, which means that the College needs to close the equity gap when a group is below 80% of achieving what the campus average achieves. The 80% Equity is a data comparison between a demographic group and all Mt. SAC students (average). For the 2014 Student Equity Plan, it became clear that only looking at group that were below 80% average would be too narrow. As such, with this 2015 Student Equity Plan, when a group is between 98% and 80%, they are considered "somewhat below equity." In addition to notating level below equity; we are also indicating whether there is a downward equity trend from year-to-year. We believe that is important to express, because a group could be at equity, but its yearly trend indicates that the group could become inequitable without the College intervening. Below are numbers that are needed to reach **Target-Average GAP**. This GAP represents the increased number of students who need to be successful in this outcome in order for them to reach equity. The more students that start out in this population (e.g., Latino/a) and the further they are away from equity, the more students are generally required to meet the outcome to attain equity. Smaller groups such (e.g., Unknown Gender) are not given a Target-Average GAP because the number to achieve equity can be reached without focusing on a particular demographic group.

Gender & Equity:

- Male students are somewhat below equity for their 5 Year Average (81%) and for the current year (81%). However, they have a moderately increasing (2.67%) per year trend.
Target Average GAP: Increase degrees by 35 students to achieve equity.

Ethnicity & Equity:

- African American students are below equity (80%) and have been on a downward trend (2.43% per year) for several years. **Target Average GAP: Increase degrees by 3 students to achieve equity.**
- Students who are Two or More Races are somewhat below equity for their 5 Year Average (89%). However, they have a rapidly increasing (6.93%) per year trend.
- The Unknown ethnic group is somewhat below equity for their 5 Year Average (87%) and much below equity for their most recent year (47%). They also have a rapidly decreasing (-20.80%) per year trend.

Asians are somewhat below equity based on their 5 year average. **Target Average GAP: Increase degrees by 8 students to achieve equity.**

Gender by Ethnicity & Equity:

- Male Asian students are much below (66%) equity for their 5 Year Average and also much below (78%) equity for the current year. However, they have a rapidly increasing

trend (11.00%) per year. **Target Average GAP: Increase degrees by 3 students to achieve equity.**

- Male Latino students are somewhat below (85%) equity for their 5 Year Average and also somewhat below (82%) equity for the current year. They also have a moderately decreasing trend (-2.36%) per year **Target Average GAP: Increase degrees by 17 students to achieve equity.**
- Male Students in the Two or More Races group are much below (62%) equity for their 5 Year Average, but have a rapidly increasing trend (17.27%) per year. **Target Average GAP: Increase degrees by 3 students to achieve equity.**

Age Group & Equity:

- With the exception of Under 20 students, the other age groups are much below equity. 20 to 24 students are much below (55%) equity for the current year but have a moderately increasing trend (1.46%) per year. 25 to 29 students (66%) and 30 to 49 students (55%) are also much below equity for their 5 Year Average, although 25 to 29 students have a moderately increasing trend (1.17%) per year while 30 to 49 students have a rapidly increasing trend (8.21%) per year. **Target Average GAP: Increase degrees for 20 to 24 (+21), 25 to 49 (+6), and 30-49 (+5) students respectively, to be at equity.**

Special Populations & Equity:

- Disabled students are somewhat below equity (95%). Their yearly trend is decreasing yearly -(21.88%). **Target Average GAP: Increase degrees by 2 students to achieve equity.**
- Foster Youth students are somewhat (80%) equity for their 5 Year Average. They show little change in trend (0.02%) per year. **Target Average GAP: Increase degrees by 5 students to achieve equity.**

Certificate Completion

Overview






Certificate Completion is the ratio of the number of students by population group who receive a certificate to the number of students in that group who took a vocational course. This replicates the Scorecard Career Technical Education Completion Outcome, but uses a three year timeframe instead of six years.

Mt. SAC examined this indicator using the 80% Index, with the reference being the average of all Mt. SAC students. Population groups at 80% or less were noted, as well as those between 80% and 98% at which level they were considered “somewhat below equity.” In addition the Gap was calculated for each group. This Gap represents the increased number of students who need to be successful on this indicator in order for the group to reach equity.

Indicator Definitions and Data:

Certificate Completion is the ratio of the number of students by population group who receive a certificate to the number of students in that group who took a vocational course. The data below outline the disproportionate impact. After the tables are the summary points.

Certificate
Equity: 80% Index for Earning Certificate: Summary
 (% of Average)







			5 Years			
			2008 - 2009 to 2012 - 2013			
	5 Year Average	Most Recent 2012 - 2013	Trend per Year	Graph of Changes	Average Gap*	Average Count
Gender						
Female	86%	91%	-2.05%		-21	2604
Male	112%	108%	1.81%		21	2906
Unknown	110%	81%	-8.84%		0	59
Ethnicity						
African American	151%	170%	11.65%		9	317
American Indian	167%	0%	-5.40%		0	13
Asian	92%	117%	5.28%		-6	1217
Latino/Latina	84%	75%	-1.68%		-26	2807
Pacific Islander	74%	52%	-13.34%		-1	36
Two or More Races	111%	114%	-0.87%		1	161
White	148%	145%	-0.46%		24	867
Unknown	90%	135%	8.59%		-1	151
Age Group						
Under 20	53%	54%	-1.50%		-77	2827
20 to 24	89%	103%	4.88%		-8	1620
25 to 29	190%	176%	-2.37%		26	525
30 to 49	267%	224%	-7.29%		49	517
50+	313%	284%	12.25%		10	80
Income						
Low Income	102%	102%	-2.14%		2	2616
Other	98%	96%	1.90%		-2	2953
Special Populations						
Disabled	104%	97%	-10.76%		0	174
Foster Youth	70%	90%	0.10%		-3	177
Veteran	210%	232%	13.27%		9	130
AB540	91%	84%	-5.59%		-2	126

* Gap is the number of enrollments by which the group is over or under the average rate.
 A negative number is the deficit which would need to be made up to bring the group to equity.

Color Key:

Percent of Average	< 80%	80% to 98%	98% to 100%	100% to 102%	102% to 125%	> 125%
Trend (by change over 5 yrs)	< - 5%	-5% to -1%	-1% to 0%	0% to 1%	1% to 5%	> 5%

Certificate
Earning Certificate Rates: Summary

					5 Years 2008 - 2009 to 2012 - 2013
	5 Year Average	Most Recent 2012 - 2013	Trend per Year	Graph of Changes	Average Count
Mt. SAC total	5.7%	6.2%	0.44%		5569
Gender					
Female	4.8%	5.6%	0.28%		2604
Male	6.4%	6.7%	0.59%		2906
Unknown	6.1%	5.0%	-0.04%		59
Ethnicity					
African American	8.6%	10.5%	1.30%		317
American Indian	5.8%	0.0%	-0.63%		13
Asian	5.2%	7.2%	0.71%		1217
Latino/Latina	4.8%	4.6%	0.27%		2807
Pacific Islander	3.4%	3.2%	0.03%		36
Two or More Races	6.2%	7.0%	0.45%		161
White	8.4%	9.0%	0.63%		867
Unknown	5.2%	8.3%	0.89%		151
Age Group					
Under 20	2.9%	3.0%	0.10%		2827
20 to 24	5.3%	6.0%	0.77%		1620
25 to 29	10.6%	10.9%	0.52%		525
30 to 49	15.2%	16.9%	0.86%		517
50+	18.6%	22.6%	2.71%		80
Income					
Low Income	4.8%	6.3%	1.37%		2616
Other	5.6%	5.9%	0.46%		2953
Special Populations					
Disabled	4.8%	6.0%	1.13%		174
Foster Youth	3.3%	5.6%	1.01%		177
Veteran	10.0%	14.3%	3.32%		130
AB540	4.4%	5.2%	0.97%		126

Color Key:

Percent of Average

< 80%	80% to 98%	98% to 100%	100% to 102%	102% to 125%	> 125%
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Trend (by change over 5 yrs)

< - 5%	-5% to -1%	-1% to 0%	0% to 1%	1% to 5%	> 5%
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Conclusions: Disproportionately Impacted Student Groups:

The data below is an analysis of Certificate Attainment data for the college. The focus is on 80% equity by demographic, which means that the College needs to close the equity gap when a group is below 80% of achieving what the campus average achieves. The 80% Equity data is a comparison between a demographic group and all Mt. SAC students (average). For the 2014 Student Equity Plan, it became clear that only looking at group that were below 80% average would be too narrow. As such, with this 2015 Student Equity Plan, when a group is between 98% and 80%, they are considered "somewhat below equity." In addition to notating level below equity; we are also indicating whether there is a downward equity trend from year-to-year. We believe that is important to express, because a group could be at equity, but its yearly trend indicates that the group could become inequitable without the College intervening. Below are numbers that are needed to reach **Target-Average GAP**. This GAP represents the increased number of students who need to be successful in this outcome in order for them to reach equity. The more students that start out in this population (e.g., Latino/a) and the further they are away from equity, the more students are generally required to meet the outcome to attain equity. Smaller groups such (e.g., Unknown Gender) are not given a Target-Average GAP because the number to achieve equity can be reached without focusing on a particular demographic group.

Gender & Equity:

- Female students are somewhat below equity for their 5 Year Average (86%) and for the current year (91%), and they have decreasing per year trend (-2.05%). **Target Average GAP: Increase degrees by 21 students to achieve equity.**

Ethnicity & Equity:

- Latino/a students are somewhat below equity (84%) for the 5 year average and below equity for the most recent year (75%) and have a negative trend per year (-0.87%). **Target Average GAP: Increase degrees by 26 students to achieve equity.**
- Pacific Islander are below equity (74%) for the 5 year average and below equity for the most recent year (52%) and have a negative trend per year (-13.34%).
- Unknown ethnic group is somewhat below equity for their 5 Year Average (90%).

Gender by Ethnicity & Equity:

- Male Asian students are somewhat at equity (95%) for their 5 Year Average. **Target Average GAP: Increase certificates by 2 students to achieve equity.**
- Female Asian students are somewhat below equity (89%) for their 5 Year Average. **Target Average GAP: Increase certificates by 4 students to achieve equity.**

- Latina (females) students are below equity (70%) for the 5 year average and below equity for the most recent year (63%), and their per-year trend is decreasing (-4.31%). **Target Average GAP: Increase certificates by 24 students to achieve equity.**
- Latino (males) students are somewhat below equity (86%) for their current year. **Target Average GAP: Increase certificates by 1 students to achieve equity.**
- Female and Male Students in the Two or More Races group are somewhat below equity (86%) for the most current year. Both males and females have rapidly increasing per year trends (-28.03%) and (-11.21%), respectively

Age Group & Equity:

- Students 20 and under are below equity for the 5 year average (53%) and most recent year (54%), and have a decreasing (-1.50%) per year trends. **Target Average GAP: Increase degrees by 77 students to achieve equity.**
- Students 20 to 24 are somewhat below equity for the 5 year average (89%). **Target Average GAP: Increase degrees by 8 students to achieve equity.**

Special Populations & Equity:

- Disabled students are somewhat below equity (97%) for the most recent year, and have a decreasing (-10.76%) per year trend.
- Foster Youth students are below equity (70%) for their 5 Year Average and somewhat below equity for their most recent year (90%).

Scorecard Data

Data provided in this section is an overview of the Chancellor's Office Score data for prepared and unprepared students. The comparison provides a sometimes obvious perspective of how the unprepared (those below College level English and Math) are achieving outcomes at a lower rate.

Completion (degree/cert/transfer/transfer prepared)

The 2015 Scorecard data for Mt. SAC indicates the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry: earned a degree/certificate, transfer to four-year institution, or achieved "Transfer Prepared" status by successfully completing 60 UC/CSU transferable units with a grade point average of 2.0 or greater. The data clearly indicates a large difference in this completion rate based on whether students were prepared or unprepared. Those who were College prepared were more likely to complete a degree/certificate/transfer than those who did not attempted degree or transferable Math or English courses.

Mt. San Antonio College	Completion: Prepared 2008-2009				Completion: Unprepared 2008-2009				80% Index Difference: Prepared - Unprepared
	Cohort Size	Cohort Rate	80% Index	Gap	Cohort Size	Cohort Rate	80% Index	Gap	
All	884	73.00%			4,041	41.40%			
Female	425	73.20%	100%	1	2,057	42.20%	102%	16	-2%
Male	448	72.50%	99%	-2	1,932	40.30%	97%	-21	2%
< 20 years old	778	75.80%	104%	22	3,397	43.40%	105%	68	-1%
20 to 24 years old	63	60.30%	83%	-8	332	33.70%	81%	-26	1%
25 to 39 years old	27	40.70%	56%	-9	208	29.80%	72%	-24	-16%
40+ years old	16	37.50%	51%	-6	104	22.10%	53%	-20	-2%
African American	39	66.70%	91%	-2	237	42.60%	103%	3	-12%
American Indian/ Alaska Native	N.A.	50.00%	68%		N.A.	57.90%	140%		-71%
Asian	268	78.00%	107%	13	493	58.00%	140%	82	-33%
Filipino	82	75.60%	104%	2	171	51.50%	124%	17	-21%
Hispanic	247	68.80%	94%	-10	2,208	35.50%	86%	-130	8%
Pacific Islander	15	60.00%	82%	-2	34	41.20%	100%	0	-17%
White	168	69.00%	95%	-7	596	43.60%	105%	13	-11%

Persistence

When examining the Persistence data is the percentage of first-time students with a minimum of 6 units earned who attempted any Math or English in the first three years and achieved the following measure of progress (or momentum point): enrolled in the first three consecutive primary semester terms anywhere in the California Community College system. There is no clear pattern in persistence between the two groups: prepared and unprepared for College.

Mt. San Antonio College	Completion: Prepared 2008-2009				Completion: Unprepared 2008-2009				80% Index Difference: Prepared - Unprepared
	Cohort Size	Cohort Rate	80% Index	Gap	Cohort Size	Cohort Rate	80% Index	Gap	
All	884	80.70%			4,041	67.70%			
Female	425	80.20%	99%	-2	2,057	68.40%	101%	14	-2%
Male	448	81.50%	101%	4	1,932	66.70%	99%	-19	2%
< 20 years old	778	83.70%	104%	23	3,397	69.80%	103%	71	1%
20 to 24 years old	63	61.90%	77%	-12	332	56.00%	83%	-39	-6%
25 to 39 years old	27	59.30%	73%	-6	208	58.70%	87%	-19	-13%
40+ years old	16	43.80%	54%	-6	104	53.80%	79%	-14	-25%
African American	39	66.70%	83%	-5	237	64.10%	95%	-9	-12%
American Indian/Alaska Native	N.A.	100.00%	124%		N.A.	78.90%	117%		7%
Asian	268	80.60%	100%	0	493	78.70%	116%	54	-16%
Filipino	82	86.60%	107%	5	171	73.70%	109%	10	-2%
Hispanic	247	78.50%	97%	-5	2,208	63.10%	93%	-102	4%
Pacific Islander	15	73.30%	91%	-1	34	58.80%	87%	-3	4%
White	168	83.30%	103%	4	596	75.00%	111%	44	-8%

30 Units

Another measure of students' progress is looking at 30 units earned. The College tracks students who are first-time and who have a minimum of 6 units earned who attempted any Math or English in the first three years and also earned 30 units within six years anywhere in the California Community College System. The College has more students who are unprepared for College and they are less likely to earn 30 Units.

Mt. San Antonio College	Completion: Prepared 2008-2009				Completion: Unprepared 2008-2009				80% Index Difference: Prepared - Unprepared
	Cohort Size	Cohort Rate	80% Index	Gap	Cohort Size	Cohort Rate	80% Index	Gap	
All	884	84.20%			4,041	77.60%			
Female	425	84.70%	101%	2	2,057	78.60%	101%	21	-1%
Male	448	83.30%	99%	-4	1,932	76.40%	98%	-23	0%
< 20 years old	778	86.20%	102%	16	3,397	79.30%	102%	58	0%
20 to 24 years old	63	74.60%	89%	-6	332	63.90%	82%	-45	6%
25 to 39 years old	27	55.60%	66%	-8	208	74.50%	96%	-6	-30%
40+ years old	16	68.80%	82%	-2	104	72.10%	93%	-6	-11%
African American	39	71.80%	85%	-5	237	78.90%	102%	3	-16%
American Indian/Alaska Native	N.A.	100.00%	119%		N.A.	84.20%	109%		10%
Asian	268	85.80%	102%	4	493	83.20%	107%	28	-5%
Filipino	82	82.90%	98%	-1	171	84.20%	109%	11	-10%
Hispanic	247	83.00%	99%	-3	2,208	75.30%	97%	-51	2%
Pacific Islander	15	80.00%	95%	-1	34	73.50%	95%	-1	0%
White	168	83.90%	100%	-1	596	80.70%	104%	18	-4%

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D. Improve degree and certificate completion rates among targeted student populations by implementing specialized instructional and support services related to students' career development, workforce preparedness and attainment of specific career skills and knowledge.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1: Bridge career Prep

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Underrepresented students (first generation; basic skills; low-income; males; African American; undocumented; and current/former foster youth)	100	Data to be input by Research		Increase by 10% the number of Bridge students who gain career skills and complete their degree/certificate and find career employment.	2020

Activity Type [mark an X in all that apply]

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	<p>Bridge Program-First Year Experience</p> <p>Students enrolled in Bridge will gain knowledge on career professional etiquette to enhance their skill development and preparation needed to successfully complete their degree/certificate program and become successfully employed. Students will participate in:</p> <ul style="list-style-type: none"> • Career Planning Workshops: job search skills review, resume writing, interviewing skills; career exploration • Educational Planning Workshops: review of ed-education plans, conduct degree audits, progress checks toward degree completion • Career Etiquette Workshop <ol style="list-style-type: none"> 1. Food and Beverages for Career Etiquette Workshop 2. Student Success Supply Kit to be given to students • Field Trips related to career development
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			
February 2016	June 2020		\$2,500	Food costs (career workshops and field trips)		
February 2016	June 2020		\$1,000	Student Transportation for field trip		
February 2016	June 2020		\$1,300	Student Success Supply Kits		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Providing our target population (who have limited exposure to career development and limited experience in professional etiquette) with career related activities and field trips to motivate students	Tracking of student participation in specific activities Review degree completion rates and compare Bridge students who participate in the Career	Student participation data collected for each activity. Annual review of degree completion rates.

Link to Goal	Evaluation	
toward their degree completion.	Workshop activities to non-participant Bridge students.	

D.2: Work Preparedness Conference

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year		Goal Year
Low income, re-entry, CalWORKs, EOPS, DSPS, Veterans, Foster Youth, Aspire, Arise, and Dream students enrolled in degree and/or certificate programs	Approximately 500 students to be served through this effort			70% of students completing the Work Preparedness Conference will report greater confidence in job seeking skills and will demonstrate knowledge of job and work skills. 50% of students completing the Work Preparedness Conference and related follow up workshops will successfully complete a career certificate and/or associate degree.	2018

Activity Type [mark an X in all that apply]

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	Students will participate in a Work Preparedness Conference and follow-up workshops every semester, where the focus will be interview skills (mock interviews), resume building, and employer panels (Q and A with potential employers), developing stronger soft skills, and guest speakers to motivate and inspire. These sessions will enable students to be more motivated and directed toward completing their degree and certificate programs.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Budget Category
		One Time	Ongoing		Funding Source	Budget Category
November 2015	ongoing		\$15,000	Food, training supplies, honoraria for speakers, student success kits		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Students will develop better job preparedness and soft skills that will allow them to be more competitive in today's job market after degree/certificate completion. By participating in these workshops/conferences, students' motivation to complete their degree/certificate programs will be enhanced as they will feel more confident about the next steps.	<p>Pre-test, post-test for students participating to measure their job skills knowledge, career motivation, and sense of direction.</p> <p>Student evaluations of the meaningfulness and helpfulness of the workshops and conferences will be measured.</p> <p>Program completion rates, progress toward completion for students participating in the conference and workshops will be measured through Banner/Argos Reports.</p>	<p>Data collected at each event (student evaluations and pre-post-test surveys)</p> <p>Student progress data tracked annually.</p>

D.3: Digital Arts Shared Lab

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Low-income students enrolled in digital arts based CTE courses in Interior Design, Architecture, Photography, Graphic Design,	XXX	Data to be input by Research		Underrepresented low-income students enrolled in digital arts based CTE courses who use the Shared Lab 8 times per semester or more, will have a pass rate of 70%.	2022

Animation, or TV/Film programs.				
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Activity Type [mark an X in all that apply]

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	<p>Low income students enrolled in Arts division classes cannot afford to purchase software programs through which to complete course assignments. Access to high cost software such as Adobe Creative Suite, AVID Media Composer, Toon Boom, Maya, Pro Tools, and Final Draft, and the associated hardware to run these programs, will be made available through the Shared Lab to underrepresented low income students in digital-art based programs for use in completing homework assignments. In addition, there will be tutorial help to support students in learning these software programs and in completing class assignments and group projects.</p> <p>Faculty will outreach to low income students to encourage their participation in the lab. Students will be actively recruited by Student Lab Tutors and faculty to participate in Shared Lab hours and tutoring services.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			
February 2016	June 2022		\$58,000	Fulltime Laboratory Technician Digital Arts position 2 - 19/hr per week Laboratory Technicians–		
			\$15,000	Student Lab Tutors		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Providing underrepresented low-income students <u>students'</u> access to high cost software and hardware in the Shared Lab, not available to them outside of class, will enable them to successfully complete their digital-art based CTE certificate or degree.	Track student participation in Shared Lab by demographics including race/ethnicity, gender, and socioeconomic group each semester. Measure success rate of underrepresented low-income students' accessing the Shared Lab.	Student participation in Shared Lab and course success data will be collected each semester.

Transfer

- E. TRANSFER.** The ratio of the number of students by population group who transfer to the number of students in that group who took a Math or English course. This is done using a current velocity methodology allowing five major terms for each of the milestones of 1) passing both degree applicable Math and English, 2) earning 30 degree applicable units, 3) earning 60 degree applicable units, and 4) transferring. See Appendix for a description of the current velocity methodology.

Overview

Mt. SAC examined this indicator using the 80% Index, with the reference being the average of all Mt. SAC students. Population groups at 80% or less were noted, as well as those between 80% and 98% at which level they were considered “somewhat below equity.” In addition the Gap was calculated for each group. This Gap represents the increased number of students who need to be successful on this indicator in order for the group to reach equity.

Indicator Definitions and Data

Transfer is measured by calculating the ratio of the number of students by population group who transfer to the number of students in that group who took a Math or English course. This is done using a current velocity methodology allowing five major terms for each of the milestones of 1) passing both degree applicable Math and English, 2) earning 30 degree applicable units, 3) earning 60 degree applicable units, and 4) transferring. See Appendix for a description of the current velocity methodology.

All Credit
Equity: 80% Index for Transfer: Summary
 (% of Average)

				4 Years		
				2008 - 2009 to 2011 - 2012		
	4 Year	Most Recent	Trend per	Graph of	Average	Average
	Average	2011 - 2012	Year	Changes	Gap*	Count
Gender						
Female	102%	101%	-1.43%		7	2440
Male	97%	99%	1.98%		-9	2479
Unknown	97%	101%	6.46%		0	40
Ethnicity						
African American	77%	86%	9.25%		-7	206
American Indian	65%	0%	5.76%		-1	11
Asian	183%	195%	8.35%		109	949
Latino/Latina	71%	72%	0.67%		-117	2882
Pacific Islander	34%	46%	11.84%		-3	22
Two or More Races	105%	83%	9.07%		2	133
White	113%	111%	-5.95%		12	618
Unknown	102%	54%	-17.05%		3	139
Age Group						
Under 20	113%	111%	-1.46%		51	3952
20 to 24	59%	57%	-3.72%		-37	673
25 to 29	55%	69%	17.41%		-12	170
30 to 49	23%	20%	-5.52%		-17	149
50+	0%	0%	0.00%		-2	15
Income						
Low Income	99%	105%	1.70%		7	3019
Other	101%	102%	-2.90%		-2	2049
Special Populations						
Disabled	49%	43%	-12.60%		-10	198
Foster Youth	97%	102%	15.64%		1	245
Veteran	126%	100%	-36.54%		3	98
AB540	33%	21%	-8.28%		-12	174

Blank cells indicate too few students to calculate a value.

* Gap is the number of students by which the group is over or under the average rate.

A negative number is the deficit which would need to be made up to bring the group to equity.

Color Key:

Percent of Average	< 80%	80% to 98%	98% to 100%	100% to 102%	102% to 125%	> 125%
Trend (by change over 5 yrs)	< - 5%	-5% to -1%	-1% to 0%	0% to 1%	1% to 5%	> 5%

All Credit
Transfer Rates: Summary

				4 Years	
				2008 - 2009 to 2011 - 2012	
	4 Year Average	Most Recent 2011 - 2012	Trend per Year	Graph of Changes	Average Count
Mt. SAC total	17.3%	17.2%	-0.34%		4958
Gender					
Female	17.7%	17.4%	-0.60%		2440
Male	16.9%	17.0%	0.02%		2479
Unknown	16.8%	17.4%	0.82%		40
Ethnicity					
African American	13.3%	14.8%	1.36%		206
American Indian	11.1%	0.0%	0.00%		11
Asian	31.7%	33.5%	0.84%		949
Latino/Latina	12.3%	12.4%	-0.12%		2882
Pacific Islander	5.9%	7.9%	1.95%		22
Two or More Races	18.1%	14.2%	1.23%		133
White	19.6%	19.1%	-1.43%		618
Unknown	17.7%	9.3%	-3.31%		139
Age Group					
Under 20	18.9%	18.7%	-0.28%		3952
20 to 24	10.3%	9.4%	-0.99%		673
25 to 29	9.0%	10.7%	2.61%		170
30 to 49	3.4%	3.7%	-0.42%		149
50+	0.0%	0.0%	0.00%		15
Income					
Low Income	17.6%	16.8%	-1.22%		3019
Other	16.9%	16.0%	-0.92%		2049
Special Populations					
Disabled	8.5%	7.1%	-2.54%		198
Foster Youth	16.9%	16.8%	2.08%		245
Veteran	21.9%	16.4%	-7.19%		98
AB540	5.8%	3.5%	-1.62%		174

Color Key:

Percent of Average	< 80%	80% to 98%	98% to 100%	100% to 102%	102% to 125%	> 125%
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Trend (by change over 5 yrs)	< - 5%	-5% to -1%	-1% to 0%	0% to 1%	1% to 5%	> 5%
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Conclusions: Disproportionately Impacted Student Groups:

The data below is an analysis of **Transfer** data for the college. The focus is on 80% equity by demographic, which means that the College needs to close the equity gap when a group is below 80% of achieving what the campus average achieves. The 80% Equity data is a comparison between a demographic group and all Mt. SAC students (average). For the 2014 Student Equity Plan, it became clear that only looking at group that were below 80% average would be too narrow. As such, with this 2015 Student Equity Plan, when a group is between 98% and 80%, they are considered "somewhat below equity." In addition to notating level below equity; we are also indicating whether there is a downward equity trend from year-to-year. We believe that is important to express, because a group could be at equity, but its yearly trend indicates that the group could become inequitable without the College intervening. Below are numbers that are needed to reach **Target-Average GAP**. This GAP represents the increased number of students who need to be successful in this outcome in order for them to reach equity. The more students that start out in this population (e.g., Latino/a) and the further they are away from equity, the more students are generally required to meet the outcome to attain equity. Smaller groups such (e.g., Unknown Gender) are not given a Target-Average GAP because the number to achieve equity can be reached without focusing on a particular demographic group.

Ethnicity & Equity:

- African American students are much below equity (77%) for their 4 Year Average; however, their per year trend is rapidly increasing (9.25%). **Target Average GAP: Increase transfers by 9 students to achieve equity.**
- Latino/a students are also much below equity for their 4 Year Average (71%) and for the current year (72%). There is little change in their (0.67%) per year trend. **Target Average GAP: Increase transfers by 117 students to achieve equity.**

Gender by Ethnicity & Equity:

- Male African American students are much below equity for their 4 Year Average (59%). However, they have a rapidly increasing (22.01%) per year trend. On the other hand, female African American students are somewhat below equity for their 4 Year Average (88%). They show little change in their (0.57%) per year trend. **Target Average GAP: Increase transfers for females (+2) and males (+7) to achieve equity.**
- Latino/a students are much below equity for their 4 Year Average (male: 64%; female: 77%) and also much below equity for the current year (male: 65%; female: 79%). There is little change in the (-0.20%) per year trend for female students while male students show a moderately increasing (1.30%) per year trend. **Target Average GAP: Increase transfers for females (+48) and males (+68) to achieve equity.**

Age Group & Equity

- With the exception of the Under 20 group, all age groups are much below equity. 20 to 24 students are much below equity for the 4 Year Average (59%) and also for the current year (57%) and have a moderately decreasing (-3.72%) per year trend. 25 to 29 students (55%) and 30 to 49 students (23%) are also much below equity for their 4 Year Average, although 25 to 29 students have a rapidly increasing (17.51%) per year trend while 30 to 49 students have a rapidly decreasing (-5.52%) per year trend. **Target Average GAP: Increase transfers for 20 to 24 (+37), 25 to 49 (+12), and 30-49 (+17) students respectively, to be at equity.**

Special Populations & Equity:

- Disabled students are much below equity for their 4 Year Average (49%) and have a rapidly decreasing (-12.60%) per year trend. **Target Average GAP: Increase transfers by 10 students to achieve equity.**
- AB540 students also are much below equity for their 4 Year Average (33%) and also have a rapidly decreasing (-8.28%) per year trend. **Target Average GAP: Increase transfers by 12 students to achieve equity.**

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E. Implement instructional and support services designed to improve the successful transfer of under-represented students.

ACTIVITIES: E: TRANSFER

E.1: Transfer Bridge

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Low-income, African American, Latino, AB540, current/former foster youth and male students enrolled in the Bridge Program.	1,500 enrolled in Bridge program	Data to be input by Research		Increase the number of target population Bridge students who transfer to a university by 5% annually.	2020

Activity Type

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	Bridge students will be exposed to universities and gain knowledge on transfer and admission requirements through the following activities: university field trips (in collaboration with other special programs), a Transfer Conference to be held at Mt. SAC for students and their parents, and a University residential experience for 60 students annually to participate in an off campus Transfer Bridge program.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
November 2015	June 2020		\$3,000	Student Transportation- Field Trip (transportation, food for students)	\$500	General Fund	Student Travel & Conference
			\$4,500	Student Conference (food and beverages, supplies, promotional items)			
			\$30,000	Contract services – dormitories at University (week-long week-long stay)			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Students attending the university field trips and Transfer Conference will be more informed of transfer and admission requirements and understand the importance of an educational plan for outlining and meeting transfer goals.	Survey measuring transfer knowledge. Track the number of educational plans; students who attend events will have an educational plan on file.	Survey to be administered after each event. Review results annually.
Students participating in Transfer Bridge on a university campus will gain skills necessary to be a successful transfer student.	Pre- and post- analysis of students' attitudes about transferring.	Survey to be administered before and after event. Review results annually.

E.2: DSPS Interactive Workshops for Transfer

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Students with disabilities registered with DSPS	2500 – potential pool of students 100 students projected to complete workshops	Data needed from DSPS		Students who complete DSPS Interactive Workshops will improve their transfer knowledge by 70%. Improve DSPS students' declaration of transfer goals by 30% and improve DSPS students' actual transfer rates by 5% annually.	2019

Activity Type

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	Provide DSPS students with interactive workshops that include information on DSPS supports, skills that help students be successful, and information about transfer.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested	Budget Purpose/Category	Amount	Funding Source	Budget Category
		One	Ongoing			

		Time					
February 2016	June 2016		\$500	Food, supplies for disabled students			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Students appreciated the information they learned at our Fall 2015 interactive workshops, especially noting the support of interacting with our campus transfer personnel and information. These workshops will continue to create opportunities for personal interactions to support learning and transfer for disabled students.	Survey – students completing DSPS Interactive Workshops will answer questions relating to the topics with overall 70% accuracy.	One time for Spring. Anticipate workshops will continue to be offered at least once a semester with a variety of topics to support learning & transfer. Student surveys will be completed after every workshop session. Annual evaluation will be conducted.

E.3: Transfer Opportunities for Dreamers

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Latino, Asian, Pacific Islander, Low-income and Undocumented/ AB 540 students	200	Data to be input by Research		Increase the number of Dream Program students who transfer to a university by 10%	2020

Activity Type

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support

	Research and Evaluation		Professional Development		
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Activity Implementation

Activity Implementation Plan	Workshops focused on transfer information, financial aid (California Dream Act) and scholarships will be provided. The Dream Program, in partnership with the Career and Transfer Center and other programs who also serve the target population, will coordinate 2 university tours per year, one in the Fall semester and one in the Spring semester. As part of the university tours, students will visit established Dream Centers at the different campuses to initiate connections, support and encourage transfer.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			Budget Category
January 2016	June 2020		\$ 1,500	Student Transportation (Buses) & Food for students attending workshops and tours		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
By providing specialized transfer information and university tours that focus on the needs of AB540 students, a higher percentage of AB 540 students will transfer.	Pre- and post- analysis of students' knowledge about transfer requirements and processes.	Surveys will be administered at the end of all events and reviewed each semester.

E.4: Honors Transfer

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Latino, African American, Native American, and Pacific	350	Data to be input by Research		Increase by 20% the number of underrepresented students who join	2020

Islanders students who meet Honors Program guidelines			the Honors Program. Increase by 30% the number of Honors students from underrepresented groups that transfer.	
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Activity Type

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan		<p>Will work with IT to identify Latino and African American students who are eligible for honors; will use this information to target recruitment efforts towards this group.</p> <p>Recruit, hire and train current Honors students who will serve as mentors to prospective honors students.</p> <p>Will provide in-reach and specialized support services to connect Latino and African American students with counseling and peer mentoring, referrals to tutoring, financial aid and DSPS as appropriate.</p> <p>Field trips to universities, mentor programs, transfer workshops, personal statement workshops, scholarship workshops, and team building activities will be implemented.</p>					
Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amt.	Funding Source	Budget Category
		One Time	Ongoing				
January 2016	June 2020		\$20,000	Hourly student peer mentors for in-reach and follow-up with students			
January 2016	June 2020		\$10,000	Field trips, team-building activities and			

				student retreat costs (transportation)			
January 2016	June 2020		\$5,000	USB drives for students, selected texts			
January 2016	No end date			Tutors through the Writing Center		General Fund	Tutoring
January 2016	No end date			Counselors & Advisors assigned to the Honors Program		General Fund	Counseling

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
In-reaching to Latino and African American students who are eligible to join the Honors Program, will increase the number of students who join Honors and therefore will increase their transfer rates.	Tracking of student participation in specific activities. Measure annual improvement over benchmark degree completion rates.	Student participation data collected by student for each activity/service. Annual review of transfer rates, disaggregated by student group.

E.5: Transfer Specialist

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Low-income, first-generation, and ethnically underserved	25,000	Data to be input by Research		The number of underrepresented students who transfer will increase by 5% annually.	2025

Activity Type

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical		Curriculum/Course Development or		Direct-Student Support

	Program		Adaptation		
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	<p>The Transfer Center has only one full time staff member who plans university representative visits, the Transfer Fair, and conducts transfer workshops. This position will focus on reaching out to under-served, first generation students to assist them in becoming transfer prepared through participating in transfer activities and workshops. This Transfer Specialist will target underrepresented students and provide multiple workshops including:</p> <p>These workshops will be offered year-round and promoted on campus and online (i.e. webpage, social media). The Transfer Specialist will reach out to instructional faculty to conduct classroom presentations and will collaborate with Student Services programs that serve underrepresented groups to encourage participation in Transfer workshops and events.</p> <p>The Transfer Specialist will also develop a Student/Parent Transfer Guide.</p> <p>In addition, the Transfer Specialist will coordinate with university programs that serve underserved populations, for example: UCLA CCCP Department, CSUN SOARS Office, UCI iRise Conference, and HBCU Tours.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			
December 2015	June 2025		\$78,000	F/T Transfer Specialist		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review

The Transfer Specialist will focus on promoting transfer to underrepresented students, resulting in an increase in the number of underrepresented students who declare transfer as their goal and actually transfer.	<p>Survey that measures transfer knowledge will be administered for each workshop.</p> <p>Transfer rates, disaggregated by student group, will be collected.</p>	Annual review
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E.6: ACES Summer Science Transfer

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
First Generation, Low-Income, Foster youth and/ or Disabled students participating in the various Student Support Programs: ACES (TRiO), ARISE, ASPIRE, BRIDGE, REACH	60	Data to be input by Research		<p>95% of ACES students enrolled in the summer Transfer Bridge science courses will successfully pass both the lecture and laboratory portion of the courses.</p> <p>95% of students will report an increase in their knowledge about transfer.</p>	2020

Activity Type

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Activity Implementation

Activity Implementation Plan	<p>Sixty students from programs that serve underrepresented students (ACES/ARISE/ASPIRE/BRIDGE) will enroll in transfer level science courses – both lecture and lab (total of 4-5 units) at Mt. SAC during the summer session. The students will attend Mt. SAC for 5 weeks and finish their last week, the field study portion, at a university campus.</p> <p>Students will experience the university residential life by living in the dorms for five days. In addition, students will be able to apply the lessons learned in the transfer level science course in a hands-on environment by visiting the environs and local beaches surrounding the transfer university. Visitations to other transfer colleges in the area will also be held.</p> <p>A supplemental instructor will be assigned to each class to provide academic support and hold mandatory study sessions.</p> <p>Books will be loaned to all students thus eliminated the barrier of not having the finances to afford a textbook.</p> <p>Students will participate in several Transfer Workshops designed to provide concrete information on the transfer process (applications, personal statements, deadlines, letters of rec, etc.).</p> <p>This program was successfully completed during the summer of 2015 by 28 ACES students who enrolled in Geography 1 & Lab, the pass rate was 100%. We are requesting to expand.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			Budget Category
December 2015	September 2020		\$40,000	University Housing (dormitories/food)		
			\$3,000	Cultural Activities related to laboratory		
			\$3,000	2 Supplemental Instructors		

		\$500	Textbooks			
		\$1,500	4 Peer Coaches			
		\$2,000	Transportation			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
<p>Providing First Generation, Low-Income, Foster youth and/or Disabled students the opportunity to participate in the Summer Transfer Bridge program will improve transfer rates for these populations. Students will be able to fulfill a science general education transfer requirement, learn about the transfer process and experience living on a university campus, thus improving their chances of transferring to a four year college or university.</p>	<p>Success rates of Transfer Bridge summer science courses; compare to non-Transfer Bridge summer science courses.</p> <p>Survey to measure students' knowledge about transfer.</p> <p>Track the number of students who apply for and are admitted into four-year colleges or universities.</p>	<p>Every summer, after summer grades have been posted.</p> <p>Transfer data will be collected in the spring of the subsequent year following admission notices.</p>

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1: DSPS: COUNSELOR/AUTISM/TRANSFER

Goal Indicator

 X Access X Course Completion X ESL/Basic Skills Completion X Degree/Certificate Completion X Transfer

Activity Type

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
DSPS students identified as having autistic spectrum conditions.	<i>If unknown, contact Research or estimate</i>	<i>Data to be input by Research</i>		Increase counseling and instructional support and services for students with Autism to improve the academic behavioral, and social success of this target population.	Ongoing
DSPS general student population				Increase counseling and instructional support to improve transfer rate of all students registered with DSPS.	

Activity Implementation

Activity Implementation Plan	Counselor will serve as the lead counselor for the DSPS Puzzle Project to improve services for students with autistic spectrum conditions. Counselor will also take the lead role in departmental initiatives to improve transfer rates of DSPS students. Provide general DSPS counseling services to registered DSPS students to ensure that appropriate accommodations and services are provided.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			
4/1/16 (projected hire and start date)	Ongoing		114,422	FT Faculty Counselor Salary & Benefits		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Increased counseling services will improve the effectiveness of students with Autism and will improve general DSPS transfer rates.	The effectiveness of the DSPS counseling hire will be evaluated in accordance to the evaluation process for probationary and tenure track faculty per contract.	The faculty member will be evaluated according to timelines per contract. Data related to student success and transfer rates will be obtained via programmatic review and PIE activities.

F.2: DSPS – Autism; Puzzle Project

Goal Indicators

___ Access X___ Course Completion X___ ESL/Basic Skills Completion ___ Degree/Certificate Completion ___ Transfer

Activity Type

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Students on Autism Spectrum Disorder	WHAT IS TOTAL # OF AUTISM STUDENTS AT MT SAC? 15 (2015-16), 25 (2016-17) continual increases in future fiscal years.	DSPS NEEDS TO SPECIFY #		Improve the basic skills and general course completion rate of ASD students by 5%.	2019

Activity Implementation

Activity Implementation Plan	<p>Faculty coordinator for the “Puzzle Project,” classroom and out of class activities focusing on academic and social goals to help pass basic skills classes and progression to degree applicable courses. Duties include outreach and recruitment of Autistic students; recruiting, hiring, training and oversight of peer mentors; development of classroom and out of the classroom support curriculum and activities for faculty, students, and mentors; teaching; resource to general faculty; maintenance of community referral sources for students and parents; coordination with Student Health Services and the Behavior Wellness Team.</p> <p>Hire adjunct DSPS instructional specialist faculty member, Heather Ponce, position for \$53.90/hour for 5 hours a week for 22 weeks.2. The instructional specialist will assist Dr. Walker with the ASD students’ “Puzzle Project” with classroom activities focusing on academic and social goals to help pass basic skills classes and progression to degree applicable courses. 3. Students attending the Puzzle Project will also be mentored by Mt. SAC Honors Students and members of the Associated Students to reinforce classroom instruction.</p> <p>Hire 15 Mentors (peer to peer mentoring) \$12.75/hour for 5 hours per week for 22 weeks. Peer mentors for the ASD students will address academic and social goals to lead to a passing grade in a basic skills and general classes. Lunches and field trips will be provided to retain students, encourage practice of pragmatic goals in a dynamic setting, and increase communication skills in the ASD students with classmates and professors. Increased communication skills will improve performance for basic skills classes leading to a passing grade.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
January 2016	June 30, 2016				\$28,967	DSPS categorical	Faculty Coordinator (40% of load)
1/8/2016	6/10/2016		\$5,929	Salary and benefits for Adjunct Faculty			

1/8/2016	6/10/2016		\$21,780	Salary for student mentors (15 mentors at \$13.00/hour (\$.20/hour Benefit) for 5 hours per week for 22 weeks)			
1/8/2016	6/10/16		\$6,600	Food for students			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Improvement of social skills and executive functioning in ASD students to pass basic skills classes leading to transfer.	Baseline data of course completion in ASD students will be compared with data in subsequent terms with an increase in course completion rate is expected.	June 30, 2016
ASD students will be paired with mentors to help target academic and social goals leading to a passing grade in a basic skills and/or general classes.	Same as above: Baseline data of course completion in ASD students will be compared with data in subsequent terms with an increase in course completion rate is expected.	June 30, 2016.
Mentors engage each student directly during the common meal thereby reinforcing classroom instruction, especially social skills. Food often facilitates and creates natural opportunities for social interaction. Each student will be paired with a student mentor to meet outside of class and during class to reinforce class material and encourage generalization and passing of basic skills classes.	Same as above: Baseline data of course completion in ASD students will be compared with data in subsequent terms with an increase in course completion rate is expected.	June 30, 2016

F.3: DSPS - DHH Adjunct Counseling and Peer Mentors

Goal Indicators

☐ Access
 ☒ Course Completion
 ☒ ESL/Basic Skills Completion
 ☐ Degree/Certificate Completion
 ☐ Transfer

Activity Type

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Deaf and Hard of Hearing: users of sign language	75	Data to be input by Research		50% of the signing DHH population will increase their course completion rate by at least 10%.	2020
				50% of the signing DHH population will increase their GPA by .5 or greater.	2020

Activity Implementation

Activity Implementation Plan	<p>Hire an adjunct DHH Counselor approximately 18 hours per week to provide DHH signing students with comprehensive case management (follow up, referrals, support services, tracking, eteetc...), establish a peer mentoring program, teach and organize workshops about school, personal and life management, develop new student activities to increase engagement and preparation for academics, coordinate study groups and plan field trips to provide authentic learning and exposure to career opportunities. All of these activities will be conducted in American Sign Language. The adjunct DHH Counselor will work collaboratively with the full-time DHH Counselor.</p> <p>Initially, 3 students will be hired to mentor their peers approximately 5-8 hours per week at \$12.75 per hour. Focus will be on students who are currently on probation and new students but support will be available to all signing DHH students. Mentoring will take place during planned activities, study groups, workshops and 1 on 1 meetings/emails/texts, eteetc... As the program grows, more mentors/hours may be needed.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
January 2016	ongoing				\$40,000	SSSP	DHH Adjunct Counselor
December 2015	ongoing				\$32,448	DSPS	F/T DHH Counselor
February 2016	June 2016		10,000	Hourly student/peer mentors for inreach, outreach, support and follow up with students.			

			4,000	Catering/food and supplies for student meetings and planning
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Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
DHH students are heavily enrolled in basic skills classes and are often not successful, especially in English writing courses. They also lack general student skills such as time management, study skills, and seeking assistance when needed. Providing support opportunities to DHH signing students in their native language will enable them to increase their use of support services, peer support, and counseling to increase persistence and course completion.	Student involvement data will be collected at each event/activity. Research to help establish a baseline of current students.	Data related to course completion will be collected each major term. Data regarding student involvement will be reviewed after each major term.
Weekly peer support/meetings/activities will increase engagement by help students access campus resources, receive timely referrals and receive support that has been lacking or not accessed in a timely manner. Basic skills courses will be passed at a higher rate when support services are utilized and students are more engaged and prepared.	Student involvement data will be collected at each event/activity.	Data related to course completion will be collected each major term. Data regarding student involvement will be reviewed after each major term.

F.4: INSTRUCTION - PATHWAYS

Goal Indicators

 X Access X Course Completion X ESL/Basic Skills Completion X Degree/Certificate Completion X Transfer

Activity Type

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Current or former Foster Youth	Need to insert potential #s of students	Data to be input by Research		60% of all target population students who participate in learning communities, pathway cohorts, and student equity activities will increase their success, persistence, transfer, and completion rates by 15%.	
Student with disabilities				60% of all target population students who participate in learning communities, pathway cohorts, and student equity activities will increase their success, persistence, transfer, and completion rates by 15%.	
Low-income students				60% of all target population students who participate in learning communities, pathway cohorts, and student equity activities will increase their success, persistence, transfer, and completion rates by 15%.	

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Veterans				60% of all target population students who participate in learning communities, pathway cohorts, and student equity activities will increase their success, persistence, transfer, and completion rates by 15%.	
American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, <u>some other race, more than one race</u>				60% of all target population students who participate in learning communities, pathway cohorts, and student equity activities will increase their success, persistence, transfer, and completion rates by 15%.	

Activity Implementation

Activity Implementation Plan	<p>Pathways efforts will enable under-served students to enroll in sequential basic skills courses and linked general education courses in order to make timely progress toward degree completion and transfer. The project/program coordinator will work with instructional departments to schedule courses, develop and disseminate outreach/marketing materials, collaborate with Student Services in reaching the targeted students, track enrollment and progress of targeted groups into cohort classes, coordinate with Research and Institutional Effectiveness to measure the outcomes of the program in increasing course completion rates, graduation and transfer. The coordinator will also work with faculty to assist them in curriculum integration of the courses offered through this effort. All target populations will be served through ongoing instructional support and student equity support and activities across campus providing for the development and scaling of learning communities, guided pathway cohorts, and student equity support in order to increase persistence, success, transfer, and completion.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested	Budget Purpose/Category	Amount	Funding Source	Budget Category

Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
		One Time	Ongoing				
December 2015 (anticipated hire/start date)	ongoing		\$86,507	F/T Project Program Coordinator			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Development, implementation, and scaling of learning community cohorts will enable all target populations to increase their success rates and time to completion in sequential basic skills courses and required general education courses. Additionally, pathways models will increase students' access to support services including tutoring (including supplemental instructional models) and counseling/educational planning to enable students to complete required degree and transfer courses in a timely and accelerated manner.	Tracking of student participation and persistence through cohort pathways including the measuring of annual improvement over benchmark program/degree completion rates.	Student participation data collected by student for each activity/service. Annual review of course success, retention, and degree completion rates, disaggregated by student group.

F.5 VETERANS SERVICES

Goal Indicators

X Access ____ Course Completion ____ ESL/Basic Skills Completion X Degree/Certificate Completion X Transfer

Activity Type

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Benefit-collecting Veterans enrolled at Mt. SAC	1500	Data to be input by Research		35% of benefit-collecting Veterans will increase their degree completion rates by 30%. 20% of benefit-collecting Veterans will receive transfer support services. 75% of newly enrolled benefit-collecting Veterans will increase efficiency with timely receipt of services and benefits. 50% of benefit-collecting Veterans re-entering higher education will increase efficiency with timely receipt of services and benefits.	2019

Activity Implementation

Activity Implementation Plan	<p>Benefit-collecting Veterans will be provided in-reach and specialized support services to connect them with counseling and peer mentoring, mental health services, tutoring, financial aid and DSPS as appropriate through the Veterans Resource Center (new facility to open February 2016). Various workshops, momentum point recognition, and camaraderie/leadership events will also be provided to enable Veteran students to increase their degree completion and transfer preparedness.</p> <p>The Veterans counselor will oversee the timely completion of educational plans for Veterans students and will develop and initiate transfer interventions to enhance the knowledge, confidence, and preparedness of benefit-collecting student Veterans to successfully transfer. Visits to universities to increase interest in transferring to a 4-year university, workshops, career assessments, and trainings will also be provided. Mental health counseling will be coordinated through Student Health Services.</p> <p>Processing efficiencies and integrated service provision will enable Veteran students to receive benefits more rapidly to enable them to maintain a full course load to stay on track to graduate and transfer. The Student Services Program Specialist will develop and implement specialized marketing, recruitment, and pathway services for first-time benefit-collecting Veteran students', in addition to those re-entering the higher education setting, enrollment at the college and receipt of Veteran-specific services.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
Fall 2014	N/A		X \$70,428	Personnel; Students Services Program Specialist – Veterans position pre-existing from 2014-15			
Fall 2015	N/A		X \$114,422	Personnel; Veterans Counselor/Instructor for Veterans Transitional Course NOTE: VETERANS COUNSELOR ALREADY FUNDED AND			

				HIRED 100%			
Fall 2016	June 2020		X \$10,000	Personnel; Hourly Student Workers (peer mentors)			
Fall 2016	June 2020		X \$14,250	Personnel; Tutors			
Fall 2016	June 2020		X \$5,000	Operational Cost; Instructional Supplies			
Fall 2016	June 2020		X \$3,000	Operational Cost; Office Supplies			
Fall 2016	June 2020		X \$5,000	Operational Cost; Catering for student events			
Fall 2016	June 2020		X \$3,000	Operational Cost; Workshops and Camaraderie/Leadership event costs			
Fall 2016	June 2020		X \$1,000	Operational Cost; Marketing/Printing			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Providing specialized counseling and support services will enable benefit-collecting Veterans to increase degree completion and the completion of transfer requirements.	Tracking of student participation in specific activities. Measure annual improvement over benchmark degree completion rates.	Student participation data collected by student for each activity/service. Annual review of degree completion rates, disaggregated by student group.
Outreaching to newly enrolled and re-entry benefit-collecting Veterans will create a pathway to the increase of efficient and timely receipt of benefits and services.	Tracking of student participation in specific activities. Measure annual improvement over benchmark benefit-request submission rates.	Student participation data collected by student for each activity/service. Annual review of degree completion rates, disaggregated by student group.

F.6: Financial Literacy

Goal Indicators

X Access X Course Completion _____ ESL/Basic Skills Completion X Degree/Certificate Completion X Transfer

Activity Type

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Low income students, including students receiving state and/or federal student financial aid	10,000	Data to be input by Research		70% of low income students and students receiving state and/or federal financial assistance completing financial literacy workshops, training, and/or courses covering financial literacy will become knowledgeable about managing their finances and debt burdens, will learn how to manage the financial assistance they receive, and will avoid destructive, financial mismanagement that leads to poor academic performance. Students will become literate with their finances and learn strategies to build personal asset and minimize personal debt.	2020

Activity Implementation

Activity Implementation Plan	Students will be provided multiple means to gain financial literacy through large-scale financial literacy seminars, smaller hands-on workshops, and enrolling in existing courses. Students will learn money management and budgeting to ensure that they have sufficient funds for books and other college needs to enable them to maintain good attendance and completion of courses without dropping courses, not attending, or not completing assignments due to financial issues. Students will also learn about debt management, student loans, credit cards, and automobile ownership and the impact of all of these on their primary role as a student. Students receiving financial aid will learn to manage the aid they receive and to budget for the entire semester. Practical applications of financial management will be presented along with skills and knowledge related to banking and savings.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
Fall 2015	June 2020		X \$10,000	Operational budget to conduct workshops (supplies, speakers/vendors, food for students, promotional items)			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Low income and Financial aid students tend to have difficulty budgeting the aid money they receive and thus, many times fail academically due to financial crises and the need to work in order to pay bills. Thus, the rates of degree completion and transfer are also low. The financial literacy program will provide students the tools and skills to budget and manage their financial situations.	Tracking of student participation in specific workshops. Measure students' knowledge of financial literacy principles. Conduct "personal barometer readings" of students' plans for financial management. Measure students' course completion, progress toward degree and transfer for each subsequent term.	Student survey data collected by student for each activity/service. Semi-annual review of student GPA, course completion, degree requirement completion and transfer preparedness by student.

F.7: DSPS - Universal Design Planning

Goal Indicators

___ Access X Course Completion X ESL/Basic Skills Completion ___ Degree/Certificate Completion ___ Transfer

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
All SE Targeted Groups (Veterans, DSPS, Foster Youth, Low Income, Targeted ethnic racial groups, etc.)	Research please get. Need aggregate data. Will also report disaggregate 14-15 data.	Data to be input by Research		Through the implementation of Universal Design of Learning, SE targeted groups (especially Latinos, African Americans, Whites and students older than 24) will increase in overall course completion rates and ESL and/or Basic Skills course completion rates by a collective, annual increase of 5% for students enrolled in courses utilizing Universal Design principles.	2019

Activity Type

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

Activity Implementation

Activity Implementation Plan	Create a Universal Design in Learning Think Tank of 5 teaching faculty to research best practices in the field from all sources develop the Mt. SAC UDL Framework, and annotated bibliography. Research supporting the efficacy and student success by implementation of UDL strategies can be found at
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	<p>http://www.udlcenter.org/research/researchevidence . The UDL TA will 1) research, determine, publish and disseminate existing best practices in Universal Design in Learning (UDL), Student Equity, teaching/learning and diversity, and Multiculturalism as key concepts to address gaps in course completion; 2) Develop a Mt. SAC UDL Framework 3) Widely distribute via several mediums-- digitally (web-based videos), print, and trainings; 3) Create a day-long campus wide Universal Design of Learning Symposium for Mt. SAC faculty, staff, and students. Create a series of 15 minute, 45 minute, 1.5 hour workshops/trainings to be offered regularly universal design topics; 4) Recruit trainers.</p> <p>Via training and other forms of media on UDL, faculty will implement more UDL strategies, thus provide more ways for students to learn and stay engaged, thereby increasing student course completion rates. Research supporting the efficacy and student success by implementing UDL strategies can be found at http://www.udlcenter.org/research/researchevidence. 1. UDL TA and trainers will deliver a day-long campus wide Universal Design of Learning Symposium for Mt. SAC faculty, staff, and students. 2. UDL TA and trainers to offer workshops/trainings, first one at February 2016 Flex, on universal design topics. Continue to offer UDL trainings created in UDL 1 beyond June 2016.</p> <p>In Academic Year 2016-17, develop and offer a 1 unit online Universal Design Course. After successful completion of this course, faculty will implement more UDL strategies, thus provide more ways for students to learn and stay engaged, thereby increasing student course completion rates. 1. UDL TA and trainers will design the online course using videos from trainings (above) and enhance it with relevant readings and assignments. 2. Advertise course. 3. Offer course. Research supporting the efficacy and student success by implementing UDL strategies can be found at http://www.udlcenter.org/research/researchevidence.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Budget Category
		One Time	Ongoing		Funding Source	Budget Category
January 2016	June 2016	0		Stipends (as per Bargaining Agreements and College Policies) for UDL Think Tank 5 members for 36 hours each = 180 total for 6 months (approximate \$50.00 per hour per member = \$9,000).	9,000	POD-FIG

January 2016	June 2016	\$5,000		Universal Design Consultants Travel Costs & Consulting Fees for Symposium.			
January 2016	June 2016	\$5,000		Video production			
January 2016	June 2016	\$2,000		Breakfast & Lunch for day long Symposium			
January 2016	June 2016	\$ 500		Supplies and Materials for Symposium			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Universal design features in architecture, products, services, and instruction address the needs of the majority and minimizes the need for special accommodations or separate services, as they are not sustainable. During the planning process, taking in the “universe” of diversity that might present in any setting and building in universal design strategies creates accessibility for all at the beginning and avoids costly retrofitting. Universally designed instructional activities have been researched and proven effective for all students, especially equity-targeted groups, in enhancing student success in course completion.	Completion and dissemination of a publication on existing best practices in Universal Design in Learning (UDL) with an annotated bibliography. Creation, presentation and dissemination of the Mt. SAC UDL Framework. The Mt. SAC UDL Framework along with an annotated bibliography will be developed and widely distributed via several means, see next activity below.	Complete by 6/30/16: Research, determine, publish and disseminate existing best practices in Universal Design in Learning (UDL). Develop a Mt. SAC UDL Framework. The Mt. SAC UDL Framework along with an annotated bibliography will be developed and widely distributed.
This activity is designed to contribute to the overall goal of institutionalizing of universal design on campus. Delivering a series of universal design workshops; and a day-long successful Universal Design Symposium will create awareness, spark creativity, and initiate curricular change to create more universally designed instruction. As faculty adopt UDL Framework and Principles, course completion rates will increase.	Before (baseline) and after student course completion rates will be collected of faculty who attended UDL training. Faculty will self-report number of course UDL strategies immediately after first training attended (baseline). Then report UDL strategies one term subsequent to training and again at two terms post. Increases in UDL course strategies implemented will be measured.	This will be an ongoing longitudinal study. 1. Throughout the year, obtain the baseline course completion rates of students enrolled in the courses of faculty who attend the Symposium and other trainings in terms prior to attending training. 2. Obtain course completion data from same faculty in subsequent terms after trainings and Symposium. 3. Measure term to term improvement over baseline data.) Survey faculty immediately after the

		training/symposium to determine how many UDL strategies they are already implementing in their courses. Survey faculty two terms after their initial training and note increases in UDL strategies.
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F.8: DSPS Staff Planning/OUTREACH

Goal Indicators

___ Access X Course Completion ___ ESL/Basic Skills Completion ___ Degree/Certificate Completion X Transfer

Activity Type

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Students with Disabilities whether registered with DSPS or not.	<i>Estimated 3000 students with disabilities. Research, need number of DSPS students who</i>	<i>Data to be input by Research</i>		Improve the Course Completion rate of students with disabilities by 5%. Improve the Transfer Rate of students with disabilities from .63 to .80 or higher (2014-15 data).	2019
				80% of DSPS and SHS employees will report increased knowledge of Student Equity-related topics. 75% of DSPS and Student Health Services employees will develop at least one Student Equity intervention.	2016

	declared transfer as their goal (500?).			
			Increase population of students with disabilities registered with DSPS from disproportionately underrepresented Mt. SAC district areas by 10% annually.	2019
			Increase the transfer rate of students with disabilities who declare transfer as their goal by 5% annually.	2019

Activity Implementation

Activity Implementation Plan	<p>Develop and deliver joint DSPS & Student Health Services Joint Planning Day on June 13, 2016. 2. Agenda will include updates on all Student Equity Funded Projects. 3. Updates on joint projects a) Puzzle Project (Autism); b) mental health collaborative; c) concussed athletes; d) DHH issues. 4. Planning time for DSPS and SHS to work separately on their separate SE and PIE items.</p> <p>Plan and host one mega advisory committee meeting every year in late Winter or early Spring. The first half will target the high school personnel responsible for transitioning students with disabilities to postsecondary education. Concerted efforts will be made to target underrepresented Mt. SAC district areas. The second advisory committee meeting will target local university special admissions and disability services staff. The purpose of the mega meeting is to determine areas of collaborative efforts to increase high school potential DSPS student access to Mt. SAC; and to increase the transfer to the university rate of Mt. SAC DSPS students declaring transfer is their goal.</p> <p>Plan and host Planning for College Night once per year. Invite high school students interested in attending Mt. SAC and their parents, and high school transition and special education personnel. Special focus on recruiting students with disabilities and their high school teachers, transition specialists, etc., from Hacienda/La Puente, Pomona and La Verne (as per 2014-15 data).</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested	Budget Purpose/Category	Amount	Funding Source	Budget Category

		One Time	Ongoing				
June 13, 2016		4,000		Estimate of 40 Student Health Services and DSPS employees attending the Joint Training/Planning Day. Funds are for facility fees, food, and training supplies.			
January 2016	June 30, 2016		\$500	Food and Supplies for the yearly Mega Advisory Committee Meeting			
January 2016	Ongoing		\$1000	Fund Food, parking, and Supplies for Planning For College Night			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
It is expected that employees who attend the DSPS & Student Health Services Joint Training/Planning session will report an increase in knowledge of Student Equity topics and projects. As employees become more knowledgeable and able to plan successful interventions, more students with disabilities will complete classes and transfer.	<p>Employees who attended the DSPS & SHS Joint Training/Planning Day will be surveyed before (baseline) and after the Day. Data will be collected regarding their knowledge and understanding of Student Equity topics as well as their ability to develop one student equity intervention to assist students to complete classes and/or transfer.</p> <p>Longitudinally, baseline data of course completion and transfer rates of students with disabilities will be compared with data in subsequent terms will be collected. An increase in course completion and transfer rates of students with disabilities is expected.</p>	<p>Before (baseline) and after data will be collected of employees who attended the DSPS & SHS Joint Training/Planning Day via surveys.</p> <p>Baseline data of course completion and transfer rates of students with disabilities will be compared with data in subsequent terms will be collected. An increase in course completion and transfer rates of students with disabilities is expected.</p>
Barriers to transition to Mt. SAC and from Mt. SAC will be explored with both groups of colleagues in a separate, yet safe forum. Collaboratively, both groups will develop solutions to the barriers in access to the	Term to term differences in enrollment by high school students with disabilities from underrepresented district areas will be collected and measured. Term to term	At the end of every major term, data on students with disabilities registered with DSPS by their respective districts will be gathered.

college as well as transfer from the college.	differences in the transfer rate of students with disabilities will be collected and measured.	At the end of every major term, transfer to the university rates of students with disabilities registered with DSPS will be gathered.
This event is meant to be an outreach effort to educate students with disabilities, their parents and DSPS counterparts at the high school level. Special effort to increase access and recruit students from our disproportionately lower represented areas will be made. In 2014-15, these areas are Hacienda/La Puente, Pomona, La Verne.	Before Planning for College Night and after data will be collected on entering freshmen with disabilities for both primary terms to measure changes in access from all Mt. SAC's district schools.	Before Planning for College Night data will be collected in January of every year. After data will be collected at census day in Fall and Spring terms.

F.9: DSPS Director of Accessible Media

Goal Indicators

☐ Access
 ☒ Course Completion
 ☐ ESL/Basic Skills Completion
 ☒ Degree/Certificate Completion
 ☒ Transfer

Activity Type

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year

Students with Disabilities whether registered with DSPS or not.	Estimate 3000+ students with disabilities.	Data to be input by Research	The college will be able to assure that disabled students have access to accessible media and technology in at least 80% of instructional environments and class activities.	2019
			75% of faculty and staff who attend accessible media or Universal Design of Learning training will implement the strategies they learned.	2019

Activity Implementation

Activity Implementation Plan	The Coordinator of Accessible Media and Technology will oversee all alternate media coordination and communication across the campus, provide information and resources related to accessible media and technology, and oversee captioning. The Coordinator will consult with campus departments to ensure curriculum, print and digital media that is purchased, developed, and/or used are accessible to most students, including students with disabilities. The coordinator will assist in providing training to faculty, staff and managers regarding the use of accessible media and technology. Accessible media is a universal design strategy. The coordinator will continue to oversee the implementation of college wide accessible media and universal design of learning (UDL) strategies. Evidence for the efficacy and enhancement of student success using universal design strategies can be found at: http://www.udlcenter.org/research/researchevidence
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			
January 2016	Ongoing		\$95,000	Coordinator of Accessible Media and Technology		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Ensuring that campus print, digital, and curricular media is accessible and universally designed will assist in the mitigation of students' barriers to access and	Before (baseline) and after use of accessible media and UDL data will be collected of employees who attended training. An increase	The data will require longitudinal collection over several terms to determine increase in

<p>success. Primarily, the positive differences are expected in the course completion, degree and certificate completion, and transfer rates of students registered with DSPS, but increases may be seen in other Student Equity target student populations.</p> <p>Faculty will be more aware of the necessary use of accessible media and technology in teaching their courses and making course assignments.</p>	<p>in implementation of accessible media and UDL strategies is expected. Baseline data of course completion, degree and certificate completion, and transfer rates of students with disabilities will be compared with data in subsequent terms will be collected. An increase in the three goal indicators is expected of students with disabilities.</p>	<p>implementation of accessible media, technology, and universal design strategies as it relates to the improvement of course completion, degree and certificate completion, and transfer rates of students with disabilities.</p> <p>First point of data collection for accessible media and UDL strategy implementation will occur at February 2016 Flex, and for several terms thereafter until 2019.</p>
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F.10: TERC

Goal Indicators

☐ Access
 ☒ Course Completion
 ☐ ESL/Basic Skills Completion
 ☒ Degree/Certificate Completion
 ☐ Transfer

Activity Type

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Latino, African American males and females, and other under-represented students in specific CTE areas.	1000 CTE majors	Data to be input by Research		CTE student populations in 4 targeted programs (Administration of Justice, Alcohol and Drug Counseling, Aeronautics, and Fire Technology) who have identified as having been disproportionately impacted by the Office of Research and Institutional Effectiveness will demonstrate a 15% increase in course success rates after receiving instructional support services and advising in the TERC in the Spring 2016 semester. In addition, they will demonstrate a 15% increase in program completion rates after receiving instructional support services and advising in the TERC during the Spring 2016, Fall 2016, Spring 2017, and Fall 2018 semesters.	Course: Fall 2016 and yearly from that point on Program: Fall 2018 and yearly from that point on.

Activity Implementation

Activity Implementation Plan	The Tech Ed Resource Center (TERC) is an academic support facility designed to improve the successful completion rates for students enrolled in Career Technical Education Programs. Continuing Ed faculty, assisted by tutors, will work directly with Latino and African American male and female students and other under-represented student groups spanning three instructional divisions. Faculty will provide instruction that includes but is not limited to: textbook reading, basic math, study techniques, research methods, and term paper construction and revision. In addition, students will have access to an on-site educational advisor, specializing in CTE programs. Two adjunct faculty will provide technical and instructional assistance along with tutors to under-represented students. The educational advisor will assist students in the development of educational plans.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested	Budget Purpose/Category	Amount	Funding Source	Budget Category

		One Time	Ongoing				
7-1-15	Ongoing		114,400	2 Adjunct Non Credit faculty			
7-1-15	Ongoing		50,389	Short Term Hourly (Tutors)			
7-1-15	Ongoing		81,188	Educational Advisor –A-95			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
The instructional support and educational advising provided in the TERC to Latino and African American and other under-represented students will increase their CTE course success and program completion rates.	Tracking of numbers of disproportionately impacted students, their usage of the TERC and their corresponding increase in course success and program completion rates	Fall semester 2016 and yearly from that point on and Fall semester 2018 and yearly from that point on.

F.11: RESEARCH: POSITIONS, SUPPORT

Goal Indicators

 X Access X Course Completion X ESL/Basic Skills Completion X Degree/Certificate Completion X Transfer

Activity Type

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Research all student populations to be served: gender, Foster Youth, students with disabilities, low-income, Veterans, American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, some other race, more than one race		Data to be input by Research		Research staff will provide required data and analysis for the annual development of the Student Equity Plan, and throughout the year, will provide required Student Equity research reports and review findings and implication with college leadership. Close the equity gap by providing research and evaluation support for 100% of the Student Equity Committee's requests and for 100% of the funded student equity activities in the Plan.	2020
				The goal with this activity is to provide at least 2 professional growth opportunities for the Researchers to improve upon their equity mindedness as they strive to provide excellent service to the College and those conducting equity-focused research and evaluation.	

Activity Implementation

Activity Implementation Plan	<p>The activity is employing researchers who provide their expertise on research and evaluation student equity projects. This research and evaluation will provide evidence for decision-making (e.g., What is the equity gap? How many more students must achieve the outcome in question in order to close the equity gap? How well is the intervention helping to close the equity gap?)</p> <p>Patiste (Marcell) Gilmore (Research Assistant) and John Barkman (Educational Research Assessment Analyst) are full-time researchers who work under the Director of Research and Institutional Effectiveness to provide specialized research and evaluation support for the Mt. San Antonio College Student Equity Plan data and its related projects/activities. Their responsibilities include utilizing the College's database system to collect and configure relevant Student Equity data; developing, maintaining and analyzing complex data sets related to</p>
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	<p>student equity and cohort tracking; and providing data to support recommendations for operational, policy, and procedural improvements. They also provide direct support to Student Equity Projects including quantitative and qualitative data gathering and analysis. All at-risk population groups will be studied by these researchers.</p> <p>Professional Experts are needed to augment the Student Equity full-time researchers' time and effort during times of intensive research requests such as the yearly compilation of the Student Equity Plan and throughout the year during times when the many student equity project activities need intensive research as well as for extensive projects such as focus groups. Professional Experts are also needed to improve upon the ways in which Research and Institutional Effectiveness (1) displays and teaches others about Student Equity data and (2) understands equity issues. There are many data components for this goal that need to be represented in a way that allows the end-users to fully understand the data and to use it well. The Research Office is spending a lot of time compiling the data and has tried numerous ways to display the data over the last 18 months (e.g., Old McDonald's Farm; Spark lines; red/yellow/green). Having another perspective will help to engage the end user in the use of the data to close the equity gap.</p> <p>This activity is to seek out and to partake in professional growth and development opportunities offered in California that allow the Researchers to further understand and embrace equity issues. They will gain knowledge in how to research and evaluate equity projects.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
July 1, 2015	(ongoing)		95,766	Full-Time Researcher ALREADY FUNDED SINCE 2014-15			
July 1, 2015	(ongoing)		88,538	Full-Time Researcher (Patiste (Marcell) Gilmore) ALREADY FUNDED SINCE 2014-15			
Dec 1, 2015	June 30, 2015		\$25,000	Hourly Professional Expert Researchers and/or Contract			

				workers			
Dec 1, 2015	June 30, 2015		\$1,500	Supplies for research and evaluation projects			
Dec 1, 2015	June 30, 2015		\$5,000	Software for research and evaluation			
Dec 1, 2015	June 30, 2015	\$2,800		Conference and Travel/Professional Development			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
As a result of employing researchers, the College will be able to measure how it is closing the equity gap and will be able to evaluate the impact of the equity interventions/activities. Researchers will help in the collaborative inquiry process to recommended viable research and evaluation methodologies that will permit the measurement of the impact of interventions.	Depending on the nature of the research request, quantitative and/or qualitative research and evaluation data collection, synthesis, and analysis will be provided to support closing the equity gap.	Annual review of data for all sub-groups will be conducted along with on-demand research and evaluation for Student Equity projects/activities.
Researchers working on student equity projects are required to understand equity issues from many different perspectives as it relates to research and evaluation. Professional growth and development related to equity issues will allow them to achieve this higher-level knowledge.	The Researchers will write a one-page summary of the impact of the professional growth opportunities as they relate to equity mindedness including how they have used at least two pieces of knowledge to improve their professional skills and knowledge.	Annually

F.12: ARISE: Institutionalization

Goal Indicators

 X Access X Course Completion X ESL/Basic Skills Completion X Degree/Certificate Completion X Transfer

Activity Type

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Asian and Pacific Islander Students in the Arise Program; specifically targeting disproportionately impacted sub-populations: Pacific Islanders, Southeast Asians (e.g., Vietnamese, Cambodian), and other intersecting identities (e.g., male minority, ESL).	800	Data to be input by Research		65% of Pacific Islander students who participate in counseling, Fale Fono leadership development and study groups will successfully pass courses to meet degree and transfer requirements. 60% of Asian and Pacific Islander basic skills and ESL students will pass their basic skills and ESL courses with a 70% pass rate after receiving advising, counseling, tutoring, participating in study groups, and participating in specialized workshops.	2015-2016

Activity Implementation

Activity Implementation Plan	<p>Student Equity-based services to Asian American and Pacific Islander students vary in approach due to the diverse educational needs of this student population. With 25% of the student population classified as Asian, Pilipino, and Pacific Islander, the need for an ongoing program focusing on the unique needs of this student population is essential. For example, equity efforts for Pacific Islanders focus on: Access; Course Completion; Basic Skills Completion; Degree Completion; Transfer. The college-going and college graduation rate for Pacific Islanders is dismal compared to other ethnic populations. The Asian student population at Mt. SAC is largely immigrant and non-native English speakers. Their needs are more focused on language development and being able to make progress toward reaching their goals due to financial hardships and language barriers. Cambodian, Vietnamese, Laotian, Hmong, and some Korean, Chinese and Filipino students who are low income struggle to make adequate academic progress, frequently dropping out due to economic and family distress issues. Therefore, the equity focus for Asians at Mt. SAC is non-native English speaking students (ESL/Basic Skills Completion), and Access for low income Asian American, especially Southeast Asian students.</p> <p>Services to be provided to Asian and Pacific Islander students include educational advising, academic and career counseling, personal and cultural identity workshops, organized study groups, “Fale Fono” leadership development, English language development through specialized workshops and tutoring and field trips. Individual tutoring will be provided from tutors trained by the Learning Assistance Center. The Program Specialist will organize and oversee the study groups and the scheduling of workshops, special events, field trips and student progress reports. The educational advisor will complete and monitor progress of students’ educational plans and progress toward degree completion and transfer and coordinate students’ appointments with counselors. The director will plan and oversee the FaleFono, leadership activities, English language development activities, and will maintain a student database to track and measure students’ academic progress.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			Budget Category
July 1, 2015	ongoing				\$87,000	SSSP
January 1,	ongoing		\$69,000	Full-time Student Services Program		Full time Educational Advisor

Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
2017				Specialist			
January 1, 2017	ongoing		\$168,000	Director			
July 1, 2015	ongoing		\$ 30,000	Student Hourly (Peer Mentors, tutors)			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Diverse and specialized support services to Pacific Islander and Asian students, especially non-native English speakers, will enable these particular student populations to increase access, course completion, ESL and Basic Skills course completion, degree and certificate completion and transfer. Counseling, learning support, and student development initiatives will enable these under-served Asian/Pacific Islander students to increase their success and progress toward meeting their academic goals.	<p>Program activity data (both quantitative and qualitative) will be collected to include: frequency on use of services, educational plan count and type “Abbreviated” or “Comprehensive”, event evaluations will include student feedback on the value of their experiences relative to the event and solicit input on future events or activities that would benefit them.</p> <p>Students’ academic progress and progress toward goal completion will be monitored will be gathered from Argos Reports from Banner.</p> <p>Correlations to program involvement and academic success will be tracked.</p>	Semester/annual reports categorized under student success, student progress toward transfer or graduation, and student engagement.

F.13: Student Services and Athletics - Student Athletes & Collaborative Support (GRASP or “Grass Roots”)

Goal Indicators

___ Access X Course Completion X ESL/Basic Skills Completion X Degree/Certificate Completion X Transfer

Activity Type

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Low income and first generation athletes who are considered to be “gray shirts” or “red shirts” and who place at the basic skills level	150	Data to be input by Research		70% of student athletes participating in the GRASP [Gray and Red Shirt Academic Success] program will complete 9 or more units per semester of coursework detailed on their educational plans	2019
African American, Pacific Islander, Latino, Native American student athletes who are considered to be “gray shirts” or “red shirts”					

Activity Implementation

Activity Implementation Plan	<p>This will be a one year pilot project. The coordinator will ensure that students complete assignments in basic skills English and math courses, regularly attend classes, complete courses, attend regular academic advising, complete and follow approved educational plans, participate in rigorous monitoring of course progress, and attend study hall/tutoring in order to increase pass rates. The coordinator will ensure that students participate in trainings and workshops designed to improve their study skills and clarify career goals. The coordinator will organize all events, oversee attendance, track students' progress, design workshops, conduct trainings, and organize planning meetings with athletic coaches and athletic department personnel, and provide regular updates to athletic coaches. Students will learn to monitor and track their own progress, thereby improving their personal and academic responsibilities and accountability. Eligibility rules will also be presented to students. This activity will also link with the Math Boot Camp and Math Study Hall.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
July 1, 2016	Ongoing	\$20,000		Hourly support to coordinate			
July 1, 2016	Ongoing	\$ 1,000		Planning meetings; workshop costs; promotional items			
July 1, 2016	Ongoing	\$ 1,000		Online licenses; software			
July 1, 2016	Ongoing	\$ 2,000		Direct Support: textbooks; success kits			
		\$5,000		Computers for students			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Further investigate the patterns regarding student-athlete success in Basic Skills English and Math, identify potential barriers (e.g., placement, enrollment delay, affordability, guidance, student	Both quantitative (course success, sequential enrollment patterns, participation in interventions) and qualitative (student reflections on perceived challenges, needs,	During interventions (e.g., math boot camp) Term-Term: track cohort patterns in course enrollment and success

Link to Goal	Evaluation	
confidence/affect/decision-making influences) and increase student athletes athletes' completion of degree applicable and transfer level coursework.	and experiences) Progress toward completing educational plans. Term end course success data.	

F.14: Aspire Program

Goal Indicators

 X Access X Course Completion X ESL/Basic Skills Completion X Degree/Certificate Completion X Transfer

Activity Type

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
African American Students enrolled in credit classes	6000 overall enrollment; 400 students targeted for the program	Data to be input by Research		Students identifying as African American and actively participating in the Aspire program will receive support services and be engaged in program activities to increase their graduation rates by 5% and transfer preparedness by 5% annually.	2020

Activity Implementation

Activity Implementation Plan	Students participating in the Aspire program will receive counseling, tutoring, and education planning services to assist them in making progress toward their educational goals. To assist in successfully passing courses, Aspire students will participate in tutoring and group study. Peer mentors will provide individual follow-up with students to assist them in staying on track to meet their goals. Special events, guest speakers, field trips and recognition events will serve to increase students' self- confidence and persistence toward reaching their goals of degree completion and transfer preparedness.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
					\$50,000	SSSP	Adjunct Counseling
07/01/2016	06/30/2025		\$89,000	Educational Advisor			
					\$120,000	Unrestricted general fund	Director, Aspire
			\$15,000	Tutoring			
			\$20,000	Peer Mentors			
			\$ 1,000	Guest speakers; consultants			
			\$ 5,000	Field Trips; Student Travel			
		\$10,000		Laptops for student use			
			\$ 5,000	Direct Support: uniforms, textbooks, student success kits			
			\$ 5,000	Supplies: office supplies, reference books, software, tutor materials			
			\$ 2,000	Other services: Recognition events, planning meetings, student seminars			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Students will have greater access to counseling and advising, which will increase their academic performance, graduation, and transfer rates.	Data will be collected on the number of students the counselor and advisor have seen through SARS and the number of abbreviated and comprehensive educational plans completed.	Data will be collected and reviewed yearly.
Aspire students will be provided opportunities for group study and to receive tutoring to assist them in making progress toward degree completion and transfer preparedness.	Tutoring logs will measure amount of time that students receive tutoring in specific subjects. Study group logs will track amount of time spent utilizing the office for study purposes.	Monthly logs will be compiled with individual student tracking of hours in tutoring/studying to course completion and progress toward degree and transfer at year end

F.15: Dream

Goal Indicators

☒ Access ☒ Course Completion ☒ ESL/Basic Skills Completion ☒ Degree/Certificate Completion ☒ Transfer

Activity Type

x	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Undocumented/ AB 540/ Latino Dreamer students	1500	Data to be input by Research		65% of Undocumented/ AB 540/ Dreamer students will be enrolled in the Dream Program and have access to the services and resources provided with an increase in graduation rates of 5% annually and 20% increase in students who are transfer prepared within 5 years	2021
Asian, Pacific Islander undocumented students	200			40% of Asian Pacific Islander undocumented/AB 540/Dreamer students will be enrolled in the Dream Program and have access to the services and resources provided with an increase in graduation rates of 5% annually and 20% increase in students who are transfer prepared within 5 years	2021

Activity Implementation

Activity Implementation Plan	<p>Undocumented/AB 540 students have very unique educational needs. Research has shown that many of these students “hide in the shadows” due to their immigration status, have unclear career goals due to the uncertainty of their situations, and struggle financially and emotionally to successfully complete courses and make progress toward degree completion. Transfer options are precarious at best due to these students’ inability to qualify for federal financial aid. Therefore, specific and unique support services are necessary to assist undocumented students to be successfully in college. The college’s Dream Center is a safe location for these students. The services provided are specific to meet their needs and include inreach and outreach to connect them with critical services, including legal information. It is important that these students feel a part of the campus community, and receive counseling, peer mentoring, tutoring, scholarship application assistance, referrals to legal and medical services, California Dream Act and other support services as appropriate. Dream students require a specialized counseling approach related to transfer as each student’s</p>
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	admission and level of financial support will differ depending on the particular set of circumstances. Critical to the academic success of Dream students is specialized counseling support. Partnerships with EOPS, Outreach, Financial Aid and Admissions and Records as well as with feeder high schools and local agencies will be formed to support the successful enrollment and transition of undocumented/AB 540/Dreamer students to the college. Enhance targeted outreach efforts and trainings will be implemented to identify and increase the enrollment of low-income, first generation, and Asian Pacific Islander undocumented/AB 540/Dreamer students to the college. Essential resources for student success such as computer access, printing services, and food supplies for student gatherings will be provided. Research and different evaluation methods and strategies will be implemented to improve the access, registration, and enrollment of undocumented/AB 540/Dreamer students. Instructional support services will be provided to students to assist in course completion, degree completion and transfer.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
July 2015	ongoing		\$ 104,153	Project/Program Coordinator			
November 2015	June 2016	\$15,000		Student Computer Equipment			
November 2015	ongoing		\$30,000	Hourly Student; Peer mentors for inreach/outreach follow-up with perspective and current Dream Program students			
November 2015	June 2017		\$27, 500	2 short-term hourly staff to assist and support coordinator with program services and activities			
November 2015	June 2020		\$3,000	Marketing and printing services			
November 2015	June 2020		\$4,000	Food and beverages for equity related planning meetings; student gatherings			

Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
January 2016	June 2020		\$1,000	Student transportation to bring Dreamers from Pomona and Baldwin Park districts to visit Mt. SAC			
January 2016	June 2020		\$2,000	Direct support –student success kits	\$2,500	SSSP	Office Supplies
January 2016	June 2020		\$10,000	Instructional Supplies – direct support (textbooks)			
January 2016	June 2020		\$ 2,000	Promotional Items for outreach purposes			
January 2016	June 2020		\$500	Mileage for high school visitations			
January 2016	June 2020		\$5,000	Embedded Tutoring			
January 2016	June 2020		\$ 114,422	New Full-time Counseling Faculty [approved previously]			
January 2016	June 2020		\$ 10,000	Student Leadership Development (Retreat)			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Inreaching and outreaching to low-income undocumented/AB 540/Dreamer students will enable them to increase their access to support services to increase their registration, enrollment as well as retention and success in college. The provision of specialized support services will enable undocumented students to make measurable progress toward their goals in a supportive environment.	<p>Measure annual improvement of enrollment and retention of undocumented/AB 540/Dreamers by increasing 5% each year.</p> <p>Track students' progress toward goals based on their participation in program services including unit completion, grades, and completion of required coursework.</p>	Student participation data collected by student for each activity/service. Annual review of enrollment and retention rates, disaggregated by student population.

F.16: EOPS

Goal Indicators

 X Access X Course Completion X ESL/Basic Skills Completion X Degree/Certificate Completion X Transfer

Activity Type

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Single Parents, Re-Entry, Foster Youth, Dreamers, under-represented, low income and educationally disadvantaged students	Determine a realistic number	Data to be input by Research		EOPS services will be expanded to serve and additional 150 low income, disadvantaged students to assist them in graduating and/or transferring. Additional support services will increase the graduation and transfer rates of EOPS students by 5% annually.	2018

Activity Implementation

Activity Implementation Plan	This activity will serve to expand EOPS opportunities to more students as well as provide additional support to current EOPS students. EOPS and CARE students will be provided specialized support services to connect them with counseling and peer mentoring, tutoring, financial aid and other college services as appropriate. Peer mentors will receive leadership, cultural awareness, and other trainings/workshops as required to perform their role.
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	Students will be provided with EOPS orientations to familiarize EOPS eligible students with the function of college and EOPS/CARE programs and services; educational planning, the college catalog, application, and registration process, with emphasis on academic and grading standards, EOPS tutoring, college terminology (e.g., grade points, units), course add and drop procedures and related rules; financial aid application procedures, and transfer procedures to four-year institutions. Book vouchers for each academic year will also be provided.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
February 2016	June 2022		20,000	Hourly students; peer mentors for in-reach and assisting students			
February 2016	June 2022		10,000	Instructional supplies (textbooks,			
February 2016	June 2022		90,000 10,000	Book Vouchers Student Success Direct Support Kits			
			20,000	Hourly program support staff	50,000	SSSP	Adjunct Counseling
February 2016	June 2022		21,380	Tutors	28,000	District, Basic Skills	Tutors

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Provide EOPS services to Student Equity targeted groups of students, which will enable them to have access to EOPS/CARE support services to increase their course completion, degree completion and transfer preparedness.	Tracking of student participation in the EOPS activities will be collected and measured annually through the MIS process.	Student participation data collected will be measured and reviewed at the onset of every semester.
	Track student's attendance in program. Tracking will include counseling, mid semester progress reports, course completion and	Bi-annual progress reports, tutoring statistical reports and annual Chancellor's Office year end reports.

	tutoring visits. Course completion, basic skills and degree and transfer completion will be measured.	
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F.17: Foster Youth

Goal Indicators

___ Access X Course Completion ___ ESL/Basic Skills Completion X Degree/Certificate Completion X Transfer

Activity Type

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Foster Youth students enrolled at Mt. SAC	500	Data to be input by Research		50% of REACH students enrolled in courses will maintain a GPA above 2.0 and complete 67% of courses per term.	2018
				60% of REACH students receiving counseling, advising, peer mentoring, and tutoring support will complete course requirements for degree completion within 7 semesters after entering college.	2020

Activity Implementation

Activity Implementation Plan	<p>Foster Youth is a designated category of students to be served by Student Equity. At Mt. SAC, the REACH program for former and current Foster Youth is a new initiative, with no established funding source. The numbers of Foster Youth in the local region is relatively high, with several transitional housing units in the immediate community. Foster Youth students have a unique and complicated situation having been under state authority with no nuclear family household. Foster Youth students are greatly in need of specialized support services.</p> <p>REACH Foster Youth students will be provided with a weekly study hall that will incorporate tutoring services. A mental health clinician through Student Health Services will provide personal counseling to assist students in being able to complete their courses. Many of Foster Youth experience mental health issues due to their time in the foster care system. An educational advisor will assist students in developing an educational plan to map out their academic pathways. The program coordinator will work with local high schools, community and county agencies, the financial aid department and other campus services to provide wrap-around services for these students. Direct assistance will be provided to students to assist them with necessary textbooks and instructional supplies and transportation costs. Tutoring assistance and peer mentors will enable Foster Youth to receive support to successfully complete their courses and make progress toward degree completion and transfer goals.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
March 2016	June 2020		\$10,000	Tutoring for REACH students			
March 2016	June 2020		\$15,000	Direct support: textbooks, transportation			
June 2015	June 2020		\$86,507	Educational Advisor (A-95)			
March 2016	June 2020		\$104,153	REACH Coordinator (A-118) [THIS POSITION IS ALREADY FUNDED AND IN THE BUDGET FROM 2014-15]			
			\$20,000	Peer mentors			

		\$ 5,000	Supplies			
		\$ 3,000	Field trips			
		\$ 2,000	Recognition events			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
<p>Foster Youth struggle to complete the courses in which they are registered to due to factors such as educational gaps, financial hardship, mental illness and lack of permanent and/or secure housing. Studies have shown that adolescents with a history in the foster care system are 4 times more likely to attempt suicide than other adolescents in the same age. At the same time Foster Youth are less likely to search for mental health services on their own. In addition, studies have shown that Foster Youth are at a higher risk in becoming homeless than their Non-Foster Youth counterpart.</p> <p>The REACH program's services will enable Foster Youth students to receive the necessary, unique, and specific support services to enable them to become more secure, feel supported and have a sense of direction to complete required courses necessary to receive their degrees and/or to transfer.</p>	<p>Tracking of student participation in specific activities.</p> <p>Measure annual improvement over benchmark GPA and course completions rates for REACH students.</p>	<p>Student participation data collected by student for each activity/service.</p> <p>Annual review of student GPA and course completion rates by student.</p>

F.18: STUDENT SERVICES: SSEED

Goal Indicators

___ Access X Course Completion ___ ESL/Basic Skills Completion X Degree/Certificate Completion ___ Transfer

Activity Type

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Low income and/or first generation students with limited work experience/job skills.	Target of 100 students	Data to be input by Research		Students participating in the SSEED program will improve their individual successful course completion rates by 30%; 50% will successfully complete certificate and or degree course requirements to earn certificates and/or degrees.	2020
Latino/a, African American, Native American, Asian and Pacific Islander students who are also low income and/or first generation.	Target of 100 students				

Activity Implementation

Activity Implementation Plan	Students participating in SSEED will be provided with a work study position on campus. They will receive job skills training both on the job (through supervisor instructions) as well as through ongoing workshops and trainings offered by the SSEED program. SSEED students are required to participate in ongoing training workshops such as: customer service, understanding and interpreting college policies and procedures, communication skills, general computer skills, cross-cultural understanding, and office operations. Additionally, SSEED students will receive counseling and career guidance support to assist them in further developing their career goals and educational plans. Supervisors will receive training in mentoring and developing work skills of students assigned to them. Supervisors will complete regular evaluations and students will complete self-evaluations and submit academic progress reports.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source
		One Time	Ongoing			
July 2015	Ongoing		500,000	Student hourly		
July 2015	Ongoing		101,000	Project Program Coordinator		
July 2015	Ongoing		9,500	Instructional Supplies/Direct Support		
July 2015	Ongoing		5,000	Food costs for training		
July 2015	Ongoing		1,000	Training costs; consultants		
July 2015	Ongoing		10,000	Hourly clerical support		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Students enrolled in the SSEED program will report to work on a regular basis, thereby ensuring their presence on campus. Students will receive training and work experience to enable them to clarify their career goals, to develop resumes documenting work experience.	Pre-post surveys of students students' self-perceptions and confidence levels as well as their educational and career goals. Term end grades and course completion rates. Evaluations of training sessions. Supervisor evaluations.	Academic information will be gathered at the end of each major term (Fall; Spring). Surveys will be gathered throughout the program. Evaluations from supervisors and

Link to Goal	Evaluation	
	Students' self-evaluations self-evaluations. Certificate and degree completion.	students will be collected and analyzed between 1/31 to 2/3 of the way through the semester to measure students' progress and performance. Certificate and degree completion will be tracked annually.

F.19: STUDENT SERVICES: Minority Male Initiative; Digital Stories

Goal Indicators

 X Access X Course Completion ESL/Basic Skills Completion X Degree/Certificate Completion X Transfer

Activity Type

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Low income, foster youth, undocumented, first generation in college, basic skills African American, Latino, Native American, Asian and Pacific Islander male credit students	Request # from RIE	Data to be input by Research		80% of the students participating in the Minority Male Initiative will report feeling more accepted on campus, have a goal direction, and will increase course completion rates by 40%, increase graduation rates by 30% and increase transfer rates by 20%.	2020
				90% of students participating in and completing the	2018

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
				Digital Stories Project will report increase in self-confidence, sense of direction, and greater self-awareness. 65% of students completing the Digital Stories Project will demonstrate an increase in academic achievement by successfully completing courses required for graduation and/or transfer.	

Activity Implementation

Activity Implementation Plan	<p>The Minority Male Initiative Plan will be fully implemented to provide outreach and direct support services to minority male students who have one or more of the following characteristics: low income, foster youth, undocumented, first generation in college, basic skills. Through the work of Student Ambassadors, minority male students will be encouraged to join in program activities that will include Cultural Identity Trainings, College Planning Workshops and Field Trips, Career and Job Development, Leadership Development, Service Learning, and Community Involvement. Expansion of ethnic studies course offerings for transfer major preparation will be considered. Students will receive counseling and guidance from faculty, staff and managers. Student-to-student peer mentoring will be another element of support. Students will have opportunities to participate in off campus visitations to universities and professional conferences and meetings. Students will develop mentoring programs for other minority males, including high school students. M2C3 consultants will be contracted with to conduct staff training as well as to provide guidance to the program efforts.</p> <p>Student workers will serve as facilitators and mentors to assist in planning, outreaching, and provision of services to students.</p> <p>A Digital Stories project will be implemented with 30 students annually to develop and record their personal journeys depicting their life stories and how they are facing challenges to reach their academic and career goals. Peer mentors and consultants will guide the development of the digital stories. Guided discussions will accompany every viewing of the completed digital stories for students as well as faculty, staff and managers to measure the impact.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed			
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category	
		One Time	Ongoing					
July 2015	Ongoing		\$30,000	Travel and conference – campus tours; conferences				
July 2015	Ongoing		\$50,000	Consultants – M2C3; guest speakers/trainers				
July 2015	Ongoing		\$20,000	Contract Services—surveys; conference venues				
			\$10,000	Direct Support: student success kits; textbooks				
November, 2015	June 30, 2016 and annually there after		\$ 4,000	Peer Coaches/Trainers [digital stories]				
January, 2016		\$10,000		Contract Services (tech training) [digital stories]				
November, 2015			\$ 5,000	Other Services (hospitality, campus-wide showcase; participant recognition item) [digital stories]				
November, 2015			\$ 2,000 \$ 2,000	Supplies [digital stories] Training Meetings				

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Students participating in the Minority Male Initiative will increase their self-confidence, including their sense of cultural identity as well as self-efficacy which will lead to increase persistence and goal attainment.	Surveys (M2C3) to ascertain students' perceptions of campus climate, surveys and focus groups regarding students' sense of self confidence, identity, self-efficacy, and help-seeking behaviors.	Surveys will be collected after every major event. Persistence and successful course completion, certificate and degree completion, and transfer preparedness will be tracked at the end of each academic year.
	Data from Banner (Argos reports) will track students' persistence and successful course	

Link to Goal	Evaluation	
	completion, certificate and degree completion as well as transfer preparedness (completion of English 1C, transfer level math, IGETC or CSU GE Certification and 60 transferable degree units)	
Students participating in the Digital Stories Project will have a clearer goal direction and will be enabled to positively impact the lives of other students as peer role models. Students viewing and experiencing the digital stories will be motivated to complete their courses, move towards degree completion and transfer preparedness.	<p>Progress tracking of the development of the digital stories, evaluations and reflective journaling of the developmental process.</p> <p>Evaluation surveys from students and faculty viewing the digital stories.</p>	<p>Ongoing evaluation and summative reports about the progress of the digital stories.</p> <p>Evaluation forms after every showing of the digital stories.</p>

F.20: LGBTQ Services

Goal Indicators

☒ Access ☒ Course Completion ☐ ESL/Basic Skills Completion ☒ Degree/Certificate Completion ☒ Transfer

Activity Type

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
LGBT students enrolled at Mt. SAC	Estimated between 2,000 to 3,000	Data to be input by Research		80% of incoming LGBTQ identifying students will be identified through a voluntary, confidential process; achievement data for LGBTQ population will be included in campus equity planning efforts; a comprehensive campus LGBTQ climate analysis will be conducted and data reviewed as part of the campus planning process.	2017
LGBTQ students with intersecting identities (Latino, African American, Dreamer, low income, Veterans, foster youth and disabled).	Estimated between 1,250 and 1,600			<p>70% of students in the target population will report awareness of opportunities for LGBTQ counseling support, “safe space” in the LGBTQ center, and LGBTQ campus events.</p> <p>30 new faculty and staff per year will complete professional development training to better prepare them to support LGBTQ students in their academic pursuits.</p> <p>Students who participate in program workshops and advising will demonstrate 10% higher course completion and transfer rates than students in the population who did not participate.</p>	2020

*<http://www.theguardian.com/society/2015/apr/05/10-per-cent-population-gay-alfred-kinsey-statistics>

Activity Implementation

Activity Implementation Plan	<p>LGBTQ students and student data will begin to be discussed and tracked through campus wide planning processes.</p> <p>Students identifying as LGBTQ and allies will be provided counseling support, specialized workshops, and safe places for study and small group meetings in a designated LGBTQ Center. Faculty, staff, and managers will be encouraged to participate in professional development from trained consultants. Ally training will be provided</p>
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	<p>to other students, staff, faculty, and managers to widen the “safe space” climate beyond the Center.</p> <p>Appropriate university transfer opportunities are limited for LGBTQ students due to discriminatory policies at some private institutions. A designated counselor familiar with LGBTQ university transfer will provide support for this population.</p> <p>The faculty coordinator will oversee a schedule of data collection efforts for this population, oversee student conference and travel participation, direct hourly staff in workshop planning, and coordinate a campus LGBTQ climate evaluation (2016 only). Collaboration with Student Health Services and other counseling and equity programs will be established by the faculty coordinator.</p>
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
					25,000	SSSP	Adjunct counseling
			54,000	Faculty coordinator (12 LHE)			
			30,000	Hourly staff			
		8,000		Computers for students; printer			
			2,000	Supplies			
			15,000	Student conference and travel, planning retreats			
			4,000	Catering budget for student events			
			4,000	Contract services (research; Campus Pride climate study)			
			4,000	Consultants (speakers and trainers)			

~~F.21 Teaching~~ F.21 Teaching Learning Center

Goal Indicator

___ Access __X__ Course Completion __X__ ESL/Basic Skills Completion ___ Degree/Certificate Completion ___ Transfer

Activities for Goal Indicator

Activity Type

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
Equity-targeted student populations including: African American, Latino/a, Native American, Asian, Pacific Islander, more than one race, males, females, disabled, veterans, foster youth, Dreamers, LGBT, et al	6000	Data to be input by Research		75% of permanent faculty, staff, and managers will participate in at least one professional development opportunity within a 3-year period. 90% of those participating in a professional development training will report being more knowledgeable about issues related to specific student groups.	2025
Equity-targeted student populations including: African American, Latino/a, Native American, Asian, Pacific Islander, more than one race,		Data to be input by Research		10% of target student population and 50% of employee population will receive professional development training that will improve access and course completion for target populations.	2020
				10% of target student population and 50% of employee population will receive professional development training	2020

males, females, disabled, veterans, foster youth, Dreamers, LGBT, et al			related to current issues the indicated target population faces as well as ways to foster collaboration and support.	
			Improve by 5% each year the successful course completion of ESL/AmLa and basic skills course sequences and the subsequent enrollment and completion of degree applicable courses.	Each year 2016-17 2017-18 2018-19
			Create accelerated pathways for students to complete basic skills courses in less time than the current paths, including new courses. Implement new courses and/or accelerated pathways and track student progression through these alternate pathways.	2017-18 2018-19
			Students will report an increased awareness of the College's courses that represent them/their identity, e.g., the list of general education courses that are ethnic/gender studies	2016-17 2017-18 2018-19
			Students taking courses taught by trained instructors will report an increase in cultural sensitivity awareness in courses	2016-17 2017-18 2018-19

Activity Implementation

Activity Implementation Plan	<p>The development of the Teaching Learning Center will be based on current literature, best practices, and promising models for teaching and learning center that focus on reaching and improving success rates for under-represented and under-served students.</p> <p>The Center will provide:</p> <ul style="list-style-type: none"> Professional development to faculty members across campus regarding the issues and challenges facing targeted student equity students in the classroom. <ul style="list-style-type: none"> Activities: Seminars, faculty flex presentations, specialized training opportunities, and large group presentations and meetings will be held throughout the year to raise awareness, understanding, and increase the knowledge base of faculty, staff and managers about the diverse and unique needs of students at Mt. SAC, especially those from the targeted student groups. Equity Professional Development Training:
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	<ul style="list-style-type: none"> ○ Activities: Institute staff and student worker professional development to enhance awareness and support for target student populations. Training topics include cultural competency/fluency, communication, customer services, identify, mental health awareness (certification training). Identifying best practices and resources to best support target populations. • Equity Conferences and Lectures: <ul style="list-style-type: none"> ○ Activities: conferences and invitations to experts and prominent speakers to discuss cultural awareness, research, trends, current conditions, resources, tools, symposiums, and planning that foster collaboration amongst faculty, staff, and students. • Ally Programs: Through a thoughtful collaboration amongst Student Equity, faculty, staff, and students develop and implement a LGBTQ Ally Program and a Veteran Ally Program. <ul style="list-style-type: none"> ○ Activities: programs providing professional development, support, awareness, leadership, mentoring, and resources for the mentioned target student populations. All those that are members and/or have completed the professional development training will not only be designated as “Allies” but also will assist in creating a safe space and support for the mentioned target population to receive seamless access, course completion, and improve degree completion rates. • Investigation of acceleration models to enable multiple pathways for basic skills course completion thereby reaching degree appropriate and transfer level courses in a shorter amount of time. <ul style="list-style-type: none"> ○ Activities: using professional development funds to send faculty to conferences on acceleration models, and/or bring speakers on campus with designated time for work sessions throughout a semester for how to take the discussion to department meetings and to develop curriculum. ○ Designing curriculum appropriate for acceleration pathways; investigate pedagogy for implementation; incorporate student support services in such pathways. ○ Implementation of new curriculum, once courses are approved in a future year; design action research to evaluate new curriculum and pedagogy for effectiveness, comparing/contrasting student completion rates. • Curriculum review/development: <ul style="list-style-type: none"> ○ Activities include identifying presence/absence of representation of diverse people’s contribution to the canons of existing body of knowledge; examine course outline of record for specific wording that
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	<p>promote cultural competency.</p> <ul style="list-style-type: none"> ○ Compilation of a list of current ethnic/gender studies courses that meet degree/transfer requirements; schedule/offer these courses, and promote student awareness of the courses. ○ Support development of necessary courses such as Introduction to Ethnic Studies
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)			Other Funds to be Accessed		
Start Date	End Date	Amount Requested		Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing				
2016	2025		\$76,311	Project/Program Coordinator (Range 95 including benefits)			
2016	2025		\$24,819	Part time Administrative Specialist III (19 hours a week at 47.5%)			
2016	2025		\$67,000	Equity Faculty Professional Development Coordinator- 60% reassigned time			
2016	2025		\$25,000	Equity Travel and Conference			
2016	2025		\$15,000	Guest speakers/consultants			
2016	2025		\$6,000	Food and beverages for equity-related planning meetings; student gatherings			
2016	2025		\$5,000	Supplies: instructional and training materials, reading materials, and other supplies related to equity training			

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
Faculty will be more aware and culturally sensitive to	Surveys following each training event to	Data will be collected and reviewed

students and their educational and career needs.	measure knowledge gained	after every event
	Focus groups to measure impact of training	Annual report to review progress
	Campus climate surveys	Report to Student Equity Committee on findings
Employee professional development mediates success and between employees and a comprehensive access and course completion for identified student groups.	Data will be tracked via attendance of each training (i.e. sign in sheets). Also evaluations will identify satisfaction rates, usefulness of the training etc.	Data will be collected and reviewed annually.
Employee professional development mediates success and between employees and a comprehensive access and course completion for identified student groups. Conferences and lecturers will support collaboration between students and employees throughout the academic year.	Data will be tracked via attendance of each training (i.e. sign in sheets). Also evaluations will identify satisfaction rates, usefulness of the training etc.	Data will be collected and reviewed annually.
Enhancing student support and resources will impact student access and course completion rates.	Data will be tracked via attendance of each training (i.e. sign in sheets). Also evaluations will identify satisfaction rates, usefulness of the training etc.	Data will be collected and reviewed annually.
This center will identify and implement effective practices and methods for improving access, course completion, degree and degree and certificate completion for the mentioned target populations.	Data will be tracked via attendance of each training (i.e. sign in sheets). Also evaluations will identify satisfaction rates, usefulness of the training etc.	Data will be collected and reviewed annually.
Investigate acceleration models to enable multiple pathways for basic skills course completion thereby reaching degree appropriate and transfer level courses in a shorter amount of time.	Documentation and presentation of accelerated models for exactly how the College could adopt them for basic skills sequences.	A report out in each semester and a timeline for potential implementation (classes scheduled)
Design curriculum appropriate for acceleration pathways; investigate pedagogy for implementation; incorporate student support services in such pathways.	As appropriate, discussions of possible new courses occur at department meetings in respective areas with basic skills courses (department minutes). New course proposals submitted for approval	Department/division meeting minutes each semester;

Implement new curriculum once courses are approved in a future year; design action research to evaluate new curriculum an and pedagogy for effectiveness, comparing/contrasting student completion rates.	New accelerated paths and/or new courses in schedule of classes Student course completion rates through the alternate course sequence(s) compared to existing sequence(s), tracked multiple semesters	2018-19
Curriculum review/development: identifying presence/absence of representation of diverse people's contribution to the canons of existing body of knowledge	Courses examined with wording analysis	Each semester, however many course outlines of record are examined (there are over 1600 courses!)
Curriculum review/development: examine course outline of record for specific wording that promote cultural sensitivity/competency.	Courses examined with wording analysis	Each semester, however many course outlines of record are examined (there are over 1600 courses!)
Compile a list of current ethnic/gender studies courses that meet degree/transfer requirements, schedule/offer these courses, and promote student awareness of the courses. Develop an introduction to ethnic studies/gender studies course or adapt from an existing course (e.g., SOC 20).	List of current ethnic/gender studies courses Review existing social science courses to see if a course may serve as the introductory course to ethnic studies; same for gender studies	Each year – catalog

F.24: Student Equity Coordination/Planning

Goal Indicators

 X Access X Course Completion X ESL/Basic Skills Completion X Degree/Certificate Completion X Transfer

Activity Type

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Groups and Specific Activity Goals

Target Student Population(s)	# of Students Affected	Current Gap #	Year	Goal (list specific # or % of the goal to be achieved)	Goal Year
All credit enrolled students, including all students targeted in the Student Equity Plan	34,000??	Data to be input by Research		The College's Student Equity efforts will be well-coordinated and well-managed with 100% of funds expended according to state guidelines and annual reports compiled measuring specific outcome measures.	ANNUALLY

Activity Implementation

Activity Implementation Plan	The Associate Deans of Success and Equity for Student Services and for Instruction will provide campus-wide leadership and accountability for fully implementing the college's Student Equity Plan and related efforts. The Associate Deans will work collaboratively with faculty, staff, managers and students to coordinate equity and student success efforts. Supported by administrative assistants, the Associate Deans will develop regular reports, will guide the development and implementation of stated activities and goals, and will attend training and provide training related to equity, diversity, and inclusion.
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Timeline: Planned Start and End		Student Equity Funds Requested (Annual)		Other Funds to be Accessed		
Start Date	End Date	Amount Requested	Budget Purpose/Category	Amount	Funding Source	Budget Category
		One Time	Ongoing			
12/1/15	Ongoing		\$ 86,743	Associate Dean, Success and Equity	\$86,743	

			\$ 86,743	Associate Dean, Instruction	\$86,743		
3/1/16	Ongoing		\$ 31,867	Administrative Specialist-Student Services	\$31,867		
			\$ 31,867	Administrative Specialist-Instruction	\$31,867		
7/1/15	Ongoing		\$ 2,000	Office supplies – Student Services	\$ 2,000		
			\$ 2,000	Office supplies - Instruction	\$ 2,000		
7/1/5	Ongoing		\$ 3,000	Travel and conference – Student Services	\$ 3,000		
			\$ 3,000	Travel and Conference - Instruction	\$ 3,000		

Link to Goal	Evaluation	
<i>Describe how the activity will help achieve the goal(s) described above</i>	Data to be collected to measure impact of activity on goal—quantitative and qualitative	Timeline of/frequency of data collection and review
The Associate Deans and Administrative Specialists will have the primary responsibility for overseeing the implementation, accountability, compliance, and reporting functions of the Student Equity Plan.	Annual reports, as required, submitted to the state Chancellor's Office. Semi-annual reports on progress of SSSP and Student Equity goals and activities. MIS reports for SSSP.	

Summary Budget

Print a completed copy of the Summary Budget spreadsheet and attach after this page.

The Summary Budget spreadsheet uses the CCCC Budget and Accounting Manual object codes and definitions to account for expenditures. Funding listed for specific activities in the plan narrative under the sections for Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, Transfer and Other College- or District-wide Initiatives Affecting Several Indicators must also be entered into the Summary Budget spreadsheet. As stated earlier, a list of eligible and ineligible uses of student equity funds is available on the CCCC website. Student equity funding does *not* require colleges to provide matching funds. However, equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

Overview

M. San Antonio College's Student Equity Committee is responsible for the annual evaluation of the goals and activities specified in the Student Equity Plan. The Research and Institutional Effectiveness Department provides guidance for the evaluation process.

Evaluation of the plan will focus on systematically measuring and tracking both qualitative and quantitative data to assess how well the College is closing the equity gap via the five goal indicators and multiple activities (with goals) focused on program/service interventions.

Many evaluation techniques will be used including:

- comparing populations,
- using longitudinal cohort tracking, and
- using formative/summative assessments.

Research and evaluation projects will employ multiple quantitative designs:

- observational research,
- correlational research, and
- case/comparison along with
- qualitative designs (Phenomenology (lived experiences), Grounded Theory (theory development), Ethnography (culture's characteristics), Historical (study the past to predict the future), and Case Study (in-depth experience of one person, group)).

Convenience sampling will typically be used due to the nature of educational research with stratified random sampling or cluster sampling being employed periodically. Thus, multiple research and evaluation techniques will be used to fully explore the impact of interventions to close the equity gap. <http://www.umsi.edu/~lindquists/qualdsgn.html>

Funded Projects (Activities):

Funded Project Teams will be asked to provide an evaluation of their project goals by discussing the progress on their activities, how they have closed the equity gap (if not closed, how they will close it), how they have spent their budgets, what challenges they are facing, and what they need to do in the future. These updates will be done twice a year: midway through the fiscal year, and 60 days after the end of the fiscal year to allow for grades to be rolled and research to be completed and used by the Teams.

The attached draft template outlines the proposed content. Each Team will be asked to evaluate its progress using the descriptors noted below.

- ☐ Not started
- ☐ Beginning steps taken to get program/service up and running
- ☐ Emerging implementation of intervention

- ☐Developed intervention
- ☐Highly developed intervention

The Student Equity Committee will validate the Team's update and provide feedback with clear direction for action and consequences if the appropriate action is not taken. Furthermore, the Committee will provide specific feedback to Teams to help them improve upon their equity mindedness and/or research as needed. The fiscal year-end Plan evaluation will include how well the Teams are progressing with their programs/services' goals, how well they are closing the equity gap, the challenges they are facing, and what the College can do next to improve student equity. By the end of year three of the activity, each Team will provide an evaluation of its program's three-year impact on student equity. Taking a program/service from a pilot to a prototype/scale will require many data points to validate its equity impact and gather support from across the College. Activities which are identified as successfully making a difference in equity will be brought to the attention of broader audiences at the College to be used as good examples for future project work.

Goal Indicators:

Each fall, goal Indicators will be evaluate to determine if the College is closing the equity gap and how far away from equity each group resides. There will be two measures of equity progress: (1) The College will have a 2014-15 **baseline measure** of equity and will use it each year to determine its progress from the baseline and (2) the College will calculate a year-to-year change(**last year** to this year):

#1 Change in 80% DI Equity from **Baseline**=This Year DI Minus 2014-15 DI
2014-15 DI

#2 Change in 80% DI Equity from **Last Year**=This Year DI Minus Last Year DI
Last Year DI

Mt. SAC uses the 80% Disproportionate Index to examine inequitable outcomes on the various indicators. The rates of successful outcomes for the various demographic groups are compared to the average rates for all Mt. SAC students. Inequity is considered to be present if the result showed a group achieving below 80% of what the campus average achieves.

If the gap is not decreasing over time, the College will be asked to further evaluate all its equity-related projects across campus as well as its Student Equity Plan funded activities and provide options for improvement such as working with student populations to gather their input via qualitative research designs and changing activities and/or their measurement tools and goals to align with increased improvements. Other techniques that might be employed include using more formative evaluation tools to have multiple point-in-time check-ins on how things are working and therefore to allow more on demand corrective actions to improve equity.

Evaluation timeline

The College will use a cyclical evaluation cycle in order to both evaluate its past year's equity plan as well as to create its next equity plan:

- ✓ August: Student Equity Committee begins Annual Research, Analysis, Planning and Implementation Cycle to prepare for annual submission in November
 - Funded Team Projects submit annual status report
 - Goal Indicator data compiled
- ✓ September: Student Equity Committee- receives last year's Student Equity Annual Summary & Future Plan Activities & hosts events for Campus Community to evaluate and engage in equity conversations
- ✓ September: Student Equity Committee- reviews progress toward closing equity gap via goals and future activities & releases this year's Plan
- ✓ September: Student Equity Committee submits Plan to President's Advisory Council, Academic Senate
- ✓ November: Student Equity Committee submits Plan to Board of Trustees
- ✓ March: Student Equity Committee to follow-up with responsible parties regarding goal and activity implementation
- ✓ April: Student Equity Committee to offer equity events for Campus Community
- ✓ [go to top of list for August event]

Evaluation of the Evaluation

Based on the above, the College will evaluate its processes annually in order to determine how well it is working. The College will evaluate the process for asking Teams to submit their work and change the process as needed. The College's Student Equity Committee will also reflect on and improve its procedures for providing the College with opportunities for discussions of and actions about student equity. The College will be invited to annual events to review the Goal Indicators and Funded Project Team outcomes. The events will provide attendees with an opportunity to evaluate the progress being made and to make recommendations for further action.

Integration of Student Equity into other Planning Processes

The College is continually striving to align its major plans so as to be more efficient with its interventions and its impact on students' success and closing the equity gap. Program review is called Planning for Institutional Effectiveness (PIE). PIE is overseen by the Institutional Effectiveness Committee. PIE includes a major data component that allows programs/services to focus on equity, but the focus needs to be improved which will be communicated to the Committee. Student Equity measures are throughout the College's Strategic Plan and are within the Academic Master Plan. Equity issues are clear in the Technology and Facilities Master Plans. When Teams are trying to secure funding for specific activities/projects, they are required to

have the project within their PIE and they are required to note all the funding sources that they have already.

The College will be informed of the results of the evaluation each year via different committees: Student Equity Committee, Student Preparation and Success Council, President's Advisory Council, Academic Senate, and the Board of Trustees. The funded project Teams will be provided with this evaluation input in order to demonstrate how their work is impacting the equity gap. College-wide events will also be used to engage the campus in this deeper discussion.

Attachments

Attachment: Current Velocity Methodology

Current Velocity Reporting: An Alternate Way to Describe Progress to an Outcome

For the 2015 Student Equity Plan Mt. San Antonio College uses a new methodology to measure those indicators which involve students progressing through a sequence of milestones in order to achieve an outcome. This is called the current velocity methodology.

The traditional way to report on students who achieve an outcome is to find an appropriate cohort of students, track them for a period of time, and report the percentage who have achieved the outcome by the end of the time period. Although this is a simple and straightforward way of reporting, it does have issues. One particular issue is that, depending on the outcome being assessed, the time lag from the start of the cohort to the availability of results can be considerable. This need to wait until a starting cohort has been given time to achieve the outcome can mean that relevant policy changes are ancient history by the time their impact is evaluated. For example, degree attainment is typically assessed by the six year graduation rate of first time college students. Six years is a long time to wait to evaluate changes which are hoped to improve graduation! Currently at Mt. San Antonio College the cohort would have started two college presidents in the past.

An alternative is called current velocity reporting. It is analogous to what Google Maps does when you ask for directions and it tells you how long it will take to make the trip. Google does not identify a car and time it as it makes the entire journey. Rather, it breaks up the journey into short components, finds out how fast cars are moving on each component right now, and adds up the individual pieces to obtain a total travel time as if a car drove each segment of the trip sequentially.

Something similar is done for reporting student progress to an outcome. Milestones along the way are identified, and a set of concurrent cohorts are chosen, one at each milestone along the way to the outcome. Each of these cohorts is evaluated after a short period of time for how many students achieve the next milestone. The resulting collection of milestone-to-milestone rates are mathematically combined to give the rate at which students are progressing toward the outcome *at that point in time*. In both the traditional and the current velocity methods decisions need to be made about how many terms to wait to see if students progress. However, because the long sequence is broken up into smaller steps which are evaluated concurrently, the time-to-wait will be shorter for the current velocity method.

An Example: Basic Skills Completion

The Basic Skills Completion measure describes the rate at which students who start in one of the Basic Skills courses successful progress to passing a college level course. The traditional cohort methodology aims to identify all the students who belong to the cohort who completed the sequence, but it does this at the expense of providing timely information. The current velocity methodology provides more timely data, although at the expense of not counting quite as many successful completions.

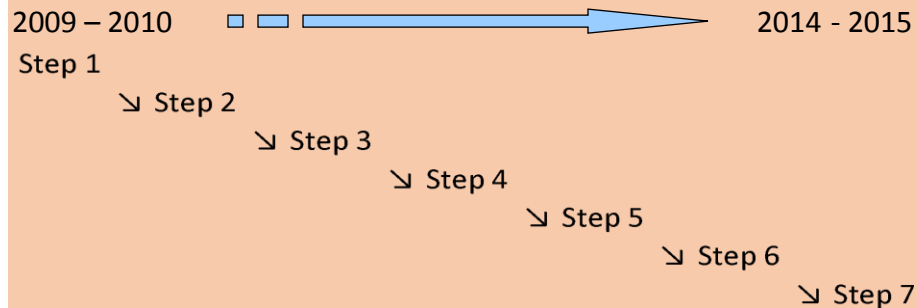
The Traditional Cohort Methodology

(Used by the Chancellor's Office Scorecard)

The traditional methodology identifies a cohort of students, who then enter a six year long black box of enrolling, or not, in a series of Basic Skills courses, and counts how many make it out of the black box by successfully passing a college level course.

Traditional cohort method:

- The same students
- Sequential progress through the steps
- Over a long period of time



An Example: the Black Box

Following one group from 2009 – 2010 ...

	Milestones	Cumulative %
	Start tracking students who enrolled in LERN 49	100%
Step 1	75%* of [previous 100%] Pass LERN 49	75%
Step 2	70% of [previous 75%] Take MATH 50	53%
Step 3	75% of [previous 53%] Pass MATH 50	39%
Step 4	70% of [previous 39%] Take MATH 51	28%
Step 5	75% of [previous 28%] Pass MATH 51	21%
Step 6	70% of [previous 21%] Take college level Math	14%
Step 7	75% of [previous 14%] Pass college level Math	11%

We don't know when steps 1 through 7 happened, just that they happened somewhere inside the six year long black box.

*The percentages are invented: 1) it makes the example easier, and 2) we don't actually know what is happening within the 6 years

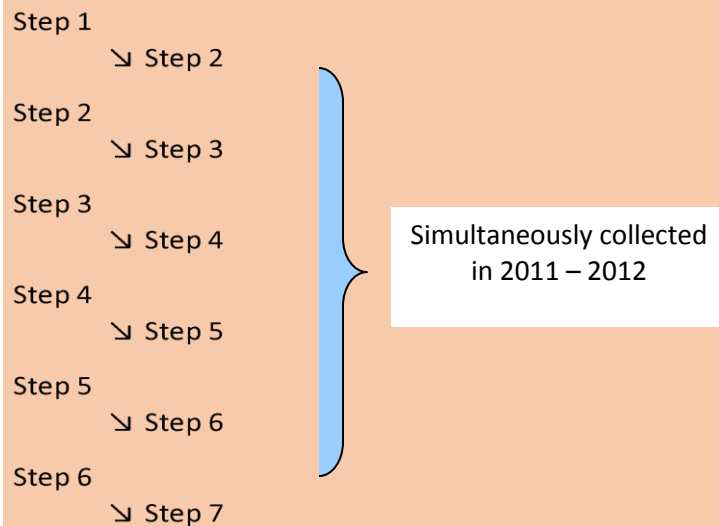
... to 2014 – 2015

The Current Velocity Methodology

In contrast, the current velocity methodology looks, not at what happened to a single group of students over a long period of time, but at what is happening to all students at any level of the sequence one point in time. This is possible because each step consists of a rate at which students make it from one milestone to the next. These can be the rates for one group of students, but that is not necessary.

Current velocity method:

- Different groups of students, one for each milestone
- All groups evaluated concurrently



The current velocity methodology looks at the rates at which students are achieving each milestone at a given point in time. It then combines these rates as if the same students were actually going through all of the milestones, even though the rates come from different groups of students. Thus the rate for step 1 is multiplied by the rate for step 2, times the rate for step 3, times the rate for step 4, etc. This is done even though the students behind step 2 (passing LERN 49 in 2011-2012) are a different group than those behind step 4 (passing MATH 50).

Current data:*Different groups in 2011- 2012*

	Milestones		Cumulative %
Step 1	71% Pass LERN 49 in 2011 - 2012		71%
Step 2	53% Take MATH 50 in 2011 - 2012	$53\% * 71 =$	38%
Step 3	69% of Pass MATH 50 in 2011 - 2012	$69\% * 38 =$	26%
Step 4	58% of Take MATH 51 in 2011 - 2012	$58\% * 26 =$	15%
Step 5	67% of Pass MATH 51 in 2011 - 2012	$67\% * 15 =$	10%
Step 6	61% Take college level Math in 2011 - 2012	$61\% * 10 =$	6%
Step 7	71% Pass college level Math in 2011 - 2012	$71\% * 6 =$	4%

Collected separately from different student groups for each milestone in 2011 – 2012

This is actual data. It describes what was happening with groups who achieved the various “initial milestones” in 2011-2012. All of these students had an initial Math enrollment in 2011-2012 or earlier in LERN 49. They had two years to make it to the next milestone.

Note that in addition to providing an overall rate, this method requires that the rates be calculated for all the intermediate steps. Thus, it can be seen that course success rates are higher than the rates for persistence to the next course. And that the greatest percentage loss of students happens between LERN 49 and MATH 50 where only about half of the students take the next course.

Since the full Basic Skills Completion measure includes students who started at any of the Basic Skills levels, the calculation is repeated for students whose initial enrollment is at each of the levels. The resulting Basic Skills Completion rates are then combined using a weighting based on how many students started at each level.

Comparison of the Methods

Traditional Cohort	Current Velocity
<ul style="list-style-type: none"> Simple. 	<ul style="list-style-type: none"> Requires and enables analysis of the process of achieving the outcome.
<ul style="list-style-type: none"> Works for most outcomes. 	<ul style="list-style-type: none"> Best when there are clear milestones along the way.
<ul style="list-style-type: none"> Assumes students are different. 	<ul style="list-style-type: none"> Assumes students are the same over time.
<ul style="list-style-type: none"> Longitudinal. 	<ul style="list-style-type: none"> Cross-section, point in time.
<ul style="list-style-type: none"> Slow to get results. Requires waiting for students to complete all steps in the process. 	<ul style="list-style-type: none"> Quicker results. The time to get results is based on the longest step between milestones.
<ul style="list-style-type: none"> Works for any number of students, although small groups give results prone to random variation. 	<ul style="list-style-type: none"> Gives no result for small groups if any of the steps has zero completers.
<ul style="list-style-type: none"> Hides changes to specific steps. 	<ul style="list-style-type: none"> Isolates changes to specific steps. Allows for “what if” analysis of specific steps.

The Milestones

These are the lists of milestones used for the various measures which are using the current velocity methodology.

Math:

1. Pass LERN 48

The Scorecard Basic Skills Completion rate for Math does not include this course, but the Basic Skills Committee chose to include it because it is part of our Basic Skills offerings.

2. Progress to LERN 49
3. Pass LERN 49
4. Progress to MATH 50
5. Pass MATH 50
6. Progress to MATH 51
7. Pass MATH 51
8. Progress to MATH 61, 70S, 71, 71A, or 71X
9. Pass MATH 61, 70S, 71, 71A, or 71X

Students are given two years for each of the “progress to ...” steps.

English:

1. Pass LERN 81
2. Progress to ENGL 67
3. Pass ENGL 67
4. Progress to ENGL 68
5. Pass ENGL 68
6. Progress to ENGL 1A
7. Pass ENGL 1A

Students are given two years for each of the “progress to ...” steps.

AMLA:

1. Pass AMLA 41W
2. Progress to AMLA 42W
3. Pass AMLA 42W
4. Progress to AMLA 43 or ENGL 67
5. Pass AMLA 43 or ENGL 67
6. Progress to ENGL 68
7. Pass ENGL 68
8. Progress to ENGL 1A
9. Pass ENGL 1A

Students are given two years for each of the “progress to ...” steps.

Although AMLA students must make it to step 9 in order to be considered to have completed the sequence, only students who start at steps 1, 3, or the AMLA 43 part of step 5 are included in the measure.

Degree Attainment

1. New Student
2. Took Math or English (in 1st 5 major terms)
3. Degree applicable Math and English
4. Earned 30 degree applicable units
5. Earned 60 degree applicable units
6. Earned a degree

Students are given five major terms for each of the steps (5 terms times 6 units/term = 30 units)

The calculation is done separately based on whether either the first Math or the first English is at the Basic Skills level. The results are combined based on the number of students in each of these groups.

Transfer

1. New Student
2. Took Math or English (in 1st 5 major terms)
3. Degree applicable Math and English
4. Earned 30 degree applicable units
5. Earned 60 degree applicable units
6. Earned a degree, either after step 5 or directly after step 4

Students are given five major terms for each of the steps (5 terms times 6 units/term = 30 units)

The calculation is done separately based on whether either the first Math or the first English is at the Basic Skills level. The results are combined based on the number of students in each of these groups.

Current Velocity

[Polishing it off]



STUDENT EQUITY PLAN: PROJECT EVALUATION SURVEY

Attachment: Mid-Year Evaluation Template

Project Name: _____
Manager: _____
Date: _____

Goal Indicator *[check only one; fill out a separate form for each goal indicator]*

☐ Access ☐ Course Completion ☐ ESL/Basic Skills Completion ☐ Degree/Certificate Completion
☐ Transfer

Overview: Provide a brief description of your project/service including what your project looks like (1) now and what it should look like by 2) the end of the fiscal year as well as 3) two years from now.

Evaluation & Equity Impact: Since receiving Student Equity funding this fiscal year, what activities have you done and what data has been collected to measure impact of the activity on goal—quantitative and qualitative data and time periods? How is your work helping to decrease the equity gap? How have the activities allowed you to help achieve your Goals?

Make sure to address student groups that your project/service is impacting as defined by the 2010 US Census: American Indian or Alaska Native, Asian, African American, Latino/a, Native Hawaiian or other Pacific Islander, White, Some other race, and More than one race. In addition, plans must address students with the following characteristics: Males, Students with disabilities, Females, Low-income students, Current or former foster youth, and Veterans.

STUDENT EQUITY PLAN: PROJECT EVALUATION SURVEY

Activity #:

Goal & Goal Year:

Target Population, # of students affected, current gaps #/year:

Activity:

What is the activity you accomplished?

How does the activity help to achieve the Goal?

What data was collected to measure the impact of the activity on the goal? When was it collected?

Challenges: What challenges are you facing to get your program/service fully functional and what do you need from the College to overcome these challenges in order to fully implement as much as possible by the end of the fiscal year?

Planning for the Future: For this fiscal year, what are you planning to accomplish with the program/service in addition to your respective outcomes detailed in the Student Equity Plan (e.g., activities, strategic actions, goals, objectives, administrative unit objectives, etc.).

Overall Rating: Please choose one of the descriptors below to rate the current development of your program/service. Click on box.

- ☐ Not started
- ☐ Beginning steps taken to get program/service up and running
- ☐ Emerging implementation of intervention
- ☐ Developed intervention
- ☐ Highly developed intervention



STUDENT EQUITY PLAN: PROJECT EVALUATION SURVEY

Next Steps: Please explain how your program/service will go beyond its current stage of development.

Percentage of Student Equity Funds Spent: Include the total funds allocated AND funds spent to date:

Other Comments: