



January 2005

MT. SAN ANTONIO COLLEGE

Student Equity Plan

Mt. San Antonio College Student Equity Plan – January 2005

TO: California Community Colleges Chancellor's Office

**FROM: Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789**

We certify that there was broad participation by the campus community, and we believe the Student Equity Plan accurately reflects the nature and substance of this institution.

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ACKNOWLEDGEMENTS

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EXECUTIVE SUMMARY

The Mt. San Antonio College Student Equity Committee has oversight for the development and implementation of the Student Equity Plan. The committee is composed of faculty, staff and students, with input from the community. The purpose of the Student Equity Committee is to study, monitor, and make recommendations to appropriate bodies regarding the College's Student Equity Plan and student equity issues and efforts. The plan has been approved through the College's governance structure in compliance with Title 5 guidelines Section 54220.

Student Equity

In order to promote student success for all students, the governing board of each community college district shall adopt, by July 1, 1993, a student equity plan.

BACKGROUND

- ❑ *Original Student Equity Plan submitted and approved by the state Chancellor's Office on June 12, 1996.*
- ❑ *Title 5 Student Equity sections revised, effective February 11, 1998.*
- ❑ *Request made by state Chancellor's Office in January, 2000 to submit documents related to specific standards, including an updated Student Equity Plan*
- ❑ *Mt. SAC Student Equity Committee worked on revisions to the Student Equity Plan for the 2000-2001 academic year. Representation on the Student Equity Committee, approved through the College's governance process, is representative of students, classified staff, faculty, management, credit, and non-credit.*
- ❑ *The revised Student Equity Plan was developed following the five pre-established statewide Student Equity Goals, clarifying the barriers, recommended activities and key contacts, priority level and budget implications.*
- ❑ *Specific goals were developed using the Community College League's "Achieving the Diversity Commitment" document.*
- ❑ *Approval of the revised Student Equity Plan has been achieved by various groups on campus prior to submission to the state Chancellor's Office.*



EXECUTIVE SUMMARY (Continued)

In addition to the statewide guidelines on equity, Mt. San Antonio College's Mission Statement, in part, promotes the following:

To provide accessible and affordable quality learning opportunities in response to the needs and interests of individuals and organizations. To provide quality transfer, career and lifelong learning programs that prepare students with the knowledge and skills needed for success in an interconnected world.

In consideration of these mandates and the need to address the "open access" spirit of community colleges, the plan was developed to embrace all students in our surrounding communities. The Mt. SAC mission statement validates the concern for its community and the success of all of its students.

*The revised Student Equity Plan was developed through an inclusive, deliberative process which encompassed hours of work by committee members and review by governance councils. This document is more than a response to a statewide mandate. It is an honest assessment of where we are as a college and where we hope to be. We start by identifying barriers toward achieving the Student Equity Goals. Included are recommendations of individuals, groups, departments, or committees that should, in the Committee's opinion, take the lead in addressing particular barriers. Specific activities and groups or departments have been recommended and are certainly subject to change and modification. There is strong evidence that the College has dedicated staff and innovative programs that have meaningful ways in which to impact the five target Student Equity areas of **Access, Course Completion, ESL and Basic Skills, Transfer, and Degree and Certificate Completion**. Some of the barriers may already have been addressed. The College has successfully implemented important programs that serve to provide the necessary support required to achieve the goals and activities identified in the Student Equity Plan, evidenced by successful support programs such as well developed learning communities, effective transfer center, high school outreach, DSP&S, EOPS, CARE, and Re-Entry programs. These successful programs and the entire college community must redirect and refocus attention on those ethnic groups, disabled population and males in the five target areas that show inequities.*



EXECUTIVE SUMMARY (Continued)

Campus-based research strongly suggests that specific ethnic groups face inequities and need intervention. This is particularly true of the African American, Alaskan Native and American Indian students in all five target areas. Although the Alaskan Native and American Indian numbers are relatively small in comparison to other groups, they need proactive measures to address the inequities that exist. Both populations deserve focused recruitment efforts as well as intensive promotion of learning communities to address low performance outcomes in the course completion area. The Latino population also experiences similarly low performance in this crucial area, even though they are well-represented in the learning communities, they too need continued attention utilizing this success strategy. The Latino student population has performed extremely well in the areas of degree and certificate completion and transfer, but they still lag behind others in the areas of ESL/AmLa and Basic skills. Transfer rates are up for this population at the CSU, but they are sorely behind others in their transfer rates to the UCs. Whereas Asian and white students have a pattern towards UC transfers at a much higher rate than transfers to CSUs. Specific and timely transfer activities geared towards opportunities at the UCs for the Latinos, African Americans, Alaskan Native and American Indian students must be enacted during their first year at the College since it appears that most wait until it is time to transfer and are left with the CSUs as the only viable transfer opportunity.*

Degree and certificate completion for African American, Alaskan Native, American Indian, white and Asian students were all out-performed by the Latino population in every category of completion. Latino students had the highest achievement in obtaining their AA/AS, certificates over 18 units and certificates less than 18 units. While this is commendable for a historically underrepresented group, other underrepresented groups are still failing to complete degrees or certificates at an acceptable level.

Achievement gaps between males and females in most of the target areas are very similar, but females consistently have higher percentages in all target areas except in the area of certificate completion requiring more than 18 units where males outperform females.

The research on the disabled population within the College is difficult to obtain. Comparing their numbers with the disabled population within the district service area is not helpful because the College data is reflective of those who are registered with the DSP&S program. The College does not capture data on disabled students who are not affiliated with the program. It is notable that those disabled students who are enrolled in DSP&S are just as successful in four of the five equity target areas when compared with the general student



EXECUTIVE SUMMARY (Continued)

population. The area of Access is inconclusive for this population because of the College's limitation in collecting data. It is suspected that there are more students with disabilities who would benefit from the services who are not registered with the program.

The DSP&S program is providing services to assist students to reach equivalent percentages of success, retention, degree and certificate completion to their non DSP&S counterparts. However, the program is providing these services to a small percentage of students. This limits the opportunities to reach a higher level of educational success for those students who were fortunate to know about and register with DSP&S. Efforts in this area need to include an increase in outreach to individuals with disabilities in the Mt. SAC community and in the Mt. SAC District. An early alert and intervention program would also provide another vehicle by which to offer the services and increase success rates overall.

The Student Equity Committee conducted an evaluation of the activities identified in the plan and found that most activities had the indicator of "in progress, pending, or completed" embedded under the section on Activities. Certain areas had activities with "no progress", but necessary adjustments will be made to ensure the effectiveness of the stated activity. Managers responsible for the various activities have already included most items within their program goals and key service areas have already begun to address student equity priorities stated in the plan. These include the Transfer Center's African American Transfer Awareness Dinner designed to assist students and parents in making informed transfer decisions. The African American Dialogue was essential to gaining valuable information that will serve to improve the recruitment and retention efforts of this student population. The Associated Students have an annual budget set aside to offer cultural appreciation and diversity awareness activities. The Assessment Center staff works relentlessly to address inequities of disproportionate impact in placement of historically underrepresented students. The Student Equity Committee has hosted campus-wide diversity forums and faculty flex day presentations on successful teaching strategies that reflect and respect the cultural viewpoints of students in the classroom. It is our strong recommendation that the College campus community fully review this plan, embrace the goals, and work together to address the barriers and concerns on an ongoing basis. This plan is not meant to be static, but should be a living document that is constantly reviewed, referred to and updated.

**AmLa (American Language) is Mt. SAC's credit ESL program*

I. CAMPUS-BASED RESEARCH

1. Access
2. Course Completion (Retention)
3. ESL and Basic Skills Completion
4. Degree and Certificate Completion
5. Transfer

1. Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

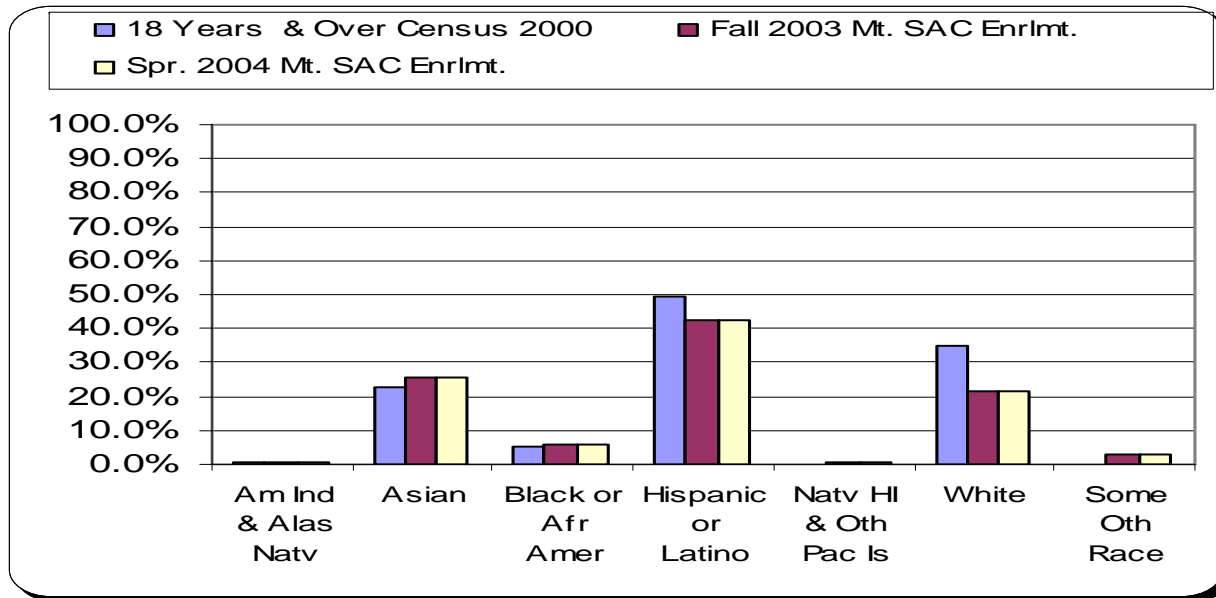
CHARTS/TABLES:

- Mt. San Antonio College Service Area and Enrollment, Fall 2001 to Spring 2004
 - Demographics by Race/Ethnicity
 - Demographics by Gender
 - Demographics by Disability Status



Access

DEMOGRAPHICS BY RACE/ETHNICITY



NOTE: Mt. SAC Enrollment for Asian includes Filipino counts since it is not separated out in the Census 2000 data.

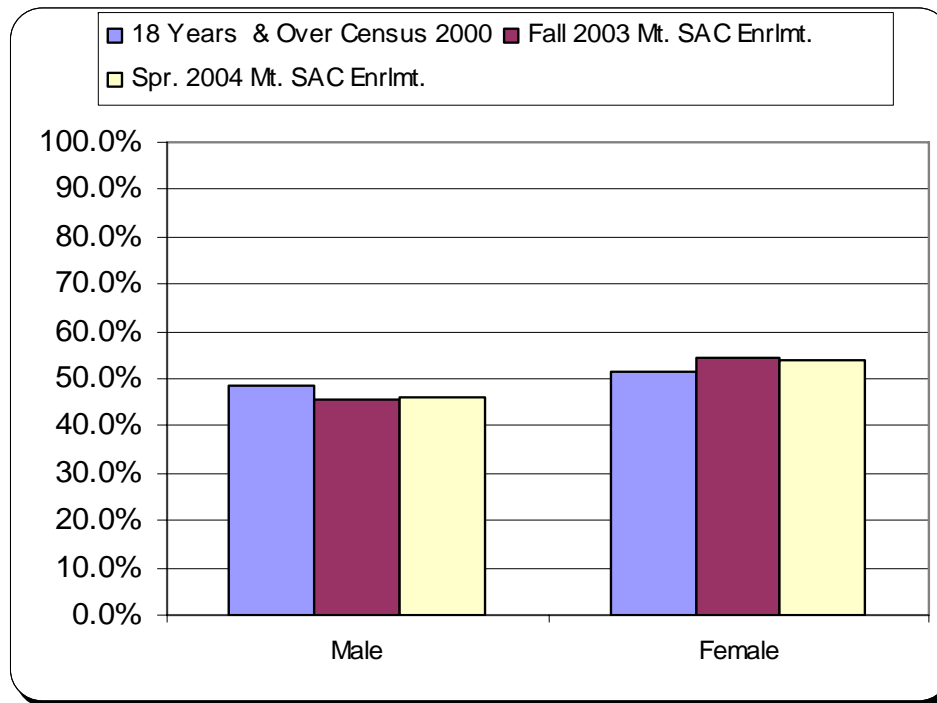
NOTE: Mt. SAC data does not include the "Unknown" category (Fall 2003 = 0.4%, Spr. 2004 = 0.3%) since it is not a category in the Census 2000 data.

Race/Ethnicity	18 Years & Over Census 2000	Mt. SAC Enrollment					
		Fall 2003	Spr. 2004	Fall 2002	Spr. 2003	Fall 2001	Spr. 2002
Am Ind & Alas Natv	0.4%	0.5%	0.5%	0.6%	0.5%	0.6%	0.6%
Asian	22.6%	25.7%	25.6%	25.8%	26.5%	24.5%	24.8%
Black or Afr Amer	5.5%	6.1%	6.1%	6.5%	6.3%	6.5%	6.7%
Hispanic or Latino	49.3%	42.3%	42.4%	41.8%	41.6%	42.0%	42.0%
Natv HI & Oth Pac Is	0.2%	0.5%	0.5%	0.5%	0.4%	0.4%	0.5%
White	34.6%	21.8%	21.7%	21.7%	21.6%	22.8%	22.2%
Some Oth Race	0.2%	2.7%	2.9%	2.7%	2.6%	2.7%	2.8%
Totals	1,452,715	29,677	28,241	31,922	30,664	33,961	33,624

Source: U.S. Census Bureau, Census 2000 and Mt. SAC Student Equity by Ethnicity Report, ICCIS #STS845B1, 11/10&22/2004



DEMOGRAPHICS BY GENDER

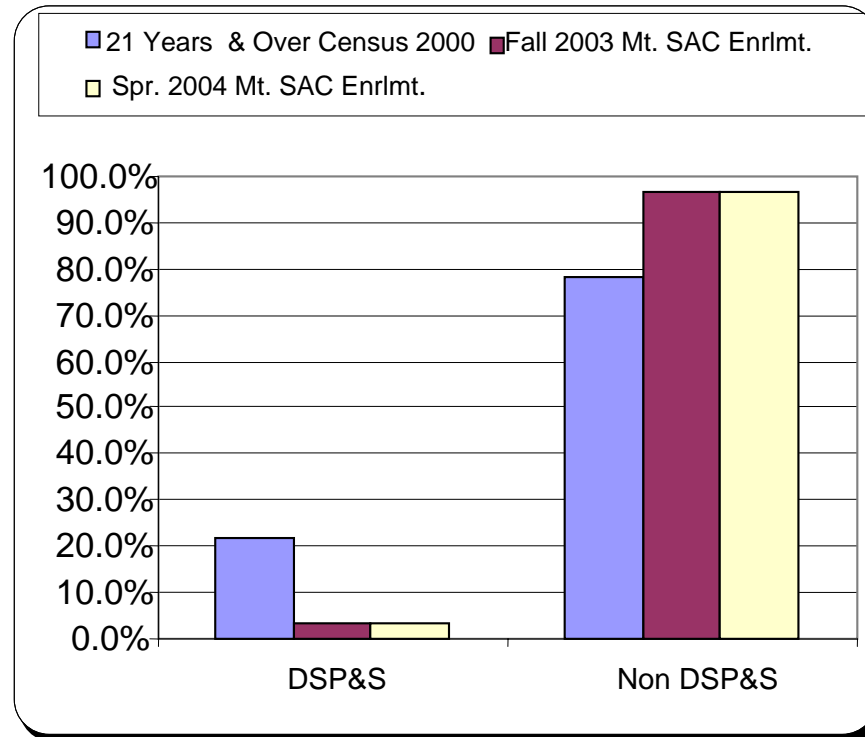


Gender	18 Years & Over Census 2000	Mt. SAC Enrollment					
		Fall 2003	Spr. 2004	Fall 2002	Spr. 2003	Fall 2001	Spr. 2002
Male	48.5%	45.7%	46.2%	46.4%	45.7%	47.4%	47.8%
Female	51.5%	54.3%	53.8%	53.5%	54.3%	52.6%	52.2%
Totals	1,452,715	29,677	28,241	31,922	30,664	33,961	33,624

Source: U.S. Census Bureau, Census 2000 and Mt. SAC Student Equity by Gender Report, ICCIS #STS849B1, 11/10&22/2004



DEMOGRAPHICS BY DISABILITY STATUS



Disability Status	21 Years & Over Census 2000	Mt. SAC Enrollment					
		Fall 2003	Spr. 2004	Fall 2002	Spr. 2003	Fall 2001	Spr. 2002
DSP&S	21.9%	3.4%	3.6%	3.2%	3.4%	3.0%	3.1%
Non DSP&S	78.1%	96.6%	96.4%	96.8%	96.6%	97.0%	96.9%
Totals	1,452,715	29,677	28,241	31,922	30,664	33,961	33,624

Source: U.S. Census Bureau, Census 2000 and Mt. SAC Student Equity by Disability Report, ICCIS #STS847B1, 11/10&22/2004



DATA ANALYSIS ON ACCESS

Ethnicity

Based on Census 2000 for the Mt. SAC District, the Latino and White populations have the highest underrepresented percentage among all ethnic group enrolled at the College with 42.3% for Latinos and 21.8% for whites. The Census 2000 data puts the populations groups for those over 18 years of age at 49.3% and 34.6% respectively.

The African American population on campus is 6.1% compared to their numbers in Census 2000 of 5.5 percent. This positive representation for a historically underrepresented group is great, but should not slow the pace of intensive outreach effort to the African American community. The Latino population will also benefit greatly from increased recruitment efforts.

Gender

There are more females than males enrolled at Mt. SAC in comparison to their population in the community. The difference, however, is not large enough to warrant any targeted recruitment.

Disabled Students

The Census 2000 shows a large population of individuals with disabilities of 21.9% for ages 21-64. The College's enrollment of students registered with Disabled Student Programs & Services (DSP&S) represents 3.4% of the total Mt. SAC student population (Fall 2003). Undoubtedly, the total Mt. SAC population of students with disabilities (registered with DSP&S and not registered) is higher. Because of the confidential nature and optional disclosure of disability status, it is difficult for the College to ascertain the numbers of students with disabilities who are not registered with DSP&S. It is highly likely that non-DSP&S students with disabilities are unaware that the program exists to assist them. It is also suspected that many students with disabilities are uncomfortable with the notion of being affiliated with the program.

Lastly, there may be a population of students with disabilities, who are succeeding on their own using general College services and do not need the services of DSP&S.

Work in this area is three-fold. First, for the latter group, the law demands optional disclosure, therefore, it will continue to be difficult to know how many students with disabilities fall into that group. For the former group, the College should address how the needs of students with disabilities can be met by registering with DSP&S while minimizing the discomfort among students that may exist with being identified as a DSP&S student. The third part of this effort needs to include outreach to the community in the Mt. SAC District. There are known negative misperceptions of Mt. SAC and the DSP&S program in the community. Work in this area needs to include correcting those misperceptions.

2. Course Completion (Retention)

Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

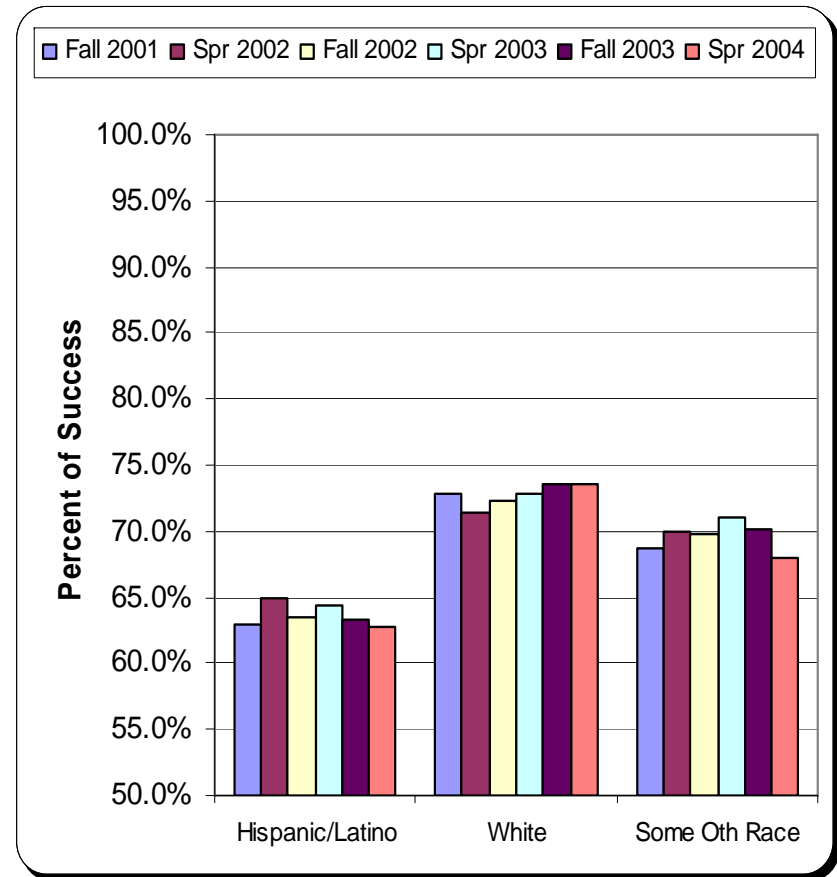
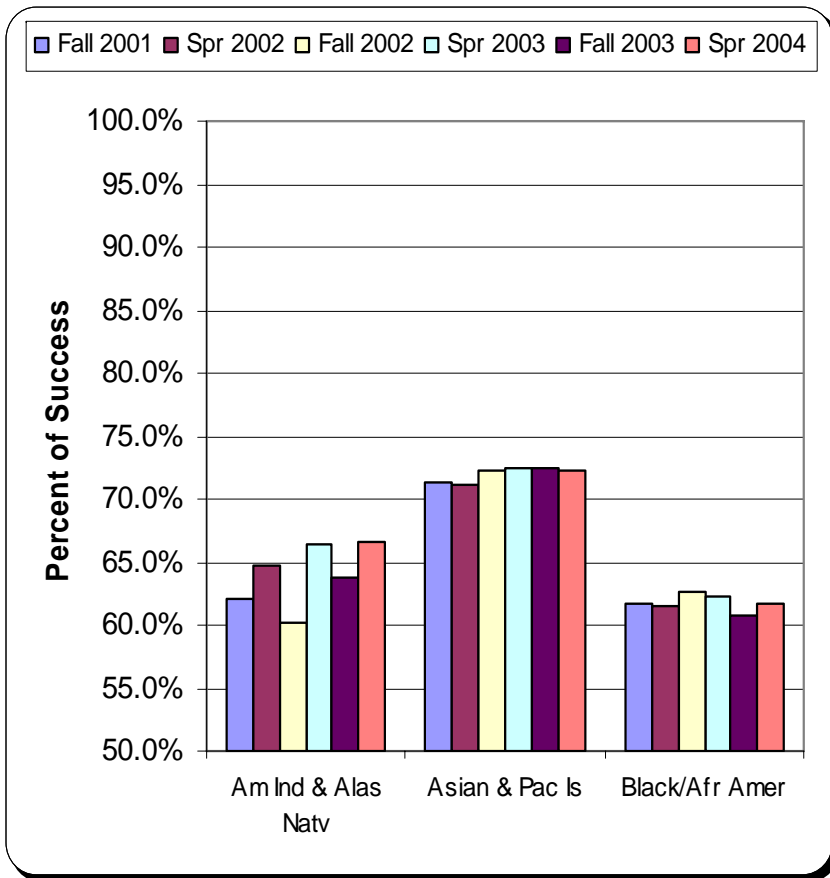
CHARTS:

- Mt. San Antonio College Success and Retention, Fall 2001 to Spring 2004
 - Demographics by Race/Ethnicity
 - Demographics by Gender
 - Demographics by Disability Status



Course Completion (Retention)

DEMOGRAPHICS BY RACE/ETHNICITY -- SUCCESS

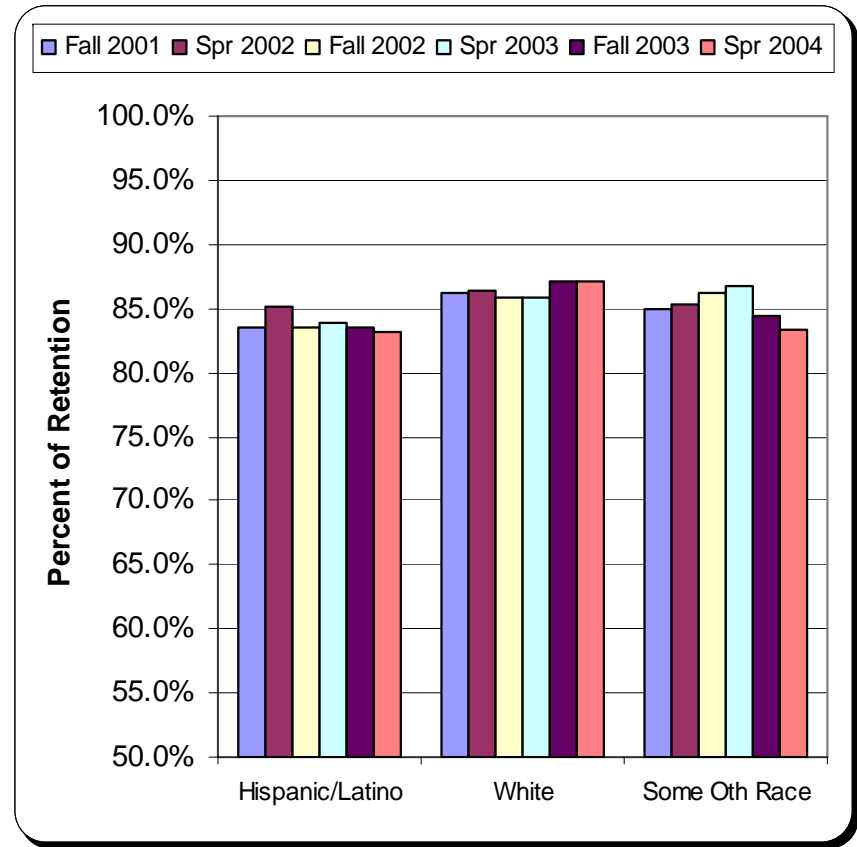
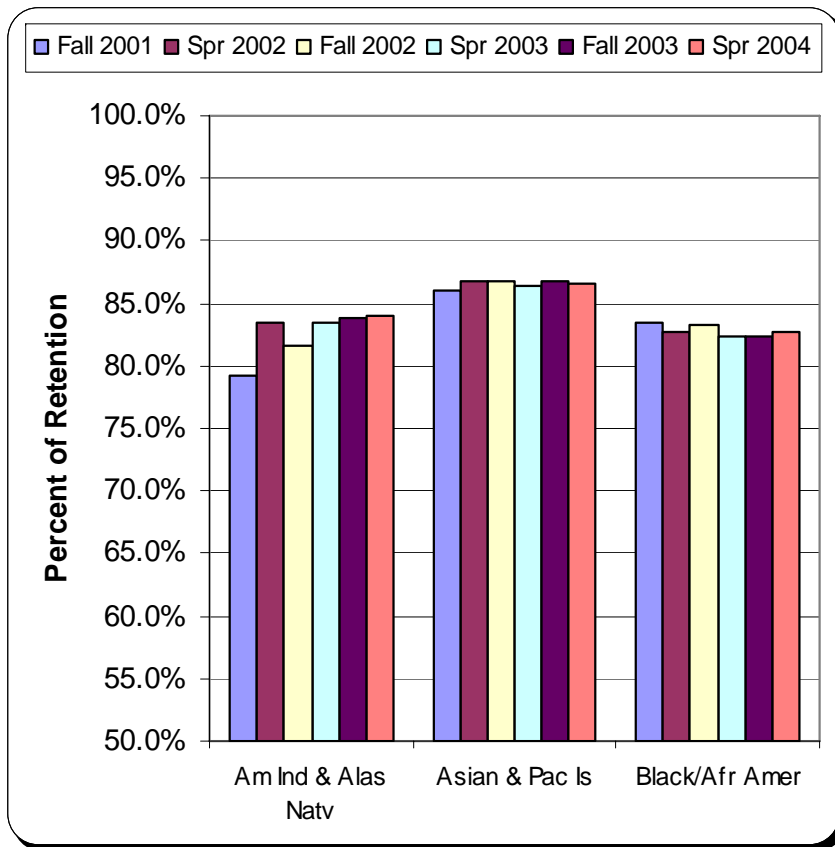


NOTE: Mt. SAC "Unknown" category not represented in graphs.



Course Completion (Retention)

DEMOGRAPHICS BY RACE/ETHNICITY -- RETENTION



NOTE: Mt. SAC "Unknown" category not represented in graphs.

Course Completion (Retention)

DEMOGRAPHICS BY RACE/ETHNICITY – SUCCESS AND RETENTION

Ethnicity Status	Fall 2001		Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004	
	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.
Am Ind & Alas Natv	320	408	334	431	276	375	248	311	194	255	234	295
%	62.1%	79.2%	64.7%	83.5%	60.1%	81.7%	66.5%	83.4%	63.8%	83.9%	66.7%	84.0%
Asian & Pac Is	15,704	18,959	15,627	19,060	15,577	18,698	15,762	18,803	14,563	17,444	14,491	17,386
%	71.2%	86.0%	71.2%	86.8%	72.3%	86.7%	72.5%	86.4%	72.4%	86.7%	72.2%	86.6%
Black/Afr Amer	3,256	4,402	3,250	4,368	3,143	4,184	3,077	4,063	2,732	3,703	2,852	3,832
%	61.8%	83.5%	61.5%	82.7%	62.6%	83.3%	62.3%	82.3%	60.8%	82.4%	61.6%	82.8%
Hispanic/Latino	20,576	27,284	20,984	27,469	20,027	26,331	19,930	26,003	19,288	25,480	18,930	25,065
%	62.9%	83.4%	65.0%	85.1%	63.5%	83.5%	64.3%	83.9%	63.3%	83.6%	62.9%	83.2%
White (Non-Hispanic)	13,747	16,269	12,858	15,535	12,506	14,879	12,439	14,655	12,246	14,489	11,865	14,051
%	72.8%	86.1%	71.5%	86.4%	72.2%	85.9%	72.9%	85.9%	73.5%	87.0%	73.5%	87.0%
Other (Non-White)	1,479	1,829	1,564	1,907	1,494	1,844	1,450	1,769	1,365	1,641	1,334	1,636
%	68.7%	84.9%	70.0%	85.3%	69.8%	86.1%	71.0%	86.7%	70.1%	84.3%	68.0%	83.3%
Unknown	297	365	314	358	268	327	258	317	211	258	191	216
%	71.7%	88.2%	78.1%	89.1%	71.5%	87.2%	70.3%	86.4%	72.5%	88.7%	80.6%	91.1%
TOTAL	67.5%	84.8%	68.1%	85.7%	68.0%	85.0%	68.6%	85.0%	68.1%	85.2%	67.9%	85.0%

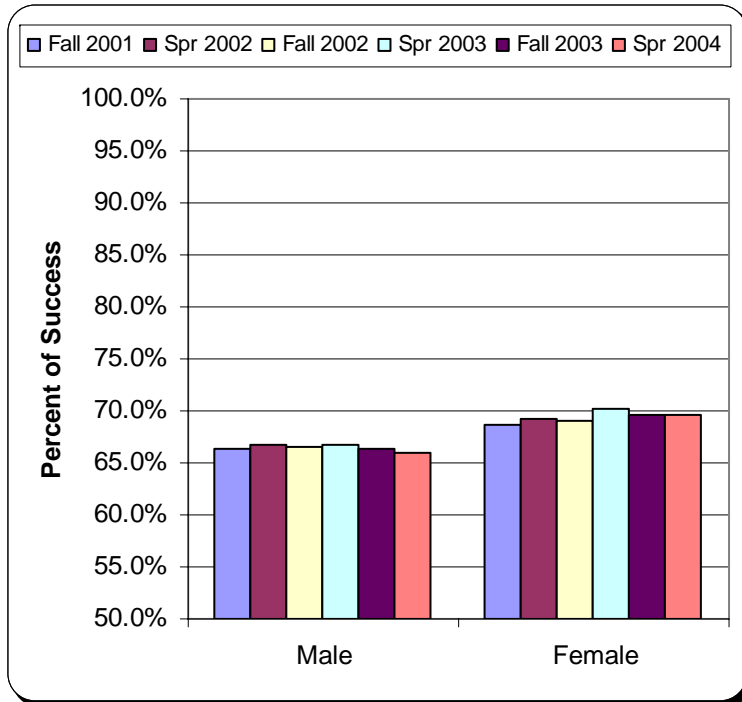
NOTE: The figures reflect duplicated student counts since the unit of analysis is by course.

Source: Student Equity Course Completion by Ethnicity, ICCIS Report #STS843B1, 11/15&17/04



Course Completion (Retention)

DEMOGRAPHICS BY GENDER



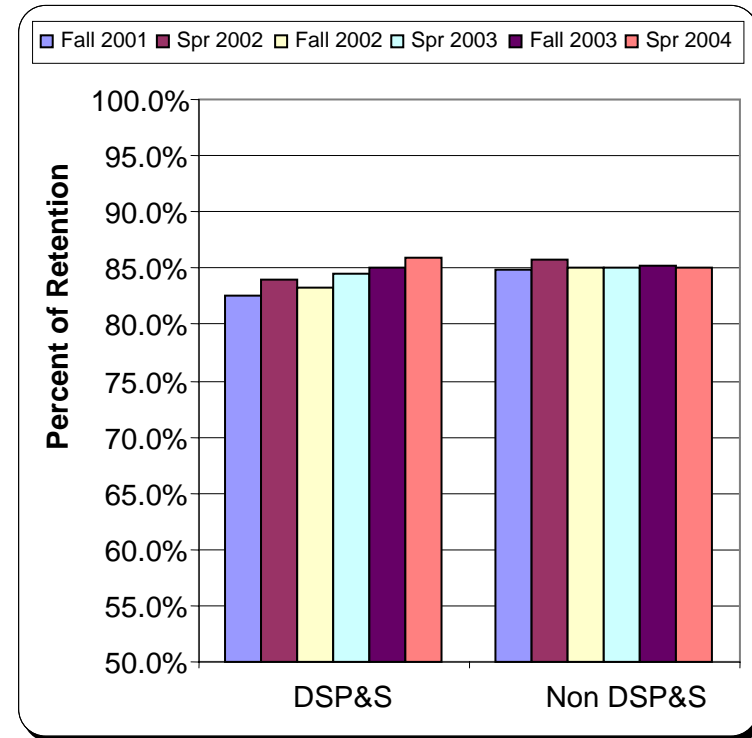
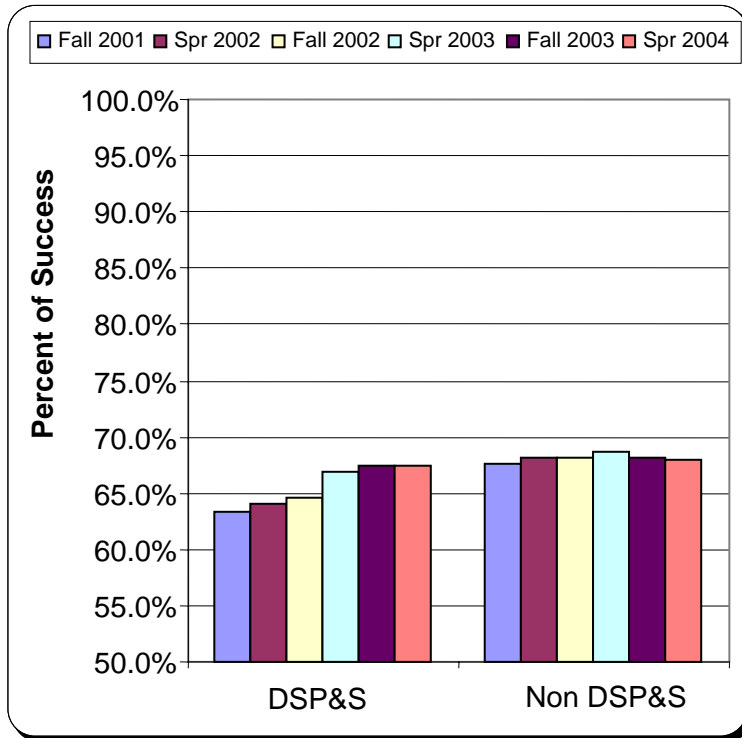
Gender Status	Fall 2001		Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004	
	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.
Male	25,380	32,346	25,400	32,473	24,252	30,837	24,149	30,521	22,954	29,271	22,863	29,279
%	66.3%	84.5%	66.7%	85.3%	66.6%	84.7%	66.7%	84.3%	66.4%	84.6%	66.0%	84.5%
Female	29,999	37,170	29,531	36,655	29,038	35,798	29,009	35,394	27,639	33,993	27,028	33,196
%	68.6%	85.1%	69.3%	86.0%	69.1%	85.2%	70.2%	85.7%	69.6%	85.6%	69.6%	85.5%
TOTAL	67.5%	84.8%	68.1%	85.7%	68.0%	85.0%	68.6%	85.0%	68.1%	85.2%	67.9%	85.0%

NOTE: The figures reflect duplicated student counts since the unit of analysis is by course.



Course Completion (Retention)

DEMOGRAPHICS BY DISABILITY STATUS



Disability Status	Fall 2001		Spring 2002		Fall 2002		Spring 2003		Fall 2003		Spring 2004	
	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.
DSP&S	1,868	2,435	1,900	2,487	1,862	2,401	1,945	2,455	1,854	2,337	1,943	2,477
%	63.3%	82.5%	64.1%	84.0%	64.6%	83.3%	66.9%	84.5%	67.4%	85.0%	67.4%	85.9%
Non DSP&S	53,511	67,081	53,031	66,641	51,429	64,237	51,219	63,466	48,745	60,933	47,954	60,004
%	67.7%	84.9%	68.2%	85.8%	68.1%	85.0%	68.6%	85.1%	68.1%	85.2%	67.9%	85.0%
TOTAL	67.5%	84.8%	68.1%	85.7%	68.0%	85.0%	68.6%	85.0%	68.1%	85.2%	67.9%	85.0%

Source: Student Equity Course Completion by Disability Report, ICCIS #STS843B2, 11/15&17/04



Course Completion (Retention)

DATA ANALYSIS ON COURSE COMPLETION (RETENTION)

Retention rates is defined as the number of enrollments with A,B,C,D,F,CR,NC, and I divided by the number of enrollments with A,B,C,D,F,CR,NC,W and I.

Success is defined as the number of enrollments with A, B, C, and Cr divided by the number of enrollments with A,B,C, D, F, CR, NC, W, and I.

Ethnicity

The retention percentages are not very different for any of the ethnic groups. All groups are within five percentage points of each other. African Americans and Latinos are slightly lower in their retention percentage rates than white and Asian students. However, when examining the success rates there is a distinct pattern among those within the various ethnic groups who either fall below or above the entire group average for all semesters. The Latino, African American, Alaskan Native and American Indian consistently fall below the average for the entire group, while white and Asian students consistently have a higher percentage than the average success rates for the entire group.

Gender

Males and females tend to have similar retention and success rates.

Disabled Students

These data are limited to DSP&S students who are taking a wide variety of college offerings. Six semesters of data indicated that in the more recent semesters (Spring 2003, Fall 2003 and Spring 2004), both the success and retention of students with disabilities are closer to the percentages of the general student population. Spring 2003, success and retention rates for students with disabilities were only 1.7% lower than that of the general student, Fall 2003, .7% and .2% lower success and retention, respectively, Spring 2004, .5% and .9% lower success and retention, respectively. While

these figures are not large, they are lower nonetheless. Retention may always be lower regardless of interventions used because withdrawal from a class is often used as an accommodation for a student who isn't likely to succeed in the class for a variety of disability-related reasons. Work in this area should focus more on increasing the success rates and could include an early alert coupled with an early intervention system to assist students with disabilities in succeeding at higher rates.

3. ESL and Basic Skills Completion

Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or Basic Skills course to the number of those students who complete such a final course. Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and innumeracy.

CHARTS:

- Mt. San Antonio College AmLa/Basic Skills Success Rates, Fall 2000 to 2003
 - Demographics by Race/Ethnicity
 - Demographics by Gender
 - Demographics by Disability Status



ESL/AmLa* and Basic Skills Completion

*AmLa (American Language) is Mt. SAC's credit ESL program

DEMOGRAPHICS BY RACE/ETHNICITY

The following table outlines percents. These percents are NOT success rates. The percents represent the percentage of successful students in English 1A who had **already** completed the final basic skills course in the sequence (i.e., English 67).

From a mathematical point-of-view, the formula is:

Percent of ALL Successful ENGL1A students who **had** taken ENGL67= (#of ENGL1A Successful students who had taken ENGL 67 divided by Total number of Students Successful in ENGL1A) multiplied by 100.

English 1A	Percent of Success Students who had taken Final Basic Skills Course			
Overall	Fall 2000	Fall 2001	Fall 2002	Fall 2003
African American	55.4%	52.6%	66.7%	72.4%
Amer Indian/Alaskan Nat	77.8%	62.5%	42.9%	100.0%
Asian	27.9%	27.7%	30.8%	33.2%
Filipino	35.7%	38.6%	43.6%	62.1%
Hispanic	63.5%	54.6%	61.9%	73.2%
Pacific Islander	50.0%	100.0%	50.0%	33.3%
White Non-Hispanic	42.5%	41.6%	50.7%	52.4%
Other Non-White	43.8%	51.3%	47.2%	68.6%
Unknown	66.7%	58.3%	33.3%	100.0%
Source: STS869B1 11/23/2004				



ESL/AmLa and Basic Skills Completion

DEMOGRAPHICS BY GENDER

The following table outlines percents. These percents are NOT success rates. The percents represent the percentage of successful students in English 1A who had already completed the final basic skills course in the sequence (i.e., English 67).

English 1A	Percent of Success Students who had taken Final Basic Skills Course			
Overall	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Male	46.3%	41.4%	44.7%	53.6%
Female	49.5%	45.6%	53.8%	59.3%

Source: STS869B1 11/23/2004



ESL/AmLa and Basic Skills Completion

DEMOGRAPHICS BY DISABILITY STATUS

The following table outlines percents. These percents are NOT success rates. The percents represent the percentage of successful students in English 1A who had already completed the final basic skills course in the sequence (i.e., English 67).

English 1A	Percent of Success Students who had taken Final Basic Skills Course			
Overall	Fall 2000	Fall 2001	Fall 2002	Fall 2003
DSP&S	58.3%	71.0%	73.7%	83.3%
Non DSP&S	47.9%	43.2%	49.3%	56.1%
Source: STS869B1 11/23/2004				



ESL/AmLa and Basic Skills Completion

DATA ANALYSIS ON ESL/AmLa AND BASIC SKILLS COMPLETION

Ethnicity

Upon examining the data for this section, on average, the percent of successful students in English 1A who have taken the final basic skills course (i.e., English 67) is increasing. These results are in alignment with the overall pattern of the English Assessment Test whereby more students are being assessed into English 67 than ever before. The Latino population shows this pattern rather clearly.

Gender

Over the years, the percent of successful students in English 1A who have taken the basic skills course (i.e., English 67) has been around 40-50%. As identified in the ethnicity section, this pattern is increasing, especially in 2003. In comparing the genders more females are taking the final basic skills than their male counterpart.

Disability

Of the students who identified themselves as having a disability via the DSP&S office, in 2003 some 83.3% had taken the basic skills English course, i.e., English 67. There is a marked increase in the number of students who had taken English 67 from a low of 58.35% in Fall 2000 to a high of 83.3% in Fall 2003.

4. Degree and Certificate Completion

The ratio of the number of students by population group who receive a degree or certificate to all students awarded a degree or certificate.

CHARTS:

- Mt. San Antonio College Awards, 2001-02 to 2003-04
 - Demographics by Race/Ethnicity
 - Demographics by Gender
 - Demographics by Disability Status



Degree and Certificate Completion

DEMOGRAPHICS BY RACE/ETHNICITY

	Degree & Certificate Completion		Fiscal Year		
	Ethnicity	2000/01	2001/02	2002/03	2003/04
Associate in Arts	American Indian/Alaskan Native	0.6%	0.7%	0.4%	0.5%
	Asian	20.1%	20.6%	21.5%	22.0%
	Filipino	4.2%	5.2%	6.6%	5.8%
	Black/African American	5.6%	5.3%	6.0%	4.5%
	Hispanic	36.8%	39.8%	37.5%	38.2%
	Pacific Islander/Hawaii	0.3%	0.2%	0.7%	0.2%
	White/Caucasian	28.9%	24.3%	24.7%	25.0%
	Other/Non-White	2.5%	2.9%	2.0%	3.4%
	Unknown/Decline to State	1.0%	0.9%	0.5%	0.4%
Associate in Science	American Indian/Alaskan Native	0.0%	1.2%	0.7%	0.2%
	Asian	15.0%	18.1%	12.2%	15.8%
	Filipino	6.1%	5.0%	6.3%	8.1%
	Black/African American	4.0%	4.5%	4.6%	4.6%
	Hispanic	33.2%	37.5%	33.8%	33.9%
	Pacific Islander/Hawaii	0.0%	0.5%	0.9%	0.2%
	White/Caucasian	38.4%	30.5%	35.9%	34.1%
	Other/Non-White	1.7%	2.0%	4.4%	2.3%
	Unknown/Decline to State	1.4%	0.7%	1.3%	0.7%
Certificate<18Units	American Indian/Alaskan Native	0.2%	0.9%	0.5%	0.2%
	Asian	11.5%	16.3%	17.6%	22.4%
	Filipino	6.8%	4.6%	4.0%	5.0%
	Black/African American	8.3%	8.6%	6.0%	8.9%
	Hispanic	36.7%	43.8%	38.2%	41.3%

	Degree & Certificate Completion			Fiscal Year	
	Ethnicity	2000/01	2001/02	2002/03	2003/04
	Pacific Islander/Hawaii	0.2%	0.0%	0.5%	0.4%
	White/Caucasian	32.2%	22.3%	29.5%	20.4%
	Other/Non-White	2.9%	2.9%	3.1%	0.4%
	Unknown/Decline to State	1.1%	0.6%	0.5%	1.0%
Certificate>=18Units	American Indian/Alaskan Native	0.2%	1.0%	0.2%	0.4%
	Asian	15.9%	16.6%	10.5%	16.5%
	Filipino	4.3%	4.1%	4.4%	1.7%
	Black/African American	7.7%	7.3%	6.6%	6.9%
	Hispanic	33.6%	36.0%	38.5%	36.8%
	Pacific Islander/Hawaii	0.2%	0.3%	0.2%	0.0%
	White/Caucasian	34.3%	33.4%	36.0%	36.8%
	Other/Non-White	1.4%	0.8%	2.7%	0.9%
	Unknown/Decline to State	2.2%	0.5%	0.7%	0.0%

Source: STS842, 11/24/2004
Duplicate headcounts



Degree and Certificate Completion

DEMOGRAPHICS BY GENDER

Degree & Certificate Completion		Fiscal Year			
		2000/01	2001/02	2002/03	2003/04
AA	Male	38.1%	33.5%	37.2%	36.4%
	Female	61.9%	66.5%	62.8%	63.6%
AS	Male	45.7%	46.9%	44.7%	45.5%
	Female	54.3%	53.1%	55.3%	54.5%
CC<18Units	Male	47.1%	41.3%	29.3%	35.1%
	Female	52.9%	58.7%	70.7%	64.9%
CC>=18Units	Male	63.8%	60.6%	67.9%	62.8%
	Female	36.2%	39.4%	32.1%	37.2%

Source: STS842, 11/24/04
Duplicate headcounts



Degree and Certificate Completion

DEMOGRAPHICS BY DISABILITY STATUS

Degree & Certificate Completion		Fiscal Year			
		2000/01	2001/02	2002/03	2003/04
AA	DSP&S	3.5%	4.1%	2.9%	3.2%
	Non DSP&S	96.5%	95.9%	97.1%	96.8%
AS	DSP&S	2.9%	3.5%	4.4%	3.9%
	Non DSP&S	97.1%	96.5%	95.6%	96.1%
CC<18Units	DSP&S	5.0%	9.2%	7.4%	4.6%
	Non DSP&S	95.0%	90.8%	92.6%	95.4%
CC>=18Units	DSP&S	4.1%	4.1%	6.4%	6.1%
	Non DSP&S	95.9%	95.9%	93.6%	93.9%

Source: STS842, 11/24/04
Duplicate headcounts



Degree and Certificate Completion

DATA ANALYSIS ON DEGREE AND CERTIFICATE COMPLETION

Note: One limitation of these data is the fact that students can and do obtain more than one degree or certificate. As such, these data represent duplicate headcounts.

Ethnicity

Of the historically underrepresented groups, the Latino population out-paced all other ethnic groups in completing an Associate of Arts, Associate in Science and the Certificate of Completion. All other groups are lower including both Asians and whites. The lowest obtainers of degrees and certificates are Pacific Islanders, Native Americans, Filipinos, and African Americans. The percentage of AA/AS and Certificates of Completion awarded has dropped considerably for white students from 2000-01 to 2001-02. Overall, when comparing Mt. SAC enrollment percents to the percent of those obtaining an AA or AS, the white population is more likely than the Asians to obtain a degree. Whites and Latinos are more likely to obtain certificates than the other populations.

Gender

Female students are completing AA degrees and Certificates less than 18 units by nearly 10 percentage points higher than the percent of females enrolled at Mt. SAC. Females and males are completing their AS degrees at a similar percent as their Mt. SAC enrollment percentages.

For certificates requiring 18 or more units two times more males than females are obtaining this award. The phenomenon may be attributable to specific industries or jobs that tend to attract males rather than females. Such gender demographics in industries and trades are a social construct; the trades can be viable options for women who do not wish to pursue AA/AS degrees.

Disability

The data indicate that the percentages of DSP&S students who are receiving Associate of Arts and Associate in Science degrees closely mirror and in some cases surpass the percentage of the existence DSP&S students in the general Mt. SAC student body. For example, the percentage of DSP&S students receiving AA and AS degrees in 2003-04 is 3.2 and 3.9, respectively, while their presence in the general student body in Fall 2003 was 3.4% (see Access section). What is important to note, however, is that the percentages of DSP&S students achieving AA degrees has dropped in the last two years, while the percentages of DSP&S students earning the AS degree has increased and the overall percentage of DSP&S students earning both degrees has risen slightly over the last four years.

Completion of certificates among DSP&S students has historically been higher than the percentages of degree completion. In some cases, the percentage of certificate completion is double that of degree attainment. Certificate completion requiring less than 18 units were higher than certificate completion requiring 18 or more units, except for academic year 2003-04. This particular year showed a decline in the numbers of degrees and certificates completed over the previous two academic years. This is not surprising based on the overall decline in the numbers of DSP&S students for academic year 2003-04.

However, the percentages of degree or certificate completion for DSP&S are comparable to their percent of the Mt. SAC population.

5. Transfer

Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

CHARTS:

- Transfer Rate for 1997 Cohort
 - Demographics by Race/Ethnicity
 - Demographics by Gender
 - Demographics by Disability Status
- Ethnic Distribution of Transfer Students to University of California
- Ethnic Distribution of Transfer Students to California State University

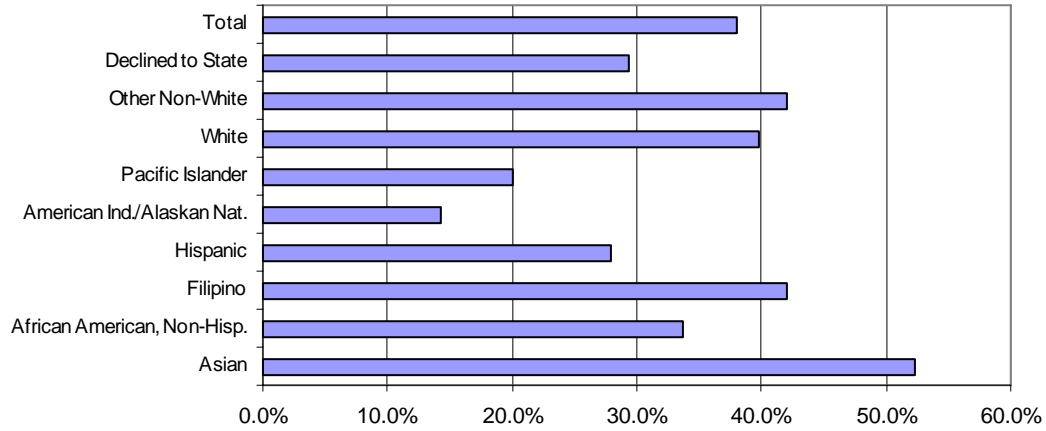


DEMOGRAPHICS BY RACE/ETHNICITY

Transfer Rates				
Fall 1997 Cohort	# in Cohort	# with Intent to Transfer	Transferred to a 4 Year Institution	Transfer %
Asian	784	401	210	52.4%
African American, Non-Hisp.	277	80	27	33.8%
Filipino	218	119	50	42.0%
Hispanic	1779	634	177	27.9%
American Ind./Alaskan Nat.	23	7	1	14.3%
Pacific Islander	19	5	1	20.0%
White	1112	490	195	39.8%
Other Non-White	83	38	16	42.1%
Declined to State	41	17	5	29.4%
Total	4336	1791	682	38.1%

Source: A.M. West 2004 Report

**Transfer Rates by Ethnicity
Fall 1997 Cohort**



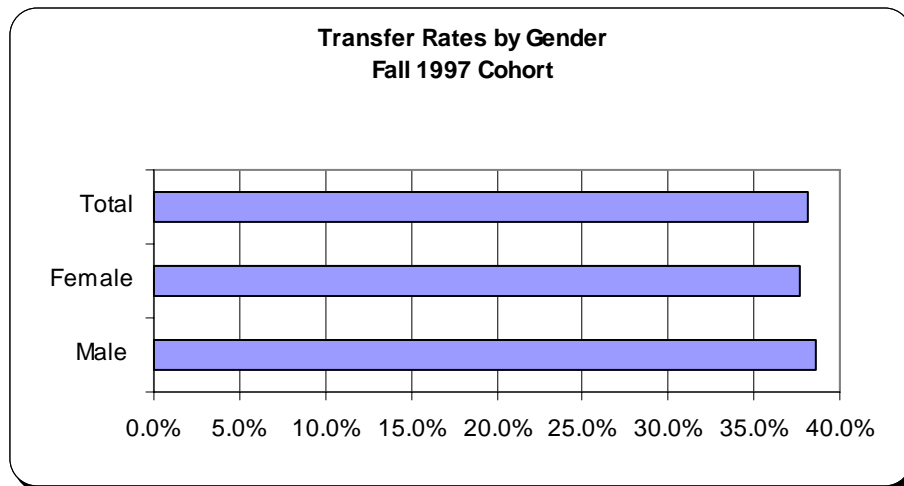


Transfer

DEMOGRAPHICS BY GENDER

Transfer Rates				
Fall 1997 Cohort	# in Cohort	# with Intent to Transfer	Transferred to a 4 Year Institution	Transfer %
Male	2037	758	293	38.7%
Female	2299	1033	389	37.7%
Total	4336	1791	682	38.1%

Source: A.M. West 2004 Report



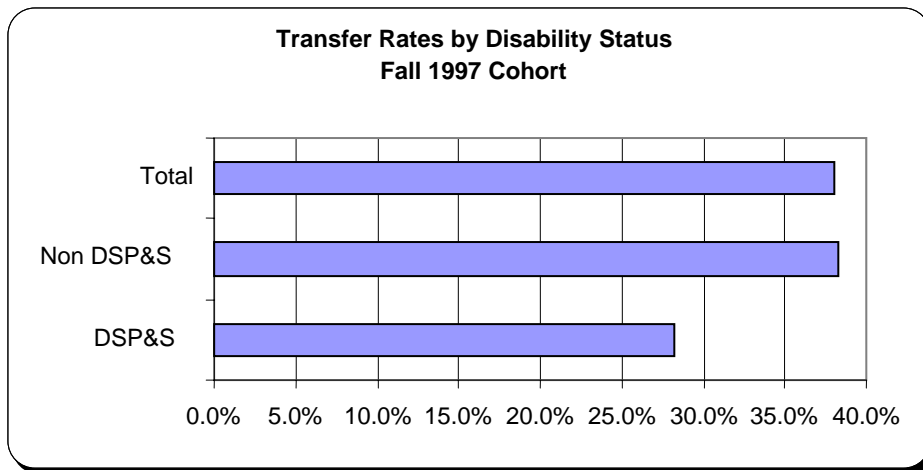


Transfer

DEMOGRAPHICS BY DISABILITY

Transfer Rates Fall 1997 Cohort	# in Cohort	# with Intent to Transfer	Transferred to a 4 Year Institution	Transfer %
DSP&S	143	39	11	28.2%
Non DSP&S	4193	1752	671	38.3%
Total	4336	1791	682	38.1%

Source: A.M. West 2004 Report





Transfer

OTHER TRANSFER DATA

Mt. SAC Transfer Students to UC, CSU, and public 4-yr

	Year			
	2001/2002	2002/2003	2003/2004	2003/2004 (%)
Asian/Pac Islander	419	443	433	29.60%
African American	59	55	49	3.40%
Filipino	76	78	75	5.10%
Latino	361	434	409	28.00%
Nat American	7	2	10	0.70%
Other	3	4	4	0.30%
White	312	263	283	19.40%
Non Resident Alien	76	92	87	6.00%
No Response	137	134	111	7.60%
	1450	1505	1461	100.00%

CPEC: <http://www.cpec.ca.gov/OnLineData/SelectFirstOptions.ASP?Transfer>

11/23/2004



DATA ANALYSIS ON TRANSFER

Ethnicity

After six years of tracking the 1997 Cohort, the results indicate that Asian students were more likely to transfer to a four-year institution when compared to the other groups. Given that not every student at Mt. SAC has a goal to transfer, these results may be understandable; however, further assessment of the use of the transfer services on campus relative to the goals of the students should be examined.

Gender

Males and females tend to have about the same level of transfer intent versus actual transfer.

Disability

The data show that DSP&S students, who intend to transfer, transfer at a much lower rate than the general student population. The data do not indicate whether or not the percentage, while low, is increasing or decreasing over the years. It is clear however, that work in this area needs to focus on assisting DSP&S students to set goals and then assisting them to reach those goals.

GOALS, ACTIVITIES, BUDGET, AND TIMELINES

Access

Course Completion (Retention)

ESL and Basic Skills Completion

Degree and Certificate Completion

Transfer

Overarching Goal for Student Equity

Mt. San Antonio College shall provide an educational environment that is welcoming, supportive and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation or religion to ensure that all students have an equitable opportunity for student success.

Access

GOAL: Mt. San Antonio College is committed to maintaining access to the College's programs and services to a diverse population of students and employees and to ensure that the student body reflects the demographic characteristics of our many communities. In addition, the College will continue to provide special attention to recruit and enroll members of historically underrepresented groups in the College's programs in which they have not been well represented.

Critical findings related to Campus Based Research

- Outreach and recruitment effort should be intensive and on-going for the African American population, Latinos and whites who are underrepresented at Mt. SAC in comparison to their numbers in the District service area.
- The DSP&S student population is underrepresented at the College.
- Increase campus and community awareness of DSP&S services available to the disabled population.

Objectives	Activities	Timeline	Key Contact	Budget Implications
1. Provide second language assistance and translated printed materials targeted to parents as well as students.	<ul style="list-style-type: none"> • Parent orientations • Work with Institutional Advancement and departments to develop materials • Determine what ESL has already translated – <u>Translated key program information into several languages - completed</u> • Write in Publications Guidelines that all critical information/material must be written in predominant languages (Spanish, Chinese) • Investigate what other languages are needed - <u>completed</u> 	Fall 2006	<ul style="list-style-type: none"> • Institutional Advancement • Information Technology • Student Services • ESL • Student Learning 	<ul style="list-style-type: none"> • Translation Graphics Assistance • Printing of materials – estimated at \$10,000
2. Improve process for students to matriculate from non-credit to credit	<ul style="list-style-type: none"> • Work with Matriculation Committee to develop better transition for students – <u>in progress</u> • Priority registration – <u>ESL completed</u> • Amend/review credit and non-credit matriculation plans – <u>in progress</u> • Conduct special Orientations for non-credit students - <u>ongoing</u> 	Ongoing	<ul style="list-style-type: none"> • Community Education • Matriculation Committee 	<ul style="list-style-type: none"> • Utilize existing non-credit matriculation budget
3. Market College to diverse and distinct populations to correct the Community misperception that the College isn't accessible for low income, disabled, re-entry, and traditionally underrepresented individuals for "early outreach"	<ul style="list-style-type: none"> • Conduct research and focus groups to determine who we are reaching and not reaching and the impact • Increase staff involvement in recruitment efforts • Increase advertising in local media • Develop targeted recruitment efforts and specific recruitment pieces for specific audiences – <u>in progress</u> • Develop high school newsletter; consider columns in Spanish - <u>completed</u> • Establish and maintain relationships with community-based agencies and 	Spring 2005	<ul style="list-style-type: none"> • H.S. Outreach • Institutional Advancement • Research • EOPS • DSPS • CalWORKS • Re-Entry • Bridge 	<ul style="list-style-type: none"> • Increased marketing and outreach budget • Estimated at \$10,000

Objectives	Activities	Timeline	Key Contact	Budget Implications
3. continued	<p>organizations – <u>in progress</u></p> <ul style="list-style-type: none"> Conduct research and focus groups to determine who we are not reaching and why – <u>African American Dialogue, other groups still pending</u> 			
4. Increase the awareness of elementary and middle school students and families (Title 1 schools) regarding college opportunities	<ul style="list-style-type: none"> Increase outreach staff to enable greater outreach efforts – <u>budget/pending</u> Establish key contacts list and targeted schools – <u>no progress</u> Conduct Pilot Study to determine feasibility- <u>no progress</u> 	<p>Ongoing</p> <p>Fall 2006</p> <p>Fall 2007</p>	<ul style="list-style-type: none"> H.S. Outreach Institutional Advancement DSPS EOPS Re-Entry TPI (Teacher Preparation Institute) 	<ul style="list-style-type: none"> Outreach budget (Staffing: estimated at \$5,000)
5. Promote available resources and support services	<ul style="list-style-type: none"> Develop web site, printed materials, videos, and multilingual resources to assist others in understanding all available resources and understanding various processes and procedures. <u>Make alternative text available to students -website ADA, Section 508 compliant, new site www.mymtsac.edu</u> Marketing of Student Services on campus 	<p>Spring 2005</p>	<ul style="list-style-type: none"> Student Services Institutional Advancement Information Technology (web support) Media Services ESL 	<ul style="list-style-type: none"> On campus outreach effort One FTE staff: estimated at \$45,000 Supplies: \$10,000 annual
6. Simplify registration process, including better explanation of prerequisites	<ul style="list-style-type: none"> Study the registration process and eligibility and prerequisite processes; determine ways to improve processes – <u>Prerequisite validation process – in progress</u> Develop Process Improvement Team to study current process and recommend changes and investigate how others do it – <u>Registration Process - completed</u> 	<p>Fall 2006</p>	<ul style="list-style-type: none"> Student Learning Assessment Admissions Financial Aid EOPS DSPS Information Technology Matriculation Committee Student 	

Objectives	Activities	Timeline	Key Contact	Budget Implications
6. continued			Preparation and Success Council <ul style="list-style-type: none"> • Curriculum and Instruction Council • Academic Senate 	
7. Increase incoming student's academic preparedness and familiarity with college processes	<ul style="list-style-type: none"> • Study the incoming levels of students and their abilities to enroll in courses and support services – <u>Student focus groups now forming – in progress.</u> • Study students' academic progress (conduct the Disproportionate Impact study) - <u>completed</u> • These studies should be longitudinal in nature 	Ongoing	<ul style="list-style-type: none"> • Research • Assessment • LERN • DSPS • Information Technology • Math Department • English Department 	<ul style="list-style-type: none"> • Add to research agenda; • Check ICCIS prioritization level
8. Increase availability of basic skills courses	<ul style="list-style-type: none"> • Hire more instructors – <u>budget/pending</u> • Develop more learning communities efforts – <u>on going</u> • Implement recommendations from Benchmarking Study on Developmental Education – <u>on going</u> 	Ongoing	<ul style="list-style-type: none"> • Student Learning • Student Services • Developmental Ed Committee • Bridge Sub-Comm. • Academic Senate 	<ul style="list-style-type: none"> • Costs to add more sections
9. Increase the level of coordination between high school and community college staff and faculty	<ul style="list-style-type: none"> • Implement comprehensive outreach plan - <u>Completed</u> • Hire more outreach staff – <u>budget/pending</u> • Sponsor college-wide outreach coordinating meetings – <u>on going</u> • Develop a coordinated outreach calendar - <u>completed</u> • Work with departments to sponsor 	Ongoing	<ul style="list-style-type: none"> • H.S. Outreach • Student Services • Student Learning • Institutional Advancement • Marketing Committee 	<ul style="list-style-type: none"> • Increase budget for articulation and partnership programs estimated at \$10,000

Objectives	Activities	Timeline	Key Contact	Budget Implications
9. continued	<p>academic discipline dialogs between college faculty and high school teachers</p> <ul style="list-style-type: none"> Continue High School Principals Breakfast, High School Counselors Luncheon, Superintendents/Board Members' Dinner, <u>Annual DSP&S Transitional Seminar, Senior Day – on going</u> 		<ul style="list-style-type: none"> Title V Grant 	
10. Increase adequate child care	<ul style="list-style-type: none"> Explore additional resources and expansion of facilities and prioritization of slots (more for students than staff) – <u>Facilities expansion – in progress</u> Hire more staff – <u>Pending/budget</u> 	Spring 2005	<ul style="list-style-type: none"> Child Development Faculty Business Division Child Dev. Center CalWORKS Re-Entry/CARE 	<ul style="list-style-type: none"> Staffing Costs Facilities cost – high Salary & benefits increase Impact staffing
11. Make course schedules compatible with student needs	<ul style="list-style-type: none"> Flexible scheduling regarding hours/length of courses (See <i>Course Completion and Degrees and Certificates</i>) – <u>on going</u> Weekend College expansion 	Ongoing Ongoing	<ul style="list-style-type: none"> Academic Senate Student Learning Admissions Associate Dean, Business & Dean, Learning Resources 	
12. Make class schedule and catalogs easier to use	<ul style="list-style-type: none"> Not translatable for disabled – <u>on WEB and ADA compliant - completed</u> Propose revisions – <u>in progress</u> 	Spring 2005	<ul style="list-style-type: none"> Student Learning Student Services DSPS 	<ul style="list-style-type: none"> Adaptation for disabled will be costly

Objectives	Activities	Timeline	Key Contact	Budget Implications
13. Increase the college community's awareness of the unique needs of ethnic minority, language minority, single parents/re-entry, and disabled students	<ul style="list-style-type: none"> • Develop purposeful professional development efforts to increase sensitivity to needs of special student populations – <u><i>in progress</i></u> • Conduct focus groups to learn of concerns and measure campus climate for special student populations. – <u><i>in progress</i></u> 	Ongoing	<ul style="list-style-type: none"> • Student Equity Committee • Professional Development Council • Student Preparation and Success 	

Course Completion

GOAL: Mt. San Antonio College shall provide necessary support services, a diversity of learning options, and an articulated curriculum to ensure that diverse students maintain satisfactory academic progress by successfully completing courses in which they enroll and successfully enrolling in sequentially higher level courses.

Critical findings related to Campus Based Research

- African Americans show a consistently lower percentage of academic success at Mt. SAC than any other ethnic group for Fall 2001-Spring 2004 except for the American Indian and Alaskan Native during Fall 2002. African Americans should have the benefit of focused learning strategies specifically to address their needs related to successful course completion. African American students should benefit from participation in support programs such as financial aid, EOPS, CARE, learning communities and study groups.
- Latinos, American Indian, Alaskan Native and African American students fall below the average for the entire group in successful course completion for Fall 2001-Spring 2004. These ethnic groups should benefit from involvement in student support programs and tutoring. Early intervention would also benefit these students who may not complete the course with a favorable grade.

Objectives	Activities	Timeline	Key Contact	Budget Implications
1. Provide data on Placement/completion rates, disproportional impact/completion rates by race, gender, first language, economic status, disability	<ul style="list-style-type: none"> • Complete Disproportionate Impact study. - <u>completed</u> • Add ethnicity, gender, disability to Grade Distribution Report - <u>completed</u> • Improve data collection, analysis, and dissemination - <u>completed</u> • Establish programs to track special populations and course completion - <u>completed</u> • Do regular evaluations on the accuracy of the placement process – <u>on going</u> 	Ongoing	<ul style="list-style-type: none"> • Information and Educational Technology • Research • Student Services • Matriculation Committee 	<ul style="list-style-type: none"> • ICCIS Prioritization list to conduct studies
2. Revise student placement process to eliminate placement inequities	<ul style="list-style-type: none"> • Use better data to improve placement tools and advising – <u>completed/ongoing</u> • Incorporate multiple measures in Math, English and Reading – <u>in progress</u> 	Ongoing	<ul style="list-style-type: none"> • Assessment Committee • Matriculation Committee • Academic Depts. • Instl. Advancement • Research 	<ul style="list-style-type: none"> • Staff hours • Testing instrument • Training time and costs
3. Eliminate the inconsistencies between different sections of the same course	<ul style="list-style-type: none"> • Develop common understandings on expectations for each class especially for sequential developmental courses – <u>in progress</u> • Educate faculty (FT and PT) on expectations – <u>on going</u> • Implement web-based curriculum software package for faculty access to view course outlines and expectations - <u>completed</u> • Utilize Flex Day and Department and Division meetings for training – <u>on going</u> 	<p>Fall 2007</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Deans • Academic Departments • Curriculum and Instruction Council • Student Learning • IET • Developmental Ed Committee 	<ul style="list-style-type: none"> • Money for software and web page development
4. Provide student information on how and when to seek	<ul style="list-style-type: none"> • Develop early intervention program to identify poorly performing students and get them help – <u>no progress</u> 	Ongoing	<ul style="list-style-type: none"> • Matriculation – Follow up • Component 	<ul style="list-style-type: none"> • Money for web development

Objectives	Activities	Timeline	Key Contact	Budget Implications
assistance in a timely manner	<ul style="list-style-type: none"> • Web-based feedback from professors • Advertise all tutorial services – <u>on going</u> • <u>Student Services Information Fair – Associated Students</u> 		<ul style="list-style-type: none"> • Counseling and Advising 	
5. Identify obstacles from off campus (family, jobs, etc.) that pull students away from necessary commitment to school	<ul style="list-style-type: none"> • Parent orientations at high school sites and on campus – <u>in progress</u> • Explore funding for greater student employment opportunities as a retention effort. – <u>no progress, limited funding resources</u> • Counseling – <u>on going</u> • Give independent study credits for job-related experiences – <u>on going</u> 	Ongoing Fall 2006	<ul style="list-style-type: none"> • Counseling • Financial Aid/Workstudy • Counseling/ Advising • Career Placement • Student Learning 	<ul style="list-style-type: none"> • Counselors • Budget process for student internships • Grants • Instructor's salary
6. Create student connection to minimize community college alienation and (study groups, support networks) enhance student success.	<ul style="list-style-type: none"> • Expand use of learning community models – <u>on going</u> • Encourage participation in student organizations and activities – <u>on going</u> • Explore space needs for clubs and student organizations – <u>in progress</u> • More interaction with faculty, i.e., service learning – <u>on going</u> • New Student Welcome Day – <u>in progress</u> 	Ongoing Fall 2006 Fall 2005	<ul style="list-style-type: none"> • Student Equity Committee • Budget Subcommittee • Existing Learning Communities • Student Life • Counseling/Orientation • Facilities • Associated Students 	<ul style="list-style-type: none"> • Faculty stipends • Capital outlay • Facilities • Welcome Day costs – estimated at \$5,000
7. Explore teaching methods that support new educational models that meet the needs/learning styles of our demographically changing student body	<ul style="list-style-type: none"> • Educate faculty on current theories. Offer faculty experiences in new models such as learning communities – <u>on going</u> • Utilize Supplemental instructors and counseling intervention – <u>on going</u> • Consider allowing students to audit classes – <u>no progress</u> <ul style="list-style-type: none"> • Consider shorter classes, i.e., one class per month. (University of 	Fall 2006 Fall 2006	<ul style="list-style-type: none"> • Professional Development Council • Learning Communities • Academic Senate • Counseling • Student Preparation & Success Council 	<ul style="list-style-type: none"> • Part-time faculty • Budget process for Supplementary Instructor • Counseling faculty • Materials Costs estimated at \$3,000

Objectives	Activities	Timeline	Key Contact	Budget Implications
	Phoenix model); Fall (15 wks) & intersession (5 wks) Spring (15 wks) + 5 + 5 summer – <u>in progress</u> <ul style="list-style-type: none"> • Flexible scheduling – <u>in progress</u> 		<ul style="list-style-type: none"> • Educational Design • Admissions & Records 	
8. Provide early notification of student's performance	<ul style="list-style-type: none"> • Mail grades/Web –based student info • Kiosks – <u>Mail grades – no progress, Web – completed, Kiosks - completed</u> • Probation message – permits – <u>completed</u> • Probation plan – counseling – <u>on going</u> • Implement Early Alert System – <u>on going</u> 		<ul style="list-style-type: none"> • Admissions • Counseling • IET 	<ul style="list-style-type: none"> • Web & kiosk support • Counselors • Mailing costs (\$3,000 est.) • Postage (\$16,000 est.) • Staff hours
9. Identify areas of academic difficulties for students based on gender, ethnic, age, and disability groups	<ul style="list-style-type: none"> • Identify which student groups are not making satisfactory progress - <u>completed</u> • Increase interventions with at risk ethnic/minority students on academic probation – <u>in progress</u> • Increase efforts for greater transfer rates for African American and Latino students – <u>no progress</u> • <u>Identify by program and course the retention and successful course completion data for Latino and African American students</u> 	Fall 2006 Spring 2006 Fall 2005	<ul style="list-style-type: none"> • Student Equity Committee • Research • Student Preparation & Success Council • Counseling & Advising Centers • Matriculation Committee • Transfer Advisory Committee 	<ul style="list-style-type: none"> • Implementation costs of Transfer Plan • Need to hire more Counselors for probation intervention

ESL and Basic Skills Completion

GOAL: Students from diverse demographic groups enrolled at Mt. San Antonio College shall have success rates in basic skills and ESL that parallel the success rates of all students in all college courses through adequate access to curricular offerings and specialized support efforts.

Critical findings related to Campus Based Research

- There is an increase in the number of students who have taken the final basic skills course and have successfully completed English 1A. More students are being assessed into English 67 than ever before.
- Provide more course offerings in basic skills to meet the needs of our student population.

Objectives	Activities	Timeline	Key Contact	Budget Implications
1. Develop articulation between LERN and ENG; LERN and MATH 50; AmLa and English 67	<ul style="list-style-type: none"> • Explore articulation agreements between levels and means of qualifying (e.g., a "C" or better substitutes for the AWE) – <i>in progress</i> • Develop criteria to determine students' preparedness for the next level - <i>completed</i> • Explore possibility to be able to enroll in lowest basic skills level without placement – <i>no progress</i> • Dialog between LERN and English and Math faculty to define standards and transition criteria – <i>in progress</i> • Need more data to understand full extent of problem - <i>completed</i> • Need more LERN and Math classes – <i>pending/budget</i> 	<p>LERN and MATH Articulation completed</p> <p>LERN to English and AMLA to English is pending</p>	<ul style="list-style-type: none"> • Educational Programs Committee • Faculty from LERN, English, Math, DSP&S, and AmLa • Matriculation Committee 	
2. Provide access to health services and student services on campus for noncredit students	<ul style="list-style-type: none"> • Encourage policy of allowing non-credit students to pay health services fee and receive some health services and other services. – <i>in progress</i> 	Fall 2005	<ul style="list-style-type: none"> • Assistant VP, Community Education • Director, Health Services • Director, Bursar's Office 	<ul style="list-style-type: none"> • Cost to non-credit students for services
3. Identify financial support resources for non-resident (international students)	<ul style="list-style-type: none"> • <u>Explore financial support for International Students</u> 	Ongoing	<ul style="list-style-type: none"> • International Student Advisor • Scholarship Coordinator 	<ul style="list-style-type: none"> • None

Objectives	Activities	Timeline	Key Contact	Budget Implications
4. Improve process for students to matriculate from non-credit to credit (see also “Access”)	<ul style="list-style-type: none"> • Provide outreach services to students enrolled in non-credit classes who are interested in enrolling in credit classes – <u>on going</u> • Coordinate transition efforts through credit and non-credit matriculation efforts – <u>in progress</u> • Provide credit priority registration to non-credit students - <u>completed</u> • <u>Track non-credit students who transition to credit – on going</u> 	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Dean, Counseling • Director, Community Ed • ESL Matriculation Supervisor 	<ul style="list-style-type: none"> • Non-credit matriculation funding
5. Develop articulation between non-credit ESL and credit AmLa	<ul style="list-style-type: none"> • Articulation between high level ESL and low level AmLa currently being implemented - <u>completed</u> 		<ul style="list-style-type: none"> • ESL and AmLa Faculty • Director, ESL 	
6. Increase students’ success of passing basic skills courses on first attempt and in advancing to transfer/degree-appropriate classes	<ul style="list-style-type: none"> • Conduct Disproportionate Impact Study to determine extent of problem - <u>completed</u> • Conduct First Attempt Pass Rate study for students enrolled in LERN, AmLa, English 67, English 68, Math 50, Math 51, Math 71- <u>no progress</u> • Utilize Learning Communities models throughout the campus – <u>on going</u> 	Ongoing	<ul style="list-style-type: none"> • Student Equity Committee • Research • Basic Skills • Benchmarking Group • Learning Communities 	<ul style="list-style-type: none"> • Faculty stipends for planning, training, collaborating – Learning Communities – estimated at \$30,000 • Possible research costs



Degree and Certificate Completion

GOAL: Student achievement rates in obtaining degrees and certificates at Mt. San Antonio College shall be comparable to like institutions, and achievement rates shall be equitably balanced across all student demographic groups.

Critical findings related to Campus Based Research

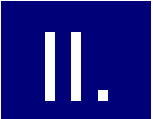
- Pacific Islanders, Native Americans, Filipinos and African Americans obtain degrees and certificates at a considerably low rate than other ethnic groups at Mt. SAC.
- Asian students show a lower attainment of the AS degrees and certificates requiring more than 18 units in comparison to their population at Mt. SAC. Asian students tend to transfer to UCs and may by-pass the AS degree because they may not see the value of having that degree as they plan to transfer.
- Males are twice as likely to complete a certificate requiring 18 or more units than females at Mt. SAC. While females complete certificates requiring less than 18 units by as much as 10% higher than males. This is likely a gender equity issue tied to specific jobs, trades and skills.

Objectives	Activities	Timeline	Key Contact	Budget Implications
<p>1. The following data will be collected and made available:</p> <ul style="list-style-type: none"> • Degrees and certificate program completion • Qualifying for degrees and certificate programs • Numbers receiving certificates, number of graduates • Remaining required courses for students • Information for community and stakeholders 	<ul style="list-style-type: none"> • Notify students who are near completion of degree or certificate by mail – <u>in progress</u> • Automatic awarding of degrees and certificates – <u>in progress</u> • Increase access to advisement information through student use of computerized data base (ASSIST) – <u>on going</u> • Develop electronic access for students including a degree audit function (kiosks and web) – <u>in progress</u> • Track employment placement rates; publish results - <u>completed</u> • Deliberate marketing to employers and students about the viability of the "2-year degree" – <u>in progress</u> 	<p>At the end of every semester Annual reports by September 1st of each year</p>	<ul style="list-style-type: none"> • Research • Admissions and Records • IET • Counseling • Advising Center • Career Placement • Marketing Committee 	<ul style="list-style-type: none"> • ICCIS Prioritization List implication • Web/kiosk development of degree audit and Ed Plan – estimated at \$50,000 • Materials and mailing costs – estimated at \$3,000
<p>2. Evaluate and develop certificate programs for applicability to needs of businesses and industries</p>	<ul style="list-style-type: none"> • Review certificate offerings for direct applicability to workplace, number of units required, and marketability (enhanced) • More effective coordination and use of advisory committees – <u>on going</u> 	<p>Annually</p>	<ul style="list-style-type: none"> • Curriculum and Instruction Council • Student Learning • Academic Senate 	

Objectives	Activities	Timeline	Key Contact	Budget Implications
			<ul style="list-style-type: none"> • Research • Advisory Committees 	
<p>3. Increase awareness of the availability of instruction programs.</p>	<ul style="list-style-type: none"> • Develop "user friendly" requirement sheets that describe courses required for certificates - <u>completed</u> • Marketing: educate business community regarding scope of certificates available • Develop Faculty advising system – <u>no progress</u> 	<p>Annually</p>	<ul style="list-style-type: none"> • Academic Senate • Student Learning • Faculty • Instructional Departments • Advising and Counseling • Advisory Committees • Institutional Advancement 	<ul style="list-style-type: none"> • Materials and printing – estimated at \$3,000
<p>4. Review and change length of the semester; review and implement scheduling alternatives</p>	<ul style="list-style-type: none"> • Explore various scheduling formats other than 18 weeks (i.e., times, automated instruction, and weekends) – <u>in progress</u> <p>[See "Course Completion"]</p>	<p>Fall 2006</p>	<ul style="list-style-type: none"> • Student Learning • Curriculum & Instruction Council • Academic Senate • Leadership Council 	

Objectives	Activities	Timeline	Key Contact	Budget Implications
<p>5. Present comprehensive and student-friendly list of the types of certificates students can earn</p>	<ul style="list-style-type: none"> • Conduct audit of all certificates awarded by college and by departments – <u>in progress</u> • Coordinate certificates – formal/informal – <u>in progress</u> • Reassess number of units for certificate – <u>in progress</u> • Develop a user-friendly list of certificates; categories should include but not limited to: Credit, Non-Credit, Certificate of Completion, Certificate of Proficiency, Certificate of Achievement, Granted by Department, Granted by College – <u>in progress</u> 	<p>June 30, 2005</p>	<ul style="list-style-type: none"> • Curriculum and Instruction Council • Student Learning • Community Education • Admissions • Public Information • Dean, Instruction 	
<p>6. Identify problems and develop systems solutions in the foreign transcript evaluation process</p>	<ul style="list-style-type: none"> • Develop process improvement team to determine kinks in the process – <u>no progress</u> • Implement new strategies/process to improve accuracy and speed of evaluation – <u>no progress</u> – <u>Outside Agency evaluates transcripts</u> 		<ul style="list-style-type: none"> • Director, Admissions and Records 	

Objectives	Activities	Timeline	Key Contact	Budget Implications
7. Review similarities between AA degree and transfer requirements for possible merging of those requirements	<ul style="list-style-type: none"> • Explore merging transfer and AA degree requirements – <u>no progress</u> • Study the viability in assigning majors to AA degree recipients – <u>no progress</u> 	Fall 2006	<ul style="list-style-type: none"> • Educational Programs Council • Educational Design • Educational Progress • Articulation Counselor / Advisor 	
8. Need for electronic degree audit system tied to educational planning (Accreditation compliance issue)	<ul style="list-style-type: none"> • Establish timeline for implementation - <u>completed</u> • Purchase software system or implementation by IET – <u>completed</u> 	Fall 2007	<ul style="list-style-type: none"> • IET • Counseling 	<ul style="list-style-type: none"> • Estimated at \$50,000



Transfer

GOAL: The Mt. San Antonio College transfer cohort shall reflect the demographic characteristics of the entire student body by ensuring that transfer preparedness, transfer eligibility, and documented transfer rates are balanced across all student demographic groups.

Critical findings related to Campus Based Research

Within the Fall 1997 Cohort, most ethnic populations who intended to transfer to a four year institution did so at a much lower rate than Asian students. DSP&S students, who tend to transfer, do so at a much lower rate than the non DSP&S student. Certainly most students would benefit from increase transfer awareness and the benefits offered through the College's transfer center.

Objectives	Activities	Timeline	Key Contact	Budget Implications
1. Inspire ambition and awareness about transfer opportunities	<ul style="list-style-type: none"> Develop purposeful activities to reach disconnected students – <u>on going</u> Develop an identifiable Transfer Center. – <u>in progress</u> 	Ongoing	<ul style="list-style-type: none"> Student Services Title V, Activity 2 Advising Center Transfer Advisory Committee 	<ul style="list-style-type: none"> Develop Transfer Center (estimated at \$50,000 for infrastructure and equipment)
2. Increase students' knowledge about transfer	<ul style="list-style-type: none"> More frequent workshops – <u>on going</u> More accessible information—printed and on the web – <u>on going</u> 	Ongoing	<ul style="list-style-type: none"> Advising Center Transfer Advisory Committee 	
3. Improve the quality and accountability of counselors	<ul style="list-style-type: none"> Development and installation of computerized degree audit function and electronic educational plans – <u>in progress</u> Continued training for advisors, counselors, faculty, and other Student Services staff – <u>on going</u> 	Fall 2007	<ul style="list-style-type: none"> IET Advising and Counseling Admissions 	<ul style="list-style-type: none"> Training cost – estimated at \$3,000
4. Increase knowledge of financial resources to cover university costs	<ul style="list-style-type: none"> Workshops, information (printed) for students Have worksheets printed up Scholarship research assistance Information from University catalogues - <u>completed</u> 	Ongoing	<ul style="list-style-type: none"> Financial Aid Advising and Counseling 	
5. Clearly communicate the requirements and value of the A.A. degree.	<ul style="list-style-type: none"> Need to clarify our policies and procedures – <u>in progress</u> Make AA requirements more in line with transfer – <u>in progress</u> <p>(See “Degrees and Certificates”)</p>	Fall 2005	<ul style="list-style-type: none"> Curriculum and Instruction 	
6. Collect adequate data about transfer rates	<ul style="list-style-type: none"> Need to develop definitions and conduct better tracking to determine transfer ready and transfer eligible students – <u>on going</u> Need to measure progress toward meeting Partnership for Excellence goals - <u>completed</u> 	Annual	<ul style="list-style-type: none"> IET Research Director, Advising Center 	<ul style="list-style-type: none"> ICCIS Priorities List

Objectives	Activities	Timeline	Key Contact	Budget Implications
7. Provide clear information to the faculty regarding transfer	<ul style="list-style-type: none"> Develop mini-curricular units that faculty can use within their classes to assist students in better understanding transfer process – <u>no progress</u> <u>Develop WEB site on transfer process</u> 	Fall 2006	<ul style="list-style-type: none"> Director, Advising Center Curriculum and Instruction Council Academic Senate 	<ul style="list-style-type: none"> Development and training – estimated at \$2,000
8. Develop a simple effective means of communicating transfer information to all students	<ul style="list-style-type: none"> Develop e-newsletter on transfer – <u>no progress</u> Develop a communication plan – <u>on going</u> Develop a Transfer Registry for students who desire to transfer: they can register on line and input information about self/goal. Transfer Center staff can conduct follow up, special recruitment and special activities/workshops – <u>in progress</u> Require visits to advisors/counselors – <u>special groups are invited to seek counseling</u> 	Fall 2007 Fall 2006	<ul style="list-style-type: none"> Director, Advising Center Transfer Specialist Counselors/Advisors IET 	<ul style="list-style-type: none"> Development and materials costs 1 FTE staff – Transfer Center –estimated at \$45,000
9. Develop better articulation with transfer institutions	<ul style="list-style-type: none"> Presidential Summit - <u>completed</u> Cal Poly Partnership—explore “Guaranteed Transfer” - <u>completed</u> SCHEC and Transfer Center Directors – <u>on going</u> After school programs - <u>discontinued</u> “Dual Admissions” efforts – <u>on going</u> 	Ongoing	<ul style="list-style-type: none"> Student Services Director, Advising Center EMT Academic Senate Student Learning 	<ul style="list-style-type: none"> 1 FTE staff – Transfer Center –estimated at \$45,000
10. Create a more effective and visible presence of universities at Mt. SAC	<ul style="list-style-type: none"> Work with transfer colleges for more innovative ways to utilize and publicize their services; encourage greater participation – <u>on going</u> Implement Transfer Plan – <u>on going</u> 	Ongoing	<ul style="list-style-type: none"> Director, Advising Center Transfer Specialist 	

Objectives	Activities	Timeline	Key Contact	Budget Implications
11. Increase the number of courses articulated with universities	<ul style="list-style-type: none"> • Review and update “pass-along” certification – <u>in progress</u> 	Ongoing	<ul style="list-style-type: none"> • Academic Senate • Student Preparation and Success • Curriculum and Instruction Council • Leadership Council 	
12. Simplify the process for students to have transcripts evaluated and to know whether they qualify to transfer	<ul style="list-style-type: none"> • Revise policies and procedures. – <u>in progress</u> • Install optical scanning unit and increase accessibility to electronic transcripts online for counselors and advisors – <u>in progress</u> • Implement degree audit and electronic ed plan – <u>audit – in progress, electronic ed plan – completed, not utilized</u> 	<p>Fall 2007</p> <p>Fall 2007</p>	<ul style="list-style-type: none"> • IET • Counseling and Advising • Admissions 	<ul style="list-style-type: none"> • Technical Staff for programming

Evaluation Schedule and Process

The Student Equity Committee is responsible for the annual evaluation of the goals and activities specified in the Student Equity Plan. The committee has already gone through an initial review of the plan and a status update is included in the plan under the Activities section. Where there are activities that indicate no progress, the committee will meet and confer with the key contacts to determine if the timeline, budget and activities are still achievable. Modifications will be made when necessary to achieve expected results.