



MT. SAC STUDENT EQUITY AND ACHIEVEMENT PROGRAM: 2022-25 STUDENT EQUITY PLAN

DEADLINE TO SUBMIT IN NOVA: NOVEMBER 30, 2022

2022-25 STUDENT EQUITY PLAN

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Link to Student Equity Plan Executive Summary

<https://www.mtsac.edu/governance/committees/equity/studentequityplanexecutivesummary.html>

RACE CONSCIOUSNESS IN EQUITY PLAN DEVELOPMENT

Mt. San Antonio College utilized an informed and intentional race conscious process in developing the Student Equity Plan. In addition to data provided through NOVA, campus leaders and committee members also examined internal research data that clarified inconsistent and disproportionate equity outcomes. This enabled us to develop a Student Equity Plan that is honest and impactful. In order to be more race conscious in implementing the SEP, Mt. SAC will strengthen data coaching to educate stakeholders of racial equity gaps and provide training and guidance on being intentional in the use of data to inform decision-making and intervention efforts. The SEP writing team has carefully reviewed the feedback provided on our current SEP from CUE and has made significant and purposeful improvements in order to be more race-specific about the needs of students, our goals and planned activities to address disproportionality. The SEP has been developed using cross-campus collaboration to ensure that it is being utilized as a contract to increase college success for students disproportionately impacted in education. The SEP writing team met from Spring 2022, through Summer 2022, and into Fall 2022, to listen, study, discuss, and develop measures to improve on equity gaps. The writing team consisted of faculty, administrators, classified staff, and students, especially from the Student Preparation Equity and Achievement Council (SPEAC) and the Student Equity Committee (SEC). Leadership from the Academic Senate was deeply involved in researching, studying and writing elements of the plan, including targeted outcomes.

CONTACTS

DISTRICT CONTACT INFORMATION FORM

- Project Lead – Audrey Yamagata-Noji
- Alternate Project Lead – Patricia Quinones
- Approver: Chancellor/President - William Scroggins
- Approver: Chief Business Officer – Morris Rodrigue
- Approver: Chief Instructional Officer – Kelly Fowler
- Approver: Chief Student Services Officer – Audrey Yamagata-Noji
- Approver: Academic Senate President – Roger Willis
- Approver: Guided Pathways Coordinator/Lead - Michelle Nava

EQUITY PLAN REFLECTION

KEY INITIATIVES/PROJECTS/ACTIVITIES (2019-22)

Implementation of AB 705: A guided self-placement multiple measures Assessment Questionnaire was implemented to assist students to directly enroll into transfer-level English and math courses with course corequisite support recommended for students based on high school success data. Faculty in English and math have revised curriculum, developed intervention aid and specialized support courses and involved in training and communities of practice (COP) to improve teaching and student success.

Guided Pathways: Guided Pathways for Success (GPS) leadership team approved over \$600,000 in mini-grants that directly targeted a rise in student success to close equity gaps.

Course Success, Completion and Transfer: Students update comprehensive, electronic educational plans on file and are contacted when they approach momentum points to assist in understanding remaining requirements necessary to graduate and transfer. Auto-awarding of degrees has resulted in increased graduation and transfer rates.

Professional Development: Faculty development and training specific to anti-racism, bystander intervention, racial micro-aggressions, and classroom strategies include: Effective Teaching Practices & Inclusive Teaching for Equitable Learning Cohorts, Managing the Impact of Bias. An Equity Minded Curriculum Convening was held on campus and twice annual Planning Summits (inclusive of faculty, management, staff, and students) was held to address Diversity, Equity, Inclusion, Social Justice, Anti-Racism and Accessibility.

Creation of Identity Centers: El Centro, First Peoples Native Center and Center for Black Culture and Student Success/Umoja and AANAPISI Arise have dedicated space and permanent funding. The centers support students and assist faculty in curricular development by infusing cultural relevant and appropriate modules to classroom teaching and enhancing communication and identity respect for students.

Support for Equity-Specific Programs: Specialized student support for marginalized student populations include: LGBTQ+ (Pride Center), Undocumented (Dream Center), Foster Youth (Guardian Scholars), System Impacted (Rising Scholars), EOPS/CARE, CalWORKs, DSPS/ACCESS (including DHH – Deaf and Hard of Hearing), TRiO, Bridge/Summer Bridge (learning communities for first gen students). Inreach and Outreach Services reach out to diverse groups in the community and on campus. The Minority Male Initiative (MMI), the Mountie Mentor program, and the Student Success and Employment Education Development (SSEED) meet specific needs of male students of color and other disproportionately impacted student groups through mentoring, counseling, jobs on campus. The Equity Speaker Series provides the opportunity to learn from experts in the fields of race consciousness, anti-racism, and social justice.

Technology Equitability: At the onset of the pandemic shutdown, the campus pivoted immediately to establish a technology loan program where laptops, hotspots, and iPads were provided.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

Completion of Transfer English and Math in Year One: Asian, Black/African American, Latinx, White students increased in completion rates between 2019-2020 and 2020-2021 with Black/African American students with the highest increase (9.5 percentage points).

Completion of Transfer English in Year One: Between 2019-2020 and 2020-2021, Black/African American and White students increased in completion rates while Asian and Latinx students experienced a drop in completion rates.

Completion of Transfer Math in Year One: Asian, Black/African American, Latinx, White students increased in completion rate between 2019-2020 and 2020-2021 where Black/African American students had the most notable increase (11.2 percentage points).

Degree attainment [ADT, AA, AS]: In 2020-2021, Asian, Black/African American, Latinx, White students experienced an increase, with Latinx students showing the largest increase (1,729 to 2,034). In 2020-2021, the percentage of degrees awarded to Black/African American students increased to 3.6% and the highest number of degrees awarded to Black/African American students between 2016-2017 and 2020-2021. In 2020-2021, a five-year high was reached in the total number of associate degrees awarded to Latinx students (2,034). 2020-2021 also marked a five-year high for the percentage of degrees awarded to Latinx students (63.5%).

Transfer to a Four-Year Institution: In 2020-2021, a five-year high was reached in the total number of Latinx students who transferred (997). 2020-2021 also marked a five-year high for the percentage of Latinx students who transferred to a four-year institution (51.7%). Mt. SAC is ranked #2 in California for successful transfer enrollment to CSU for Hispanic/Latino and American Indian/Alaskan Native students.

Male Students of Color: Spring 2020 through Fall 2021, Spring 2022 course success rates surpassed Fall 2019 rates for Latinx, African American, American Indian/Alaskan Native and Pacific Islander males.

First-generation, low-income freshmen students in Summer Bridge (learning community) Summer 2020 cohort: Latinx students fall to spring retention rate was 92%, compared to 70% for other students. 66.7% completed transfer level English in first year of college compared to 45.9 % for all Mt. SAC students. 38.2% completed transfer level Math in first year of college compared to 26.1% for all Mt. SAC students.

2022-25 PLANNING EFFORTS

The recommendations provided by the CUE report titled “California Community College Student Equity Plan Review: A Focus on Racial Equity” were followed in the development of the 2022-25 plan to ensure compliance. Additionally, we reviewed the strengths and weaknesses of our 2019-22 report related to specificity of race-based goals and clearly defined and refined specific strategies, interventions and activities based on addressing the disproportionality of identified student groups. By being more specific and intentional in our 2022-25 plan, we will be able to more directly address disproportionality in success rates for specific student populations – both those

dictated through NOVA data as well as those determined by campus measurements. For example, improvement in completion/success/transfer rates will be prioritized for Latinx and African American students, especially males.

The following guidelines have been integrated into our plan:

- Make sure our equity plan activities are dedicated to the delivery of culturally relevant pedagogy.
- Make sure our activity descriptions are race specific.
- Make sure our activities are focused on specific disproportionately impacted populations instead of all students.
- Make sure we discuss and highlight the transfer function in our equity plan.
- Make sure that our activities involve instructional faculty.

PANDEMIC ACKNOWLEDGEMENT

The sudden impact of the pandemic shutdown on in-person, on-campus instruction, and support services both delayed our work as well as catalyzed a great deal of efforts. Bureaucratic processes became digitized including an online process for submission of forms, hosting virtual Cash4College financial aid application sessions, providing virtual front desk services, weekly “Zoom at Noon” sessions to keep students informed, provide online tutorial services, record and post videos on accessing online instruction using Canvas and TikTok posts to connect with students and keep them encouraged and engaged. Within a week of the shutdown, we were able to pivot immediately and began disbursing laptops and mi-fi units to our neediest students. By prioritizing the distribution to students enrolled in EOPS, CaWORKs, Veterans, TRiO, ACCESS (DSPS), and equity programs, we were able to immediately reach out and support our most marginalized students. Our laptop loans and food pantry shifted to a well-organized, drive thru process; electronic grocery cards were provided to students, and in-person activities and services shifted to online. Our Minority Male Initiative (MMI) shifted to a weekly, online brotherhood dialog that has continued to the present time. This served to keep our male students of color connected to each other and the college, including the devastation of losing loved ones to COVID-19 and the racial uprisings following the death of George Floyd. Special programs include: foster youth participated in an open mic; El Centro hosted a drive thru *Nuestra Celebración*; Dream hosted a recognition ceremony with family members zooming in from other countries; Arise hosted an online cultural Asian Pacific Islander Heritage Month celebration complete with entertainment; and the college hosted a drive thru Commencement Ceremony with 600 students participating with their families from the safety of their own vehicles.

On the other hand, the pandemic interrupted plans that the college had for in-person faculty trainings. Through Guided Pathway, a 1st annual faculty retreat focused on understanding data and equity-based teaching practice was not able to be continued beyond the first year due to the pandemic shutdown and a prioritized focus on teaching and learning online. New initiatives outside of triage had to be placed on hold in order to stabilize the institution for students to continue. In addition, burn-out, fatigue, and ongoing stress has had an impact on all campus constituents.

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT

*Populations detailed in [Education Code 78220](#)

METRICS					
Student Population* for Metric Workflow	Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Transfer	Completion
Female	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black/African American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic/Latinx	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
First Generation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
First-Generation Male	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Perkins -Economically Disadvantaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Foster Youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LGBTQ	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black/African American Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

METRIC: SUCCESSFUL ENROLLMENT

POPULATION EXPERIENCING THE MOST SIGNIFICANT DISPROPORTIONATE IMPACT:

Female, Asian, Black/African American

Additional populations: Latinx, American Indian/Alaskan Native, Pacific Islander, males

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	<p>TARGET OUTCOMES</p> <p>In order to improve inequity of disproportionate impact metrics, the following annual outcomes are proposed in order to reach equity based on formula.</p> <p>Increase the Female student enrollment by 1.6%, Increase the Asian student enrollment by 1% Increase the Black/African American student enrollment by 2% Increase the Latinx student enrollment by 3% Increase the American Indian/Alaskan Native student enrollment by .5% Increase the Pacific Islander student enrollment by .5% Increase the Male student enrollment by 1.5%</p> <p>STRATEGIES</p> <ul style="list-style-type: none"> Locally, we will develop a process for identifying applicants with intention of enrolling at Mt. SAC. For example, removing spam applications from the total applications. Also, identifying students who applied, completed some portion of the matriculation process, and did not enroll, and generating contact lists for outreach and support. Additionally, the college will generate contact list specifically for Female, Asian, and Black/African American and Latinx, American Indian/Alaskan Native and Pacific Islanders and male students. Partner with the Center for Black Culture and Student Success, Umoja, El Centro, AANAPISI/Arise programs to support with outreach to Female, Asian, and Black/African American, American Indian/Alaskan Native, Pacific Islander, male students. Begin to track students in the enrollment process (where are they getting “stuck”) and implement nudges along way to encourage and support students to complete the enrollment process. Develop and implement a follow-up on leads system to provide information, and high touch upon inquiry to encourage application follow through.

Year 2
(2023-24)

OUTCOMES

In order to improve inequity of disproportionate impact metrics, the following annual outcomes are proposed in order to reach equity based on formula.

- Increase the number of Female student enrollments by 3%,
- Increase the number of Asian student enrollments by 2%
- Increase the number of Black/African American student enrollment by 4%
- Increase the Latinx student enrollment by 5%
- Increase the number of American Indian/Alaskan Native student enrollment by .5%
- Increase the number of Pacific Islander student enrollment by .5%
- Increase the number Male student enrollment by 1.5%

- Begin to develop how-to enrollment videos to send links directly to applicants to support completion of the enrollment process.
- Begin to collect qualitative data from Female, Black/African American, Asian, Latinx, American Indian/Alaskan Native, Pacific Islander, and male students about their experience with the application, matriculation, and enrollment process. Use this data for the purposes of informing how-to enrollment videos.

STRATEGIES

After establishing a community outreach focus in year 1, all applicants from under-served communities and backgrounds who apply to the college will be immediately contacted through multiple media (direct mail, email, text, phone) and invited and encouraged to meet individually or attend a group in-person or virtual “orientation” to the college and assistance with registration. Enrollment statistics will be tracked by student group, outcomes from specific interventions will be measured. Student surveys will be initiated and collected for DI student groups to learn more about their experiences and how to improve our outreach and follow through efforts for new student applicants, especially for female, Asian and Black/African Americans, Latinx, American Indian/Alaskan Native, Pacific Islander, and males

Year 3
(2024-25)

OUTCOMES

In order to improve inequity of disproportionate impact metrics, the following annual outcomes are proposed in order to reach equity based on formula.

Increase the number of Female enrollments by 3%,
Increase the number of Asian student enrollments by 2%
Increase the number of Black/African American student enrollment by 4%
Increase the Latinx student enrollment by 6%
Increase American Indian/Alaskan Native student enrollment by .5%
Increase Pacific Islander student enrollment by .5%
Increase male student enrollment by 2%

STRATEGIES

Increase outreach to Black/African American and Asian communities/Adult centers, and high schools and provide on-site support with the CCCApply application, the matriculation process, and enrollment process
Partner with the financial aid develop contact list of students who applied, completed the matriculation process, enrolled in courses, but were dropped for nonpayment.
Increased successful application to enrollment statistics will be realized for female, Asian, Black/African American, Latinx males and females, American Indian/Alaskan Natives and Pacific Islanders. Enrollment statistics will be tracked by student group and survey data results will be compiled to determine which strategies have been more effective.

STRUCTURAL EVALUATION

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

The College has systems in place that create opportunity to evaluate and recommend changes in policy and procedure in a collegial manner through shared governance. Overall, the system in place works well but can be a slow and cumbersome process. In order to increase success, policies and procedures need to be more closely studied and scrutinized through an equity lens to identify gaps, errors, omissions and to ensure that the institution is doing everything it can to remove barriers for students, particularly those within disproportionately impacted groups. Specifically, to the enrollment of new students, the college needs to further examine and evaluate its electronic processes in providing information and direction to students through the assessment, new student orientation, financial aid application process to determine if there are particular "stuck" points in students' successful enrollment. The following can be found to have an impact on students of color and other under-represented groups:

College processes that require students who wish to reactivate their student accounts only to order a transcript and for other reasons other than to enroll in classes are counted as applying and not enrolling.

Complicated, requirements to be eligible to enroll (completion of Assessment Questionnaire and Online Orientation) can prevent students from enrolling.

Concern over fee payment and residency status and the process to appeal Satisfactory Academic Progress, Academic/Progress Probation, and out-of-state residency are also issues that impede student enrollment.

STRUCTURE EVALUATION: IDEAL STRUCTURE

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Improved, immediate follow up with all students who apply to the college, to ensure enrollment completion. Implementation of specialized orientation efforts to engage under-served students to increase enrollment. Coordinate efforts with financial aid, Promise, EOPS, and ACCESS to ensure students receive information about critical support efforts as they enroll at the college. The college will work to improve social media and other messaging options to increase student engagement through the enrollment process. Improved relationship and collaboration with K-12 partner institutions to ensure a smoother transition of students from high school to college. Training will be implemented to enable college employees (staff, administrators, faculty) the ability to assist students in the enrollment process as well as sharing of resources and directing students for assistance from equity programs on campus (The Center for Black Culture and Student Success /Umoja Aspire, El Centro, AANAPISI/Arise, First Peoples Native Center, Bridge, ACCESS, EOPS/CARE, CalWorks, ACES, REACH Guardian Scholars, Rising Scholars/system impacted, Dream).

Enrollment-based procedures and policies will be reviewed to determine the impact on the equitable enrollment of students. Specialized outreach and orientation sessions for marginalized

student groups will be developed and initiated.

Most specifically, specialized approaches to improving the application and enrollment completion for Black/African Americans, Latinx, Pacific Islanders, American Indian/Alaskan Natives, Asian, males and females will be developed and implemented. A specialized tracking system will enable the college to conduct follow-up with each of these unique student populations.

Review and investigate issues that are having an impact on student enrollment related to residency: determination: incidental fees owed from prior semesters for fee waiver students, and follow-up assistance with completing the financial aid application/verification process will be analyzed and improved in order to reduce institutional barriers to enrollment.

PLANNING & ACTION

ACTION STEPS:

In addition to the Target Outcomes identified over the current and next 2 years, an Enrollment Task Force will be implemented to ensure a campus-wide, equity-focused review of current issues/structures and to make specific recommendations for improvement. New state block grant funds will be used to engage with students upon first contact with the college. Guidance through the “matriculation process” will be tracked with ongoing support and intervention provided. The ideal practice will entail an immediate, direct contact with all new applicants for admission and specific follow-up initiated to assist students in completing the enrollment and matriculation process. Expansion of onboarding programs and efforts will be implemented such as summer programs for entering freshmen, expansion of “First Year” cohort model, equity-based engagement efforts for Black/African American, Latinx, Pacific Islander, Asian, American Indian/Alaskan Natives, male and female students from minoritized groups will be instituted. Additionally, strategic activities and interventions will be put into place to enable noncredit students’ smoother transition to credit enrollment.

METRIC: COMPLETED TRANSFER-LEVEL MATH & ENGLISH

POPULATION EXPERIENCING THE MOST SIGNIFICANT DISPROPORTIONATE IMPACT:

Hispanic/Latin(x/a/o), First Generation, LGBTQ+

Additional populations: Black/African American, Pacific Islander, American Indian/Alaskan Native, males

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	<p>QUANTITATIVE Increase success of Hispanic/Latin(x/a/o), Black/African American, Pacific Islander, American Indian/Alaskan Native, LGBTQ Plus, male and first-generation students in transfer-level math and English by 2% annually to address disproportionate impact metrics, based on the formula.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Increase awareness to DI student groups of entry-level corequisite courses offered (MATH 10A, MATH 11, MATH 13, and MATH 15) by updating the current corequisite brochure so that it describes the benefits of these courses and distributing it to different programs across campus. 2. Provide corequisite tutoring support for the “survey of mathematics” course (Math 100) as well as English 1A/80. 3. Increase the utilization of SIs and/or ETs in transfer-level math and English courses (Specifically, MATH 100, MATH 110, MATH 120, MATH 130, MATH 150 and English 1A) by streamlining the process to request an SI or ET. 4. Recruit students from DI populations/groups to become SIs or ETs. 5. Capture the English department’s work on successes of cohort learning through equity-minded gateway cohorts with Umoja, Rising Scholars, Bridge and DREAM. 6. Increase awareness to DI student groups of the 13 academic support centers and assist these centers to provide support to this student population in achieving their transfer level coursework: STEM Center (STEM Center Coaching, Counseling, & Resources), WIN Program (student athlete tutorial center, TERC (Tech Ed Resource Center, NET tutor (free online tutoring), LLC (Language Learning Center), and the

	<p>Writing Center. Students can receive tutoring and support that is offered in different modalities by faculty coaches and highly qualified peer tutors.</p> <ol style="list-style-type: none"> 7. Monitor progress of successful enrollment and completion of transfer-level math and English based on DI student group profiles. 8. Through EAB Navigate, utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary. 9. Continue to educate students campus-wide about the opportunity to take noncredit support courses (AIME: Academic Intervention for Math and English) concurrently or during the intersession to prepare for their transfer level courses. 10. Faculty will work to link students with essential non-academic social, emotional, and basic needs support, (Food Pantry, Pride Center, and Veterans' Resource Center) as external factors may impact student success.
<p>Year 2 (2023-24)</p>	<p>QUANTITATIVE Increase success of Hispanic/Latin(x/a/o), Black/African American, Pacific Islander, American Indian/Alaskan Native, LGBTQ Plus, male, and first-generation students in transfer-level math and English by 2% annually to address disproportionate impact metrics, based on the formula.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Per AB 1705, develop or expand transferable, quantitative reasoning options, including options for students seeking only the associate degree or a certificate (i.e., transferable quantitative reasoning courses, such as Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.) that articulate to the California State University (CSU). 2. Develop or expand the use of student high school performance for placement beyond the entry level transfer-level course in mathematics. 3. Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent, and more equitable pass rates across sections of the same transfer-level course. 4. Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype-threat. 5. Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc. 6. Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.

<p>Year 3 (2024-25)</p>	<p>QUANTITATIVE Increase success of Hispanic/Latin(x/a/o), Black/African American, Pacific Islander, American Indian/Alaskan Native, LGBTQ Plus, male, and first-generation students in transfer-level math and English by 2% annually to address disproportionate impact metrics, based on the formula.</p> <p>STRATEGIES Faculty: Increase in Math and English faculty attending professional development workshops that address best practices to address equity gaps in the classroom.</p>
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STRUCTURAL EVALUATION

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population?

There are noticeable gaps in success rates by ethnicity and by gender. For those who failed their initial enrollment, Hispanic/Latin(x/a/o), First-Generation, and LGBTQ+ students were less likely to attempt a second time, whereas populations with higher success rates were more likely to make a second attempt and pass. This data would suggest that even with early intervention in the classroom, we are not successfully following up with populations who experience lower success rates. We need to develop systems that not only focus on success in the first attempt, but also a way to contact students who are not successful and connect them with the appropriate campus services.

The College has implemented policies and practices based on AB705, but have not fully addressed how to help students who have significant challenges in successfully completing transfer-level math in one semester. There are specific equity-identified students who did not receive sufficient math instruction during their K-12 years including incarcerated or formerly incarcerated students, students with learning challenges, math averse, re-entry and some LGBTQ+ students. It is challenging to implement specific interventions with all disproportionately impacted student groups due to confidentiality/protective and safety concerns related to students’ identity. Nevertheless, specialized interventions for Hispanic/Latinx, Black/African American, LGBTQ+, Pacific Islander, American Indian/Alaskan Native, males, and first generation students need specialized attention and faculty training.

Continued professional development is critical in order to improve the instructional and support processes for disproportionately impacted students in order to pass transfer-level English and math, especially in their first year or enrollment.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

With AB705, we went from college placement using high stakes testing to student self-placement to direct placement in college level coursework. Implementing AB 705 and then experiencing a campus shutdown due to the pandemic complicated the ability to be more responsive to students in implementing this new process. We need to further determine how to improve our placement process so that students can receive critical assistance in passing classes. Specialized assistance is not mandated. The challenge is to better oversee DI students' enrollment and progress in transfer-level English and math. Studying specific enrollment/pass rates in transfer level English and math by student DI groups is critical to shaping interventions.

Utilizing cohort systems, our campus can implement the actions laid out in the plan outlined in the Targeted Outcomes for years one and two. We should also develop professional development activities or leverage existing professional development opportunities that assist faculty in addressing equity gaps in their curriculum. A one-size-fits all approach will not close these gaps, so we need targeted methods to address unique student populations. Additional faculty professional development to equitize instructional pedagogy, implementation of interventions such as a summer math refresher program for incoming students, including expanding the Summer Bridge Program would facilitate a shift to more equitable outcomes.

PLANNING & ACTION

ACTION STEPS

Ideal practices focus on developing and implementing specific interventions:

Implement listening sessions and focus groups to better understand the impact to students as well as faculty.

Learn about strategies that students and faculty have employed that are working.

Learn more about specific interventions that have proven successful in increasing success rates

Develop and spotlight faculty best practices who are improving successful outcomes for identified student equity groups.

Provide funding support for efforts to create more ideal practices.

Further support advertisement of tutoring centers across campus (e.g., the Writing Center) to ensure students are aware of and are taking advantage of said resources.

Work with the current Pride Center Coordinator to determine best practices for collecting more accurate data on LGBTQ+ populations that does not impact their privacy and safety but allows us to serve their specific needs in terms of successful math and English completion rates.

Encourage math and science faculty/departments to collaborate when specific science courses have math curriculum. Collaborate to improve student outcomes in both disciplines.

METRIC: RETENTION FROM PRIMARY TERM TO SECONDARY TERM

POPULATION EXPERIENCING THE MOST SIGNIFICANT DISPROPORTIONATE IMPACT:

Black/African American, Hispanic/Latinx, First-Generation, First-Generation Male

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	<p>QUANTITATIVE Utilizing the disproportionate impact metrics, annual increases are: Retention rates for Aspire/Umoja: Black/African American students who participate in equity-based support programs will increase by 2% Retention rates for Black/African American, Hispanic/Latinx, first generation students participating in the Bridge Program will have a 5% higher retention rate than a comparison of first time, recent high and first generation male students not participating in the Bridge Program. Hispanic/Latinx students who participate in El Centro will have a 5% retention rate higher than the same population that does not participate in El Centro. Black/African American, Hispanic/Latinx, First-Generation, and First-Generation Male students who participate in multiple counseling appointments (2 or more) will have Fall to Spring retention rates that are 5% higher than similar students who do not use Counseling at the same rate in the same time period.</p> <p>STRATEGIES Minority Male Initiative: Will target specific activities to increase retention of BIPOC students. Staff make contact with students one on one. MMI Mondays check-ins with students. Series of ongoing events and interactions Early Alert System: Upon receipt of faculty referral, Student Services professionals who will connect Black/African American, Hispanic/Latinx, First-Generation, and First-Generation Male among other DI students to Counseling and/or tutoring services. Faculty will receive an acknowledgement message following the initiation of the alert. We are working on a mechanism to provide faculty with information on their students' follow-through or lack thereof.</p>

	<p>The Equity Center will continue to offer workshops, events, and activities that are created purposely to support Black/African American students and first-generation students, both male and female, in addition to other DI student populations. Additionally, the Equity Center will staff social workers, academic counselors, educational advisors, and tutors to further support term-to-term retention.</p> <p>Increase promotion of Knowledge is Power Learning Communities (KPLC) that partner with Black/African American students, Hispanic/Latinx students, and Asian American/Pacific Islander students, El Centro, and Arise; develop additional Learning Communities around other programs such as ACCESS, EOPS, and REACH.</p>
<p>Year 2 (2023-24)</p>	<p>QUANTITATIVE</p> <p>Utilizing the disproportionate impact metrics, annual increases are:</p> <p>Aspire/Umoja: Black/African American students who participate will be retained from Fall to Spring at a 5% higher rate than non-participating Black/African students</p> <p>Bridge Program: First-Generation students and First-Generation Male students who participate in the Summer Bridge Program will have a 5% higher retention rate than same population that does not participate in Summer Bridge (first time, recent high school graduates, district high schools)</p> <p>El Centro: Hispanic/Latinx students who participate in El Centro will have a 5% retention rate higher than the same population that does not participate in El Centro.</p> <p>Black/African American, Hispanic/Latinx, First-Generation, and First-Generation Male students that participate in multiple counseling appointments (2 or more) will have Fall to Spring retention rates that are 5% higher than similar students who do not use Counseling at the same rate in the same time period.</p> <p>STRATEGIES</p> <p>Develop a “second” tier pathway of Learning Communities, for example, English 1C and Spanish Literature, that offer higher level transferable classes, giving Black/African American, Hispanic/Latinx, First-Generation, First-Generation Male students an incentive/” buy in” for furthering their education through LCs.</p> <p>Foster additional interdisciplinary faculty professional development cohorts with DEISA focuses, such as the Equity-Minded Curriculum Convening (EMCC) workgroup, Community of Collaboration, and Academic Literacy for Equity to help mitigate Imposter Phenomenon and affirm a sense of student belonging, especially among Black/African American, Hispanic/Latinx, First Generation, and First-Generation Male students.</p> <p>Continue to survey and gather student voices/input in order to acknowledge and establish the programs and resources that</p>

	<p>Black/African American, Hispanic/Latinx, First Generation, and First-Generation Male students need on campus. Establish a Womxn center/program/space on campus to support students who identify as female so that these students feel a sense of belonging and support.</p> <p>Develop a “First Year” Student Mentor Program so that students not attached to an equity program can still receive advice, guidance, and help from a "senior” student during their first two critical semesters.</p>
<p>Year 3 (2024-25)</p>	<p>QUANTITATIVE Utilizing the disproportionate impact metrics, annual increases are:</p> <p>Hispanic/Latinx students: will see an increase in Fall to Spring retention rates by 5 additional percentage points. Aspire/Umoja students: will see an increase in Fall to Spring retention rates by 5 additional percentage points. First Generation/First-Generation Male students: will see an increase in Fall to Spring retention rates by 5 additional percentage points. Minority Male Initiative: male students participating will see an increase in Fall to Spring retention rates of 5 additional percentage points.</p>

STRUCTURAL EVALUATION

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population?

The Guided Pathways framework exists to help retain students and keep them focused through their educational journeys at Mt. SAC, as well as their future career paths; however, for GPS to be implemented effectively for success amongst First-Generation, Latinx, and Black/African American students, its institutionalization should be more visible, accessible, and understandable. Further, GPS work can be more DEISA focused, to correlate with the mission statement of the college. While making every effort to support Latinx and Black/African American students, we realize some barriers take time to restructure. Although Mt. SAC is an HSI and has shown successful Latinx student outcomes, a dedicated space for this population has not been previously offered. The same holds true for our Black/African American students; our campus culture has been impeded by not offering safe spaces for these populations to inhabit, so that they feel they belong. The Center for Black Culture and Student Success, combined with the Umoja Aspire program, both of which support Black/African American students are now in a dedicated space in the library. The new building for the Hispanic/Latinx El Centro location is under construction and will be occupied beginning with the summer of 2023.

Many students who struggle in the classroom with comprehension, with a relationship with their professors, or other concerns are not aware of college services, procedures, and where to go for assistance.

The reinstating of academic/progress probation, and the re-structuring of the EW process, and the continued limitation on course repetition, necessitates much greater care and oversight of the impact on disproportionately impacted students. Lack of immediate, personalized interventions for students with potential retention/success concerns impedes the college's ability to both monitor and address disproportionate rates of success.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

While they are in college, Black/African American, Hispanic/Latinx, First Generation, and First-Generation Male students need financial support, stable nutrition, housing, transportation, and employment that most students in the university system have access to (jobs that work with their schedule, housing that they can count on that is safe and provides a strong learning environment, etc.). A shift in viewing student resources as a "disadvantage" or a "stigma" to disproportionately impacted students would help the college culture to shift its equitable outcomes. Additionally, through SEAP, the college has collected and analyzed data and research based on student responses and reactions to various campus spaces or lack thereof; this is a shift in process that the college intends to continue. For example, in establishing an El Centro building to service Latinx students the process of soliciting student suggestions was actualized. Similarly, although our Black/African American enrollment numbers may be low, the college has established a Center for Black Culture and Student Success with the intention of recruiting and growing our Black student population, which is helping the college to practice and implement equity within Student Services.

An ongoing effort to measure success rates by specific disproportionately impacted student groups would enable the college to more accurately address lack of progress.

PLANNING & ACTION

ACTION STEPS

We need to continue surveying students to incorporate their ideas regarding necessary programs, skills, materials, spaces, and more to validate their presence on campus and to show that their voices are being heard and actualized. Developing specific, targeted interventions with disproportionately impacted students, especially Latinx, Black, Pacific Islander, American Indian/Alaskan Native and LGBTQ. The creation of El Centro with a new, dedicated building and the establishment of the Center for Black Student Success with dedicated space and staffing will enable the college to more specifically address lack of success rates for Latinx and Black students. Additional support programs to service other minority student populations, such as the First Peoples Native Center, have also been established. Programs and spaces like these provide dedicated support and allow students to feel safe and welcomed within their group identities.

Additionally, campus-wide, we need to commit to the dissemination of the DEI focused mission through development, participation, and implementation of more DEI learning opportunities.

Develop a “second” tier pathway of Learning Communities, for example, English 1C and Spanish Literature, that offer higher level transferable classes, giving Black/African American, Hispanic/Latinx, First-Generation, First-Generation Male students an incentive/” buy in” for furthering their education through LCs.

Foster additional interdisciplinary faculty professional development cohorts with DEISA focuses, such as the Equity-Minded Curriculum Convening (EMCC) workgroup, Community of Collaboration, and Academic Literacy for Equity to help mitigate Imposter Phenomenon and affirm a sense of student belonging, especially among Black/African American, Hispanic/Latinx, First-Generation, and First-Generation Male students. Continue to survey and gather student voices/input in order to acknowledge and establish the programs and resources that Black/African American, Hispanic/Latinx, First-Generation, and First-Generation Male students need on campus.

Establish a Womxn center/program/space on campus to support students who identify as female so that these students feel a sense of belonging and support.

Develop a “First Year” Student Mentor Program so that students not attached to an equity program can still receive advice, guidance, and help from a “senior” student during their first two critical semesters.

METRIC: COMPLETION

POPULATION EXPERIENCING THE MOST SIGNIFICANT DISPROPORTIONATE IMPACT:

Hispanic/Latinx, First Generation, Male, Black African American male

AREAS OF COMPLETION

- Adult Ed/Noncredit Completion:
- Certificate Completion
- Degree Completion

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	<p>QUALITATIVE The college will develop/implement a racial climate survey to be administered during the 2023-2024 academic year. The college will develop data collection methods on reasons students drop courses and use the data to develop more specific interventions, especially for Hispanic/Latinx, Black/African American, first generation males.</p> <p>QUANTITATIVE Based on formula The disproportionate impact gap for Black/African American students will close by 10% The disproportionate impact gap for Hispanic/Latinx students will close by 5% The disproportionate impact gap for First-Generation students will close by 10%</p>

<p>Year 2 (2023-24)</p>	<p>QUALITATIVE The college will administer the racial climate survey during the 2023-2024 academic year. The college will implement data collection on reasons students drop courses.</p> <p>QUANTITATIVE Based on formula The disproportionate impact gap for Black/African American students will close by an additional 50% The disproportionate impact gap for Hispanic/Latinx students will close by an additional 10% The disproportionate impact gap for First-Generation students will close by an additional 10%</p>
<p>Year 3 (2024-25)</p>	<p>QUALITATIVE The college will analyze the results of the racial climate survey and distribute the results widely to the campus and to community partners, with specific discussion taking place in committees/councils working directly on student equity. The college will analyze the results of non-completion data and distribute the results widely to the campus and to community partners, with specific discussion taking place in committees/councils working directly on student equity.</p> <p>QUANTITATIVE Based on formula, The disproportionate impact gap for Black/African American , Hispanic/Latinx students will close by an additional 25% The disproportionate impact gap for First-Generation students will close by an additional 50%</p>

STRUCTURAL EVALUATION

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population?

Black/African American: The Center for Black Culture and Student Success is formally in its first year of operation. However, it is not expected that The Center will address/reverse disproportionality for all Black/African Americans as this is an institutional responsibility.

Analyzing students' access to other support programs on campus, like Honors, and other cohort-based learning groups (health occupations, CTE) will be analyzed to determine equitable access.

Assessment also indicates that Black/African American students lack a sense of belonging on campus. One specific example from the USC Race and Equity Center survey conducted Fall 2021 found that in classes taught by Caucasian/White professors, only 30.9% of Black/African American students felt that they “mostly matter” or “strongly matter,” whereas in courses taught by professors of color the rate jumps to 67.6%. Interestingly, when asked the same question Caucasian/White students reported feeling that they “mostly matter” or “strongly matter” in courses taught by Caucasian/White professors and by professors of color at an identical rate of 71.1%. This data demonstrates the need to hire more faculty of color across all disciplines.

Hispanic/Latinx: El Centro is also a relatively new program. Noncredit Latinx students are disproportionately impacted in basic skills, ESL, high school programs, and vocational programs. This impact is felt mostly in online courses. Enhancing structural support for online classes is critical.

First-Generation: Although Bridge and Promise Plus focus on entering, new students, capacity limitations affect their ability to serve all new students. To participate in EOPS, students must be full-time to participate, which leads to exclusion of students that possibly would benefit the most from the program.

With regard to racial climate as a whole, a racial climate survey was conducted by the USC Race and Equity Center (referenced above) on students in 2021, but this type of assessment is not conducted on a regular basis. In order to measure qualitative outcomes, this type of survey should be conducted on a regular basis.

Lastly, while there is quite a bit of quantitative data related to completion, there is a lack of qualitative data related to non-completion (i.e., why students did not complete).

STRUCTURE EVALUATION: IDEAL STRUCTURE

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

The institution will invest in resources to support the creation of processes that promote success for the specific populations listed above.

The college should be more intentional about collecting qualitative data related to the racial climate of the campus and determining effective practices at improving the climate.

Currently, the college lacks the ability to easily collect data when students drop courses. Data collection that utilizes a drop down or fill-in question (“What is your reason for dropping?”) can quickly be answered by students at the time they withdraw would be helpful in collecting this qualitative data. This information would give greater insight as to why students do not complete and would allow the college to be more intentional in terms of how to close equity gaps.

METRIC: TRANSFER

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic/Latinx, First Generation, Perkins-Economically Disadvantaged, Foster Youth

Additional populations: African American/Black, Pacific Islander, American Indian/Alaskan Native

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	Using the disproportionate impact formula, Increase number of transfers for Hispanic/Latinx students by 5% from prior year Increase number of transfers for First-Generation students by 5% from prior year Increase number of transfers for Perkins-Economically Disadvantaged students by 1% from prior year Increase number of transfers for Foster Youth students by 3% from prior year Increase number of transfers for Black/African American students by 3% from prior year Increase number of transfers for American Indian/Alaskan Native students by 3% from prior year
Year 2 (2023-24)	Using the disproportionate impact formula, Increase number of transfers for Hispanic/Latinx students by additional 5% from prior year Increase number of transfers for First-Generation students by additional 5% from prior year Increase number of transfers for Perkins-Economically Disadvantaged students by additional 2% from prior year Increase number of transfers for Foster Youth students by additional 2% from prior year

	<p>Increase number of transfers for Black/African American students by additional 2% from prior year</p> <p>Increase number of transfers for American Indian/Alaskan Native students by additional 2% from prior year</p>
Year 3 (2024-25)	<p>Using the disproportionate impact formula,</p> <p>Increase number of transfers for Hispanic/Latinx students by additional 5% from prior year</p> <p>Increase number of transfers for First-Generation students by additional 6% from prior year</p> <p>Increase number of transfers for Perkins-Economically Disadvantaged students by additional 3% from prior year</p> <p>Increase number of transfers for Foster Youth students by additional 2% from prior year</p> <p>Increase number of transfers for Black/African American students by additional 2% from prior year</p> <p>Increase number of transfers for American Indian/Alaskan Native students by additional 2% from prior year</p>

STRUCTURAL EVALUATION

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population?

Currently, Mt. SAC offers over 80 Associate’s degrees (AA/AS) and 25 Associate’s degrees for Transfer (ADT). Students choose their program of study and utilize technology such as Degree Works, College websites, and services such counseling/advising and the Transfer Center to assist them in reaching their academic and career goals. Guided Pathways and SEAP funding has been leveraged to improve transfer success through the investment in events such as Championing Transfer Success for Mt. SAC Students (included book and professional speaker regarding equity in transfer) and Counseling Day, and Transfer Con (promoting services to students, faculty, and staff) along with increased investment in online presence and resources. For example, an ADT specific website that included students interviews with students and faculty on career and transfer education along with other resources was created. The ADT interview series also became a college podcast series with thousands of listens. Within websites, stronger links across programs and websites for a more cohesive experience were created. College committees worked together to improve business processes and policies such as a revision to academic renewal (improves student GPA without course repetition which directly helps students compete for transfer opportunities) and

auto-award of degrees and certificates. This investment has dramatically increased our transfer rates. For example, for fall 2021, we ranked 2ns in state for Hispanic/Latinx students in applications, admissions, and enrollment to CSU. Our work and investment needs to continue. We have had staff and management turnover in the Transfer Center. Due to COVID closures, have limited and closed transfer tours and events. Despite work on our web presence, we have disconnect between our College catalog, programs, and resources that would support transfer. It can be difficult for students to understand pathways to transfer in programs that do not lead to an ADT. Our Guided Pathways work to clarify and get students on path early needs to continue with specific focus on students we have identified in this report who are facing the highest challenges in transfer. Students who do not have the educational capital to navigate complicated pathways are at a disadvantage.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

To increase transfer rates for Hispanic/Latinx, First Generation, Perkins-Economically Disadvantaged, Foster Youth, African American/Black, Pacific Islander, American Indian/Alaskan Native Hispanic/Latinx, First-Generation, Perkins Economically Disadvantaged, and Foster Youth students, the College will make improvements in several areas. Strategies include: emphasizing major and career awareness and targeting students who are undecided and sharing data related to underrepresented students, majors, employment, and earnings, and providing more resources for students to help them move from undecided to decided. Building stronger transfer pathways and increasing the number of ADTs for programs that require advanced degrees for career and/or graduate school (Biology, Chemistry, Computer Science, Engineering, Foreign Languages). Increasing ADTs continue to be a key strategy in increasing transfer, retention, 2-and-4-year graduation rates, and closing equity gaps to California State Universities. Other strategies include: eliminating the knowledge gap around ADTs and other transfer pathways, increasing enrollment in transfer preparation classes, and increasing Transfer Center workshops for first-year college students. Additional strategies include: providing extensive Financial Literacy to better understand the cost of 4-year universities and balancing costs of college attendance; increasing transfer activities on campus and 4-year University Tours to provide students opportunities to demystify imposter syndrome and sense of belonging; specific workshops for equity groups such as former foster youth students to learn about financial aid, residential life, admissions, programs, and careers. Improve a transfer affirming culture on campus by tapping into students' transfer capital and utilizing culturally relevant curriculum in the classroom (i.e., textbooks, assignments, literature) that is reflective of the student's identity to increase knowledge, background, pride, and values that is multicultural, not Euro-centric. As a campus, it focuses on programs and activities for first-generation students to provide a sense of belonging, presence, and celebrating the achievement of first-generation college students.

PLANNING & ACTION

ACTION STEPS

Currently, we have several campuswide committees dedicated to improving various areas of student success including transfer. For example, the Mapping & Catalog Committee is charged with utilizing the Guided Pathways framework related to clarifying and entering the path. This committee will be presented with our SEAP goals related to increasing rates of transfer and will be able to help the College realize these goals by leveraging funding and providing support. As a College, we will increase collaboration between the Transfer Center and the Student Equity Committee, as well as equity programs so that experts are working together to improve transfer outcomes for Hispanic/Latinx, First Generation, Perkins-Economically Disadvantaged, Foster Youth, African American/Black, Pacific Islander, American Indian/Alaskan Native students. We will recommend adding our Transfer Center Director (once hired) to the Student Equity Committee to increase collaborative efforts regarding transfer for disproportionately impacted students. The Retention and Persistence Committee is charged with utilizing the Guided Pathways framework related to staying on path and ensuring that they are learning. This committee shares and interprets various literature, expert guest speakers, and research to utilize data make recommendations on the planning and coordination of programs, services, and interventions which support student retention, persistence, academic success, and well-being throughout their Mt. SAC education. Increase offerings of Undecided Workshops with follow up. Encourage faculty to embed career information offered in classrooms and share their personal journey. Financial Aid and Money Management Center Collaboration – when students can manage their money, they will be more likely to see that they can afford college and may not have to work. Partnerships with programs such as Cal Poly Pomona's Transfer Advantage Program (TAP) have allowed for more trainings for staff to better assist students with California State University transfer applications.

STUDENT SUPPORT INTEGRATION SURVEY

GUIDED PATHWAYS

[Alignment](#)

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience. Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals.

College leadership through the Academic Senate worked to recreate the shared governance and committee structure to align various college and statewide goals. In that new structure, all efforts across campus prioritized utilizing Guided Pathways framework to improve success for students and reduce equity gaps. We also prioritized sustainability both in reference to the environment but also in providing resources for students that we as a college can sustain. Embedding these efforts required that all projects and activities within the purview of that committees articulate how they address Guided Pathways and/or equity efforts. Our Academic Senate and Instruction Office appoint Guided Pathways faculty leadership (two faculty coordinators, one in counseling and the other from instruction along with a mapping coordinator) to ensure that we are making progress in our efforts. These appointments along with our shared governance structure helps us with communication and is designed to reduce duplication of efforts by other constituent groups. We are a large campus so clear lines of communication and cross-pollination across grants has helped us in this work. In order to gather information about our work, to provide the best insight in our progress, and to best identify next steps and gaps, the Guided Pathways team rewrote the Scale of Adoption Assessment (SOAA) as a survey with definitions and sent it campuswide to both help the campus better understand efforts, to gather information collectively, and offer opportunities to contribute to the conversation on how various efforts, programs, and activities support equity through the Guided Pathways lens. Once the report is complete, it is shared campus-wide as an education and planning tool.

FINANCIAL AID

FAFSA PARTICIPATION

Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

1. Increase staff support for Financial Aid Inreach/Outreach efforts. Target services to students who have incomplete FAFSA applications or have yet to apply for FAFSA.
2. Expand evening hours of service to directly assist students in completing FAFSA.
3. Collaborate with special programs and equity services to assist and guide students who have not completed FAFSA. Assign Financial Aid Liaisons to special programs and conduct workshops for student groups such as athletes, Pride, Foster Youth, Umoja, El Centro, ACCESS (DSPS), Rising Scholars.

PELL GRANT PARTICIPATION

Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

1. Work with students who have only completed the CCPG fee waiver to assist them in completing the FAFSA and/or pending tasks, such as verification, SAP Appeal for Pell Grant eligibility.
2. Improve technological efficiency to assist students in submitting documents for verification (e.g. ProVerify implementation)
3. Students completing emergency assistance applications are assisted in completing FAFSA to qualify for Pell grants and CalFRESH and Medi-Cal applications.

ADDITIONAL AID FOR STUDENTS

The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

Yes

No

DESCRIPTION OF ADDITIONAL AID

Student Services Emergency Grants (funded through fund raising efforts and contributions from individuals and groups)

Associated Students Book Grant Program

Student Equity Book Loan Program

State Block Grant funds will also be used for direct aid to students

SEAP funds have been used to provide support such as food pantry, school supplies, meal cards, gas cards

BASIC NEEDS

The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

BASIC NEEDS CENTER

Has your college established a Basic Needs Center and designated a staff person as a coordinator?

Yes

No

BASIC NEEDS CENTER SERVICES

Regular Food Pantry services are provided – students have access to the food pantry a minimum of 6 times a month and are able to visit the food pantry twice a month. Food, transportation, personal care & hygiene vouchers redeemable at local grocery stores, retailers and online providers are made available to students in need through a comprehensive case management approach that includes trained peer to peer student navigators and professional social workers. CalFresh application assistance provided on ongoing basis. Emergency housing navigation assistance provided through partnership with Jovenes Inc. (housing case management agency); through lodging vouchers; collaboration with other community-based organizations and through the Los Angeles Homeless Services Authority sponsored Campus Peer Navigator Program led by Sycamores, A Better Life. Partnership with non-profit organizations and foundations provide food, clothing, direct aid to students (Tzu Chi Foundation; Leah's Pantry; LA Food Bank). Partnership with Grocery Outlet to contribute funds to Basic Needs Center. Ongoing individual and group contributions made to college Foundation to help provide direct aid. The Basic Needs Center has a full-time Director, a full-time Coordinator, a full-time Student Services Program Specialist II, and hourly support staff and a dedicated physical location.

PARTICIPATION

How do you plan on increasing participation in your college's Basic Needs Center?

Program staff are working with student support programs on campus to find ways to connect with students in need. Faculty and other program offices can make direct referrals for assistance. Working with Research and IT to determine other ways to identify students most in need. Conducting surveys of students to determine what supports they are in need of and how best to

provide assistance. Snack Stations are set up in key locations (programs frequented by low-income students, including EOPS/CARE, Equity Center, Basic Needs Resources Center and Pride Center) to provide immediate nutritional support as well as to enable students to learn about resources available. Conducted a training during Faculty Flex about nutritional support and basic needs services available and how students can best refer students. Continuously hosts basic needs trainings to staff and faculty via departmental meetings (English Dept. Counseling Dept., noncredit Counseling team), campus committees (Basic Needs Committee, Faculty Advisory Board for Academic Senate) and student services leadership meetings.

FOOD PANTRY

The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs to receive SEA program funds. Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

The college has established a physical location with full refrigeration and storage, similar to a convenience store. During hours of operation, students are able to shop in a confidential and dignified way to access food and hygiene supplies, they desire. The food pantry is supported by state's basic needs allocation and through external partnerships with community-based agencies, retail businesses, and monetary donations through non-profits and the Mt. SAC Foundation. SEA Program funds are used to provide food vouchers (retail grocery stores and stores with grocery items) for students. Special meals are provided to students, especially at the holidays and during summer months.

ZERO-TEXTBOOK COST

ZERO-TEXTBOOK COST PROGRAM

The 2021-22 Budget Act provided \$115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

The campus has a multi-pronged approach for establishing and sustaining zero textbook-cost (ZTC) degree and certificate programs. Studies show that ZTC Programs positively impact equity groups across the board. The primary departments/groups working on campuswide ZTC efforts are the Library, Faculty Center for Learning Technology (FCLT), and the Textbook and Instructional Materials Committee (TIMC). The current focus areas are faculty support, campus awareness, and infrastructure.

The Library Initiative for Equitable and Affordable Learning (LIEAL) works in collaboration with the (FCLT) to support faculty's transition to zero-cost materials. LIEAL and FCLT provides professional development for faculty on topics related to zero-cost programs including open educational resources (OER), instructional design, and copyright. There are also plans to utilize the Open for Antiracism (OFAR) curriculum to teach how to use OER to make classes more inclusive. In the 2022-2023 academic year, LIEAL and FCLT are leading the campus through a successful application to the OpenStax Institutional Partner Program to strengthen the campus' strategic plan for supporting zero-cost and low-cost learning materials. LIEAL works with the Professional and Organizational Development (POD) to provide monetary incentives to faculty for additional work related to adopting zero-cost materials.

For campus awareness, the main ways for disseminating information about zero cost textbooks has been through Academic Senate and Associated Students. TIMC and LIEAL are jointly working toward bringing awareness to students about (ZTC) classes. In the upcoming years, marketing and outreach will be an area of growth.

In compliance with AB 1359, the campus marks all ZTC classes in the online schedule of classes. TIMC recently updated the Recommendations for Adoption of Required Instructional Materials, which included cost as a consideration. The recommendations were adopted by Academic Senate. FCLT and the Library & Learning Resources Division office are working toward creating a sustainable structure for online zero-cost programs. TIMC is working with the Instruction Office, Bookstore and IT to create a uniform process for marking classes as zero-cost. FCLT will be analyzing the courses that are already marked as ZTC to see where there is alignment to possible degree or certificate paths.

LGBTQ+

LGBTQ+ SUPPORT

In 2011, Assembly Bill 620 amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, California Education Code Section 66271.2 also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated \$10 million in one-time funding to support LGBTQ+ students. Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

The campus has a Pride Center housed under the Instructional Division. A faculty coordinator is the main point person for the Pride Center. Hourly support and a discretionary budget are provided through the college (SEAP funding). The center is currently hiring more support staff including a full-time classified employee. The program could benefit from full-time mental health practitioners. A licensed mental health clinician from Student Health Services currently provides support a half-day each week and is also available for as-needed mental health support. In addition, the program could benefit from embedded academic counselors. The Pride Center also needs assistance from the Institutional Research Office to support the collection of student data in a discreet manner to avoid the outing of students and their identities. More partnerships between the Instructional and Student Services divisions would help students access resources and find community. Funding for out-of-classroom educational experiences can also benefit the students of this program and to increase student enrollment in this program.

MENTAL HEALTH

MENTAL HEALTH-RELATED PROGRAMS

The 2021-22 Budget Act included ongoing funding of \$30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

With the new state categorical allocations for Student Mental Health, more needed clinical counseling support is being provided to students. Two additional full-time licensed mental health clinicians have recently been hired to provide brief psychotherapy and a range of other mental health support services to students. There are plans to hire a third full-time clinician. To meet the need for mental health support that changes throughout the academic year and is greatest during Fall and Spring Sessions, hourly licensed clinicians have been hired to meet the needs of students. In addition to providing brief psychotherapy, all clinicians will provide much-needed crisis intervention and the college will continue offering an after-hours mental health crisis support program that allows a student to speak with a live mental health counselor and receive support

during nights, weekends, and holidays. The service delivery structure includes regularly embedded clinicians in multiple campus programs where underserved or hard to reach students can receive support on a drop-in basis, including Umoja Aspire, Pride Center, Minority Male Initiative, and licensed clinical social workers (LCSWs) in Dream Program, Umoja, El Centro, and Arise Program to reach diverse students who traditionally have not previously accessed mental health support. The clinical social workers who are currently in place, as well as additional ones who will be hired, are pivotal in providing the level of comprehensive “wrap-around” services and supports many of our students with complex needs. Because outreach and engagement is crucial to mental health service delivery, "The Therapist Is In" booth will continue to operate as a resource to students and is situated in key, high pedestrian traffic locations on campus. The outreach booth provides a concrete way to connect with hard-to-reach students or students who are uncomfortable seeking mental health support within the traditional framework of a health clinic, sometimes thought to be a sterile environment. An additional avenue of engaging hard to reach students will continue to be employed, which includes mental health tool distributions, ranging from the successful distribution this past year of small, stress-relieving teddy bears to the distribution of more traditional mental health tools, including writing journals, books with positive affirmations, and stress balls. Finally, the mental health needs of students will continue to be met by health fairs that focus on hand-on mental health exercises and coping tools, ranging from the use of therapy dogs to rock painting and DIY stress balls.

GENERAL ACCESSIBILITY

ACCESSIBILITY

Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

The college has a wide-ranging approach to providing accessibility, with a focus on universal design. All websites are screened for accessibility; captioning is required for all videos shown in classes; and interpreters are provided for all special events where Deaf or hard-of-hearing individuals or employees are present. Facilities has a required review of all construction projects, paths of travel, and signage to ensure universal design, compliance, and physical accessibility. Universal Design is taught and encouraged for all instruction, support services, and facilities. Facilities is currently engaging in a Signage and Wayfinding project and has included individuals with disabilities as part of the work group. In addition, Facilities recently completed a Request for Bid process to hire a firm that specializes in accessibility and universal design to provide consultation and expertise on college construction projects. Finally, a multi-disciplinary team from DSPS, IT, Distance Education, and Event Services is participating in a Leading from the Middle project to improve integration and coordination of technology accessibility across campus. The college recently revised their Mission, Vision, and Core Values to include accessibility/universal design as a new core value.

INSTITUTIONAL PLANNING

ONGOING ENGAGEMENT

Please describe any efforts you will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

The Board of Trustees receives regular reports, updates, and agenda action items related to the implementation of student equity, inclusive instruction, and student success. The Board reviews the Student Equity Plan before voting to approve. Special Board Study Sessions and Board Presentations review student equity data and outcomes, especially those related to the full implementation of AB 705. Gap analyses and recommendations for improvement are advised by the Board in concert with the shared governance process. Regular updates about progress on Student Equity will continue to be provided to the Board. Trustees are presenting at statewide and national conferences on student equity data and successful interventions implemented at the college.

INTEGRATED BUDGETING

Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

Intentional efforts to review all funding sources and programmatic regulations are conducted on an ongoing basis to maximize SEA Program funding. For example, a combination of unrestricted general fund, SEA Program funds, and other one-time and ongoing categorical funding are used to provide extensive tutoring and academic support, counseling services, assistance in applying for financial aid resources, direct resources to students – loaner laptops, mi-fi access, evening and weekend support services, extended library hours, support for emergency assistance. SEA Program funds are supplemented through other categorical funding and the college's unrestricted general fund. The UGF has supported transitioning key positions from SEA Program funding to the college to better maximize SEA Program resources.

STUDENT VOICE

Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

All key governance committees, including the Student Preparation and Equity Achievement Council (SPEAC) that had the responsibility for drafting the 2022-2025 Student Equity Plan and the Student Equity Committee have student representatives as voting members. The Board of Trustees includes a student trustee who can make motions and vote. Student ambassadors and peer mentors serve as conduits to provide input from students to college staff related to needs and concerns.

Students regularly participate in college-wide training and presentations, sharing their experiences, concerns, and recommendations. For example, male students of color expressed a need to reach out to other male students of color on campus. Their suggestions and input led to the development of Minority Male Student Ambassadors, a highly successful program. A group of Latinx students organized a student-led conference focused on the college's HSI status and obligations. Associated Students present reports and recommendations to the Board of Trustees at their monthly meetings. Focus groups held by Student Services and Research have provided valuable insights and direction related to addressing students' concerns, equity issues, and recommended changes. For example, upon student demand, the college has now established an Ethnic Studies Department with full time faculty. At every faculty and campus-wide training/planning meeting, the student voice is represented both through participation but principally by serving on a panel to share their thoughts, concerns and recommendations about improving the manner in which they receive instruction and student support services. This has proven very instrumental in enabling faculty to better understand the needs of our students and to increase ways to have more meaningful interactions with their students.

Regular and focused communication and follow up with students about engagement on campus, about completion of goals, and tracking their progress are ongoing through a campus-wide workgroup utilizing an external tool Navigate by EAB. Additionally, the Completion Center collaborates with Admissions and Counseling to make direct contact with students to inform them of their progress to goal completion. This direct follow-up had proved very successful. However, with such a large campus, and with so many teaching faculty (full time and adjunct), immediate and detailed follow up and communication continues to be a challenge.