Mt. San Jacinto College

Student Equity Plan 2015-2018

January 21, 2016

MSJC

MT. SAN JACINTO COLLEGE

Table of Contents

Signature Page.....4

Executive Summary.....7

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

Planning Committee and Collaboration.....20

Access.....24

Campus-Based Research

Overview
Indicator Definitions and Data
Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

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

Course Completion.....30

Campus-Based Research

Overview
Indicator Definitions and Data
Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

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

ESL and Basic Skills Completion.....42

Campus-Based Research

Overview
Indicator Definitions and Data
Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

ESL and Basic Skills Completion Baseline Data and Goals
Activities to Improve ESL and Basic Skills Completion for Target Student Groups
Expected Outcomes for Target Student Groups

Degree and Certificate Completion **56**

Campus-Based Research

Overview
Indicator Definitions and Data
Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

Degree and Certificate Completion Baseline Data and Goals
Activities to Improve Degree and Certificate Completion for Target Student Groups
Expected Outcomes for Target Student Groups

Transfer **62**

Campus-Based Research

Overview
Indicator Definitions and Data
Conclusions: Disproportionately Impacted Student Groups

Goals, Activities, Funding and Evaluation

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

Other College- or District-wide Initiatives Affecting Several Indicators **68**

Goals, Activities, Funding and Evaluation

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

Summary Budget **75**

Summary Budget spreadsheet

Summary Evaluation Plan **79**

Attachments **83**

Signature Page

Mt. San Jacinto College
Student Equity Plan Signature Page

District: Mt. San Jacinto College **Board of Trustees Approval Date:** 12/18/2015

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

[Signature] rschultz@msjc.edu

[Roger Schultz, Superintendent/President] Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

[Signature] belam@msjc.edu

[Becky Elam, Vice President, Business Services] Email

I certify that Student Services was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature] bvincent@msjc.edu

[Bill Vincent, Vice President Student Services] Email

I certify that Instructional Services was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature] bmoore@msjc.edu

[Brandon Moore, Int. Vice President, Instruction] Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature] schapin@msjc.edu

[Stacey Sear-Chapin, Academic Senate President] Email

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature] emascaro@msjc.edu

[Elizabeth Mascaro, Classified Senate President] Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[Genesis Iniguez, Student Government Association President	SGAPres@msjc.edu Email	
[Pamela Wright, Student Equity Director]	pwright@msjc.edu Email	951-639-5766 Phone

Executive Summary

EXECUTIVE SUMMARY

A. Overview of Mt. San Jacinto College

Mt. San Jacinto College is a comprehensive community college that is one of California's 113 community colleges. A single college district, Mt. San Jacinto College serves a 1,700 square mile area from the San Gorgonio Pass to Temecula. The district serves students throughout the region from the San Jacinto, Menifee Valley, and San Gorgonio Pass campuses, the Temecula Education Complex, Temecula Higher Education Center, and many off-site locations.

Mt. San Jacinto College achieved Hispanic-Serving Institution status in 2001 and since that time the student body has become increasingly more diverse, with the Hispanic student population experiencing the most dramatic increases over the past decade. Between 2005 and 2015, Mt. San Jacinto College's Hispanic student population has nearly doubled from 4,582 to 8,527, which currently represents 44% of the entire student body. The number and percentage of Hispanic students for fall 2014 represents the highest enrollment of Hispanic students in the history of the institution.

Mt. San Jacinto College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

In order to best serve Mt. San Jacinto College's diverse student population, the college provides a broad array of programs and services to ensure that all students have the opportunity to succeed academically. Mt. San Jacinto College's mission, vision, and values statement all express the college's commitment to student success, equity, and diversity and provides the foundation for this plan.

Mission Statement
Mt. San Jacinto College offers accessible, equitable, and innovative educational programs and services to students aspiring to achieve their academic, career, and personal development goals. We provide students a safe environment in which to pursue basic skills, career, and general education pathways. Our programs lead to transfer, associate degrees, and certificates which meet workforce development needs in our diverse communities. Our commitment to student success empowers students with the skills and knowledge needed to participate meaningfully in today's complex world.

Vision
Transforming Learners. Transforming Communities. Transforming Lives.

Values
We value our students and employees. We believe that the act of teaching and learning is vital to a thriving community that enriches, and at times, saves lives. We commit to create and respond to opportunities that inspire these values in ourselves. It is for this reason that we value:

- **Excellence** – We challenge students with high standards for learning and critical thinking, which we model with action.
- **Collaboration** – We believe that the best results can be achieved through effective communication between employees, students, industry and the communities we serve.
- **Relationship** – We nurture a caring community built on positive interactions and a genuine concern for the welfare of others.
- **Innovation** – We cultivate a creative environment that promotes the development of new ideas for continuous quality improvement.
- **Relevance** – We pursue educational experiences that have meaningful applications in a local and global context, today and tomorrow.
- **Access** – We promote a network of support that improves learning opportunities, removes barriers to a quality education and ensures the rights of all students.
- **Leadership** – We empower people throughout the college community to support and facilitate positive change.
- **Diversity** – We respect and embrace the power of sharing our differences in thought, opinion, culture and background to optimize our collective strength.
- **Integrity** – We believe in being true to our core values by acting honestly and consistently in ways that demonstrate our character and moral commitment to "doing the right thing".

The Mt. San Jacinto Community College District was formed in 1962 by a vote of the citizens in Banning, Beaumont, Hemet and San Jacinto. The college enrolled its first students in the fall of 1963, holding classes in rented facilities. The San Jacinto Campus was opened in 1965 with two buildings and has grown into a comprehensive college campus serving the needs of students and the community.

In recent years, unprecedented population growth has fostered the highest rate of enrollment increase of all 113 community colleges. In response to this intense growth, Mt. San Jacinto College opened its Menifee Valley Campus in October 1990. By the end of its first year, there were 2,100 students attending classes at the Menifee Valley Campus. Today the campus serves nearly 8,000 students each semester.

In 2008, the college opened the Temecula Education Complex, giving residents of the Temecula and Murrieta areas one location to register, receive counseling and placement testing and also take classes. That same year, the college opened its San Gorgonio Pass Service Center to provide counseling, registration and other services to residents of the Banning and Beaumont areas. The college also expanded its course offerings in the San Gorgonio Pass. By November of 2010, counseling and enrollment services offered at the former San Gorgonio Pass Service Center were moved to the new San Gorgonio Pass Campus located south of Interstate 10. In January 2011, students began attending classes at the new site. The campus is built on two of 50 acres the college owns.

With the rapid growth in enrollments being experienced at throughout the district, Mt. San Jacinto College has engaged in extensive planning and development to ensure state-of-the-art learning

environments for Mt. San Jacinto College students. The college's facility master plan calls for ultimately providing for between 15,000 and 20,000 students on the Menifee Valley Campus and up to 15,000 on the San Jacinto Campus. Classrooms are being added or renovated on both campuses to meet the educational demands of the area. The master plan also includes serving about 3,600 students in the Pass area and nearly 4,000 students in the I-15 corridor over the next several years.

B. Overview of the Student Equity Plan

Student Success Indicators

According to the California Community College System's Office and the California Code of Regulations, each college within the system is charged with the responsibility of designing and implementing a Student Equity Plan (SEP). The intent of the Student Equity Plan is to address underrepresented population's needs with the interest and intent of improving these students' opportunities for success. Mt. San Jacinto College examined student equity in the context of the following five Student Equity Indicators, as required by the California Code of Regulations, Title 5, Section 54220:

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

Access: the percentage of each population group that is enrolled at Mt. San Jacinto College compared to that group's representation in the adult population within the communities served by the college.

Course Completion (Retention): the ratio of the number of credit courses that students, by population group, complete at Mt. San Jacinto College compared to the number of courses in which students in that group are enrolled on the census day of the term.

Basic Skills and ESL Course Completion: the 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 at Mt. San Jacinto College compared to the number of those students who complete such a final ESL or basic skills course.

Degree and Certificate Completion: the ratio of number of students by population group who receive a degree or certificate at Mt. San Jacinto College compared to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Transfer: the 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.

Target Groups

For the purposes of this plan to adequately assess equity, Mt. San Jacinto College performed comprehensive analyses for the following five required disaggregated subgroups as required. The subgroups used for this self-evaluation included gender, ethnicity (American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites), age group, disability status, economically disadvantaged, foster youth, and veterans. Students identified as foster youth, have at one time, been in a court-ordered out-of-home placement. Mt. San Jacinto College began tracking whether or not students were in foster youth and began reporting foster youth status to the Chancellor's Office in the Special Population file in the 2013-2014 academic year. As such, the district was unable to access data for this special population for several of the key student equity indicators (basic skills, degree and certificate completion, and transfer rate).

Previous Student Equity Plan 2014-2017 Progress and Achievement

In 2014, the Mt. San Jacinto College Student Equity Committee convened and developed a three-year Student Equity Plan tied to statewide allocated funds in the amount of approximately $770,000. During the 2014-2015 academic year, the Student Equity Committee used the plan's goals to pilot programs, establish partnerships, and offer activities that serve as the baseline for establishing ongoing goals among the college's stated targeted population. Signature activities from the plan's inaugural year that demonstrated high level of success include the following:

- Completion of an institutional equity audit to identify institutional barriers and obstacles impacting student success
- Enhanced data and analysis regarding student perceptions through the completion of the Community College Survey of Student Engagement (CCSSE) Survey Engagement and several district-wide student focus groups
- Improved availability, access and analysis of data related to student equity and disproportionate impact and student success
- Improved integration and leveraging of resources (BSI, SSSP, Equity, Title V grant) to support the coordinated implementation of key student support programs and services
- Expansion of best practice student learning support programs (supplemental instruction, peer mentoring, pre-assessment tutoring and support, etc.) increasing course completion and retention for impacted students
- Increased college readiness for incoming students through college to career transition program, dual enrollment, and curriculum alignment efforts
- Implemented and piloted a student peer mentoring program
- Increased professional development opportunities for faculty that focused on prevalent institutional equity and student success issues

- Hiring of key staff (Student Equity Director, Basic Skills Coordinator, Professional Development Coordinator)

Student Equity Plan 2015-2018 Overview

Due to template revisions and additional reporting requirements from the Chancellor's Office, an updated 2015-2018 Student Equity Plan was required to improve the student learning and achievement outcomes for targeted groups. The revision allowed for the college to gather additional data, review updated data, revamp goals to focus on both enhancing current efforts that have proved to have high success for target groups, and establish new evidence-based initiatives, programs, and services. Additionally, the template revision provided further opportunity to engage the college's faculty, administration, and staff in more comprehensive inquiry-based discussions and dialog focused on equity during several district-wide meetings and trainings.

With the template revision came an additional measurement to analyze the target group data. The Mt. San Jacinto College's Student Equity Plan 2015-2018 incorporated the new metric, Percentage Point Gap, as an additional tool for determining disproportionate impact for all indicators except access. Percentage Point Gap analysis compares each disaggregated subgroup's "success rate" with the success rates of the overall group. A negative gap indicates the focal group is below average and may be experiencing disproportionate impact.

The Office of Institutional Effectiveness analyzed data for this Student Equity Plan from a variety of sources. These sources included the Mt. San Jacinto College Schedule Efficiency Tracking System (SETs) Database, the State Chancellor's Office Management Information System (MIS), the Mt. San Jacinto College Student Success Scorecard, and the Accountability Reporting Community College (ARCC) databases, the U.S. Department of Education's Integrated Post-Secondary Data System (IPEDS) database, California Partnership for Achieving Student Success (Cal-Pass) database, and the U.S. Census database. Additionally, Mt. San Jacinto College utilized qualitative data from three student focus groups as well as data from the Community College Survey of Student Engagement (CCSSE), which took place in spring 2015. Mt. San Jacinto College will allocate Student Equity funds to provide additional support for the Office of Institutional Effectiveness by hiring a Senior Research Analyst to develop a comprehensive student success database, providing critical data to support program evaluation and decision-making for this plan.

C. Goals and Activities

The Student Equity Plan contains an ambitious set of goals, activities, programs, staffing, and follow-up services to improve access, success and retention among the targeted populations.

The data outlined in this Student Equity Plan indicates the following student success and equity challenges:

- African Americans, Foster Youth, and first-year college students are experiencing lower success and retention rates compared to their counterparts

- African American students, particularly males have most disproportionate impact in all areas
- Low income and foster youth statistics are low
- Poor student outcomes and achievement for the 20-24 year old population
- Universally low retention and persistence rates for all students
- Lack of faculty-student engagement as evidenced by the CCSSE survey analysis
- Low transition rates from pre-college to college level, particularly in Math
- Hispanic student enrollment increased by 7% in the last two years (49% Hispanic student population)

Student Equity Goals and Outcomes

The overarching equity goal at Mt. San Jacinto College is to provide a teaching and learning environment that is responsive to the needs, and facilitates the success and learning, of all students, taking into account ethnicity, gender, age, culture, nationality, language, disability, sexual orientation, economic, veteran, foster youth status, or religion. Major goals have been identified in the Student Equity Plan and linked to the Strategic Plan priorities, goals and objectives. The summary of goals is as follows:

Student Equity Plan Goals	MSJC Strategic Priorities
1. Increase by 2% the number of students from targeted populations who earn a degree and/or certificate compared to the 2014-2015 baseline	Student Success Goal 1/Objective 1.1
2. Increase by 2% the number of students from targeted populations that are transfer-ready to four-year colleges/universities compared to the 2014-2015 baseline.	Student Success Goal 1/Objective 1.1
3. Increase student retention by 2% among students from targeted populations each semester/term compared to the 2014-2015 baseline	Student Success - Retention Goal 1/Objective 1.2, 1.3, 1.4
4. Increase by 2% the success rates of students from the targeted populations each academic year compared to the 2014-2015 baseline	Student Success Goal 1/Objective 1.2, 1.3, 1.4
5. The rate of students assessing into 3 or more levels "below college level" Math will decrease by 2% over the 2014-2015 baseline	Student Success - Assessment Goal 1/Objective 1.2, 1.3, 1.4
6. The number of first-time students persisting to the next academic term/year will increase by 3% over the 2014-2015 baseline	Student Success - Persistence Goal 1/Objective 1.2, 1.3, 1.4
7. Determine whether barriers to access exist for all Mt. San Jacinto College populations and remove those barriers for target populations if they are determined to exist	Student Success- Access Goal 1/Objective 1.1 Goal 2 Goal 8/Objective 8.2, 8.4

The Student Equity Plan intends to pilot several key activities and programs that aim to increase success amongst the targeted groups. The Student Equity Committee is partnering with departments, categorical programs and student support programs on campus to offer evidence-based approaches to

improving student success amongst those targeted populations with the greatest disparities. The following is an outline of activities and actions that Mt. San Jacinto College intends to implement during the 2015-2016 and 2016-2017 academic years. Each of the interventions is linked to the Student Equity Goals and the college's Strategic Priorities.

Mt. San Jacinto College Interventions and Activities
PROFESSIONAL DEVELOPMENT
Professional Development for faculty and staff who work with targeted at-risk populations 1. Identify, recruit, and send First Year Experience (FYE) staff to trainings to integrate assignments and learn model teaching practices and techniques. 2. Cultural competency training for classified staff, students, faculty, and administrators who work with targeted populations 3. Provide coordinated training to counselors 4. Develop coordinated and comprehensive infrastructure for professional development district-wide 5. Develop incentive system to support acceleration, learning cohorts, communities of practice among faculty 6. Promote and improve scholarship of teaching and learning through speaking engagements on campus 7. Evaluate and assess integrated professional development activities 8. Provide additional support for the Office of Institutional Effectiveness by hiring a Senior Research Analyst to develop student success database to provide data to support program evaluation and decision-making.
SUPPORT FOR FIRST YEAR STUDENTS
Develop, pilot, implement and assess a First Year Experience Pathway for incoming students and identify student cohorts targeting African American, foster youth, and students aged 20-24 1. Promote early student support and pre-assessment preparation strategies that include resources for self-remediation modules and pre-testing opportunities for targeted populations to improve Math and English assessment scores increasing successful transition of target populations into higher level basic skills or college level Math and English 2. Develop and implement a first-year academic cohort for targeted students placed into lowest developmental English (61, 62, 92) and Math (55, 90, 94) 3. Development of a summer bridge program for FYE, veterans, foster youth, and other target populations 4. Provide intensive student support and learning resources (supplemental instruction, embedded counseling, mentoring) in FYE to increase academic success and retention of basic skills students 5. Provide textbook vouchers for targeted groups as well as additional textbooks in the Library Reserve section 6. Assign three (3) Full-time counselors to provide counseling and advising services to allow program participants (foster youth, ESL, African American, first-time, and 20-24 year old students) an opportunity to increase their understanding of an educational goal plan and establishing career markers for students 7. Expand student mentoring program (iCoaches)

STUDENT MENTORING PROGRAM
Implement, expand, and assess a comprehensive student mentoring program (iCoaches) that provides intrusive peer-to-peer advising, mentoring, and outreach for FYE students through regular and effective contact and case management 1. Develop training modules for student mentors 2. Recruit and train student mentors to support students in the targeted populations 3. Increase engagement between students and MSJC community by embedding iCoaches within the FYE cohort groups 4. Provide pre-assessment support and tutoring to targeted student groups prior to taking the placement test

Detailed in the activities implementation plan section, identified activities were based on researched effective practices and data demonstrating successful programs that could be enhanced at Mt. San Jacinto College. Also detailed are methods of evaluation for each activity to continually assess progress toward the identified goal within the funding timeframe. Activities are aligned with current strategies identified through the college's Strategic Plan, Student Success and Support Program, Basic Skills Initiative, and the U.S. Department of Education Hispanic-Serving Institution Title V Grant Program, as well as other institutional initiatives.

The goals, objectives, activities, and expected outcomes recommended in the Mt. San Jacinto College Student Equity Plan 2015-2018 are subject to continued funding and staffing availability. Resources are budgeted through the college's general fund, categorical programs, and a federal grant funded program focused on addressing student equity. Additionally, allocated monies from the California Legislature will be utilized to implement the plan's identified goals and activities.

D. Resources for Student Access and Success

Mt. San Jacinto College has a strong commitment to student access and success as evidenced by an array of educational programs and student services that provide necessary student support pertaining to the fulfillment of educational goals. Through these resources, Mt. San Jacinto College has successfully implemented innovative programs and services that meaningfully impact the five Student Equity Indicators.

The Student Equity Plan includes costs associated with implementation. The plan contains elements supported through general fund as well as several other categorical program budgets. The funding for the Student Equity Plan uses resources from the Student Success Services and Programs (SSSP), the Basic Skills Initiative, the Hispanic-Serving Institution Title V grant program budget, Counseling budget, the Outreach budget, Instructional budget, as well as items that are funded via other individual department/program budgets.

Resources at Mt. San Jacinto College include programs, services, and partnership, which provide the necessary support to achieve the goals and objectives identified in this Student Equity Plan and increase student success. Mt. San Jacinto College's current programs include the following:

- **Basic Skills Initiative:** The faculty and staff that serve on this committee are committed to training English, Math, and ESL basic skills through course offerings below the transfer level; providing academic and career counseling; and providing basic skills and ESL students with academic support.

- **Career/Transfer Center:** helps individuals with their career development through career assessment, career education, and employment related services. The Center offers interest inventories, values, and skills tests as well as assessment of personality preferences. Career resources are available for career planning, exploring career possibilities and researching employers. The Center also offers a variety of workshops, at no cost to the students, to help students with their career needs. Full and part time job announcements are posted by the Center.

- **Child Development and Education Centers:** provides an education care program for children (ages 18 months to 5 years) of eligible Mt. San Jacinto College students, staff, and parents in the community, while also providing a model of early childhood education for training of teachers in the Child Development and Education program.

- **CalWORKs:** The purpose of MSJC CalWORKs is to assist welfare recipient students and those in transition off of welfare to achieve long-term self-sufficiency through coordinated student services offered at community colleges. Services include: work study, job placement, child care, coordination, curriculum development and redesign, and under certain conditions, post-employment skills training, and instructional services.

- **Cooperative Agencies Resources for Education (CARE):** offers students support services that are "over, above and in addition to" those services received by EOPS students. The program is designed for EOPS single parent student to strengthen retention, persistence, graduation and transfer. Such services include, but are not limited to: Additional counseling/advisement, child care, financial assistance, textbooks and school supplies and transportation assistance. The CARE program also works with on-campus and community-based organizations to ensure students have full access to resources available to them.

- **Counseling:** Mt. San Jacinto College offers comprehensive counseling services to assist students in meeting educational, vocational, and personal goals. The counseling program provides assistance and information to individual students regarding academic, personal, transfer, and career guidance concerns.

- **Disabled Students Programs and Services (DSPS):** a student services program that assists

students with disabilities in gaining maximum access to college curriculum and programs while attaining their academic, vocational, and personal goals in a mainstreamed setting. Students are eligible for appropriate and reasonable accommodations and support services upon completion of an application, verification of the disability, and an intake interview in DSPS. Examples of support services provided by DSPS includes: disability-related counseling; priority registration; registration assistance; campus orientation; instruction contact; adapted equipment; visual aids; assistive devices; specialized equipment loans; interpreting services; note takers; classroom aids; test facilitation and proctoring; assisted computer technologies and workshops; and other services by request.

- **Dual Enrollment Program:** A program designed to expose qualified high school students to Mt. San Jacinto College courses while still attending high school. The majority of these courses are offered on high school campuses.

- **Eagle Access Center:** The Eagle Access Center is accessible to all Mt. San Jacinto College students and prospective students. Staff and college mentors are available to assist in using the online admissions application orientation, and registration process. Help is also available in accessing the FAFSA and searching for scholarship information online is available at all campuses.

- **Early College Program:** A program designed to expose qualified high school students to Mt. San Jacinto College while attending high school; however, unlike Dual Enrollment, these courses are offered at one of the college's campuses.

- **Extended Opportunity Programs and Services (EOPS):** offers students support services that are "over, above and in addition to" those available on college campuses to ensure student success. The primary services include Counseling, Priority Registration and Survival kits. Other services provided through EOPS based on availability of funding includes Book vouchers, Guidance Course fee waivers, educational supplies, grad packs and emergency loans which are all based on financial unmet needs.

- **Financial Aid:** To help accommodate students' needs, Mt. San Jacinto College provides a variety of financial assistance through the Financial Aid Office. Available services range from: administration of various Federal Financial Aid Programs (Pell grant, Supplemental Educational Opportunity Grants, and Federal Work Study); State of California Aid programs; Bureau of Indian Affairs Tribal Grants; application for locally administered scholarships; and veterans educational benefits.

- **Honors Enrichment Program:** Designed to provide students with a more challenging and rigorous academic experience in order to better prepare them for transfer to a four year school. The courses and experiences within the Honors programs are meant to provide students with the necessary skills to succeed at their transfer institution and beyond. Additionally, by

completing the Honors Program students are signaling their academic intentions to the transfer institutions to which they apply and improve their chances for scholarships and other financial benefits.

- **Learning Skills Program:** offers specialized instruction and services to students who are identified as having specific learning disabilities under the California Community College Learning Disability and Services Eligibility Model (LDSEM).

- **Learning Resource Center:** provides a variety of services to promote the enhancement of the student's academic goals. Three of the primary services we offer are walk-in tutoring, testing, and computer usage. In addition, resource handouts are available to assist students with study skills, term papers, and a selection of other academic tasks.

- **Puente Program:** The Puente Project is designed to help students adjust to college life and prepare for transfer to four-year universities. The program is unique in that it explores the Latino/a experience by reading literature written by Latino/a writers. However, Puente is open to, and welcomes, all MSJC students. The program has three components: Writing instruction, counseling, and mentoring. Puente's goal is to provide students with a strong academic foundation and the support needed in order to be successful at MSJC.

- **Supplemental Instruction:** provides weekly review sessions facilitated by a peer SI Leader for students in targeted historically difficult courses. SI sessions are interactive review sessions that incorporate course content (what to learn) and study strategies (how to learn). SI Leaders serve as model students both inside and outside of the class.

- **Student Life and Development:** offers various opportunities to learn through students' involvement in campus life that include the following: Student Government Association, events, campus clubs, Inter-club council, leadership courses, and student life.

- **Trio Programs:** provides economically disadvantaged and first generation college-bound students with academic support, access, and exposure to postsecondary education.

- **Veterans Resource Center:** provides a central location designated strictly for Veteran and dependent needs that include: counseling, a full-time school certifying official for GI Bill benefits; VA student workers; free computer use and printing; a lounge area, and a conference and study area.

- **Writing Center:** offers tutoring services in writing and ESL. We also offer workshops on specific grammar, writing and research topics. The MVC Conversation center is also run through the writing center to provide conversational practice for ESL students.

Institutional Contact Information Regarding Student Equity Plan:

The Co-Chairs of the Student Equity Committee will serve as the primary contacts for the Student Equity Plan.

Dr. Pamela Wright, Co-Chair Student Equity Committee, Director of Student Equity
Email: pwright@msjc.edu
Phone: 951-639-5766

Lorraine Slattery-Farrell, Co-Chair Student Equity Committee, Academic Senate President
Email: lfarrell@msjc.edu
Phone: 951-487-3615

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

During the 2014-2015 academic year, Mt. San Jacinto College conducted an intentional self-evaluation to identify priorities focused on improving successful outcomes for all students. The product of this self-evaluation was the development of a comprehensive three-year Strategic Plan with the following five institutional priorities:

- Student Success
- Systematic Planning and Assessment
- Fiscally Sound Position
- Institutional Pride and Organizational Culture
- Community Partnerships and Service

Mt. San Jacinto College uses the identified priorities in the Strategic Plan to guide the institution, its campuses, and learning centers to focus its collective goals and initiatives on the mission of student success. Given this tactical direction, it is not surprising that the strategic planning process greatly influenced the development of the 2014-2017 and 2015-2018 Student Equity Plans, the Basic Skills Plan, and the Student Success and Program Plan (SSSP). In order to leverage the institutional impact on students, resources from all plans have been integrated and are in alignment with the overarching theme of student success, learning and achievement.

In coordination with the development of the Strategic Plan, BSI Plan, and SSSP, members of the Student Equity Committee, an active shared governance committee with full participation from faculty, staff, administration, and students, have worked collaboratively over the last several academic years to facilitate the creation of the college's comprehensive Student Equity Plan to ensure that all students of various economic, gender, or ethnic backgrounds that are disproportionately impacted are provided with resources and interventions to succeed at Mt. San Jacinto College. The Student Equity Committee has met on a monthly basis to regularly review progress on established goals/activities as well as meet to continually study the data to refine future student success strategies.

The committee acts as the oversight of the Student Equity Plan and all components of the plan. The committee develops goals and oversees the implementation of activities addressing Student Equity populations and indicators as defined in statue and Title 5 based on the disproportionate impact data as described in Mt. San Jacinto College's Student Equity Plan. The committee advocates for the development and implementation of policies and procedures that facilitate the success of our diverse student body, faculty and staff. Specifically, the committee works to identify existing or emerging equal opportunity and equity issues, advising college leadership in the development of responsive policies, and analyzing and recommending action based on relevant research and practices.

With the most recent revision of the Student Equity Plan (2015-2018) the committee membership was amended to include additional key stakeholders from critical student success programs and initiatives, including but not limited to the veterans program, SSSP, basic skills initiative, professional development,

supplemental instruction, CalWORKs, learning resource centers, DSPS, foster youth, etc.). This active and passionate team has spent the past academic year attending conferences, engaging with peers at other colleges, and analyzing updated disproportionate impact data related to targeted populations and specific areas of concern across each of the key success indicators. Throughout the spring, summer and fall 2015 terms, the committee has been intimately involved in revising and updating the Student Equity plan to meet the needs established in the new template.

The Student Equity Plan represents the input, perspectives, and analysis of faculty, staff, and students utilizing institutional data and research. The college held multiple opportunities for discussion, dialog and review of data to identify inequities in success and access. A Student Success Summit was held in spring 2014 that focused entirely on the theme of Equity with the keynote speaker facilitating discussion regarding inequity and disproportionate impact. The Summit was followed by a presentation during Faculty Convocation, and a Student Equity Retreat in fall 2014. Each event provided an opportunity for faculty, staff and students to review, discuss, analyze, and evaluate the institutional data/research, collaboratively address the identified inequities, and develop goals, activities, and outcomes to mitigate disproportionate impacts found in the key student equity indicators. In the 2014-2015 academic year, the Student Equity Committee incorporated several professional trainings and workshops into the college Convocation and all-faculty meetings to gain further feedback, input, and awareness of the Student Equity Plan.

The plan contains student success indicators (metrics) as they relate to the Board of Governors policy on student equity implementation for each college and broadly describes the implementation of each student success indicator (metric) being addressed. Strategies identified within the plan are tied to measurable time-specific outcomes and linked to performance indicators and evaluation criteria so that the institution can determine the degree to which goals and objectives have been met. The Chancellor's Office has allocated funding for Mt. San Jacinto College for the purposes of successfully implementing the activities and goals specified in the Student Equity Plan.

The revised plan represents Mt. San Jacinto College's ongoing commitment toward removing barriers and creating pathways to student success. Mt. San Jacinto College's Student Equity Plan 2015-2018 goals include strong connections to related programs, departments, and initiatives, student leadership, faculty committees, and larger institution-wide planning to integrate student success and equity across the institution. Mt. San Jacinto College is abundantly aware of the responsibility

Drafts of the Student Equity Plan were informally vetted with institutional leadership and participatory groups for recommendation for approval by the Board of Trustees. The draft of the Student Equity Plan will be presented to the Board of Trustees during the January 2016 Board of Trustees meeting.

To ensure broad input, the Student Equity Committee encompasses representatives from equity-related programs, services, and individuals across constituency groups, and key stakeholders including students.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Pamela Wright	Director, Student Equity and Success	Co-Chair; Student Equity and Success
Lorraine Slattery-Farrell	Instructor	Co-Chair; Child Development Education Department /Academic Senate
Janice Levasseur	Supplemental Instruction Coordinator	Faculty/ Learning Resources
Alex Cuatok	Student Success Coordinator	Faculty
Alma Ramirez	Instructor	English Department/Puente
Pam Ford	Instructor	Anthropology Department
Heather Pomerenke	Counselor	Counseling
Leticia Luna-Sims	STEM Student Success Coordinator	Counseling
Wesley Klein	Research Analyst	Classified/Research
Fernando Gutierrez	Research Analyst	Classified/Research SSSP & Equity
Angela Mange	Student representative	Student
Brenda Esparza	Student representative	Student
Julie Venable	Dean, Business Services	Administrative Services
Carlos Tovares	Dean, of Instruction, Academic Programs, San Jacinto Campus	Instructional Services
Micah Orloff	Dean of Instruction, Distance Education and Technology	Instructional Services
Rebecca Teague	Dean, Institutional Effectiveness, Planning, Research, and Grants	Institutional Effectiveness/Accreditation/ Research
Jeremy Brown	Interim Dean of Instruction, Arts and Humanities, Menifee Valley Campus	Instructional Services/Basic Skills
Susan Loomis	Dean, Student Services	Student Services
Tom Spillman	Dean, Student Services	Student Services/SSSP
Kevin Baker	Interim Director, Student Equity and Success	Student Equity and Success
Non-Voting Members/Resources	**Title**	**Organization(s), Program(s) or Role(s) Represented**
Brandon Moore	Interim Vice President, Instruction	Instructional Services
Bill Vincent	Vice President, Student Services	Student Services
Stacey Searl-Chapin	Instructor	Political Science Department/Academic Senate
Nik Mesaris	Director, Research	Institutional Effectiveness/Research
Martha Crawford	Director SSSP	Student Services/SSSP
Terry Russell	Director SSSP	Student Services/SSSP
Roy Ramon	Interim Basic Skills Coordinator	Faculty/BSI
Kathy Valcarcel	Director CalWorks	CalWORKS
Brett Dooley	Professional Development Coordinator	Faculty/ Professional Development

Success Indicator: Access

CAMPUS-BASED RESEARCH: ACCESS

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

Essential Findings and Analysis

Ethnicity: Mt. San Jacinto College has greater diversity of enrollment than the proportion of diversity present within the Mt. San Jacinto College service area. Mt. San Jacinto College serves a high proportion of African American, Pacific Islander, and Multi-Race in comparison to the representation in the service area population. Conversely, Mt. San Jacinto College serves a lower proportion of Caucasian (White) students in comparison to the representation in the service area population.

Gender: Mt. San Jacinto College enrolls a greater proportion of female students than the proportion of females in the college's service area. This trend is a state and nationwide trend and is not indicative of any institutional gender inequity for access.

Age: The average age of a Mt. San Jacinto College student is 26, with a median age of 22. As would be expected for a community college, the majority of Mt. San Jacinto College students fall into the traditional age range from 18 to 25, with enrollment tapering off by age. There is no indication of access inequity by age group.

Disability: The Mt. San Jacinto College service area is a sub-region of Riverside County and therefore the college is unable to capture the proportion of disability for the college's specific service area. The data for Riverside County shows; however, that 8% of the population has a disability. The average age of persons with a disability is skewed to the older population, with younger persons having a lower rate of disability. Based on this factor, Mt. San Jacinto College anticipates a lower rate of students with disabilities than is present in the surrounding service area. Using Riverside County as a proxy reference group, Mt. San Jacinto College has a proportionality index of 0.77 for students with disabilities, which represents approximately 6% of the Mt. San Jacinto College student body (1,100 students). The proportionality range indicates that there is little enrollment access disparity for disabled students at Mt. San Jacinto College.

Veterans: Veterans at Mt. San Jacinto College represent approximately 4% of the student body. The American Community Survey data for Riverside County shows that 7% of the population is veteran. For the Riverside County school-age population from 18 to 34 years old, only 2.9% of the population is a

veteran. The vast majority of Mt. San Jacinto College students (88%) are within the 18-34 age range. The proportionality index measurement on this special population illustrates that Mt. San Jacinto College serves a larger proportion of veterans than is present in the surrounding service area school age population. The data shows that there is no inequity for veterans enrolling at Mt. San Jacinto College.

Economically Disadvantaged: The Riverside County American Community Survey data shows that 17% of the population is below the poverty line. Using Mt. San Jacinto College's Pell grant as a measurement for the economically disadvantaged special population, the data illustrates that 57% of students are low income students. Using this population for the proportionality metric for low-income access, low-income students represent a large proportion of the Mt. San Jacinto College student body. Based on the data, there is no indication of disparity for low income access.

Foster Youth: Mt. San Jacinto College enrolls approximately 90 to 100 foster youth per year. This number represents 0.5% of the Mt. San Jacinto College student body. According to the American Community Survey there are a total of 686,189 youth/children in Riverside County with 4,163 foster youth/children. Foster youth accounts for approximately 0.61% of the child population in Riverside County. The proportionality index for Foster Youth at Mt. San Jacinto College is 0.82. Based on the data there is a slight underrepresentation of foster youth in the Mt. San Jacinto College student body. The foster youth population in both the reference and enrollment group is extremely small and therefore a minor variation in students will largely impact the proportionality index. Therefore, based on the data, there is no indication of access inequities for foster youth at Mt. San Jacinto College. A 0.82 proportionality index for this population is within parity tolerance.

Table: A1: Course Enrollment and Service Area Population by Ethnicity

MSJC Ethnic Groups	AY13-14 Headcount %	2010 US Census	Proportionality	Point Diff	Number Impacted
African American	8.14%	5.10%	1.60	3.04%	
Asian	2.13%	2.50%	0.85	-0.37%	
Filipino	2.85%	2.80%	1.02	0.05%	
Hispanic	42.31%	38.10%	1.11	4.21%	
Multi-Race	7.02%	2.70%	2.60	4.32%	
Native American	0.47%	0.70%	0.67	-0.23%	
Pacific Islander	0.39%	0.30%	1.30	0.09%	
Unknown	1.47%	0.20%	7.36	1.27%	
White	35.22%	47.60%	0.74	-12.38%	793

Table: A2: Course Enrollment and Service Area Population by Gender

	MSJC Service Area (Zip Codes)		AY13-14	AY13-14		
Gender	Count	% Population	Student Count	Student Count (%)	Proportionality	Point Diff
Female	425,726	51%	11,642	58%	1.14	7%
Male	411,136	49%	8,318	41%	0.84	-8%

Table: A3: Course Enrollment and Service Area Population by Age

			Service Area			
	AY13-14		2010 Census			
Age	#	%	#	%	Proportionality	Point Diff
18 & 19	4686	26%	25706	3%	8.38	23%
20 to 24	7286	40%	52893	6%	6.33	34%
25 to 29	2563	14%	52166	6%	2.26	8%
30 to 34	1428	8%	52145	6%	1.26	2%
35 to 39	924	5%	55384	7%	0.77	-2%
40 to 49	1303	7%	116401	14%	0.51	-7%
50 +	831	5%	236950	28%	0.16	-23%
Unknown	1	0%	0	0%		0%
Average Age	24.9					
Median Age	22					

Table: A4: Course Enrollment and Service Area Population by Disability

	MSJC		Riverside County			
	AY12-13		2010 ACS* disability			
DSPS	#	%	#	%	Proportionality	point diff
Disabilities	1129	6.30%	105412	8%	0.77	-1.70%

Table: A5: Course Enrollment and Service Area Population by Veteran Status

	MSJC		Riverside County			
	AY12-13		2010 ACS* Veterans			
Veterans	#	%	#	%	Proportionality	point diff
Veterans	731	4.10%	123,859	7%	0.55	-2.900%
Riverside County Veterans in school-age 18-34 population			8,147	2.90%		
					1.41	1.20%

Table: A6: Course Enrollment and Service Area Population by Economic Status

	MSJC		Riverside County			
	AY12-13		2010 ACS* poverty			
Low Income	#	%	#	%	Proportionality	point diff
Pell Grant	10,252	57	391,714	17	3.29	40.00%

Table: A7: Course Enrollment and Service Area Population by Foster Youth Status

	MSJC		Riverside County			
	AY12-13		2010 ACS* Foster youth			
Foster Youth	#	%	#	%	Proportionality	point diff
Foster Youth	89	0.50%	4,163	0.61%	0.82	-0.11%

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Students with Disabilities	-1.70, 2013-2014	No gap – proportional representation	2018
Males	-8%, 2013-2014	Reduce gap by 1%	2018

*Expressed as either a percentage or number

ACTIVITIES: A. ACCESS

A.1

- ***Activity Type(s)***

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

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group	# of Students Affected
A.1	Students with disabilities, foster youth, ESL, first generation college students, and males	DSPS (22); Males (480); Foster Youth (50); ESL (40); First Generation (2640) Total - 3232

- ***Activity Implementation Plan***

Mt. San Jacinto College participated in an inquiry based self-assessment throughout 2014-2015 to understand the barriers and obstacles that were potentially leading to gaps in student access. Through several focus groups as well as in data gathered and analyzed from the CCSSE survey, students reported that external communication and outreach to students through the institutional website was lacking. Specifically, the students identified 1) the lack of mobile optimization of the website on mobile devices, 2) deficiency in easily-accessible and organized web content, and 3) translation of the website content into Spanish for the ESL student population.

Given that the website is the primary gateway to the institution and introduces potential students to the college's program, services, and culture, research has shown that it is critical for the website to be graphically engaging, easy to navigate, useful, functional and mobility optimized. Mt. San Jacinto College intends to implement a comprehensive web redesign to enhance the mobile optimization and content of the website addressing the availability of website content in multiple languages and the website's accessibility for the disabled. Specifically, the institution will hire a consultant/professional expert to review and assess website content, optimization, and navigation, and develop recommendations for imaging, navigation, mobile optimization, and content.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Fall 2015-Fall 2016	$100,000	--

- ***Link to Goal***

  To increase college access for students with disabilities, foster youth, first generation students, ESL students and males.

- ***Evaluation***
  - Quantitative and qualitative data will be collected once the website redesign has been implemented. Beginning in 2014, Mt. San Jacinto College engaged a senior project group from the California State University at San Marcos to conduct both a quantitative and qualitative survey on the current MSJC website, focusing on the website's usability, the users' needs, and formulating recommendations based on the research results. Mt. San Jacinto College will engage in a similar evaluation methodology to improve content and relativity for managing and improving the usefulness of the website. Specifically, Mt. San Jacinto College will review analytics and related data by the target audience data through surveys, focus groups and in-depth analysis of the website after the redesign has been completed to include the new features, functionality, and content. The college will use the 2014 as a baseline to determine if improvements and adequate progress have been made relative to the factors identified as barriers during the initial evaluation/assessment. Mobilization optimization will be tested to ensure that navigation, mobile responsiveness, content, and findability are adequate and that user satisfaction has increased from the baseline. It is anticipated that the redesign will take a full year to implement and therefore collection and analysis of data will take place in late fall 2016 and early spring 2017.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

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

Essential Findings and Analysis

Ethnicity: Asian students have the highest success rate (76.9%); however, given the small population size in comparison to the overall student body, Mt. San Jacinto College elected to use the mean for the 80% rule comparisons. Using this methodology, when comparing all of the ethnic groups to the mean, none of the ethnic groups had a substantially lower success rate according to this indicator. This outcome would also be the same given Caucasians as the reference group. Students are not disproportionately impacted on course success by ethnicity. It is important to note that although the data illustrates no disproportionate impact using the 80% rule, African American students had a substantially lower success rate (58%) than the Asian (76.9%) and the Caucasian (72.2%) students, a difference of nearly 19% and 14% respectively. This trend is evident at all levels and subject areas.

Gender: The course completion rates show that male students have a lower course completion rate (66.8%) than female students (70.4%). However, the difference is not substantial as indicated by the 80% rule. This trend is evident at all course levels and subject areas.

Age: Course completion rates by age group do not show any indication of inequity. At all course levels and in every subject area, all age groups are well within the tolerance limit of the 80% rule for performance parity.

Disability: The course completion rates for students with a disability (68.9%) are nearly identical to non-disability students (68.6%). Students are not disproportionately impacted on course success by disability. This trend is evident at all course levels and subject areas.

Veterans: The course completion rates for Veteran students (73.4%) are higher than for students who are not Veterans (68.7%); however, the difference was not substantial as indicated by the 80% rule. The data does not indicate a course performance inequity for Veteran students. This trend is evident at all course levels and subject areas.

Economically Disadvantaged: Using Pell grants as an indicator for being economically disadvantaged, the course completion rates for Mt. San Jacinto College students who receive Pell grants (66.7%) is slightly lower than students who do not receive Pell grant support (71.8%). However, the performance

discrepancy falls well within the 80% rule tolerance limit for equity. This trend is evident at all course levels and subject areas.

Foster Youth: The data indicates that Foster Youth have a very low course completion rate (47.4%) in comparison to students who are not Foster Youth (69%). Based on the data, this population appears to be disproportionately impacted on course success. Foster Youth fall well below the 80% rule tolerance limit for equity. This trend is evident at all course levels and subject areas.

Table: B1: Course Completion by Ethnicity

Ethnicity	FA12 seats	Pass	80% rule	point diff	# impacted
African American	3,003	59.5%	85.32%	-10.25%	308
Asian	920	77.5%	110.99%	7.67%	
Filipino	1,308	76.1%	109.11%	6.36%	
Hispanic	15,308	68.1%	97.55%	-1.71%	
Multi-Race	2,509	66.7%	95.56%	-3.10%	
Native American	191	67.0%	96.02%	-2.78%	
Pacific Islander	182	64.3%	92.11%	-5.51%	10
Unknown	873	72.3%	103.64%	2.54%	
White	14,379	73.2%	104.85%	3.38%	
Grand Total	38,673	69.8%	100.00%	0.00%	

Table: B2: Course Completion by Gender

Gender	FA12 Seats	Pass	80% rule	point diff
Female	21,968	71.0%	101.80%	1.3%
Male	16,387	68.0%	97.39%	-1.8%
Unreported	318	77.0%	110.29%	7.2%
Grand Total	38,673	69.8%	100.00%	0.0%

Table: B3: Course Completion by Age

Age Group	FA12 Seats	Pass	80% rule	point diff	# impacted
Under 18	1,317	74.70%	108.40%	5.80%	
18 & 19	10,522	67.80%	98.40%	-1.10%	
20 to 24	14,664	66.50%	96.60%	-2.40%	352
25 to 29	4,381	69.60%	101.00%	0.70%	
30 to 34	2,510	71.20%	103.30%	2.30%	
35 to 39	1,598	72.80%	105.60%	3.90%	
40 to 49	2,293	74.70%	108.40%	5.80%	
50 +	1,383	75.70%	109.90%	6.80%	
Grand Total	38,668	**68.90%**			

Table: B4: Course Completion by Disability Status

DSPS	FA12 Seats	Pass	80% rule	point diff	# impacted
DSPS	1,908	68.2%	97.8%	-1.56%	29
Grand Total	38,668	69.8%	100.0%	0.00%	

Table: B5: Course Completion by Veteran Status

Gender	FA12 Seats	Pass	80% rule	point diff
Non-Veteran	36,613	69.8%	99.95%	-0.03%
Veteran	2,055	70.4%	100.80%	0.56%
Grand Total	38,668	69.8%	100.00%	0.00%

Table: B6: Course Completion by Economic Status

Pell	FA12 Seats	Pass	80% rule	point diff	# impacted
Non-Pell	14,723	72.6%	104.0%	2.77%	
Pell	23,945	68.1%	97.6%	-1.70%	407
Grand Total	38,668	69.8%	100.0%	0.00%	

Table: B7: Course Completion by Foster Youth Status

Ethnicity	FA12 seats	Pass	80% rule	point diff	# impacted
Foster Youth	180	48.9%	71.08%	-19.90%	-36
General Student Body	38,908	68.8%	100.00%	0.00%	0

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
African American students	-10.25, 2013-2014	Reduce gap by 3%	2018
20-24 year old students	-2.40, 2013-2014	No gap – proportional representation	2018
Foster Youth	-19.90, 2013-2014	Reduce gap by 5%	2018

ACTIVITIES: B. COURSE COMPLETION

B.1

- ***Activity Type(s)***

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

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
B.1	Black/African American	308
	20-24 Year Olds	352
	Foster Youth	36

- ***Activity Implementation Plan***

Develop, pilot, implement and assess a First Year Experience Pathway for incoming students and identify student cohorts targeting African American, foster youth, and students aged 20-24

1. Promote early student support and pre-assessment preparation strategies that include resources for self-remediation modules and pre-testing opportunities for targeted populations to improve Math and English assessment scores increasing successful transition of target populations into higher level basic skills or college level Math and English
2. Develop and implement a first-year academic cohort for targeted students placed into lowest developmental English (61, 62, 92) and Math (55, 90, 94)
3. Development of a summer bridge program for FYE, veterans, foster youth, and other target populations

4. Provide intensive student support and learning resources (supplemental instruction, embedded counseling, mentoring) in FYE to increase academic success and retention of basic skills students
5. Provide textbook, meal cards, and gas card vouchers for targeted groups as well as additional textbooks in the Library Reserve section
6. Assign two (2) Full-time counselors and one (1) associate counselor to provide counseling and advising services to allow program participations (foster youth, ESL, African American, first-time, and 20-24 year old students) an opportunity to increase their understanding of an educational goal plan and establishing career markers for students
7. Expand student mentoring program (iCoaches)

As identified in institutional data, an overwhelming majority of all students (90%) assess into a developmental/remedial level course. These factors, among many others, greatly increase a student's likelihood of (a) insufficient academic preparation for college, (b) high academic disengagement, (c) increased isolation, (d) low academic expectations, and (e) low student involvement and integration -- which all lead to high attrition rates and low student success. An important finding of emerging research is that engaging underserved students with high impact practices *early* in their college experiences helps to level the playing field. More specifically, educational benefits are derived from their early engagement in peer-to-peer and student-faculty interaction, engaging pedagogies, and other educationally purposeful activities which positively impact academic achievement, performance, retention and graduation (AAC&U, 2007; AAC&U 201; Barefoot, 2000, Kinzie et al,.2008, Upcraft et al., 2005). (Re)Designing for Student Success – Completion by Design (2014) – identified eight principles for a comprehensive rethinking of community colleges' most fundamental challenges and consideration of change at all levels (accelerate entry into cohort programs of study, minimize time required to get college ready, ensure students know requirements to succeed, customize and contextualize instruction, integrate student support with instruction, continually monitor student progress, reward behaviors that contribute to completion, and leverage technology to improve learning and service delivery). The development and implementation of a First-Year Program will improve student persistence and retention, academic and social integration, academic achievement and college completion of first-year MSJC students, particularly African American students and foster youth.

Implementation Strategy: MSJC proposes to implement first-year academic cohorts in a cycle of design, development, piloting, evaluation, and implementation throughout the five years of the grant. The First-Year Educational Pathway program will include: a) development of a First-Year Experience academic cohort program to increase retention of high-risk students, b) supplemental instruction, student mentoring, and embedded counseling, and d) faculty training and professional development on innovative models and academic cohort structures and functions.

This early and focused academic program improvement will support the needs of MSJC's culturally diverse, underprepared students in developmental education, including basic skills. This component will be comprehensive in nature and will be embedded as part of an intensive Summer Bridge and a First-Year Academic Cohort during the following fall and spring terms. The First-Year Program will directly assist students to develop educational goals, learn about available college resources, become involved in their college-experience, promote educational success through new student orientations, academic learning cohorts/communities, various educational/informational workshops, in-class advising and counseling, student development opportunities, college-hour activities and workshops, career and major identification activities, student mentoring, and other student leadership approaches.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Summer 2016-Spring 2018	$824,548	

- ***Link to Goal***

  The FYE program will successfully transition first year students into college and connect first year college students with student support services on campus to ensure student success. These strategies will work to provide the College an opportunity to change student attitudes and expectations early in their academic career by integrating instructional programs and activities during the time period when new students form initial impressions of what college is going to be about. The First-Year Educational Pathways component will help to develop an institutional culture wherein the College can help students build a first-year that is a strong foundation for the remainder of the student's undergraduate experience thereby improving academic success rates (retention, persistence, completion) and promoting achievement of the student's long-term educational goals (transferring, degree attainment).

- ***Evaluation***
  - Student outcome and achievement data will be collected and analyzed each academic term to determine the efficacy of the FYE program.
  - The following data will be collected:
    - Number of students who persist term to term and fall to fall
    - Number/percentage of students retained in FYE program
    - Number of students enrolled in FYE summer bridge and academic cohort, specifically for targeted student populations
    - Number of FYE cohorts developed/offered
    - Number of students assessing into a higher level course
    - Number of students utilizing pre-assessment tools and resources
    - Number of counseling, supplemental instruction, student mentoring and student support services utilized by targeted student population
    - Number of students successfully transitioning from basic skills to college level
    - Number of students who graduate, attain a degree, and/or transfer
  - Specifically, the following evaluation outcomes will be measured:
    - Increase in academic achievement (course success/retention)
    - Decrease in withdrawal rates
    - Increase in first-year student persistence, fall to fall
    - Reduction in time to degree completion
    - Decrease in the number of courses repeated due to failure
    - Improved transition from basic skills to college level
    - Improved student engagement and connectedness
    - Increase in the number of students completing a student education plan and declaring a major/program of study

- Student surveys will be delivered and student focus groups will be held for all FYE participants to measure the efficacy of the program for meeting the specific needs of the targeted student population.
- Annual evaluation of the FYE program will be conducted as part of the institution's program review process, including quantitative analysis of cohort participant outcomes (GPA, degree-applicable units earned, persistence, degree/certificate attainment, and transfer) relative to college wide institution-set standard data.

B.2

- ***Activity Type(s)***

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

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
B.2	Black/African American	308
	20-24 Year Olds	352
	Foster Youth	36

- ***Activity Implementation Plan***

Improving student success and outcomes is a critical aspect of the plan design. The College goals presented in the Student Equity focus on improving retention and academic performance, especially among the African American/Black students and first-generation student population. Colleges must teach students how to succeed in the postsecondary environment. Emerging research about a more diverse student experience validates that the first year is critical for influencing academic performance and graduation rates for historically underserved students (major themes: peer-to-peer and student-faculty interaction, and first-year student engagement in educationally purposeful activities) (Kuh et al., 2006; Quaye & Harper, 2007; Rendón, 1994).

Students need assistance building the specific skills and knowledge vital to navigating and thriving in their community college, particularly those who are new to higher education or who arrive without a specific goal. Rendón and De Anda reframe the college-going experiences of historically underserved students by placing emphasis on the shared responsibility of the student and the institution for their success. They reinforce the importance of culturally responsive strategies through early validation, encouragement, and support from significant others in navigating the college environment (Jalomo & Rendón, 2004; Rendón, 1994; Rendón, 2006; Rendón, Jalomo, & Nora, 2000; Terenzini et al., 1994).

Supplemental Instruction has also proven successful as an intervention strategy at both the four and two-year college levels, with significant outcomes in both student retention and success. A study of the impact of supplemental instruction on at-risk student populations in basic skills demonstrated that not only did the general achievement of the class improve, but there were dramatic increases in the success of students who were identified as "at risk" (Shaya, Petty & Petty, 1993). By offering assistance via peers (supplemental instruction Student Leaders) who attend classes with students, the intervention begins the very first day, which offers support throughout the course. According to Ogden, Thompson, Russell, and Simons (2003), historically students participating in effective supplemental instruction programs earn higher final course grades, succeed at a higher rate, and tend to persist at higher rates. Supplemental instruction focuses on both content issues as well as learning process habits, contributing to the students' overall learning improvement while also decreasing a sense of isolation, commonly viewed as a cause of attrition among first year college students (Maxwell, 1998).

Given the significant numbers of African American, first generation, and foster youth students who drop within the first few weeks of class, the embedded nature of the support offered by supplemental instruction, the focus on student-to-student interaction through mentoring and embedded counseling strategically targets high need student populations where there is a high likelihood of under preparation.

Implementation Strategy: Given the significant numbers of underprepared students that withdraw or are not academically successful in developmental level courses as evidenced in the Student Equity Plan, the embedded nature of the support offered by supplemental instruction, student mentoring, and embedded counseling targets student populations where there is a high likelihood of under preparation and isolation due to their potential first generation status and lack of engagement with the College environment and instructional programs. MSJC proposes to launch a focused student success program specifically targeting FYE developmental level courses in Math (Math 55, 90, and 94). Within this Activity are instructional learning and student support service (supplemental instruction, embedded counseling, student mentors) strategies designed to increase the rate at which underprepared students complete and perform academically in basic skills developmental level courses.

Supplemental Instruction: MSJC will provide supplemental programs in the FYE with the goal of improving student performance and retention. Supplemental instruction review sessions will be led by supplemental instruction student leaders with oversight taking place by the supplemental instruction specialist and the College's Supplemental Instruction Faculty Coordinator. Supplemental instruction review sessions will provide students the opportunity to actively engage in hands-on group learning. By offering assistance via peers (supplemental instruction Student Leaders) who attend classes with students (whether face-to-face or online), the intervention begins the very first day, which offers support throughout the course. Supplemental Instruction will specifically target the College's developmental Mathematics sequence (Math 55, 90, and 94) in the FYE Summer Bridge and Academic Cohorts, per the high percentage (90%) of students assessing into remedial Math.

Embedded Counseling: Students who do not have clear college goals are more likely to do poorly academically than those who have a clear understanding of why they are in college. Currently, MSJC has limited ability to develop individual Student Educational Plans (SEP) for every student as mandated by state regulation. This negatively impacts students' development and updating of educational goals. It further decreases the number of students who complete degrees because they do not know what courses remain to be finished. In fall 2013, only 3,081 (22%) of students received counseling/advisement services during the term. FYE Counselors will be selected and trained to provide underprepared students with assistance in course registration, information related

to courses, and their prerequisites, referrals to student support services, college success courses, and community agencies. By having specialized counselors focused on the African American, Foster Youth, ESL, Veterans student population, many more first-time MSJC students will be assisted than can currently be accommodated by the College's general counselors.

Student Mentoring: Implement, expand, and assess a comprehensive student mentoring program (iCoaches) that provides intrusive peer-to-peer advising, mentoring, and outreach for FYE students through regular and effective contact and case management

1. Develop training modules for student mentors
2. Recruit and train student mentors to support students in the targeted populations
3. Increase engagement between students and MSJC community by embedding iCoaches within the FYE cohort groups
4. Provide pre-assessment support and tutoring to targeted student groups prior to taking the placement test

The student mentoring component is designed to offer first-year students from traditionally underprepared backgrounds with additional encouragement, academic and personal support needed to increase retention and graduation rates of students, and accomplish their educational goals. A team of approximately 70 mentors will assist the FYE Academic Cohort students in integrating into campus life and assist in their development as scholars in their academic major. Specifically, mentors will meet with students, at minimum four times a semester and (1) advance students' knowledge of campus resources; (2) encourage students' development of supportive relationships with other students, faculty and staff (community of practice); (3) introduce students to an academic discipline; (4) help students develop the knowledge, skills, and attitudes necessary for successful completion of their academic goals; (5) develop leadership skills to enable the students to become future mentors and leaders; and (6) connect the students with campus student organizations, clubs, activities and services.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Spring 2016-Fall 2016	$676,947	

- ***Link to Goal***

  The FYE Student Support component is designed to offer first-year students from traditionally underprepared backgrounds with additional encouragement, academic and personal support needed to increase retention and graduation rates of students, and accomplish their educational goals.

- ***Evaluation***
  - Student outcome and achievement data will be collected and analyzed each academic term to determine the efficacy of the SI, student mentor, and embedded counseling support.
  - The following data will be collected:
    - Number of students who persist term to term and fall to fall
    - Number/percentage of students retained in courses
    - Number of students that participate in SI sessions

- Number of student mentor contacts with targeted student population
- Number of counseling, supplemental instruction, student mentoring and student support services utilized by targeted student population
- Number of students successfully transitioning from basic skills to college level

- Specifically, the following evaluation outcomes will be measured:
  - Increase in academic achievement (course success/retention)
  - Decrease in withdrawal rates
  - Increase in first-year student persistence, term to term, and fall to fall
  - Reduction in time to degree completion
  - Decrease in the number of courses repeated due to failure
  - Improved transition from basic skills to college level
  - Improved student engagement and connectedness
  - Increase in the number of students completing a student education plan and declaring a major/program of study

- Student surveys will be delivered and student focus groups will be held for all FYE participants to measure the efficacy of the program for meeting the specific needs of the targeted student population.
- Annual evaluation of the FYE program will be conducted as part of the institution's program review process, including quantitative analysis of cohort participant outcomes (GPA, degree-applicable units earned, persistence, degree/certificate attainment, and transfer) relative to college wide institution-set standard data.

B.3

- ***Activity Type(s)***

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

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
B.3	Black/African American	308
	20-24 Year Olds	352
	Foster Youth	36

- ***Activity Implementation Plan***

  In an effort to maintain a high standard of quality in pedagogy and given the lack of an organized and meaningful training structure, MSJC proposes to initiate a coordinated Professional Development Program that will be recommended for all faculty, classified, and administrators. The colleges proposes to implement a Professional Development for faculty and staff who work with targeted at-risk populations:

  1. Identify, recruit, and send First Year Experience (FYE) staff to trainings to integrate assignments and learn model teaching practices and techniques.
  2. Cultural competency training for classified staff, students, faculty, and administrators who work with targeted populations
  3. Provide coordinated training to counselors (Myers Briggs/Strong Training)
  4. Develop coordinated and comprehensive infrastructure for professional development district-wide
  5. Develop incentive system to support acceleration, learning cohorts, communities of practice among faculty
  6. Promote and improve scholarship of teaching and learning through speaking engagements on campus
  7. Evaluate and assess integrated professional development activities
  8. Provide additional support for the Office of Institutional Effectiveness by hiring a Senior Research Analyst to develop student success database to provide data to support program evaluation and decision-making.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	Spring 2016-Fall 2016	$427,772	

- ***Link to Goal***

  The professional development program will offer research-based methods to increasing student success among targeted population. Professional development for faculty and staff who work with targeted-at-risk populations that consist of FYE staff and faculty trainings to integrate assignments and team teaching, basic skills training, stipends for faculty who work with at-risk populations outside of the classroom.

- ***Evaluation***
  - Data will be collected and analyzed each academic term to determine the efficacy of the Professional Development program.
  - The following data will be collected:
    - Number of participants (faculty, staff, and administrator) in workshops/training focused on FYE, student success, acceleration models, cultural competency, etc.
    - Number of counselors that received training
    - Number of professional development opportunities provided to district faculty, staff, and administrators
    - Number of faculty that have incorporated and integrated student success best practices into course, curriculum, etc.
    - Completed Professional Development Plan
    - Number of speaking engagements/professional development activities held on-site
    - Development of a Student Success Database featuring program evaluation data

- Specifically, the following evaluation outcomes will be measured:
    - Increase in effective strategies and best practices being incorporated into the classroom, therefore ultimately serving the targeted student population better and increasing student outcomes and achievement.
    - Increase in faculty engagement
    - Increase in the number of communities of practice focused on the scholarship of teaching and learning
- Participant pre-post surveys will be delivered and faculty focus groups will be held for all professional development participants to measure the efficacy of the program for meeting the specific needs of the targeted student population.
- Annual evaluation of the Professional development program will be conducted as part of the institution's program review process, including quantitative analysis of cohort participant outcomes.

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

The 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 compared to the number of those students who complete such a final ESL or basic skills course.

Essential Findings and Analysis

Ethnicity: African American were disproportionately impacted for both English 20.3% and Math 22.3% respectively when compared to the mean cohort of students English (36.3%) and Math (30.3%) throughput rates. Additionally, American Indian/Alaskan Native were also disproportionately impacted for English 22.7% and Math 21.6% respectively in comparison to the mean cohort of students. Pacific Islanders also appear to be disproportionately impacted in English throughput rates (18.8%) in comparison to the mean cohort student rate (36.3%).

The Chancellors Office Student Success Scorecard metrics are based on a cohort of first-time students from six years prior. Mt. San Jacinto College's internal data on the 2007 remedial Math and English course completion rates do show a slight disproportionate impact, primarily in the withdraw rates for African American and American Indian/Alaskan Native students.

Gender: The English and Math throughput rates were higher for females (38.6% and 33.2% respectively) than the male throughput rates (33.1% and 25.8% respectively). However, in using the mean cohort student rate for English and Math throughput the differences were not substantial as indicated by the 80% rule.

Age: Although students <20 years old had the highest English (41.2%) and Math (34.6%) throughput rate Mt. San Jacinto College elected to use the cohort mean rate for English (36.3%) and Math (30.3%) as the comparison group. Using the mean cohort student rate for English and Math throughput, students' ages 20-24, 25 to 39, and 40+ years old were all lower than the mean cohort student rate for English and Math throughput; however, the difference was not substantial as indicated by the 80% rule except for students 40+ years old. Based on the 80% rule, students 40+ years old are disproportionately impacted.

Disability: The English throughput rate was substantially lower for students with disabilities (26.5%) than for students not identified as having a disability (37%). Students identified as having a disability (26.8%) were not disproportionately impacted on the Math throughput rate as compared to the mean cohort student rate (30.3%). Although a slight difference in the Math throughput rates, the difference was not

substantial to indicate disproportionate impact. Only the 80% rule indicated that students with a disability were disproportionately impacted on the English throughput rate.

Economically Disadvantaged: The Math throughput rate was higher for students in the economically disadvantaged cohort (31.4%) than the mean cohort student rate (30.3%). The English throughput rate proportionality index for economically disadvantaged students is .91, which is within tolerance limit for performance parity. Economically disadvantaged students were not disproportionately impacted as indicated by the 80% rule.

Veterans and Foster Youth: It was not possible to identify a large enough sample of Foster Youth students or Veteran students to analyze disproportionate impact on the English and Math throughput rates. There is no cohort tracking in the Student Success Scorecard data provided by the Chancellor's Office for English and Math throughput rates.

Table C4: FA12 basic skills course completion rates

MSJC Remedial Math Transitions Rate 2007-2008 Cohort					
MSJC Ethnic Groups	Cohort	Remedial Transition Rate	80% rule	Point diff	Number impacted
Total	2,297	30.3%	100.0%	0.0%	0
African-American	211	22.3%	73.6%	-26.4%	-56
American Indian/Alaskan Native	38	21.6%	71.3%	-28.7%	-11
Asian	48	30.2%	99.7%	-0.3%	0
Filipino	78	41.4%	136.6%	36.6%	29
Hispanic	763	29.2%	96.4%	-3.6%	-28
Pacific Islander	29	35.0%	115.5%	15.5%	4
White Non-Hispanic	921	32.0%	105.6%	5.6%	52
< 20 years old	965	34.6%	114.2%	14.2%	137
20 to 24 years old	511	25.2%	83.2%	-16.8%	-86
25 to 39 years old	461	28.2%	93.1%	-6.9%	-32
40+ years old	195	27.7%	91.4%	-8.6%	-17
Female	1,283	33.2%	109.6%	9.6%	123
Male	825	25.8%	85.1%	-14.9%	-123

MSJC Remedial English Transitions Rate 2007-2008 Cohort					
MSJC Ethnic Groups	Cohort	Remedial Transition Rate	80% rule	Point diff	Number impacted
Total	2,913	36.3%	119.8%	19.8%	577
African-American	261	20.3%	67.0%	-33.0%	-86
American Indian/Alaskan Native	44	22.7%	74.9%	-25.1%	-11
Asian	82	42.7%	140.9%	40.9%	34
Filipino	120	45.0%	148.5%	48.5%	58
Hispanic	989	34.8%	114.9%	14.9%	147
Pacific Islander	32	18.8%	62.0%	-38.0%	-12
White Non-Hispanic	1,130	39.1%	129.0%	29.0%	328
< 20 years old	1,724	41.2%	136.0%	36.0%	620
20 to 24 years old	581	29.4%	97.0%	-3.0%	-17
25 to 39 years old	437	31.6%	104.3%	4.3%	19
40+ years old	171	22.8%	75.2%	-24.8%	-42
Female	1,682	38.6%	127.4%	27.4%	461
Male	1,185	33.1%	109.2%	9.2%	110

MSJC Remedial ESL Transitions Rate 2007-2008 Cohort					
MSJC Ethnic Groups	Cohort	Remedial Transition Rate	80% rule	Point diff	Number impacted
Total	151	6.6%	100.0%	0.0%	0
African-American	1 to 9	16.7%	253.0%	153.0%	
American Indian/Alaskan Native	0	N/A			
Asian	27	14.8%	224.2%	124.2%	34
Filipino	1 to 9	25.0%	378.8%	278.8%	
Hispanic	85	3.5%	53.0%	-47.0%	-40
Pacific Islander	0		0.0%	-100.0%	
White Non-Hispanic	14	0.0%	0.0%	-100.0%	-14
< 20 years old	21	4.8%	72.7%	-27.3%	-6
20 to 24 years old	27	7.4%	112.1%	12.1%	3
25 to 39 years old	65	9.2%	139.4%	39.4%	26
40+ years old	38	2.6%	39.4%	-60.6%	-23
Female	104	7.7%	116.7%	16.7%	17
Male	37	5.4%	81.8%	-18.2%	-7

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

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
African American students	-26.4, 2013-2014	Reduce gap by 5%	2018
20-24 year old students	-16.8, 2013-2014	Reduce gap by 4%	2018

*Expressed as either a percentage or number

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

- ***Activity Type(s)***

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

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
C.1	African American students	56
	20-24 year old students	86

- ***Activity Implementation Plan***

Develop, pilot, implement and assess a First Year Experience Pathway for incoming students and identify student cohorts targeting African American, foster youth, and students aged 20-24

8. Promote early student support and pre-assessment preparation strategies that include resources for self-remediation modules and pre-testing opportunities for targeted populations to improve Math and English assessment scores increasing successful transition of target populations into higher level basic skills or college level Math and English
9. Develop and implement a first-year academic cohort for targeted students placed into lowest developmental English (61, 62, 92) and Math (55, 90, 94)

10. Development of a summer bridge program for FYE, veterans, foster youth, and other target populations
11. Provide intensive student support and learning resources (supplemental instruction, embedded counseling, mentoring) in FYE to increase academic success and retention of basic skills students
12. Provide textbook, meal cards, and gas card vouchers for targeted groups as well as additional textbooks in the Library Reserve section
13. Assign two (2) Full-time counselors and one (1) associate counselor to provide counseling and advising services to allow program participations (foster youth, ESL, African American, first-time, and 20-24 year old students) an opportunity to increase their understanding of an educational goal plan and establishing career markers for students
14. Expand student mentoring program (iCoaches)

As identified in institutional data, an overwhelming majority of all students (90%) assess into a developmental/remedial level course. These factors, among many others, greatly increase a student's likelihood of (a) insufficient academic preparation for college, (b) high academic disengagement, (c) increased isolation, (d) low academic expectations, and (e) low student involvement and integration -- which all lead to high attrition rates and low student success. An important finding of emerging research is that engaging underserved students with high impact practices *early* in their college experiences helps to level the playing field. More specifically, educational benefits are derived from their early engagement in peer-to-peer and student-faculty interaction, engaging pedagogies, and other educationally purposeful activities which positively impact academic achievement, performance, retention and graduation (AAC&U, 2007; AAC&U 201; Barefoot, 2000, Kinzie et al,.2008, Upcraft et al., 2005). (Re)Designing for Student Success – Completion by Design (2014) – identified eight principles for a comprehensive rethinking of community colleges' most fundamental challenges and consideration of change at all levels (accelerate entry into cohort programs of study, minimize time required to get college ready, ensure students know requirements to succeed, customize and contextualize instruction, integrate student support with instruction, continually monitor student progress, reward behaviors that contribute to completion, and leverage technology to improve learning and service delivery). The development and implementation of a First-Year Educational Pathway will improve student persistence and retention, academic and social integration, academic achievement and college completion of first-year MSJC students, particularly African American students and foster youth.

Implementation Strategy: MSJC proposes to implement first-year academic cohorts in a cycle of design, development, piloting, evaluation, and implementation throughout the five years of the grant. The First-Year Educational Pathway program will include: a) development of a First-Year Experience academic cohort program to increase retention of high-risk students, b) supplemental instruction, student mentoring, and embedded counseling, and d) faculty training and professional development on innovative models and academic cohort structures and functions.

This early and focused academic program improvement will support the needs of MSJC's culturally diverse, underprepared students in developmental education, including basic skills. This component will be comprehensive in nature and will be embedded as part an intensive Summer Bridge and a First-Year Academic Cohort during the following fall and spring terms. The First-Year Educational Pathway will directly assist students to develop educational goals, learn about available college resources, become involved in their college-experience, promote educational success through new student orientations, academic learning cohorts/communities, various educational/informational workshops, in-class advising and counseling, student development opportunities, college-hour activities and workshops, career and major identification activities, student mentoring, and other student leadership approaches.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Summer 2016-Spring 2018	$795,392	

- ***Link to Goal***

  The FYE program will successfully transition first year students into college and connect first year college students with student support services on campus to ensure student success. These strategies will work to provide the College an opportunity to change student attitudes and expectations early in their academic career by integrating instructional programs and activities during the time period when new students form initial impressions of what college is going to be about. The First-Year Educational Pathways component will help to develop an institutional culture wherein the College can help students build a first-year that is a strong foundation for the remainder of the student's undergraduate experience thereby improving academic success rates (retention, persistence, completion) and promoting achievement of the student's long-term educational goals (transferring, degree attainment).

- ***Evaluation***
  - Student outcome and achievement data will be collected and analyzed each academic term to determine the efficacy of the FYE program.
  - The following data will be collected:
    - Number of students who persist term to term and fall to fall
    - Number/percentage of students retained in FYE program
    - Number of students enrolled in FYE summer bridge and academic cohort, specifically for targeted student populations
    - Number of FYE cohorts developed/offered
    - Number of students assessing into a higher level course
    - Number of students utilizing pre-assessment tools and resources
    - Number of counseling, supplemental instruction, student mentoring and student support services utilized by targeted student population
    - Number of students successfully transitioning from basic skills to college level
    - Number of students who graduate, attain a degree, and/or transfer
  - Specifically, the following evaluation outcomes will be measured:
    - Increase in academic achievement (course success/retention)
    - Decrease in withdrawal rates
    - Increase in first-year student persistence, fall to fall
    - Reduction in time to degree completion
    - Decrease in the number of courses repeated due to failure
    - Improved transition from basic skills to college level
    - Improved student engagement and connectedness
    - Increase in the number of students completing a student education plan and declaring a major/program of study

- Student surveys will be delivered and student focus groups will be held for all FYE participants to measure the efficacy of the program for meeting the specific needs of the targeted student population.
- Annual evaluation of the FYE program will be conducted as part of the institution's program review process, including quantitative analysis of cohort participant outcomes (GPA, degree-applicable units earned, persistence, degree/certificate attainment, and transfer) relative to college wide institution-set standard data.

C.2

- ***Activity Type(s)***

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

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
C.2	Black/African American	56
	20-24 Year Olds	86

- ***Activity Implementation Plan***

Improving student success and outcomes is a critical aspect of the plan design. The College goals presented in the Student Equity Plan focus on improving retention and academic performance, especially among the African American/Black students and first-generation student population. Colleges must teach students how to succeed in the postsecondary environment. Emerging research about a more diverse student experience validates that the first year is critical for influencing academic performance and graduation rates for historically underserved students (major themes: peer-to-peer and student-faculty interaction, and first-year student engagement in educationally purposeful activities) (Kuh et al., 2006; Quaye & Harper, 2007; Rendón, 1994).

Students need assistance building the specific skills and knowledge vital to navigating and thriving in their community college, particularly those who are new to higher education or who arrive without a specific goal. Rendón and De Anda reframe the college-going experiences of historically underserved students by placing emphasis on the shared responsibility of the student and the institution for their success. They reinforce the importance of culturally responsive strategies through early validation, encouragement, and support from significant others in navigating the college environment (Jalomo & Rendón, 2004; Rendón, 1994; Rendón, 2006; Rendón, Jalomo, & Nora, 2000; Terenzini et al., 1994).

Supplemental Instruction has also proven successful as an intervention strategy at both the four and two-year college levels, with significant outcomes in both student retention and success. A study of the impact of supplemental instruction on at-risk student populations in basic skills demonstrated that not

only did the general achievement of the class improve, but there were dramatic increases in the success of students who were identified as "at risk" (Shaya, Petty & Petty, 1993). By offering assistance via peers (supplemental instruction Student Leaders) who attend classes with students, the intervention begins the very first day, which offers support throughout the course. According to Ogden, Thompson, Russell, and Simons (2003), historically students participating in effective supplemental instruction programs earn higher final course grades, succeed at a higher rate, and tend to persist at higher rates. Supplemental instruction focuses on both content issues as well as learning process habits, contributing to the students' overall learning improvement while also decreasing a sense of isolation, commonly viewed as a cause of attrition among first year college students (Maxwell, 1998).

Given the significant numbers of African American, first generation, and foster youth students who drop within the first few weeks of class, the embedded nature of the support offered by supplemental instruction, the focus on student-to-student interaction through mentoring and embedded counseling strategically targets high need student populations where there is a high likelihood of under preparation.

Implementation Strategy: Given the significant numbers of underprepared students that withdraw or are not academically successful in developmental level courses as evidenced in the Student Equity Plan, the embedded nature of the support offered by supplemental instruction, student mentoring, and embedded counseling targets student populations where there is a high likelihood of under preparation and isolation due to their potential first generation status and lack of engagement with the College environment and instructional programs. MSJC proposes to launch a focused student success program specifically targeting FYE developmental level courses in Math (Math 55, 90, and 94). Within this Activity are instructional learning and student support service (supplemental instruction, embedded counseling, student mentors) strategies designed to increase the rate at which underprepared students complete and perform academically in basic skills developmental level courses.

Supplemental Instruction: MSJC will provide supplemental programs in the FYE with the goal of improving student performance and retention. Supplemental instruction review sessions will be led by supplemental instruction student leaders with oversight taking place by the supplemental instruction specialist and the College's Supplemental Instruction Faculty Coordinator. Supplemental instruction review sessions will provide students the opportunity to actively engage in hands-on group learning. By offering assistance via peers (supplemental instruction Student Leaders) who attend classes with students (whether face-to-face or online), the intervention begins the very first day, which offers support throughout the course. Supplemental Instruction will specifically target the College's developmental Mathematics sequence (Math 55, 90, and 94) in the FYE Summer Bridge and Academic Cohorts, per the high percentage (90%) of students assessing into remedial Math.

Embedded Counseling: Students who do not have clear college goals are more likely to do poorly academically than those who have a clear understanding of why they are in college. Currently, MSJC has limited ability to develop individual Student Educational Plans (SEP) for every student as mandated by state regulation. This negatively impacts students' development and updating of educational goals. It further decreases the number of students who complete degrees because they do not know what courses remain to be finished. In fall 2013, only 3,081 (22%) of students received counseling/advisement services during the term. FYE Counselors will be selected and trained to provide underprepared students with assistance in course registration, information related to courses, and their prerequisites, referrals to student support services, college success courses, and community agencies. By having specialized counselors

focused on the African American, Foster Youth, ESL, Veterans student population, many more first-time MSJC students will be assisted than can currently be accommodated by the College's general counselors.

Student Mentoring: Implement, expand, and assess a comprehensive student mentoring program (iCoaches) that provides intrusive peer-to-peer advising, mentoring, and outreach for FYE students through regular and effective contact and case management

1. Develop training modules for student mentors
2. Recruit and train student mentors to support students in the targeted populations
3. Increase engagement between students and MSJC community by embedding iCoaches within the FYE cohort groups
4. Provide pre-assessment support and tutoring to targeted student groups prior to taking the placement test

The student mentoring component is designed to offer first-year students from traditionally underprepared backgrounds with additional encouragement, academic and personal support needed to increase retention and graduation rates of students, and accomplish their educational goals. A team of approximately 70 mentors will assist the FYE Academic Cohort students in integrating into campus life and assist in their development as scholars in their academic major. Specifically, mentors will meet with students, at minimum four times a semester and (1) advance students' knowledge of campus resources; (2) encourage students' development of supportive relationships with other students, faculty and staff (community of practice); (3) introduce students to an academic discipline; (4) help students develop the knowledge, skills, and attitudes necessary for successful completion of their academic goals; (5) develop leadership skills to enable the students to become future mentors and leaders; and (6) connect the students with campus student organizations, clubs, activities and services.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Spring 2016-Fall 2016	$668,865	

- ***Link to Goal***

  The FYE Student Support component is designed to offer first-year students from traditionally underprepared backgrounds with additional encouragement, academic and personal support needed to increase retention and graduation rates of students, and accomplish their educational goals.

- ***Evaluation***
  - Student outcome and achievement data will be collected and analyzed each academic term to determine the efficacy of the SI, student mentor, and embedded counseling support.
  - The following data will be collected:
    - Number of students who persist term to term and fall to fall
    - Number/percentage of students retained in courses
    - Number of students that participate in SI sessions
    - Number of student mentor contacts with targeted student population

- Number of counseling, supplemental instruction, student mentoring and student support services utilized by targeted student population
- Number of students successfully transitioning from basic skills to college level

- Specifically, the following evaluation outcomes will be measured:
  - Increase in academic achievement (course success/retention)
  - Decrease in withdrawal rates
  - Increase in first-year student persistence, term to term, and fall to fall
  - Reduction in time to degree completion
  - Decrease in the number of courses repeated due to failure
  - Improved transition from basic skills to college level
  - Improved student engagement and connectedness
  - Increase in the number of students completing a student education plan and declaring a major/program of study
- Student surveys will be delivered and student focus groups will be held for all FYE participants to measure the efficacy of the program for meeting the specific needs of the targeted student population.
- Annual evaluation of the FYE program will be conducted as part of the institution's program review process, including quantitative analysis of cohort participant outcomes (GPA, degree-applicable units earned, persistence, degree/certificate attainment, and transfer) relative to college wide institution-set standard data.

C.3

- ***Activity Type(s)***

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

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
C.3	Black/African American	56
	20-24 Year Olds	86

- ***Activity Implementation Plan***

In an effort to maintain a high standard of quality in pedagogy and given the lack of an organized and meaningful training structure, MSJC proposes to initiate a coordinated Professional Development Program that will be recommended for all faculty, classified, and administrators. The colleges proposes to implement a Professional Development for faculty and staff who work with targeted at-risk populations:

1. Identify, recruit, and send First Year Experience (FYE) staff to trainings to integrate assignments and learn model teaching practices and techniques.
2. Cultural competency training for classified staff, students, faculty, and administrators who work with targeted populations
3. Provide coordinated training to counselors (Myers Briggs/Strong Training)
4. Develop coordinated and comprehensive infrastructure for professional development district-wide
5. Develop incentive system to support acceleration, learning cohorts, communities of practice among faculty
6. Promote and improve scholarship of teaching and learning through speaking engagements on campus
7. Evaluate and assess integrated professional development activities
8. Provide additional support for the Office of Institutional Effectiveness by hiring a Senior Research Analyst to develop student success database to provide data to support program evaluation and decision-making.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Spring 2016-Fall 2016	$426,314	

- ***Link to Goal***

  The professional development program will offer research-based methods to increasing student success among targeted population. Professional development for faculty and staff who work with targeted-at-risk populations that consist of FYE staff and faculty trainings to integrate assignments and team teaching, basic skills training, stipends for faculty who work with at-risk populations outside of the classroom.

- ***Evaluation***
  - Data will be collected and analyzed each academic term to determine the efficacy of the Professional Development program.
  - The following data will be collected:
    - Number of participants (faculty, staff, and administrator) in workshops/training focused on FYE, student success, acceleration models, cultural competency, etc.
    - Number of counselors that received training
    - Number of professional development opportunities provided to district faculty, staff, and administrators
    - Number of faculty that have incorporated and integrated student success best practices into course, curriculum, etc.
    - Completed Professional Development Plan
    - Number of speaking engagements/professional development activities held on-site
    - Development of a Student Success Database featuring program evaluation data
  - Specifically, the following evaluation outcomes will be measured:
    - Increase in effective strategies and best practices being incorporated into the classroom, therefore ultimately serving the targeted student population better and increasing student outcomes and achievement.
    - Increase in faculty engagement
    - Increase in the number of communities of practice focused on the scholarship of teaching and learning

- Participant pre-post surveys will be delivered and faculty focus groups will be held for all professional development participants to measure the efficacy of the program for meeting the specific needs of the targeted student population.
- Annual evaluation of the Professional development program will be conducted as part of the institution's program review process, including quantitative analysis of cohort participant outcomes.

C.4

- ***Activity Type(s)***

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

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
C.4	Black/African American	56
	20-24 Year Olds	86

- ***Activity Implementation Plan***

The Student Equity Plan major goals to improve student preparedness for academic success by implementing early support strategies for students as they enter college; improve student enrollment and transition into credit basic skills pathways by improving institutional integration of student service and instructional programs designed to increase underprepared student academic success; and strengthen institutional capacity to improve student preparation, transition, and successful course completion will be addressed by each of the following corrective actions: (1) institutionalization of early student support and pre-assessment preparation strategies; (2) development and implementation of a First-Year Academic Cohort Program; and (3) strategic retention plan to increase academic success of basic skills students.

(1) Institutionalization of early student support and pre-assessment preparation strategies
Implementation Strategy Rationale: As outlined in the Student Equity Plan, approximately 92% incoming students at MSJC are not proficient in college-level Math or English and as such, students are more educationally disadvantaged and are less successful than students who enter college with pre-collegiate competencies, especially African American, first generation, and foster youth students. This readiness gap hampers student ability to pass basic skills courses and results in approximately 88% of basic skills students failing to persist or advance and graduate. Since assessment and placement are imposed on all students, some observers have emphasized the importance of also providing support services (Kingan & Alfred, 1993; Fonte, 1997;Prince, 2005; Bailey, Jeong, & Cho, 2010). College advisors admit that many if not most students take placement tests without understanding their purpose or high-stakes nature

(Safran & Visher, 2010). Interviews with community college students have found that they were unprepared for the content and format of the tests, that they were still confused about placement policies after taking the tests, and that many never met with a counselor to discuss their results and subsequent course-taking options (Nodine, Bracco, & Venezia, 2010; Behringer, 2008). Given that degree and certificate completion rates are directly impacted by assessment level placement and the pervasiveness of students' lack of understanding and preparedness for the placement process, the development of an early support and pre-assessment preparation plan is critical in minimizing the disproportionate impact of placement on the overall academic success of underprepared students.

Implementation Strategy: MSJC will improve its local assessment and placement practices by designing a comprehensive strategy to 1) modify and improve institutional practices and matriculation policies to promote and effectively inform students of the advantages regarding pre-assessment preparation; 2) improve student preparation through development of support tools for students that include resources for self-remediation modules and pre-testing opportunities, 3) increase student awareness of the importance of the placement test, preparation, and readiness through a comprehensive communication effort, web-based tool kit of remediation resources, and pre-tests; and 4) integrate pre-assessment preparation and early remediation efforts and institutional practices into a First-Year Program enriched with counseling and student support resources.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	Spring 2016-Fall 2016	$117,993	

- ***Link to Goal***

  The combination of these efforts will result in lower remediation rates for MSJC students by increasing the initial placement for students and increasing success rates and graduation rates in the long-term. Early readiness will become an institutionalized part of the College's matriculation processes and embedded within the First-Year program activity.

- ***Evaluation***
  - Student outcome and achievement data will be collected and analyzed each academic term to determine the efficacy of the pre-assessment strategies.
  - The following data will be collected:
    - Number of new pre-assessment tools, resources, and pre-tests
    - Number of students utilizing pre-assessment tools and resources
    - Number of pre-assessment activities embedded with FYE summer bridge and academic cohort
    - Number of students that successfully reassess into a higher level course
    - Number of students enrolled in FYE summer bridge and academic cohort, specifically for targeted student populations
    - Outreach to students regarding the importance of pre-assessment efforts
  - Specifically, the following evaluation outcomes will be measured:
    - Development of pre-assessment web-based tool kit and resources
    - Increase outreach to students, specifically in targeted student populations regarding pre-assessment

- Increase in student awareness of pre-assessment tools and resources
- Increase in academic achievement (course success/retention)
- Increase in first-year student persistence, fall to fall
- Decrease in the number of courses repeated due to failure
- Improved transition from basic skills to college level
- Improved student engagement and connectedness

- Student surveys will be delivered and student focus groups will be held for targeted student population that utilize pre-assessment tools to measure the efficacy of the program for meeting the specific needs of the targeted student population.
- Annual evaluation of the pre-assessment strategies will be conducted as part of the institution's program review process, including quantitative analysis of cohort participant outcomes.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Essential Findings and Analysis

Ethnicity: The ethnic proportion of graduates compared to the enrollment distribution for the reference years is identified in the below tables. The degree and certificate completion rate shows that American Indian/Alaskan Native (30%), African American (30.4%), and Pacific Islander (31.8%) appear to be disproportionally impacted compared to the mean cohort of students reference group (42.5%). All three ethnic populations; however, are considerably small and are subject to wide variance. The degree and certificate completion data shows that minority students completed at a rate lower than the 80% rule tolerance limit.

In further analysis, Mt. San Jacinto College examined internal data and found that assessment level placement is a component of remedial transition and completion rate disparities.

Gender: The degree and certificate completion rate was slightly higher for females (44.2%) than males (40.3%). However, the difference was not substantial as indicated by the 80% rule.

Age: The 80% rule indicated that students 20-24(32%) and 25-39 (30.9%) years old were disproportionately impacted on the degree and certificate completion rate when compared to the mean cohort of students.

Disability: The degree and certificate completion rate was slightly lower for students identified with a disability (34.9%) than for the mean cohort of students (42.5%). However, the difference was not substantial as indicated by the 80% rule.

Economically Disadvantaged: the degree and certificate completion rate was slightly higher for students who were identified as being economically disadvantaged (43.9%) than for the mean cohort of students (42.5%). The difference, therefore, was not substantial as indicated by the 80% rule.

Veterans and Foster Youth: It was not possible to identify a large enough sample of Foster Youth students or Veteran students to analyze disproportionate impact on the degree and certificate

completion rate outcome. There is no cohort tracking in the Student Success Scorecard data provided by the Chancellor's Office for degree and certificate completion rates.

Table D1: 2007-2008 to 2012-2013 Six Year Degree/Certificate Completion Rate by Gender, Age, Ethnicity, Economic, and Disabled Status

2014 Mt. San Jacinto College Student Success Scorecard

Completion
Overall **2007-2008**

	Cohort Size	Cohort Rate	Cohort Completed	proportionality	80% rule	Point Diff	number impacted
All	2,694	42.5%	1145				
Female	1,553	44.2%	686	1.04	104.0%	1.7%	26
Male	1,097	40.3%	442	0.95	94.8%	-2.2%	-24
< 20 years old	2,098	44.9%	942	1.06	105.6%	2.4%	50
20 to 24 years old	266	32.0%	85	0.75	75.3%	-10.5%	-28
25 to 39 years old	204	30.9%	63	0.73	72.7%	-11.6%	-24
40+ years old	126	42.1%	53	0.99	99.1%	-0.4%	-1
African American	168	30.4%	51	0.72	71.5%	-12.1%	-20
American Indian/Alaska Native	30	30.0%	9	0.71	70.6%	-12.5%	-4
Asian	83	57.8%	48	1.36	136.0%	15.3%	13
Filipino	95	55.8%	53	1.31	131.3%	13.3%	13
Hispanic	838	39.1%	328	0.92	92.0%	-3.4%	-28
Pacific Islander	22	31.8%	7	0.75	74.8%	-10.7%	-2
White	1,192	44.7%	533	1.05	105.2%	2.2%	26
DSPS		34.9%					
Low income Pell		43.9%					

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

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
African American students	-12.1, 2013-2014	Reduce gap by 6%	2018
20-24 Year old students	-10.5, 2013-2014	Reduce gap by 5%	2018

*Expressed as either a percentage or number

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

- ***Activity Type(s)***

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

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
D.1	African American	20
	20-24 year olds	28

- ***Activity Implementation Plan***

Promote educational student success through coordinated student development opportunities such as college-hour activities and workshops, career and major identification activities, and other student leadership approaches. Provide students with a quarterly student speaker series, where external business/industry, four-year institution partners, and community leaders explore various college and career awareness topics.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Spring 2016-Fall 2016	$20,000	

- ***Link to Goal***

  As presented, the Student Equity Plan analysis supports the priority related to serving high need students who are at risk of educational failure or otherwise in need of special assistance and support. The College has intentionally developed the proposed strategies to tackle the institutional challenges and academic barriers of its demonstrably high-need and high-risk student population through a student development plan to help retain students and move them rapidly through core courses and through program completion.

- ***Evaluation***
  - Data will be collected and analyzed each academic term to determine the efficacy of the Student Development program.
  - The following data will be collected:
    - Number of participants (students) in workshops/trainings
    - Number of speaker series held
    - Number of student development opportunities provided to district students
  - Specifically, the following evaluation outcomes will be measured:
    - Increase in student engagement
    - Increase in students' use of effective learning practices and strategies
  - Participant pre-post surveys will be delivered and student focus groups will be held for all student development participants to measure the efficacy of the program for meeting the specific learning needs of the targeted student population.
  - Annual evaluation of the student development program will be conducted as part of the institution's program review process, including quantitative analysis of cohort participant outcomes.

D.2

- ***Activity Type(s)***

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

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
D.2	African American	20
	20-24 year olds	28

- ***Activity Implementation Plan***

Faculty Student Mentoring: The faculty student mentoring component is designed to offer students from traditionally underprepared backgrounds with additional encouragement, academic and personal support needed to increase retention and graduation rates of students, and accomplish their educational goals. A team of faculty will assist the FYE Academic Cohort students in integrating into campus life and assist in their development as scholars in their academic major. Specifically, faculty will meet with students and (1) advance students' knowledge of campus resources; (2) encourage students' development of supportive relationships with other students, faculty and staff (community of practice); (3) introduce students to an academic discipline; (4) help students develop the knowledge, skills, and attitudes necessary for successful completion of their academic goals; (5) develop leadership skills to enable the students to become future mentors and leaders; and (6) connect the students with campus student organizations, clubs, and activities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.2	Spring 2016-Fall 2016	$283,850	

- ***Link to Goal***

These strategies will work to change student attitudes and expectations early in students' academic career by integrating innovative instructional programs and student service activities to help build a strong foundation for the remainder of the student's undergraduate experience thereby improving academic success rates (retention, persistence, completion) and promoting achievement of the student's long-term educational goals (transferring, degree attainment).

- ***Evaluation***
  - Student outcome and achievement data will be collected and analyzed each academic term to determine the efficacy of the faculty student mentor support.
  - The following data will be collected:
    - Number of faculty mentors
    - Number of faculty contacts with targeted student population
  - Specifically, the following evaluation outcomes will be measured:
    - Increase in academic achievement (course success/retention)
    - Decrease in withdrawal rates
    - Increase in first-year student persistence, term to term, and fall to fall
    - Reduction in time to degree completion

- Decrease in the number of courses repeated due to failure
- Improved transition from basic skills to college level
- Improved student engagement and connectedness
- Increased faculty engagement
- Increase in the number of students completing a student education plan and declaring a major/program of study
- Increase in the number of students graduating, attaining a degree and/or transferring

- Student surveys will be delivered and student focus groups will be held for all faculty student participants to measure the efficacy of the program for meeting the specific needs of the targeted student population.
- Faculty surveys will be delivered for all faculty mentors to gain additional feedback to improve and strengthening faculty mentoring activities
- Annual evaluation of the faculty student mentor program will be conducted as part of the institution's program review process, including quantitative analysis of cohort participant outcomes.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

The 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.

Essential Findings and Analysis

Ethnicity: The ethnic proportion of graduates compared to the enrollment distribution for the reference years is identified in the above tables. The transfer rate shows that American Indian/Alaskan Native (30%), African American (30.4%), and Pacific Islander (31.8%) appear to be disproportionally impacted compared to the mean cohort of students reference group (42.5%). All three ethnic populations; however, are considerably small and are subject to wide variance. The transfer rate data shows that minority students completed at a rate lower than the 80% rule tolerance limit.

In further analysis, Mt. San Jacinto College examined internal data and found that assessment level placement is a component of remedial transition, completion, and transfer rate disparities.

Gender: The transfer rate was slightly higher for females (44.2%) than males (40.3%). However, the difference was not substantial as indicated by the 80% rule.

Age: The 80% rule indicated that students 20-24(32%) and 25-39 (30.9%) years old were disproportionately impacted on the transfer rate when compared to the mean cohort of students.

Disability: The transfer rate was lower for students identified with a disability (26.8%) than for the students not identified as having a disability (38.2%). The 80% rule indicated that students identified with a disability are disproportionately impacted on transfer rate.

Economically Disadvantaged: The transfer rate was slightly higher for students who were identified as being economically disadvantaged (43.9%) than for the mean cohort of students (42.5%). The difference, therefore, was not substantial as indicated by the 80% rule.

Veterans and Foster Youth: It was not possible to identify a large enough sample of Foster Youth students or Veteran students to analyze disproportionate impact on the transfer rate outcome. There is no cohort tracking in the Student Success Scorecard data provided by the Chancellor's Office for transfer rates.

Table E1: 2007-2008 to 2012-2013 Six Year Transfer Rate by Gender, Age, Ethnicity, Economic, and Disabled Status

MSJC 6 year Transfer Rate 2007-2008 Cohort					
MSJC Ethnic Groups	Cohort	Remedial Transition Rate	80% rule	Point diff	Number impacted
Total	1,607	38.0%	100.0%	0.0%	0
African-American	71	37.0%	97.4%	-2.6%	-2
American Indian/Alaskan Native	15	27.0%	71.1%	-28.9%	-4
Asian	55	56.0%	147.4%	47.4%	26
Filipino	71	46.0%	121.1%	21.1%	15
Hispanic	475	36.0%	94.7%	-5.3%	-25
Pacific Islander	10	30.0%	78.9%	-21.1%	-2
White Non-Hispanic	745	38.0%	100.0%	0.0%	0
< 20 years old	1,326	39.4%	103.7%	3.7%	49
20 to 24 years old	112	28.7%	75.5%	-24.5%	-27
25 to 39 years old	105	26.7%	70.3%	-29.7%	-31
40+ years old	64	32.8%	86.3%	-13.7%	-9
Female	943	37.9%	99.7%	-0.3%	-2
Male	640	37.1%	97.6%	-2.4%	-15

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	-28.9, 2013-2014	No gap – Proportional representation	2018
Hispanic	-5.3, 2013-2014	Reduce gap by 2%	2018
20-24 year olds	-24.5, 2013-2014	Reduce gap by 5%	2018

*Expressed as either a percentage or number

ACTIVITIES: E. TRANSFER

E.1

- ***Activity Type(s)***

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

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
E.1	African American	4
	20-24 year olds	27
	Hispanic	25

- ***Activity Implementation Plan***

Faculty Student Mentoring: The faculty student mentoring component is designed to offer students from traditionally underprepared backgrounds with additional encouragement, academic and personal support needed to increase retention and graduation rates of students, and accomplish their educational goals. A team of faculty will assist the FYE Academic Cohort students in integrating into campus life and assist in their development as scholars in their academic major. Specifically, faculty will meet with students and (1) advance students' knowledge of campus resources; (2) encourage students' development of supportive relationships with other students, faculty and staff (community of practice); (3) introduce students to an academic discipline; (4)

help students develop the knowledge, skills, and attitudes necessary for successful completion of their academic goals; (5) develop leadership skills to enable the students to become future mentors and leaders; and (6) connect the students with campus student organizations, clubs, and activities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Spring 2016-Fall 2016	$227,942	

- ***Link to Goal***

  These strategies will work to change student attitudes and expectations early in students' academic career by integrating innovative instructional programs and student service activities to help build a strong foundation for the remainder of the student's undergraduate experience thereby improving academic success rates (retention, persistence, completion) and promoting achievement of the student's long-term educational goals (transferring, degree attainment).

- ***Evaluation***
  - Student outcome and achievement data will be collected and analyzed each academic term to determine the efficacy of the faculty student mentor support.
  - The following data will be collected:
    - Number of faculty mentors
    - Number of faculty contacts with targeted student population
  - Specifically, the following evaluation outcomes will be measured:
    - Increase in academic achievement (course success/retention)
    - Decrease in withdrawal rates
    - Increase in first-year student persistence, term to term, and fall to fall
    - Reduction in time to degree completion
    - Decrease in the number of courses repeated due to failure
    - Improved transition from basic skills to college level
    - Improved student engagement and connectedness
    - Increased faculty engagement
    - Increase in the number of students completing a student education plan and declaring a major/program of study
    - Increase in the number of students graduating, attaining a degree and/or transferring
  - Student surveys will be delivered and student focus groups will be held for all faculty student participants to measure the efficacy of the program for meeting the specific needs of the targeted student population.
  - Faculty surveys will be delivered for all faculty mentors to gain additional feedback to improve and strengthening faculty mentoring activities
  - Annual evaluation of the faculty student mentor program will be conducted as part of the institution's program review process, including quantitative analysis of cohort participant outcomes.

E.2

- ***Activity Type(s)***

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

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group(s)	# of Students Affected
E.2	African American	4
	20-24 year olds	27
	Hispanic	25

- ***Activity Implementation Plan***

As presented, faculty lack training in the educational methodologies which support diverse learning styles particularly those in the targeted student populations. Due to this lack of training, faculty are uninformed on the issues, sensitivity, and awareness of dealing with targeted student population and lack an avenue to discuss some of the experiences and improvements in teaching methodologies and technology usage. Students who persist expressed a strong appreciation for "faculty, professional advisors, departmental assistants, and teaching assistants who showed an active long term interest in their learning, their problems and their progress" (Seymour, 1995). As a corrective action to address the nonexistent faculty development opportunities, MSJC will develop a comprehensive faculty development plan that will expand faculty competence in innovative technologies and new methods of instruction delivery for the targeted student populations. The proposed project will include: (1) quarterly faculty workshops with guest speakers, recent research, and updates on new technologies, (2) business/industry work experience with local business leaders to obtain information and knowledge related to recent developments and new applications in academic fields/careers each semester; and (3) expansion of course/workshop offerings during the biannual Teaching Academy to include Cultural competency topics. Instructional support, materials development and library resources will also be a component of the faculty development plan. A Faculty Community of Practice will also be created to support the sharing of lessons learned with other faculty and determine how to implement new applications into the course and curriculum. The professional development trainings, workshops, and community will improve faculty knowledge and address the diversity of student demographics, learning styles and goals.

Curriculum Development: Revising curriculum starting with the curriculum gaps identified by the College is essential to ensure the successful completion of students' educational goals. The grant will address this institutional weakness by providing faculty with professional development support for basic curriculum development and acceleration efforts through curriculum content research and meetings with public university discipline faculty partners to streamline the course articulation process.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.2	Spring 2016-Fall 2016	$179,931	

- ***Link to Goal***

  These strategies will work to foster cultural competency among faculty by integrating innovative instructional programs and student service activities to help build a strong foundation for the remainder of the student's undergraduate experience thereby improving academic success rates (retention, persistence, completion) and promoting achievement of the student's long-term educational goals (transferring, degree attainment).

- ***Evaluation***
  - Data will be collected and analyzed each academic term to determine the efficacy of the Professional Development program.
  - The following data will be collected:
    - Number of participants (faculty, staff, and administrator) in workshops/training focused on FYE, student success, acceleration models, cultural competency, etc.
    - Number of counselors that received training
    - Number of professional development opportunities provided to district faculty, staff, and administrators
    - Number of faculty that have incorporated and integrated student success best practices into course, curriculum, etc.
    - Number of speaking engagements/professional development activities held on-site
    - Number of new networks with business/industry, community leaders, k-12 partners
    - Number of workshops during the Teaching Academy focused on cultural competencies
  - Specifically, the following evaluation outcomes will be measured:
    - Increase in effective strategies and best practices being incorporated into the classroom, therefore ultimately serving the targeted student population better and increasing student outcomes and achievement.
    - Increase in faculty engagement
    - Increase in the number of communities of practice focused on the scholarship of teaching and learning
  - Participant pre-post surveys will be delivered and faculty focus groups will be held for all professional development participants to measure the efficacy of the program for meeting the specific needs of the targeted student population.
  - Annual evaluation of the Professional development program will be conducted as part of the institution's program review process, including quantitative analysis of cohort participant outcomes.

Other College- or District-wide Initiatives Affecting Several Indicators

As identified in the 2014-2017 Student Equity Plan, "The overarching equity goal at Mt. San Jacinto College is to provide a teaching and learning environment that is responsive to the needs, and facilitates the success and learning, of all students, taking into account ethnicity, gender, age, culture, nationality, language, disability, sexual orientation, economic, veteran, foster youth status, or religion."

In collaboration with the Dean of Student Services, the Student Success & Support Director for the San Jacinto and San Gorgonio Campuses, the Student Success & Support Director for the Menifee Valley and Temecula Campuses and the Student Success Activity Development Coordinator have developed an action plan to support populations identified within the Equity Plan as being disproportionately impacted. This plan will incorporate early interventions efforts in the K-12 system with a transition plan into student equity engagement efforts by college counselor at MSJC. The following disadvantaged students receiving these counseling support services are: African/American, Foster Youth, Veterans and ESL.

The overarching goal for Equity and the Student Success and Support Plans is to develop, align, and implement efforts to achieve greater access, equity, and success. The utilization of equity funds to expand and enhance the counseling resources that target at-risk student population is critically important if MSJC is going to improve student access, equity, and success. In order to achieve this, MSJC must strategically and intentionally collaborate to provide the following: Implementation of early and extensive college and career ready intervention strategies with K-12; counseling case management and support services to provide equity to at-risk student populations who attend MSJC; targeted academic support and faculty development, and high level coordination among all participants. Mt. San Jacinto College has made a significant adjustment in its student support strategy to address the overwhelming need to improve student access, equity, and student success for all students. In order to meet the new demands on education a significant shift in the hiring and placement of college counselors occurred in three key areas:

1. The hiring of General Counselors to expand access to provide comprehensive counseling services for new and continuing students.
2. The hiring of First Year Experience Counselors to manage and support disadvantaged student populations with above and beyond services that the general student population would not receive.
3. The hiring of College Transitional Counselors to serve incoming students with pre-enrollment activities to insure that they are college ready as they enter college.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

SSSP ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

- ***Indicators/Goals to be affected by the activity***

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- ***Activity Type(s)***

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

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group	# of Students Affected
F.1	Foster Youth Students	150
	ESL Students	128

- ***Activity Implementation Plan***

Mt. San Jacinto College will develop programs for Foster Youth and ESL students who have been determined through research to be disproportionately impacted. Equity funding has been approved in the 2014-2015 budget to hire counselors to develop these programs. The structure of these programs will essentially follow the EOPS Program model:

Foster Youth Program	ESL Student Program
Full-time Non-tenure Track Faculty-1	Full-time Non-tenure Track Faculty-1
Part-time Counselors-1	Part-time Counselors-1
Outreach/In-reach	Outreach/In-reach

Foster Youth Program	ESL Student Program
Case Management	Case Management
Centralized Location	Centralized Location
Collaborate with community organizations for resources	Collaborate with community organizations for resources
Two Contacts per term	Curriculum Development
Mutual Responsibility Contract	Basic Skills Courses
Progress Report (Counts as one of the contacts-Due right after mid-terms)	Student Data Identifying Cohort Participants-Data Collection
1st Time Students Pre-enrollment Activities: Information Workshops; Recruitment Strategies; Remediation; Summer Readiness Program/Summer Bridge; Marketing; Guidance Courses	1st Time Students Pre-enrollment Activities: Information Workshops; Recruitment Strategies; Remediation; Summer Readiness Program/Summer Bridge; Marketing; Guidance Courses
Basic Skills Courses	Speakers; SI Tutors; Workshops
Gas Cards	College Tours
Meal Cards	Professional Development
Books	Effective Best Practices
Student Data Identifying Cohort Participants-Data Collection	Gas Cards
Curriculum Development	
Guidance Courses: Speakers; SI Tutors; Workshops	
College Tours	
Professional Development	
Effective Best Practices	

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	October 1, 2015-December 2016	$44,000 staffing $21,000 books, meal card, gas cards	SSSP FT Non-tenure Counselor-$16,175 SSSP FY Associate Counselor-$12,751 GF ESL Associate Counselor-$12,751

- ***Link to Goal***

  Access: Providing early intervention at the high schools as well as identifying the targeted student populations new to MSJC will provide a pathway as well as support for these students to achieve access to a college education.

Course Completion: Providing early intervention at the high schools as well as identifying the targeted student populations new to MSJC to provide intentional support services with the student engagement programs will provide a pathway as well as support for these students to increase course completion rates.

ESL and Basic Skills Course Completion: Providing early intervention at the high schools as well as identifying the targeted student populations new to MSJC to provide intentional support services with the student engagement programs will provide a pathway as well as support for these students to increase ESL and Basic Skills Course Completion.

Degrees and Certificate Completion: Providing early intervention at the high schools as well as identifying the targeted student populations new to MSJC to provide intentional support services with the student engagement programs will provide a pathway as well as support for these students to increase Degree and Certificate Completion.

Transfer: Providing early intervention at the high schools as well as identifying the targeted student populations new to MSJC to provide intentional support services with the student engagement programs will provide a pathway as well as support for these students to increase Transfer rates.

- ***Evaluation***

Once these student engagement programs have been developed, student cohort data will be collected. Services provided to the disadvantaged populations will be tracked and analyzed to determine the effectives of program and services provided.

Once the programs are developed and implemented, data collection will be continually collected and reviewed/analyzed at the end of each term.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

Basic Skills Initiative ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.2

- ***Indicators/Goals to be affected by the activity***

	Access		Degrees and Certificate Completion
	Course Completion		Transfer
X	ESL and Basic Skills Course Completion		

- ***Activity Type(s)***

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

- ***Target Student Group(s)*** & # of Each Affected*:

ID	Target Group	# of Students Affected
F.1	Basic Skills Students: three, two, and one level below transferable level	12,000
	African American Basic Skills Students in English and math	1,200

- ***Activity Implementation Plan*** : **Basic Skills Faculty Professional Development**

Recognizing that a significant number of basic skills courses are taught by associate faculty, funding FY 2015-2016) has been earmarked by Student Equity to provide professional development for those associate and fulltime faculty teaching the bulk of our basic skills courses. To address the significantly lower math success rates, MSJC is actively working with the Math department and faculty, in a collaborative effort with BSI and Equity, to address these district-wide low rates by supporting significant professional development in Basic Skills math training. These will include on-campus and off-campus training opportunities that primary include:

- Acceleration:

Using professional development opportunities and resources provided by the California Acceleration Project (CAP), faculty will participate in training on teaching and implementing accelerated courses in English and math, to replace multilevel remedial sequences where success rates are low. The current basic skills course sequences have had the unintended consequence of providing too many exit points for students, especially disproportionately impacted groups. Accelerated courses have already shown great promise to help basic skills students persist and succeed in college level transfer courses. A 2010 study by the Community College Research Center found that students who took accelerated courses were much more likely to pass college-level English courses than those students who took the highest level developmental (non-credit) course.1 A two-year analysis of Chabot College's acceleration reform initiative has also demonstrated that students taking accelerated courses performed better in 9 out of 10 general education courses.2 In fact, there is promising data from our English 92 (one course below) course at MSJC that supports scaling the accelerated model.

Using local data, we tracked cohorts using the traditional pathway, beginning with English 62 and compared those cohorts who took English 92 instead through completion (throughput rate) of English 101 (college-level transferable). For FY 2012 – 2013 the throughput rate for the traditional pathway (beginning with 62) was 19.01%; for those who started in English 92 in that same FY -2012-2013, the throughput rate was 44.7%. Subsequent years also show significant progress for English 92 versus the traditional English 62 pathway.

The key to the effective implementation of accelerated courses is comprehensive professional development of faculty. A crucial piece of successful accelerated courses is not just a change in the curriculum; it requires extensive training in the pedagogical approach that supports students to meet high academic challenges. While MSJC has piloted and implemented English 92, it still has not gone to scale. Additional training of more English faculty is planned to help scale this initiative. The professional development for math faculty will be of particular focus based on current local data of basic skills success rates in math.

The training and implementation will occur in two parts. The first includes: Attending a year-long, quarterly three-day professional development workshops sponsored by CAP. The cost to send a team to this training for 4 faculty members is $7,000, including registration and travel/lodging for that training year. Since the MSJC English department has already participated and is in the process of scaling acceleration, math faculty will

---

1 Jenkins, D., Speroni, C., Belfield, C., Jaggars, S., & Edgecombe, N. (2010). A model for accelerating academic success of community college remedial English students: Is the Accelerated Learning Program (ALP) effective and affordable? (CCRC Working Paper No. 21) New York, NY: Columbia University, Teachers College, Community College Research Center.

2 Hern, K., Arnold, C. & Samra, R. (November 2009). Student Success and Persistence in Accelerated Developmental English.

Hayward, CA: Chabot College.

be the primary participants. The next stage following the training for math faculty is to bring the training to the rest of the math department to begin the process of piloting at least two sections, with the intent of scaling acceleration in the math department. The cost for training faculty district-wide on campus is $5,000 for materials, stipends and meals.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	October 1, 2015-December 2016	--	Basic Skills Initiative - $12,000

- ***Link to Goal***

One of the areas that MSJC has identified as a high area of need and resources is persistence and course completion, especially in Basic Skills courses in math. Our success levels have essentially remained level from FY 2011 – 2015 at 60%. A more concerning issue is the achievement gap that exists in comparison to these already low numbers. Our emerging African American student population's success rate in Basic Skills math is: FY 2011-2013 at 50% and FY 2013-2015 at 49%. As a Hispanic Serving Institution (HSI) we also closely monitor our Hispanic students' success rates in Basic Skills math courses. Like our district wide success rates, our Hispanic students' success rates have also remained fairly static with a slight decrease in success rates. For FY 2011-2013 the success rates for Hispanic students was 60%. For FY2013-2015 our success rates dropped slightly to 58% for our Hispanic students in basic skills math courses.

In Basic Skills English courses, the success rates remained essentially the same at 71% for all groups - three, two and one level(s) below transferable coursework. However, there was also a significant increase in enrollment numbers between FY 2011-2013 and FY 2013-2015, from 4522 to 5733 attempts, a 27% increase. Again, an achievement gap exists with our emerging African American student population. Their success rates are still far below our other student group populations. Success rates for African Americans in Basic Skills courses for FY 2011-2013 was 56% and for FY 2012-2015 it was 57%.

- ***Evaluation***

Once these student engagement programs have been developed, student cohort data will be collected. Services provided to the disadvantaged populations will be tracked and analyzed to determine the effectives of program and services provided.

Once the programs are developed and implemented, data collection will be continually collected and reviewed/analyzed at the end of each term.

Summary Budget

2015-16 Student Equity Plan Summary Budget
Mt. San Jacinto CCD
Mt. San Jacinto College

Part II: Planned Student Equity (SE) Expenditures

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Salaries: Position Title(s)	# of Hours										
		0.00		$	$	$	$	$	$	$	$	$ -
	Basic Skills Coordinator		B.1,	$	$ 15,698	$	$ 15,698	$	$ 15,697	$ 15,698	$	62,791
	Professional Devel.		B.1,.3;	$	$	$	$ 31,396	$	$ 31,395	$	$	62,791
	Counselor		B.1, 2;	$	$	$	$	$	$	$	$ 62,791	62,791
	Counselor		B.1, 2;	$	$	$	$	$	$	$	$ 62,791	62,791
	Faculty Stipends		D.2;E.1,	$	$	$	$	$ 20,000	$	$	$	20,000
	Associate Faculty		B.1, 2;	$	$	$	$	$	$	$	$ 55,908	55,908
				$	$	$	$	$	$	$	$	$ -
				$	$	$	$	$	$	$	$	$ -
				$	$	$	$	$	$	$	$	$ -
			Subtotal	$	$ 15,698	$	$ 47,094	$ 20,000	$ 47,092	$ 15,698	$ 181,490	$ 327,072
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	Coordination & Planning	Curriculum/ Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
		0.00		$	$	$	$	$	$	$	$	$ -
	Equity Director		B.1,3;	$	$ 14,230	$ 14,230	$ 14,231	$ 14,231	$ 14,231	$ 14,230	$	85,383
	Senior Research Analyst		B.1, 3;	$	$	$ 77,904	$	$	$	$	$	77,904
	Admin. Asst. III		B.1; C.1	$	$ 42,706	$	$	$	$	$	$	42,706
	SI Leaders		B.2; C.2	$	$	$	$	$	$	$ 38,250	$ 38,250	76,500
	iCoaches		B.2; C.2	$ 112,500	$	$	$	$	$	$ 112,500	$ 112,500	337,500
				$	$	$	$	$	$	$	$	$ -
			Subtotal	$ 112,500	$ 56,936	$ 92,134	$ 14,231	$ 14,231	$ 14,231	$ 164,980	$ 150,750	$ 619,993

Part II: Planned Student Equity (SE) Expenditures

3000	Employee Benefits	Activity ID	Outreach	student Services & Categoricals	Research and Evaluation	Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Basic Skills Coordinator	B.1,3;C.1,2	$ -	$ 4,520		$ 4,521	$ -	$ 4,521	$ 4,520	$ -	18,082
	Professional Devel. Coor.	B.1, 2;C.1,2	$ -	$ -	$ -	$ 9,041	$ -	$ 9,041	$ -	$ -	18,082
	Counselor	B.1, 2;C.1,2;	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 18,082	18,082
	Counselor	B.1, 2;C.1,2;	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 18,082	18,082
	Senior Research Analyst	B.1, 3; C.1,3;E.2	$ -	$ -	$ 25,903	$ -	$ -	$ -	$ -	$ -	25,903
	Admin. Asst. III	B.1;C.1	$ -	$ 18,389	$ -	$ -	$ -	$ -	$ -	$ -	18,389
	Equity Director	B.1, 3; C.1,3,4;	$ -	$ 3,542	$ 3,542	$ 3,542	$ 3,542	$ 3,542	$ 3,542	$ -	21,252
	iCoaches	B.2; C.2,4	$ 2,024	$ -	$ -	$ -	$ -	$ -	$ 2,024	$ 2,024	6,072
	SI Leaders	B.2; C.2,4	$ -	$ -	$ -	$ -	$ -	$ -	$ 688	$ 689	1,377
	Associate Faculty	B.1, 2; C.2; D.2;	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 7,844	7,844
	Faculty Stipends	D.2;E.1, 2	$ -	$ -	$ -	$ -	$ 2,806	$ -	$ -	$ -	2,806
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		Subtotal	$ 2,024	$ 26,451	$ 29,445	$ 17,104	$ 6,348	$ 17,104	$ 10,774	$ 46,721	**$ 155,971**
4000	**Supplies & Materials**	**Activity ID**	**Outreach**	**student Services & Categoricals**	**Research and Evaluation**	**Coordination & Planning**	**Curriculum/ Course Dev. & Adptation**	**Professional Development**	**Instructional Support**	**Direct Student Support**	**Total**
	Reference Books	B.3	$ -	$ -	$ -	$ -	$ -	$ 5,000	$ -	$ -	5,000
	FYE Instructional Supplies	B.2; C.2,3	$ -	$ -	$ -	$ -	$ -	$ -	$ 20,000	$ -	20,000
	Outreach materials/printing cost	B.1	$ 10,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	10,000
	SI Leaders/iCoach Supplies	B.2;C.1, 2	$ 5,000	$ 5,000	$ -	$ -	$ -	$ -	$ 5,000	$ 5,000	20,000
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
		Subtotal	$ 15,000	$ 5,000	$ -	$ -	$ -	$ 5,000	$ 25,000	$ 5,000	**$ 55,000**
5000	**Other Operating Expenses and Services**	**Activity ID**	**Outreach**	**Student Services & Categoricals**	**Research and Evaluation**	**Coordination & Planning**	**Curriculum/ Course Dev. & Adptation**	**Professional Development**	**Instructional Support**	**Direct Student Support**	**Total**
	Web Redesign	C.4	$ 50,000	$ 50,000	$ -	$ -	$ -	$ -	$ -	$ -	100,000

Student Speakers Series	D.1	$ -	$ -	$ -	$ -	$ -	$ 20,000	$ -	$ -	20,000
Professional Devel. Speakers Series	B.3; C.3	$ -	$ -	$ -	$ -	$ -	$ 50,000	$ -	$ -	50,000
Myers Briggs/Strongs Training	B.3;C.3	$ -	$ -	$ -	$ -	$ -	$ 45,000	$ -	$ -	45,000
Captioning Service	C.4	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,000	$ -	5,000
Mileage	B.3; C.3	$ -	$ -	$ -	$ -	$ -	$ 2,500	$ -	$ -	2,500
Conferences	B.3; C.3	$ -	$ -	$ -	$ -	$ -	$ 50,378	$ -	$ -	50,378
		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal	$ 50,000	$ 50,000	$ -	$ -	$ -	$ 167,878	$ 5,000	$ -	**$ 272,878**

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	-
	Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Book Vouchers	B.1; C.1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 135,000	135,000
	Reassessment	B.1; C.1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 15,000	15,000
	Meal Cards	B.1; C.1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 15,000	15,000
	Gas Cards	B.1; C.1	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 15,000	15,000
	Subtotal		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 180,000	**$ 180,000**

Grand Total	$ 179,524	$ 154,085	$ 121,579	$ 78,429	$ 40,579	$ 251,305	$ 221,452	63,961	**$ 1,610,914**

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

Mt. San Jacinto College plans to assess the effectiveness of student equity activities through detailed methods of evaluation for each activity to continually assess progress toward the identified goal within the funding timeframe. Mt. San Jacinto College will assess the total implementation of the activities, provide quantifiable indicators of attainment of objectives, and identify change needed so that the project and its outcomes provide maximum benefit to the targeted student population and to the College. Comprehensive procedures for summative and formative evaluation have been defined, and include extensive internal monitoring of progress towards Student Equity Plan goals and objectives. Internally, the evaluation process will be led by the Director of Student Equity and staff who will work closely with the Student Equity Committee, and the planning, evaluation, and assessment structures within the College.

The Director of Student Equity will work closely with key staff, the Student Equity Committee, and the Office of Institutional Effectiveness to provide data analysis assistance necessary for project/plan evaluation. The evaluation team will meet on a quarterly basis in order to review and assess the status of the plan activities, progress towards plan goals, and identify any changes necessary in order to maximize the benefit to the targeted student population and the College. The results of these meetings, along with the monthly evaluation and assessment reports, will be shared with the Student Equity Committee, the Institutional Planning Committee, College Council for constituency review by the Academic Senate, Classified Senate, Student Government Association, and administration and the Mt. San Jacinto College Board of Trustees via an annual report.

Measurable goals for each year will be accompanied by specific anticipated results and will be used to measure success for each activity. Baseline data will be retrieved from academic year 2014-2015 for all baseline measures. The table below outlines the data elements by goals and performance indicators (outcomes). Data will be collected primarily by the Director of Research and be maintained in a database developed by the Senior Research Analyst. The analysis of this data, conducted by the Director of Research and Director of Student Equity will be used by each college sector as well as college-wide planning committees, the administrative and Executive Cabinet and Board of Trustees.

DATA ANALYSIS PROCEDURES	
Goal	**Evaluation Timeline**
Goal 1 Increase by 2% the number of students from targeted populations who earn a degree and/or certificate compared to the 2014-2015 baseline.	**Source of Data:** Student records
	Instruments: Student records database
	Data Collection & Methods: Cohort tracking annually each academic year starting in 2015-16 through graduation
	Data Analysis: Basic statistical analysis of units completed.
	Use of Data: Inform summative evaluation to determine if high impact practice innovations are resulting in equitable participation & improved student success outcomes for targeted student population in particular.
Goal 2 Increase by 2% the	**Source of Data:** Student records

DATA ANALYSIS PROCEDURES	
Goal	**Evaluation Timeline**
number of students from targeted populations that are transfer-ready to four-year colleges/universities compared to the 2014-2015 baseline.	**Instruments:** Student records database
	Data Collection & Methods: Cohort tracking annually each academic year starting in 2015-16 through transfer.
	Data Analysis: Basic statistical analysis of units completed.
	Use of Data: Inform summative evaluation to determine if high impact practice innovations are resulting in equitable participation & improved student success outcomes for targeted student population in particular.
Goal 3 Increase student retention by 2% among students from targeted populations each semester/term compared to the 2014-2015 baseline	**Source of Data**: Student records
	Instruments: Student records database
	Data Collection & Methods: Semester cohort tracking, 2015-2018
	Data Analysis: Basic statistical analysis of course completion and retention data
	Use of data: Inform formative & summative of FYE, acceleration, and other innovations and needed changes to improve practice, training, & curriculum.
Goal 4 The number of first-time students persisting to the next academic term/year will increase by 3% over the 2014-2015 baseline	**Source of Data**: Student records
	Instruments: Student records database
	Data Collection & Methods: Semester cohort, 2015-2018
	Data Analysis: Moderate statistical analysis of fall to fall persistence for participants and nonparticipants
	Use of data: Inform formative evaluation to determine satisfactory academic progress and needed changes to innovations to improve practice.
Goal 5 Increase by 2% the success rates of students from the targeted populations each academic year compared to the 2014-2015 baseline	**Source of Data**: Student enrollment records & embedded course assessment
	Instruments: Student records database
	Data Collection & Methods: Annual cohort tracking 2015-2018
	Data Analysis: Basic statistical analysis of course completion data.
	Use of Data: Inform formative & summative evaluation to determine if students are making satisfactory progress and/or if changes to high impact practice innovations are needed to keep students on track including completion of remediation courses.
Goal 6 The rate of students assessing into 3 or more levels "below college level" Math will decrease by 2% over the 2014-2015 baseline	**Source of Data**: Student enrollment and assessment/placement records
	Instruments: Student records database
	Data Collection & Methods: Annual cohort tracking, 2015-2018
	Data Analysis: Moderate statistical analysis of fall to fall change in major declared for participants and nonparticipants.
	Use of Data: Inform formative and summative assessment to understand factors that may inhibit assessment preparation and improve on student transition programming to increase participation rates and better support student needs in the college-going experience.
Goal 7 Determine whether barriers to access exist for all Mt. San Jacinto College populations and remove those barriers for target populations if they are determined to exist	**Source of Data**: Student enrollment
	Instruments: Student records database
	Data Collection & Methods: Annual cohort tracking, 2015-2018
	Data Analysis: Moderate statistical analysis of fall to fall change in enrollment patterns for participants and nonparticipants.
	Use of data: Inform formative and summative evaluation to determine satisfactory academic progress and needed changes to first year experience innovations to improve practice and understand factors that inhibit satisfactory progress through the academic pathway.

Given that the Student Equity Plan intends to improve student engagement the college will also evaluate the effectiveness of the plan through qualitative methods to supplement quantitative data analysis. The college intends to use a variety of methods to support qualitative analysis. Specifically, the college will develop open-ended student surveys to allow participants to express opinions and perceptions of the equity activities. Focus groups and individual interviews are also planned for students and staff members at the beginning and end of each academic term. The data from faculty and staff who deliver services, as well as feedback from targeted students who receive the services, will provide program administrators with critical input regarding improvements to service delivery, participation, and engagement. Focus groups will be conducted with successful students as well as students who withdraw from FYE courses to supplement quantitative analysis of enrollment and discontinuation patterns. The ultimate aim is to identify motivators as well as barriers to academic success.

Attachments