



2009-2010

MT. SAN ANTONIO COLLEGE

Student Equity

June 22, 2010



ACKNOWLEDGEMENTS

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Phil Maynard	Professor, Communication Department	Co-Chairperson
Grace Hanson	Director, Disabled Student Programs & Services	
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Joe Jennum	Director, Physical Education & Wellness Programs	
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The Student Equity Committee gratefully acknowledges the assistance of the following people in bringing this Plan to fruition; including the contributions of our community participant Ms. Irma Jenkins, National Council of Negro Women San Gabriel Chapter President.

Student Equity Committee 2007-2008

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Student Equity Committee 2008-2009

S. Carolyn Keys	Dean, Student Services	Co-Chairperson
Phil Maynard	Professor, Communication Department	Co-Chairperson
Emily Woolery	Librarian, Library & Learning Resource	
Joe Jennum	Director, Physical Education & Wellness Programs	
Grace Hanson	Director, Disabled Student Programs & Services	
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Barbara McNeice-Stallard/ Jennifer Tucker	Research & Institutional Effectiveness (Ex-Officio)	
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EXECUTIVE SUMMARY

The Mt. San Antonio College Student Equity Committee has oversight for the development and implementation of the Student Equity Plan. The committee is composed of faculty, staff, and students, with input from the community. The purpose of the Student Equity Committee is to study, monitor, and make recommendations to appropriate bodies regarding the College's student equity plan and student equity issues and efforts. The 2005 plan has been approved through the College's governance structure in compliance with Title 5 guidelines Section 54220; the updated plan for 2009 to 2010 merely provides more up-to-date information, but the essence of the plan remains the same.

Student Equity

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

BACKGROUND

- ❑ *Original Student Equity Plan submitted and approved by the state Chancellor's Office on June 12, 1996.*
- ❑ *Title 5 Student Equity Sections revised, effective February 11, 1998.*
- ❑ *Request made by state Chancellor's Office in January, 2000 to submit documents related to specific standards, including an updated Student Equity Plan*
- ❑ *Mt. SAC Student Equity Committee worked on revisions to the Student Equity Plan for the 2000-2001 academic year. Representation on the Student Equity Committee, approved through the College's shared governance, is representative of students, classified staff, faculty, management, credit, and non-credit.*
- ❑ *The revised Student Equity Plan was developed following the five pre-established statewide Student Equity Goals, clarifying the barriers, recommended activities and key contacts, priority level, and budget implications.*
- ❑ *Specific goals were developed using the Community College League's "Achieving the Diversity Commitment" document.*
- ❑ *Approval of the revised Student Equity Plan was requested prior to submission to the state Chancellor's Office.*
- ❑ *The 2005 Student Equity Plan was approved by the Board of Trustees at its November 2005 meeting.*
- ❑ *The 2009/10 Student Equity Plan represents the latest efforts of the College's commitment to continue supportive programs that improve access and success among all student groups.*



EXECUTIVE SUMMARY (Continued)

In addition to the statewide guidelines on equity, Mt. San Antonio College follows its mission statement and its related goal:

To welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

College Goal # 6 The College will provide opportunities for increased diversity and equity for all across campus.

In consideration of these mandates and the need to address the spirit of community colleges being open to all students, the plan was developed to be embraced in every aspect of helping all students in our communities experience the Mt. SAC mission, where the campus demonstrates a concern for its community and the success of all of its students.

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



EXECUTIVE SUMMARY (Continued)

Campus-based research strongly suggests that specific ethnic groups face inequities and need intervention. This is particularly true of the African American, Alaskan Native, and American Indian students in all five target areas. Although the Alaskan Native and American Indians numbers are relatively small in comparison to other groups, they need proactive measures to address the inequities that exist. These populations deserve focused recruitment efforts as well as intensive promotion of Learning Communities to address low performance outcomes in the course completion area. The Latino population also experiences lower performance in this crucial area when compared to White and Asian students, even though they are well-represented in the learning communities, they too need continued attention utilizing this success strategy. Similar to the 2004-2005 report, the Latino student population continues to performed extremely well in the areas of degree and certificate completion and transfer, and are still more likely to successfully take ESL/AmLa and Basic skills courses (e.g. English 67) before the completion of English 1A courses than their White counterparts. Transfer rates to the CSUs and UCs are also increasing for the Mt. SAC Latino population. Transfer activities geared towards opportunities at the UCs for Latinos, African Americans, Alaskan Native, and American Indian students must be engaged in during their first year experience at the college since it appears that most wait until it is time to transfer and are left with the CSUs as the only viable transfer opportunity.*

Degree and certificate completion for African American, Alaskan Native, American Indian, White, and Asian students were all out-performed by the Latino population in every category of completion except for Associate in Science degrees (this was most commonly obtained by Whites). For example, Latino students had the highest achievement in obtaining their Associate in Arts, certificates over 18 units and certificates less than 18 units. While this is commendable for a historically underrepresented group, other underrepresented groups are still failing to complete degrees or certificates at an equitable level.

When assessing degree completion by gender, females have consistently had higher percentages in all target areas except in the area of certificate completion requiring more than 18 units where males outperform females by an average of 2.5%. Such findings might point to unit-specific programs that are more desirable for females rather than males.



EXECUTIVE SUMMARY (Continued)

The research on the disabled student population is difficult to gauge when compared with the disabled population within the district service area as their numbers are small and only reflective of those who are registered with the DSP&S (Disabled Student Programs and Services) program. The College does not capture data on disabled students who are not affiliated with the program. It is notable that those disabled students who are enrolled in DSP&S are just as successful in four of the five equity target areas when compared with the general student population, except for the area of Access. This is consistent with the findings in the 2005 report.

The DSP&S program is providing services to assist students to reach equivalent percentages of success, retention, and degree and certificate completion to their non DSP&S counterparts. However, the program is providing these services to a small percentage of students. It is suspected that there are more students with disabilities who would benefit from the services who are not registered with the program. This limits the College in its ability to provide accurate data regarding all students with disabilities enrolled at the College as well as limiting the opportunities for the students themselves to reach a higher level of educational success. Efforts in this area need to include an increase in outreach to individuals with disabilities in the Mt. SAC community and in the Mt. SAC District. An early alert and intervention program would also provide another vehicle by which to offer the services and increase success rates overall.

The Student Equity Committee conducted an evaluation of the activities identified in the plan and found that most activities had the indicator of “in progress, pending, or completed” embedded under the section on Activities. Certain areas had activities with “no progress”, but necessary adjustments will be made to ensure the effectiveness of the stated activity. Managers responsible for the various activities have already included most items within their program goals and key service areas have already begun to address student equity priorities stated in the plan. These include the Black College Summit designed to assist students and parents in making informed college selection and transfer decisions. The African American Dialogue was hosted by the College to exchange information with the community groups and to gain information designed to strengthen the relationship between the college, its students, and the African American Community. The Male Summit was essential to gaining valuable information that will serve to improve the recruitment and retention efforts of underrepresented male student population.



EXECUTIVE SUMMARY (Continued)

The Associated Students have an annual budget set aside to offer cultural appreciation and diversity awareness activities. The Assessment Center staff works relentlessly to address inequities of disproportionate impact in placement of historically underrepresented students. The Student Equity Committee has hosted campus-wide diversity forums and faculty flex day presentations on successful teaching strategies that reflect and respect the cultural viewpoints of students in the classroom.

It is our strong recommendation that the College campus community fully reviews this plan, embrace the goals, and work together to address the barriers and concerns on an ongoing basis. This plan is not meant to be static, but should be a living document that is constantly reviewed and referred to and updated.

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

I. CAMPUS-BASED RESEARCH

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

1. Access

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

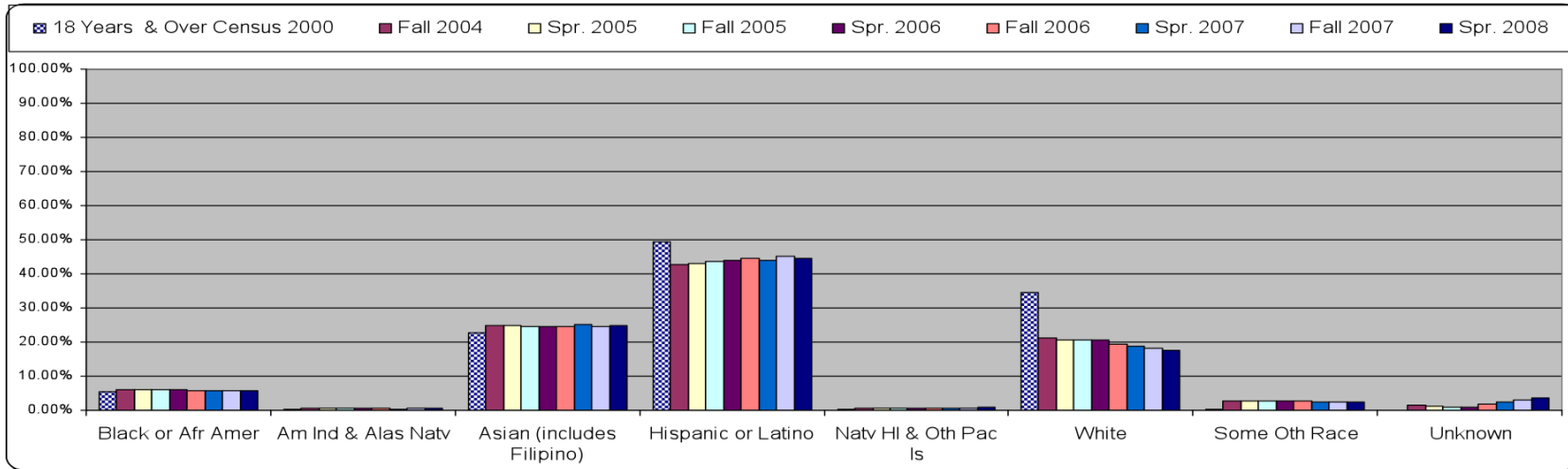
CHARTS/TABLES:

- Mt. San Antonio College Service Area and Enrollment, fall 2004 to spring 2008
 - Demographics by Race/Ethnicity
 - Demographics by Gender
 - Demographics by Disability Status



Access

DEMOGRAPHICS BY RACE/ETHNICITY



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

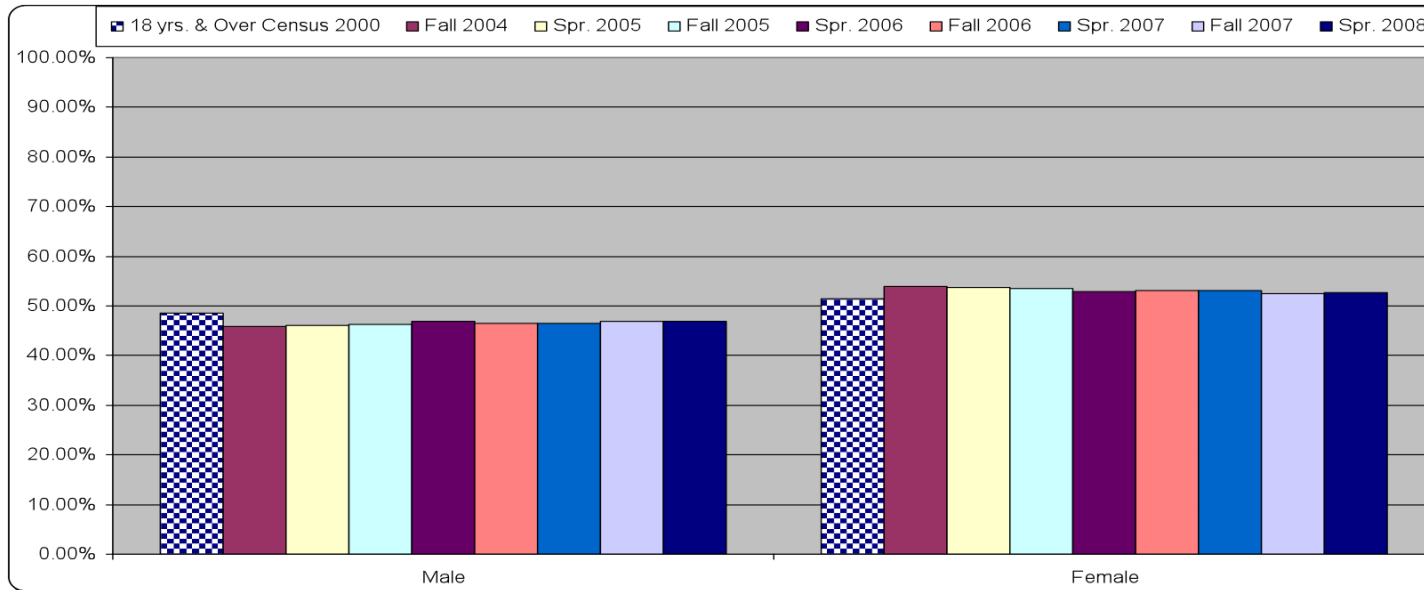
Source: U.S. Census Bureau, Census 2000 and Mt. SAC Student Equity by Ethnicity Report, ICCIS #STS845B1, 7/7/2008

Mt. SAC Enrollment (Credit and Noncredit)

Race/Ethnicity	18 yrs. & Over Census 2000	Count Fall 2004	Percent Fall 2004	Count Spr. 2005	Percent Spr. 2005	Count Fall 2005	Percent Fall 2005	Count Spr. 2006	Percent Spr. 2006	Count Fall 2006	Percent Fall 2006	Count Spr. 2007	Percent Spr. 2007	Count Fall 2007	Percent Fall 2007	Count Spr. 2008	Percent Spr. 2008
Black or African American	5.50%	1,767	6.16%	1,703	6.12%	1,745	6.21%	1,659	6.11%	1,744	5.84%	1,723	5.88%	1,755	5.63%	1,784	5.68%
Am Indian & Alaskan Native	0.40%	138	0.48%	150	0.54%	143	0.51%	130	0.48%	147	0.49%	126	0.43%	142	0.46%	143	0.46%
Asian (includes Filipino)	22.60%	7,121	24.83%	6,947	24.97%	6,936	24.67%	6,672	24.56%	7,358	24.62%	7,333	25.02%	7,651	24.55%	7,761	24.73%
Hispanic or Latino	49.30%	12,243	42.69%	11,981	43.07%	12,260	43.61%	11,897	43.80%	13,355	44.68%	12,908	44.05%	14,069	45.15%	13,986	44.56%
Native HI & Other Pac. Islander	0.20%	172	0.60%	172	0.62%	184	0.65%	178	0.66%	214	0.72%	219	0.75%	228	0.73%	263	0.84%
White	34.60%	6,104	21.28%	5,767	20.73%	5,790	20.59%	5,627	20.72%	5,753	19.25%	5,532	18.88%	5,660	18.16%	5,553	17.69%
Some Other Race	0.20%	745	2.60%	741	2.66%	781	2.78%	778	2.86%	804	2.69%	737	2.51%	709	2.28%	717	2.28%
Unknown	N/A	392	1.37%	355	1.28%	275	0.98%	221	0.81%	513	1.72%	727	2.48%	950	3.05%	1,180	3.76%
Totals	1,452,715	28,682	100.00%	27,816	100.00%	28,114	100.00%	27,162	100.00%	29,888	100.00%	29,305	100.00%	31,164	100.00%	31,387	100.00%



DEMOGRAPHICS BY GENDER



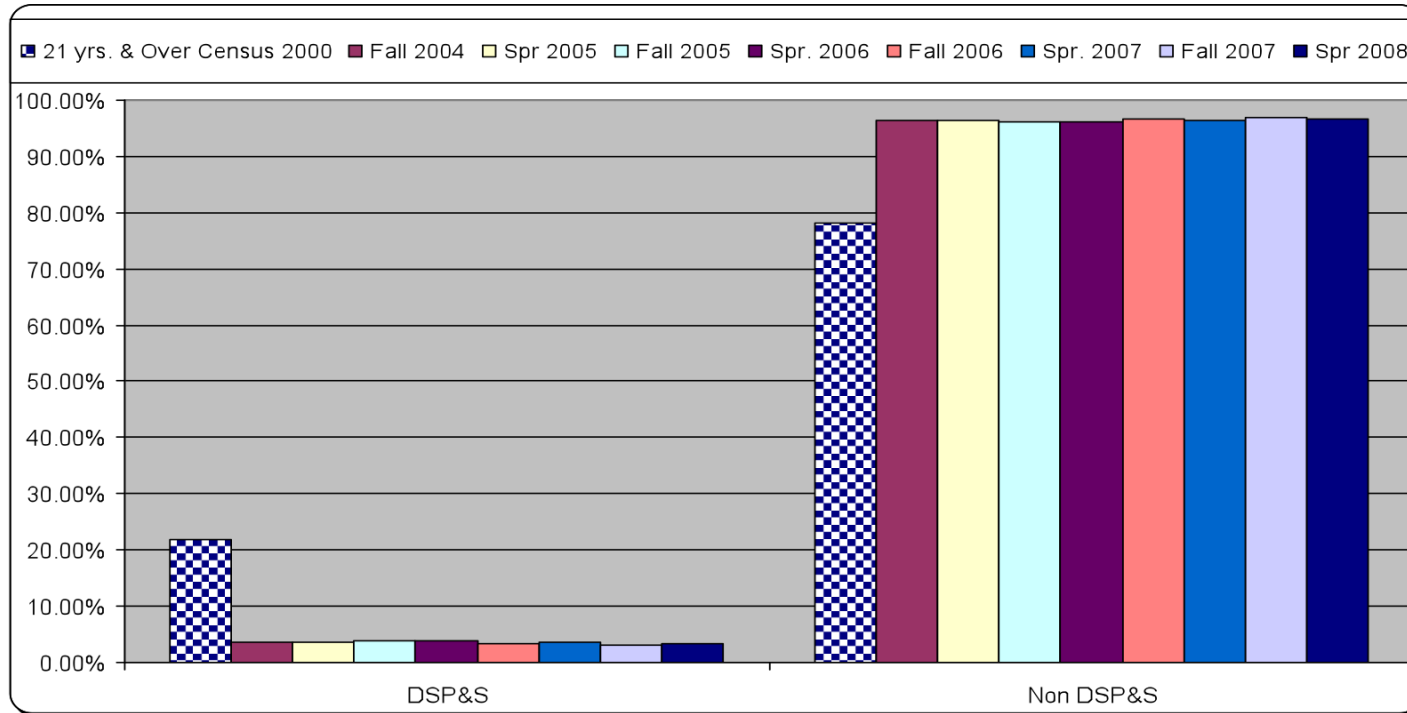
		Mt. SAC Enrollment (Credit and Noncredit)							
Gender	18 yrs. & Over Census 2000	Fall 2004	Spr. 2005	Fall 2005	Spr. 2006	Fall 2006	Spr. 2007	Fall 2007	Spr. 2008
Male	48.50%	45.90%	46.10%	46.30%	47.00%	46.50%	46.40%	47.00%	46.80%
Female	51.50%	53.90%	53.70%	53.50%	52.80%	53.10%	53.10%	52.50%	52.60%
Totals	1,452,715	28,682	27,816	28,114	27,162	29,888	29,305	31,164	31,387

Source: U.S. Census Bureau, Census 2000 and Mt. SAC Student Equity by Gender Report, ICCIS #STS849B1, 7/7/2008 & 7/14/2008



Access

DEMOGRAPHICS BY DISABILITY STATUS



Disability Status	21 yrs. & Over Census 2000	Mt. SAC Enrollment (Credit and Noncredit)							
		Fall 2004	Spr 2005	Fall 2005	Spr. 2006	Fall 2006	Spr. 2007	Fall 2007	Spr 2008
DSP&S	21.90%	3.60%	3.70%	3.80%	3.80%	3.40%	3.50%	3.20%	3.30%
Non DSP&S	78.10%	96.40%	96.30%	96.20%	96.20%	96.60%	96.50%	96.80%	96.70%
Totals	1,452,715	28682	27,816	28,114	27,162	29,888	29,305	31,164	31,387

Source: U.S. Census Bureau, Census 2000 and Mt. SAC Student Equity by Disability Report, ICCIS #STS847B1, 7/7/2008 & 7/14/2008

Ethnicity

The 2000 US Census data reveals higher proportions of White and Latinos living in the Mt. SAC District than those who have been enrolled at Mt. SAC during the recently assessed terms (e.g., fall 2004- spring 2008). For example, an average 43.95% of students enrolled at Mt. SAC were of Latino decent from fall 2004 to spring 2008, while the 2000 Census indicated 49.3% Latinos living in the district. In addition, there has been an average of 19.66% White students enrolled at Mt. SAC across the terms assessed in this report, while the 2000 Census data indicated that Whites represent 34.6% of district residents. Such findings are similar to previous data (e.g., Student Equity Plan 2005). These findings illustrate the ethnic make up of Mt. SAC students does not mirror those who reside in the local area, or may indicate local population changes which might be best captured by the next Census (2010).

Interestingly, while there has been a gradual and modest decrease in the proportion of White students attending the college (e.g., 17.69% in spring 2008 vs. 20.73% in spring 2005) there has been a simultaneous slight increase in the number of Latino/a students attending the college (e.g., 45.15% in fall 2007 vs. 42.69% in fall 2004). These findings are less evident in the prior report (Student Equity Plan 2005). Using the 2000 Census divisions for the Mt. SAC District, the Latino and White populations continue to be the largest represented ethnic groups enrolled at the College.

The African American population on campus represents approximately 5.95% of the student body across the recently assessed terms (2004-2008), and such rates are comparable to the numbers of African Americans residing in this area according to the 2000 Census (5.50%). Thus, enrollment data for this ethnic group is reflective of the residential data according to the 2000 Census.

Based upon changes in the represented populations enrolled at the college, it appears that the Latino population has benefitted greatly from increased recruitment efforts as enrollment numbers show a steady increase over the last four years. Enrollment numbers are also steadily increasing for Pacific Islanders and even more gradually for Asians. Consistent recruitment efforts are needed for African Americans and Alaskan Native/American Indians which show a decline in the represented students on campus.

Gender

There are more females than males who have enrolled at Mt. SAC in comparison to the population in the district community. The difference, however, is not large enough to warrant any targeted recruitment. This is similar to the findings from the previous Student Equity Plan 2005.

Disabled Students

The Census 2000 data illustrated a considerably large population of individuals with disabilities (21.9% for ages 21-64). Interestingly, the College's enrollment of students registered with Disabled Student Programs & Services (DSP&S) represents 3.54% of the total Mt. SAC student population (Fall 2004 - Spring 2008). Recent data indicates a decrease in the number of students with a disability who are enrolled in classes. Undoubtedly, the total Mt. SAC population of students with disabilities (registered with DSP&S and not registered) is higher. Because of the confidential nature and optional disclosure of disability status, it is difficult for the College to ascertain the numbers of students with disabilities who are not registered with DSP&S. It is highly likely that non-DSP&S students with disabilities are unaware that the program exists to assist them. It is also suspected that many students with disabilities are uncomfortable with the notion of being affiliated with the program. Lastly, there may be a population of students with disabilities, who are succeeding on their own using general College services and do not need the services of DSP&S.

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

2. Course Completion (Retention & Success)

Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term defines our retention rate. The ratio of the number by population group who pass a course with a “C” or “CR” or higher compared to the total number of students who remain enrolled in a course after the withdrawal date defines our success rate.

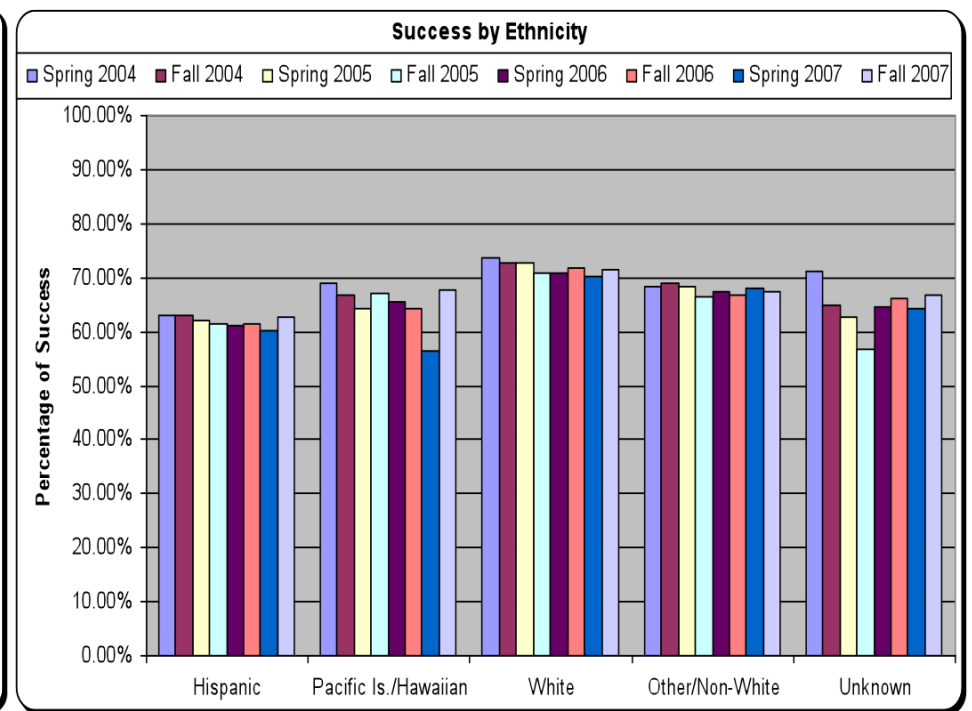
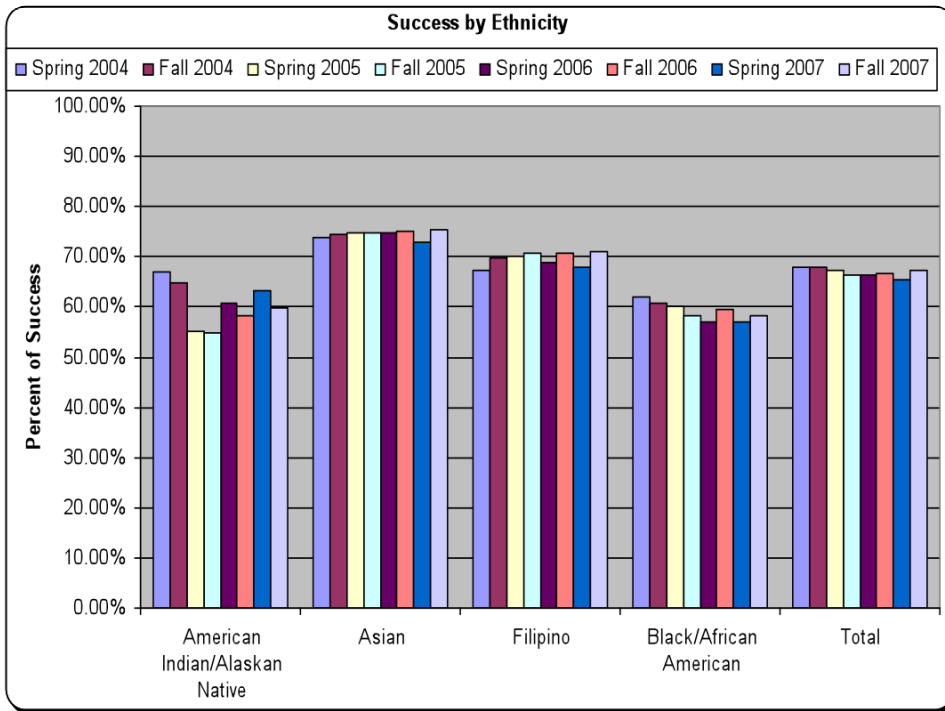
CHARTS:

- Mt. San Antonio College Success and Retention, Spring 2004 to Fall 2007
 - Demographics by Race/Ethnicity
 - Demographics by Gender
 - Demographics by Disability Status



Course Completion (Retention & Success)

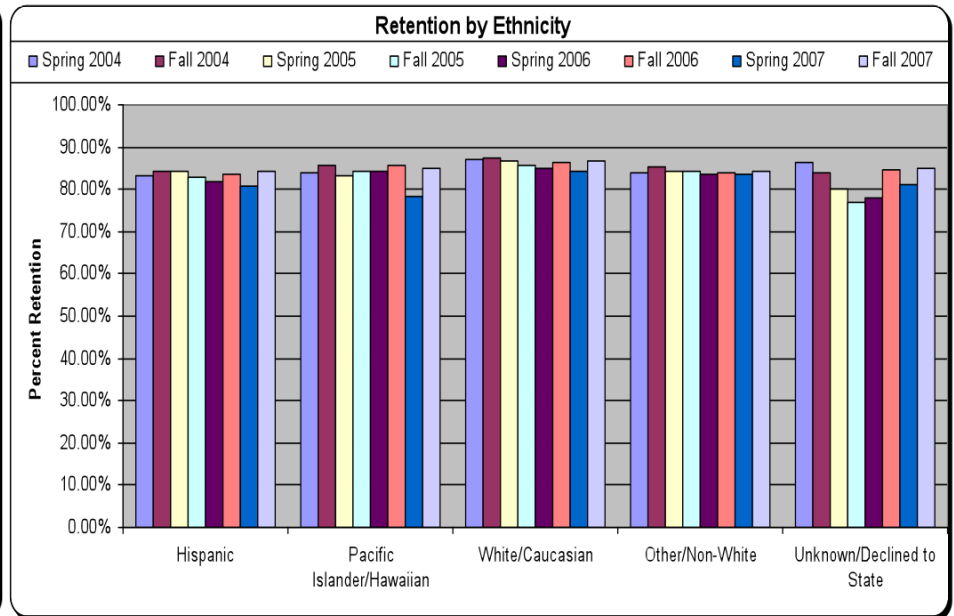
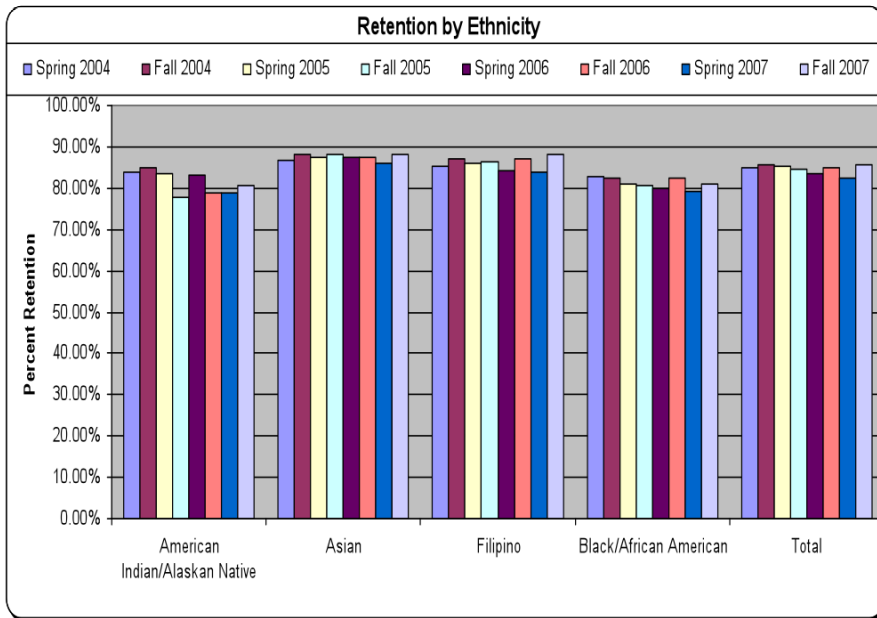
DEMOGRAPHICS BY RACE/ETHNICITY -- SUCCESS





Course Completion (Retention & Success)

DEMOGRAPHICS BY RACE/ETHNICITY -- RETENTION





Course Completion (Retention & Success)

DEMOGRAPHICS BY RACE/ETHNICITY – SUCCESS AND RETENTION

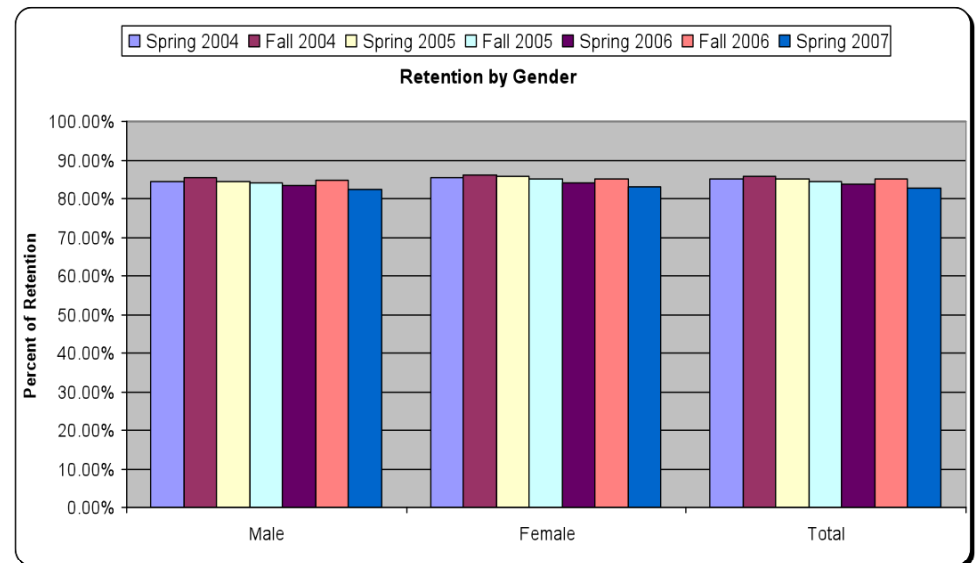
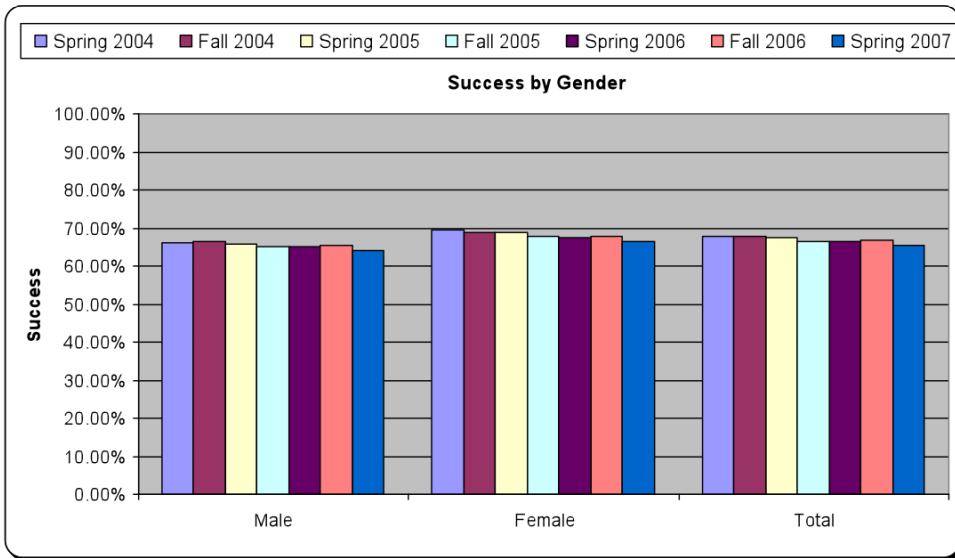
Ethnicity Status	Spring 2004		Fall 2004		Spring 2005		Fall 2005		Spring 2006		Fall 2006		Spring 2007		Fall 2007	
	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.
American Ind./Alaskan Nat.	245	307	209	274	209	316	170	242	175	240	197	267	205	255	222	300
%	66.90%	83.90%	64.70%	84.80%	55.10%	83.40%	54.70%	77.80%	60.60%	83.00%	58.30%	79.00%	63.30%	78.70%	59.70%	80.60%
Asian	11,238	13,264	11,087	13,122	10,810	12,629	10,722	12,620	10,562	12,339	11,016	12,856	10,484	12,349	11,085	12,974
%	73.70%	86.90%	74.60%	88.30%	74.90%	87.50%	74.80%	88.00%	74.90%	87.50%	75.10%	87.60%	72.90%	85.90%	75.40%	88.20%
Filipino	2,827	3,583	3,045	3,808	2,919	3,586	3,062	3,745	2,766	3,384	3,127	3,845	2,916	3,595	3,290	4,070
%	67.30%	85.20%	69.70%	87.20%	70.20%	86.20%	70.60%	86.30%	68.90%	84.30%	70.70%	87.00%	67.90%	83.70%	71.10%	88.00%
Black/African American	2,826	3,778	2,958	4,030	2,872	3,798	2,762	3,820	2,462	3,452	2,752	3,818	2,449	3,403	2,606	3,632
%	61.90%	82.70%	60.70%	82.60%	60.20%	80.90%	58.30%	80.60%	56.90%	79.80%	59.50%	82.50%	57.00%	79.30%	58.20%	81.10%
Hispanic	18,765	24,817	19,594	26,266	18,611	25,179	19,198	25,900	18,170	24,281	20,547	27,968	18,696	25,040	21,071	28,327
%	62.90%	83.20%	62.90%	84.30%	62.20%	84.10%	61.50%	83.00%	61.20%	81.80%	61.30%	83.50%	60.30%	80.80%	62.60%	84.20%
Pacific Islander/HL	313	381	336	431	301	390	356	447	334	431	413	550	329	456	427	537
%	68.90%	83.90%	66.80%	85.70%	64.30%	83.30%	67.20%	84.30%	65.40%	84.30%	64.20%	85.50%	56.40%	78.20%	67.70%	85.10%
White/Caucasian	11,679	13,811	11,679	14,038	10,881	12,969	10,923	13,211	10,348	12,432	10,697	12,863	9,812	11,768	10,424	12,632
%	73.70%	87.00%	72.70%	87.30%	72.60%	86.60%	70.70%	85.50%	70.70%	84.90%	71.70%	86.30%	70.30%	84.30%	71.50%	86.60%
Other/Non-White	1,286	1,581	1,307	1,613	1,278	1,575	1,314	1,669	1,344	1,666	1,403	1,762	1,306	1,604	1,171	1,463
%	68.20%	83.80%	69.10%	85.30%	68.30%	84.20%	66.40%	84.40%	67.30%	83.50%	66.90%	84.00%	68.10%	83.60%	67.50%	84.40%
Unknown/Declined	766	930	605	784	463	592	285	387	234	283	609	779	865	1090	1411	1794
%	71.30%	86.50%	64.80%	83.90%	62.70%	80.10%	56.70%	76.90%	64.50%	78.00%	66.10%	84.60%	64.40%	81.10%	66.80%	84.90%
Total	49,963	62,452	50,820	64,366	48,299	61,034	48,792	62,041	46,395	58,508	50,761	64,708	47,062	59,560	51,707	65,729
%	68.00%	85.00%	67.80%	85.80%	67.40%	85.20%	66.50%	84.50%	66.30%	83.60%	66.70%	85.00%	65.30%	82.60%	67.20%	85.50%

Source: Student Equity Course Completion by Ethnicity, ICCIS Report #STS843B1, 3/28/2008 & 7/7/2008



Course Completion (Retention & Success)

DEMOGRAPHICS BY GENDER

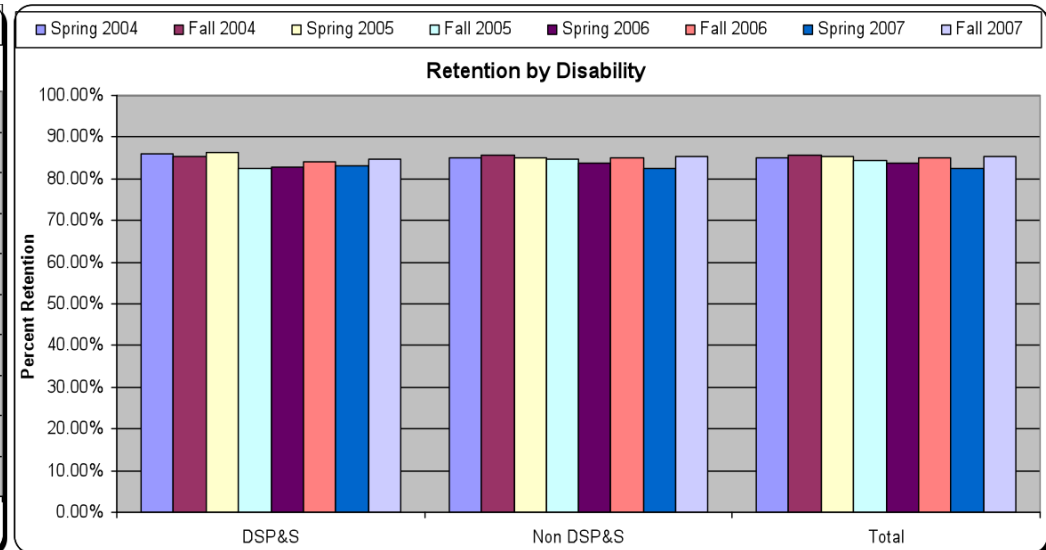
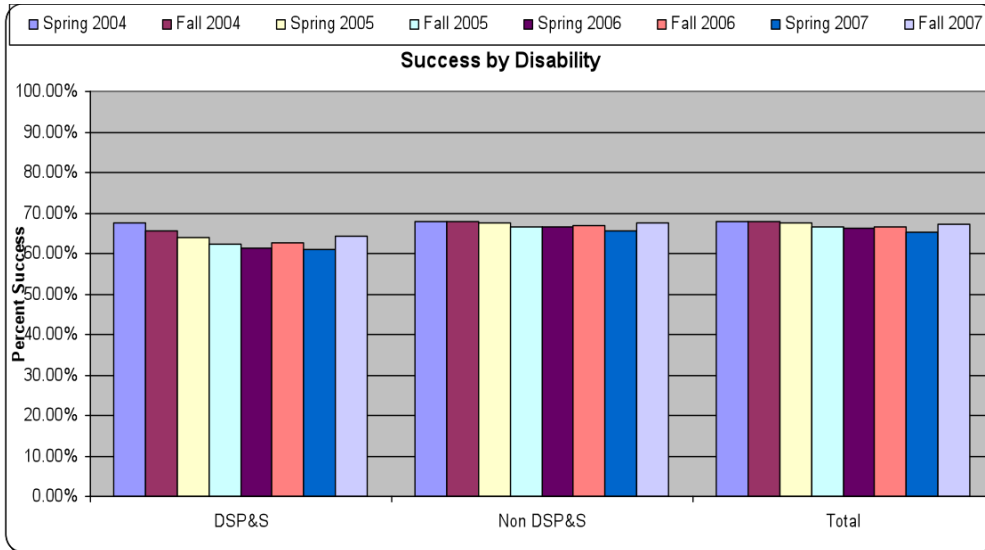


Gender Status	Spring 2004		Fall 2004		Spring 2005		Fall 2005		Spring 2006		Fall 2006		Spring 2007	
	Succ.	Ret.	Succ.	Ret	Succ.	Ret	Succ.	Ret	Succ.	Ret	Succ.	Ret	Succ.	Ret
Male	22,863	29,279	23,374	30,062	22,364	28,650	22,889	29,477	21,920	28,006	23,818	30,821	22,083	28,452
%	66.00%	84.50%	66.50%	85.50%	65.90%	84.50%	65.10%	83.90%	65.20%	83.30%	65.50%	84.80%	63.90%	82.30%
Female	27,028	33,196	27,338	34,161	25,876	32,309	25,834	32,480	24,456	30,477	26,826	33,745	24,812	30,910
%	69.60%	85.50%	68.90%	86.10%	68.80%	85.90%	67.70%	85.10%	67.40%	84.00%	67.70%	85.20%	66.50%	82.90%
TOTAL	67.90%	85.00%	67.80%	85.80%	67.40%	85.20%	66.50%	84.50%	66.30%	83.60%	66.70%	85.00%	65.30%	82.60%



Course Completion (Retention & Success)

DEMOGRAPHICS BY DISABILITY STATUS



Source: Student Equity Course Completion by Disability Report, ICCIS #STS843B2, 3/28/2008 & 7/7/2008

Disability Status	Spring 2004		Fall 2004		Spring 2005		Fall 2005		Spring 2006		Fall 2006		Spring 2007		Fall 2007	
	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.	Succ.	Ret.
DSP&S (count)	1,946	2,474	1,968	2,563	1,793	2,424	1,870	2,475	1,803	2,437	1,719	2,305	1,621	2,212	1,734	2,294
DSP&S (%)	67.40%	85.90%	65.60%	85.40%	63.90%	86.30%	62.40%	82.60%	61.30%	82.90%	62.60%	84.00%	61.00%	83.20%	64.10%	84.70%
Non DSP&S (count)	48,017	59,978	48,852	61,803	46,506	58,610	46,922	59,565	44,594	56,066	49,043	62,386	45,474	57,328	49,973	63,435
Non DSP&S (%)	67.90%	85.00%	67.80%	85.80%	67.60%	85.10%	66.60%	84.60%	66.60%	83.70%	66.80%	85.00%	65.50%	82.60%	67.40%	85.50%
Total (count)	49,963	62,452	50,820	64,366	48,299	61,034	48,792	62,040	46,397	58,503	50,762	64,691	47,095	59,540	51,707	65,729
Total (%)	67.90%	85.00%	67.80%	85.80%	67.40%	85.20%	66.50%	84.50%	66.30%	83.60%	66.70%	85.00%	65.30%	82.60%	67.20%	85.50%



Course Completion (Retention & Success)

DATA ANALYSIS ON COURSE COMPLETION (RETENTION & SUCCESS)

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

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

Ethnicity

Retention

When examining the data based upon the available years (2004-2007), the average retention rate across all ethnic groups is 84.59%. Average retention rates are considerably lower for African Americans, Alaskan Native/American Indians, and Latinos in comparison to Whites, Asians, and Filipinos. For example, the average retention rate (2004-2007 data) for Asians was 87.49%, 86.06% for Whites, and 86% for Filipinos. Meanwhile, average retention rates were considerably lower among Alaskan Native/American Indians (81.40%), African Americans (81.19%), and slightly lower among Hispanics (83.11%), and Pacific Islanders (83.79%). Overall, African Americans and American Indians are six to seven percent lower than Asian students and Latinos have about 4 % lower retention rates than Asian students. In addition, similar to previous reports, the Latino/a, African American, American Indian/Alaskan Native ethnic groups consistently fall below the term average for the entire group, while White and Asian students are consistently above this overall average.

Success

The average success rate for all ethnic groups (2004-2007) is 66.90%. The highest average success rate is among Asians (74.54%) while the lowest for African Americans (59.09%). This represents a 15.45% spread between our highest achieving students and our lowest performing students. Our lowest performers are also 8% lower than the overall average across the examined terms (2004-2007). This disparity has not dramatically changed over the past three years, but African American's success rate is down by 2% from its average success rate of 61% in 2004-2005, and Asian students' performance is up by 0.3% from prior years. Intervention efforts for our lowest performing groups are essential in stopping this downward trend. Finally, although American Indian/Alaskan Native students are lower performers on average, term-by-term data indicates variations in success rates among these students. There is no consistent decline or improvement in this group.

Gender

Retention

Retention rates among males and females are relatively equal with 84.96% for females (average from 2004-2007) and 84.11% for males. Thus, there are no meaningful differences (less than 5%) among the gender groups for retention rates. Females tend to have about 1 to 2 percent higher retention rates than males. Over the past three years examined, retention rates have dropped roughly 3% for both males and females.

Success

Success rates among males and females are also relatively similar between the gender groups with average success rate for females of 68.09% and a success rate of 65.44% for males. Thus, females tend to have slightly over 2% higher success rates than their male counterparts. Over the past three years, there has been a decline of 3% in success rates for both males and females.

Disabled Students

The data provided is limited to DSP&S students who are taking a wide variety of college offerings, however, six semesters of data indicates that in more recent terms, success rates tend to be lower than the Mt. SAC student body while retention rates of students with disabilities are closer to the percentages of the general student population. More recent terms also indicate a downward trend in success rates among DSP&S students. For example, in fall 2007, success and retention rates for students with disabilities were 3.3% lower than that of the general student body. In spring 2006, there were 5.3% and 0.6% lower success and retention rates, respectively; for fall 2005, there were 2.2% and 2.0% lower success and retention rates respectively; and for spring 2005, there were 0.5% and 0.9% lower success and retention respectively. While these figures are not large, they are lower nonetheless. Retention may always be lower regardless of interventions used because withdrawal from a class is often used as an accommodation for a student who isn't likely to succeed in the class for a variety of disability-related reasons. Future work in this area should focus more on increasing the success rates and could include an early alert strategy coupled with an early intervention system which could assist students with disabilities in succeeding at higher rates.

3. ESL and Basic Skills Completion

Skills completion is 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 (e.g., English 67) to the number of those students who complete such a final course. Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and innumeracy.

CHARTS:

- Mt. San Antonio College AmLa/Basic Skills Success Rates, Fall 2003 to 2007
 - Demographics by Race/Ethnicity
 - Demographics by Gender
 - Demographics by Disability Status

ESL/AmLa* and Basic Skills Completion

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

DEMOGRAPHICS BY RACE/ETHNICITY

The following tables outline (in percentage) English 1A success rates after successful completion of a final basic skills ESL/AmLa course. The percentages in the far right column are NOT straightforward success rates of English 1A. Instead, these percents represent the percentage of successful students in English 1A who **already** successfully completed the final basic skills course in the sequence (i.e., English 67).

From a mathematical point-of-view, the formula is: Percent of ALL Successful ENGL1A students who successfully **completed** ENGL67= (#of ENGL1A Successful students who had taken ENGL 67 divided by Total number of Students Successful in ENGL1A) multiplied by 100

SOURCE: ICCIS Report # STS896 by Ethnicity Retrieved 6/10/2008

Ethnicity	Fall 2004					Fall 2005				
	Total Success ENGL1A	% Success ENGL1A	ENGL67 Success	% Success ENGL67	Ratio (%) of Success in English1A following completion of English67	Total Success ENGL1A	% Success ENGL1A	ENGL67 Success	% Success ENGL67	Ratio (%) of Success in English1A following completion of English67
African American	58	4.35%	42	5.43%	72.41%	69	5.15%	48	5.68%	69.57%
American Indian/Alaskan Nat	6	0.45%	3	0.39%	50.00%	6	0.45%	5	0.59%	83.33%
Asian	348	26.11%	124	16.02%	35.63%	289	21.57%	113	13.37%	39.10%
Filipino	95	7.13%	51	6.59%	53.68%	101	7.54%	60	7.10%	59.41%
Hispanic	496	37.21%	360	46.51%	72.58%	561	41.87%	418	49.47%	74.51%
Pacific Islander	8	0.60%	4	0.52%	50.00%	4	0.30%	3	0.36%	75.00%
White Non-Hispanic	280	21.01%	164	21.19%	58.57%	268	20.00%	177	20.95%	66.04%
Other Non-White	29	2.18%	17	2.20%	58.62%	37	2.76%	18	2.13%	48.65%
Unknown	13	0.98%	9	1.16%	69.23%	5	0.37%	3	0.36%	60.00%
Overall	1333	100.00%	774	100.00%	58.06%	1340	100.00%	845	100.00%	63.06%

Formula:

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

SOURCE: ICCIS Report # STS896 by Ethnicity Retrieved 6/10/2008

Ethnicity	Fall 2006					Fall 2007				
	Total Success ENGL1A	% Success ENGL1A	ENGL67 Success	% Success ENGL67	Ratio (%) of Success in English1A following completion of English67	Total Success ENGL1A	% Success ENGL1A	ENGL67 Success	% Success ENGL67	Ratio (%) of Success in English1A following completion of English67
African American	47	4.07%	33	4.78%	70.21%	64	5.13%	49	6.73%	76.56%
American Indian/Alaskan Nat	6	0.52%	3	0.43%	50.00%	6	0.48%	4	0.55%	66.67%
Asian	267	23.10%	110	15.92%	41.20%	280	22.45%	119	16.35%	42.50%
Filipino	80	6.92%	44	6.37%	55.00%	91	7.30%	45	6.18%	49.45%
Hispanic	475	41.09%	351	50.80%	73.89%	518	41.54%	348	47.80%	67.18%
Pacific Islander	13	1.12%	6	0.87%	46.15%	5	0.40%	2	0.27%	40.00%
White Non-Hispanic	228	19.72%	125	18.09%	54.82%	228	18.28%	126	17.31%	55.26%
Other Non-White	35	3.03%	17	2.46%	48.57%	35	2.81%	21	2.88%	60.00%
Unknown	5	0.43%	2	0.29%	40.00%	20	1.60%	14	1.92%	70.00%
Overall	1156	100.00%	691	100.00%	59.78%	1247	100.00%	728	100.00%	58.38%



ESL/AmLa and Basic Skills Completion

DEMOGRAPHICS BY GENDER

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

	Fall 2004					Fall 2005				
	Total Success ENGL 1A	% Success ENGL1A	ENGL67 Success	% Success ENGL67	Ratio (%) of Success in English1A following completion of English67	Total Success ENGL 1A	% Success ENGL1A	ENGL67 Success	% Success ENGL67	Ratio (%) of Success in English1A following completion of English67
Male	586	43.96%	319	41.11%	54.44%	622	46.42%	378	44.73%	60.77%
Female	745	55.89%	455	58.63%	61.07%	718	53.58%	467	55.27%	65.04%
Unknown	2	0.15%	2	0.26%	100.00%	0	0.00%	0	0.00%	0.00%
Overall	1333	100.00%	776	100.00%	58.21%	1340	100.00%	845	100.00%	63.06%
	Fall 2006					Fall 2007				
	Total Success ENGL 1A	% Success ENGL1A	ENGL67 Success	% Success ENGL67	Ratio (%) of Success in English1A following completion of English67	Total Success ENGL 1A	% Success ENGL1A	ENGL67 Success	% Success ENGL67	Ratio (%) of Success in English1A following completion of English67
Male	548	47.40%	315	45.59%	57.48%	562	45.07%	309	42.45%	0.5498
Female	607	52.51%	376	54.41%	61.94%	681	54.61%	417	57.28%	0.6123
Unknown	1	0.09%	0	0.00%	N/A	4	0.32%	2	0.27%	0.5
Overall	1156	100.00%	691	100.00%	59.78%	1247	100.00%	728	100.00%	58.38%



ESL/AmLa and Basic Skills Completion

DEMOGRAPHICS BY DISABILITY STATUS

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

	Fall 2004					Fall 2005				
	Total Success ENGL 1A	% Success ENGL1A	ENGL67 Success	% Success ENGL67	Ratio (%) of Success in English1A following completion of English67	Total Success ENGL 1A	% Success ENGL1A	ENGL67 Success	% Success ENGL67	Ratio (%) of Success in English1A following completion of English67
DSP&S	38	2.85%	25	3.22%	65.79%	47	3.51%	38	4.50%	80.85%
Non-DSP&S	1295	97.15%	751	96.78%	57.99%	1293	96.49%	807	95.50%	62.41%
Overall	1333	100.00%	776	100.00%	58.21%	1340	100.00%	845	100.00%	63.06%
	Fall 2006					Fall 2007				
	Total Success ENGL 1A	% Success ENGL1A	ENGL67 Success	% Success ENGL67	Ratio (%) of Success in English1A following completion of English67	Total Success ENGL 1A	% Success ENGL1A	ENGL67 Success	% Success ENGL67	Ratio (%) of Success in English1A following completion of English67
DSP&S	28	2.42%	26	3.76%	92.86%	36	2.89%	32	4.40%	88.89%
Non-DSP&S	1128	97.58%	665	96.24%	58.95%	1211	97.11%	696	95.60%	57.47%
Overall	1156	100.00%	691	100.00%	59.78%	1247	100.00%	728	100.00%	58.38%



ESL/AmLa and Basic Skills Completion

DATA ANALYSIS ON ESL/AmLa AND BASIC SKILLS COMPLETION

Ethnicity

Upon examining the data for this section, on average, the percent of successful students in English 1A who have also successfully taken the final basic skills course (i.e., English 67) has remained relatively stable, with between 50 and 60% of students being successful in both courses. These results align with the overall trend of the English Assessment Test where more students are being assessed into English 67 than ever before. However, in general, there appears to be large variability in successful final course completion for both English67 and English1A within each ethnic group across the last three years.

Gender

In the past, the percentage of successful students in English 1A who have taken the basic skills course (i.e., English 67) has been around 40-50% but in recent years success rates have been between 50-60%. Similar to previous reports (e.g., 2005 Student Equity report) more females are taking the final basic skills than their male counterparts. More females are also successfully completing both a final basic skills course and a college level course than males.

Disability

Due to the small size of the DSP&S students at Mt. SAC the data indicate large variations in the percentage of students who had taken English 1A and who had previously taken a final basic skills course. In general there is a marked increase in the number of students who had taken English 67 from a low of 58.35% in Fall 2000 (see prior reports) to a high of 88.9% in Fall 2007.

Based upon the variable nature of the data in this report, it is recommended that the committee further study college-level course completion following basic skills course completion using a cohort tracking method. This data will be made available in the future.

I.

4. Degree and Certificate Completion

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

CHARTS:

- Mt. San Antonio College Awards, from 2003-04 to 2007-08
 - Demographics by Race/Ethnicity
 - Demographics by Gender
 - Demographics by Disability Status



Degree and Certificate Completion

DEMOGRAPHICS BY RACE/ETHNICITY

	Degree & Certificate Completion	Year of Award 2003/2004		Year of Award 2004/2005		Year of Award 2005/2006		Year of Award 2006/2007	
		Number of Degrees	Percent of Total	Number of Degrees	Percent of Total	Number of Degrees	Percent of Total	Number of Degrees	Percent of Total
Associate in Arts	Ethnicity								
	American Indian/Alaskan Native	6	0.58%	2	0.22%	2	0.18%	6	0.38%
	Asian	221	21.39%	172	19.30%	223	20.42%	352	22.34%
	Filipino	58	5.61%	56	6.29%	79	7.23%	100	6.35%
	Black/African American	44	4.26%	47	5.27%	61	5.59%	80	5.08%
	Hispanic	399	38.63%	372	41.75%	475	43.50%	641	40.67%
	Pacific Islander/Hawaii	3	0.29%	6	0.67%	9	0.82%	15	0.95%
	White/Caucasian	250	24.20%	200	22.45%	200	18.32%	332	21.07%
	Other/Non-White	35	3.39%	16	1.80%	28	2.56%	37	2.35%
	Unknown/Decline to State	17	1.65%	20	2.24%	15	1.37%	13	0.82%
Total	1033	100.00%	891	100.00%	1092	100.00%	1576	100.00%	

	Degree & Certificate Completion	Year of Award 2003/2004		Year of Award 2004/2005		Year of Award 2005/2006		Year of Award 2006/2007	
		Number of Degrees	Percent of Total	Number of Degrees	Percent of Total	Number of Degrees	Percent of Total	Number of Degrees	Percent of Total
Associate in Science	American Indian/Alaskan Native	0	0	2	0.42%	4	0.71%	1	0.16%
	Asian	73	16.26%	82	17.19%	92	16.23%	98	15.24%
	Filipino	36	8.02%	44	9.22%	54	9.52%	63	9.80%
	Black/African American	20	4.45%	18	3.77%	23	4.06%	37	5.75%
	Hispanic	147	32.74%	151	31.66%	164	28.92%	193	30.02%
	Pacific Islander/Hawaii	1	0.22%	6	1.26%	2	0.35%	3	0.47%
	White/Caucasian	153	34.08%	160	33.54%	207	36.51%	229	35.61%
	Other/Non-White	11	2.45%	8	1.68%	15	2.65%	15	2.33%
	Unknown/Decline to State	8	1.78%	6	1.26%	6	1.06%	4	0.62%
	Total	449	100.00%	477	100.00%	567	100.00%	643	100.00%

Asian	Degree & Certificate Completion	Year of Award 2003/2004		Year of Award 2004/2005		Year of Award 2005/2006		Year of Award 2006/2007	
		Number of Degrees	Percent of Total	Number of Degrees	Percent of Total	Number of Degrees	Percent of Total	Number of Degrees	Percent of Total
Certificate<18Units	American Indian/Alaskan Native	1	0.20%	0	0.00%	2	0.26%	14	0.54%
		110	22.13%	93	17.32%	149	19.68%	502	19.41%
Other/Non-White Total	Filipino	25	5.03%	11	2.05%	34	4.49%	165	6.38%
	Black/African American	43	8.65%	37	6.89%	59	7.79%	139	5.38%
	Hispanic	202	40.64%	255	47.49%	306	40.42%	1044	40.37%
	Pacific Islander/Hawaii	2	0.40%	0	0.00%	1	0.13%	14	0.54%
	White/Caucasian	98	19.72%	126	23.46%	176	23.25%	615	23.78%
		3	0.60%	8	1.49%	20	2.64%	58	2.24%
	Unknown/Decline to State	13	2.62%	7	1.30%	10	1.32%	35	1.35%
		497	100.00%	537	100.00%	757	100.00%	2586	100.00%

	Degree & Certificate Completion	Year of Award 2003/2004		Year of Award 2004/2005		Year of Award 2005/2006		Year of Award 2006/2007	
		Number of Degrees	Percent of Total	Number of Degrees	Percent of Total	Number of Degrees	Percent of Total	Number of Degrees	Percent of Total
Certificate>=18Units	American Indian/Alaskan Native	1	0.43%	0	0.00%	0	0.00%	2	0.20%
	Asian	38	16.45%	35	13.06%	38	10.92%	147	15.02%
	Filipino	4	1.73%	14	5.22%	6	1.72%	37	3.78%
	Black/African American	16	6.93%	10	3.73%	30	8.62%	32	3.27%
	Hispanic	83	35.93%	99	36.94%	133	38.22%	405	41.37%
	Pacific Islander/Hawaii	1	0.43%	0	0.00%	3	0.86%	9	0.92%
	White/Caucasian	84	36.36%	100	37.31%	124	35.63%	315	32.18%
	Other/Non-White	3	1.30%	10	3.73%	11	3.16%	22	2.25%
	Unknown/Decline to State	1	0.43%	0	0.00%	3	0.86%	10	1.02%
	Total	231	100.00%	268	100.00%	348	100.00%	979	100.00%



Degree and Certificate Completion

DEMOGRAPHICS BY GENDER

	Degree & Certificate Completion	Year of Award 2003/2004		Year of Award 2004/2005		Year of Award 2005/2006		Year of Award 2006/2007	
		Number of Degrees	Percent of Total	Number of Degrees	Percent of Total	Number of Degrees	Percent of Total	Number of Degrees	Percent of Total
	Gender								
Associate in Arts	Male	375	36.34%	325	36.48%	424	38.86%	571	36.23%
	Female	657	63.66%	566	63.52%	667	61.14%	1005	63.77%
	Total	1032	100.00%	891	100.00%	1091	100.00%	1576	100.00%
Associate in Science	Male	210	46.88%	199	41.81%	266	46.91%	315	49.07%
	Female	238	53.13%	277	58.19%	301	53.09%	327	50.93%
	Total	448	100.00%	476	100.00%	567	100.00%	642	100.00%
Certificate<18Units	Male	174	35.15%	171	31.84%	278	36.72%	914	35.39%
	Female	321	64.85%	366	68.16%	479	63.28%	1669	64.61%
	Total	495	100.00%	537	100.00%	757	100.00%	2583	100.00%
Certificate>=18Units	Male	147	63.64%	198	73.88%	224	64.37%	745	76.10%
	Female	84	36.36%	70	26.12%	124	35.63%	234	23.90%
	Total	231	100.00%	268	100.00%	348	100.00%	979	100.00%



Degree and Certificate Completion

DEMOGRAPHICS BY DISABILITY STATUS

	Degree & Certificate Completion	Year of Award 2003/2004		Year of Award 2004/2005		Year of Award 2005/2006		Year of Award 2006/2007	
		Number of Degrees	Percent of Total	Number of Degrees	Percent of Total	Number of Degrees	Percent of Total	Number of Degrees	Percent of Total
Associate in Arts	DSP&S	32	3.10%	32	3.59%	37	3.39%	48	3.05%
	Non DSP&S	1001	96.90%	859	96.41%	1055	96.61%	1528	96.95%
	Total	1033	100.00%	891	100.00%	1092	100.00%	1576	100.00%
Associate in Science	DSP&S	17	3.79%	18	3.78%	29	5.11%	23	3.58%
	Non DSP&S	432	96.21%	458	96.22%	538	94.89%	620	96.42%
	Total	449	100.00%	476	100.00%	567	100.00%	643	100.00%
Certificate<18Units	DSP&S	23	4.63%	55	10.24%	19	2.51%	56	2.17%
	Non DSP&S	474	95.37%	482	89.76%	739	97.49%	2530	97.83%
	Total	497	100.00%	537	100.00%	758	100.00%	2586	100.00%
Certificate>=18Units	DSP&S	14	6.06%	16	5.97%	18	5.17%	19	1.94%
	Non DSP&S	217	93.94%	252	94.03%	330	94.83%	960	98.06%
	Total	231	100.00%	268	100.00%	348	100.00%	979	100.00%

SOURCE: STS842; retrieved 7/07/2008 includes duplicate headcounts



Degree and Certificate Completion

DATA ANALYSIS ON DEGREE AND CERTIFICATE COMPLETION

Ethnicity

Of the historically underrepresented groups, the Latino population has out-paced all other ethnic groups in completing both the Associate of Arts (AA) and Certificate of Completion programs. Such findings are likely reflective of the fact that the majority of students at Mt. SAC are of Latino decent, therefore, it would be expected that this ethnic group would be most likely to obtain a degree or complete a certificate at the College. While Latino students at Mt. SAC have been most likely to complete a certificate (less than 18 units) as compared to other ethnic groups, the percentage of AA and Certificates of Completion (18 units or more) awarded has dropped up to four percent for White students from 2003-04 to 2006-2007. Again, these findings likely represent fluctuations in the overall student body where the proportion of enrolled White students is gradually decreasing. Contrary to this phenomenon, however, is that Associate of Science (AS) degrees appear to be on the rise for White students from 2003-2004 to the 2006-2007 data which might illustrate program-level changes. A recent trend also illustrates that at Mt. SAC, Whites and Asians are nearly equally likely to obtain an AA degree while Latinos are most likely to obtain an AA degree than all other ethnic groups at Mt. SAC. Reflective of their representation in the student body, the lowest obtainers of degrees and certificates are Pacific Islanders, Native Americans, Filipinos, and African Americans. Taken together, such trends illustrate interesting variations and changes in the kinds of degrees and certificates sought by different ethnic groups as a function of the student population as well as changes in the social or economic environment and program-level changes at the College.

Gender

Female students are completing Certificates with less than 18 units at a considerably higher rate than males enrolled at Mt. SAC; up to 29% in some years. For certificates requiring 18 or more units, males are on average 2.5 times more likely than females to obtain this award. Recent data in this report suggests that associate degrees are more likely to be earned by female students than male students who are enrolled at Mt. SAC. For programs with less than 18 units, it may be that specific industries or jobs that tend to attract females rather than males. Meanwhile, women still earn associate degrees at rates which are considerably higher than that of males. Such gender-based demographics in industries and trades are a social construct; the trades are also a viable option for women who do not wish to pursue AA/AS degrees.

Disability

The data indicate that the percentages of DSP&S students who are receiving Associate of Arts (AA) and Associate in Science (AS) degrees closely mirror and in some cases surpass the percentage of the existence DSP&S students in the general Mt. SAC student body. For example, the percentage of DSP&S students receiving AA and AS degrees in 2004-05 was 3.59% and 3.78%, respectively, while their presence in the general student body in spring 2004 was 3.7% (see Access section). In general, the number of AA and AS degrees earned by DSP&S students have been fairly constant over the last four academic years examined.

Completion of certificates among DSP&S students has historically been higher than the percentages of degree completion. In some cases, the percentage of certificate completion is triple that of degree attainment. Certificate completion overall has been more variable than degrees awarded.

5. Transfer

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

CHARTS:

- Transfer Rate for 2000 Cohort in comparison to the 1997 Cohort
 - Demographics by Race/Ethnicity
 - Demographics by Gender
 - Demographics by Disability Status
- Ethnic Distribution of Transfer Students to University of California
- Ethnic Distribution of Transfer Students to California State University

Transfer

FIRST TIME FRESHMAN (FTF) 4-YEAR TRANSFER DEMOGRAPHICS BY RACE/ETHNICITY

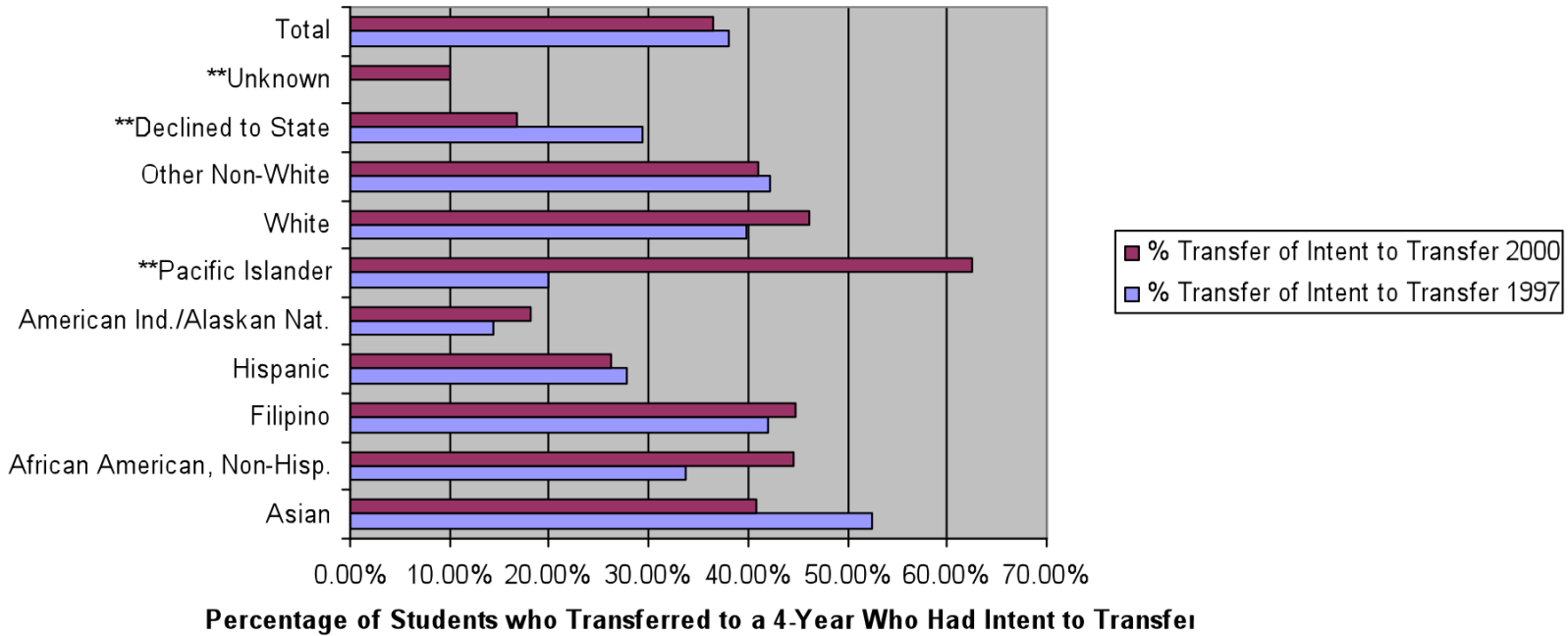
Fall 1997 Cohort	# in FTF Cohort	# FTF with Intent to Transfer	# Transferred to 4 Yr Institution by 2005	% Transferred Within Ethnic Group	% Transferred of Overall Total
Asian	784	401	210	52.40%	30.79%
African American, Non-Hisp.	277	80	27	33.80%	3.96%
Filipino	218	119	50	42.00%	7.33%
Hispanic	1779	634	177	27.90%	25.95%
American Ind./Alaskan Nat.	23	7	1	14.30%	0.15%
Pacific Islander	19	5	1	20.00%	0.15%
White	1112	490	195	39.80%	28.59%
Other Non-White	83	38	16	42.10%	2.35%
Declined to State	41	17	5	29.40%	0.73%
Total	4336	1791	682	38.10%	100.00%
Fall 2000 Cohort	# in FTF Cohort	# FTF with Intent to Transfer	# Transferred to 4 Yr Institution by 2005	% Transferred Within Ethnic Group	% Transferred of Overall Total
Asian	818	411	168	40.88%	23.90%
African American/Non-Hisp.	294	83	37	44.58%	5.26%
Filipino	211	94	42	44.68%	5.97%
Hispanic	2012	746	196	26.27%	27.88%
American Indian/Alaskan Nat.	29	11	2	18.18%	0.28%
Pacific Islander	19	8	5	62.50%**	0.71%
White	1054	491	227	46.23%	32.29%
Other Non-White	129	56	23	41.07%	3.27%
Declined to State	25	12	2	16.67%**	0.28%
Unknown***	27	10	1	10.00%**	0.14%
Total	4618	1922	703	36.58%	100.00%

*Transfer percentages were calculated using the following formula: ((FTF with Intent to Transfer) ÷ (FTF Number Who Transferred who had intent)) multiplied by 100

** Note. When examining across multiple years, large variations in percentages can occur when there is a small number of individuals in a represented ethnic group.

***Note. The category "Unknown" was not available in the 1997 Cohort data.

**Comparison of 4-Year College Transfer Rates: 2000 Cohort vs. 1997 Cohort of FFT
with Transfer Intent**



**Note. When examining across multiple years, large variations in percentages can occur when there is a small number of individuals in a represented ethnic group.

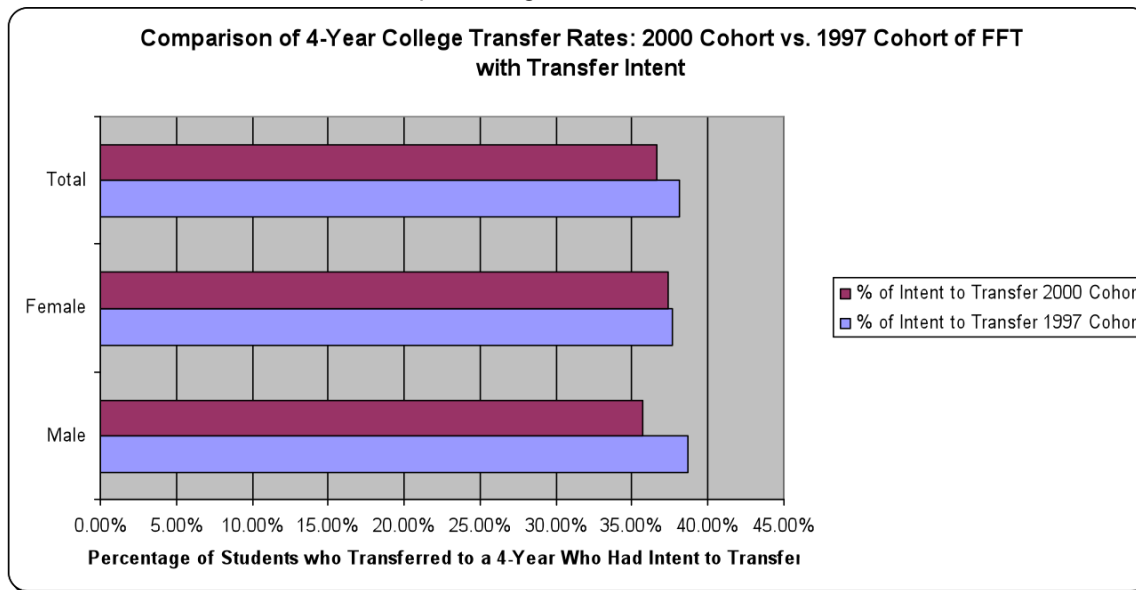
***Note. The category "Unknown" was not available in the 1997 Cohort data.

Transfer

FIRST TIME FRESHMAN (FTF) TRANSFER DEMOGRAPHICS BY GENDER

Transfer Rates					
Fall 1997 Cohort	# FTF in Cohort	# FTF with Intent to Transfer	# FTF who Transferred to a 4 Year Institution and who had an Intent to Transfer	Transfer rate of those with Intent to Transfer	% Transfer of Total
Male	2037	758	293	38.70%	41.68%
Female	2299	1033	389	37.70%	55.33%
Total*	4336	1791	682	38.10%	97.01%
Fall 2000 Cohort	# FTF in Cohort	# FTF with Intent to Transfer	# FTF who Transferred to a 4 Year Institution and who had an Intent to Transfer	Transfer rate of Intent to Transfer	% Transfer of Total
Male	2260	865	309	35.72%	43.95%
Female	2352	1054	394	37.38%	56.05%
Unknown	6	0	0	N/A	--
Total	4618	1919	703	36.63%	100.00%

*Note: Unknown was not noted in the fall 1997 cohort, thus percentages do not total to 100.

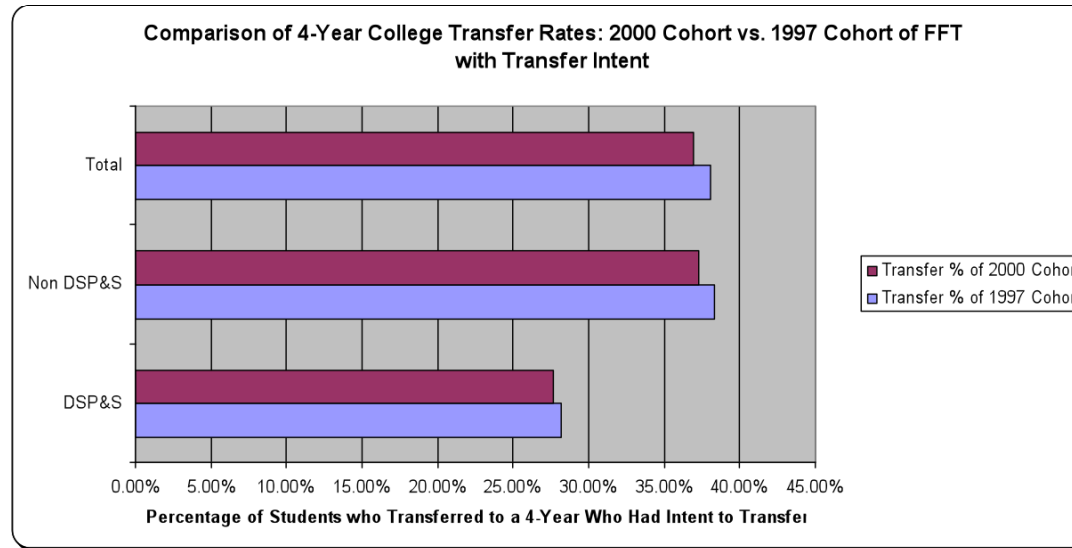




Transfer

FIRST TIME FRESHMAN (FTF) TRANSFER DEMOGRAPHICS BY DISABILITY

Transfer Rates					
Fall 1997 Cohort	# in Cohort	# with Intent to Transfer	Transferred to a 4 Year Institution	% Transfer of those with Intent to Transfer	% Transferred of Total
DSP&S	143	39	11	28.20%	1.61%
Non DSP&S	4193	1752	671	38.30%	98.39%
Total	4336	1791	682	38.10%	100.00%
Transfer Rates					
Fall 2000 Cohort	# in Cohort	# with Intent to Transfer	Transferred to a 4 Year Institution	% Transfer of Intent to Transfer	% Transferred of Total
DSP&S	183	65	18	27.69%	2.54%
Non DSP&S	4435	1857	692	37.26%	97.46%
Total	4618	1922	710	36.94%	100.00%





Transfer

OTHER TRANSFER DATA (NOT LIMITED TO FIRST TIME FRESHMAN)

Mt. SAC Transfers to UC and CSU

Ethnic Group	2003-2004	% in 03-04	2004-2005	% in 04-05	2005-2006	% in 05-06	2006-2007	% in 06-07	Grand Total	% of Total
Asian/Pacific Islander	433	29.64%	485	30.50%	461	30.59%	498	31.32%	1877	30.53%
African American/Black	49	3.35%	58	3.65%	68	4.51%	66	4.15%	241	3.92%
Filipino American	75	5.13%	73	4.59%	75	4.98%	72	4.53%	295	4.80%
Latino American	409	27.99%	483	30.38%	441	29.26%	486	30.57%	1819	29.59%
Native American	10	0.68%	5	0.31%	2	0.13%	5	0.31%	22	0.36%
Other Ethnicity	4	0.27%	7	0.44%	3	0.20%	5	0.31%	19	0.31%
White/Caucasian	283	19.37%	287	18.05%	269	17.85%	271	17.04%	1110	18.05%
Non-Resident/Alien	87	5.95%	65	4.09%	78	5.18%	67	4.21%	297	4.83%
No Response Made	111	7.60%	127	7.99%	110	7.30%	120	7.55%	468	7.61%
Total	1461	100.00%	1590	100.00%	1507	100.00%	1590	100.00%	6148	100.00%

Ethnic Group (Updated June 2010)	2007- 2008	% in 07-08	2008- 2009	% in 08-09
Asian/Pacific Islander	467	30.0%	490	30.8%
African American/Black	66	4.2%	54	3.4%
Filipino American	67	4.3%	76	4.8%
Latino American	476	30.6%	498	31.3%
Native American	7	0.4%	8	0.5%
Other Ethnicity	4	0.3%	3	0.2%
White/Caucasian	257	16.5%	289	18.2%
Non-Resident/Alien	84	5.4%	63	4.0%
No Response Made	129	8.3%	109	6.9%
Total	1557	100%	1590	100%

Source: <http://www.cpec.ca.gov/OnLineData/SelectFirstOptions.ASP?ReportType=Transfer>

Retrieved July, 2008 & June, 2010

****Note.** Full year data on CPEC data site does not include a breakdown of transfers by gender or disability status.

Mt. SAC Transfers to UC Schools

Ethnicity	2003-2004	% in 03-04	2004-2005	% in 04-05	2005-2006	% in 05-06	2006-2007	% in 06-07	Grand Total	% of Total
Asian/Pacific Islander	182	60.26%	194	61.39%	190	60.70%	184	56.44%	750	59.67%
Black/African American	6	1.99%	1	0.32%	12	3.83%	10	3.07%	29	2.31%
Filipino	12	3.97%	14	4.43%	12	3.83%	16	4.91%	54	4.30%
Latino	42	13.91%	53	16.77%	40	12.78%	61	18.71%	196	15.59%
Native American/Alaskan Native	1	0.33%	2	0.63%	1	0.32%	0	0.00%	4	8.00%
Other	4	1.32%	7	2.22%	3	0.96%	5	1.53%	19	1.51%
White	39	12.91%	35	11.08%	45	14.38%	36	11.04%	155	12.33%
Non-Resident Alien	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
No Response	16	5.30%	10	3.16%	10	3.19%	14	4.29%	50	3.98%
Total	302	100.00%	316	100.00%	313	100.00%	326	100.00%	1257	100.00%

Mt. SAC Transfers to CSU Schools

Ethnicity	2003-2004	% in 03-04	2004-2005	% in 04-05	2005-2006	% in 05-06	2006-2007	% in 06-07	Grand Total	% of Total
Asian/Pacific Islander	251	21.66%	291	22.84%	271	22.70%	314	24.84%	1127	23.04%
Black/African American	43	3.71%	57	4.47%	56	4.69%	56	4.43%	212	4.33%
Filipino	63	5.44%	59	4.63%	63	5.28%	56	4.43%	241	4.93%
Latino	367	31.67%	430	33.75%	401	33.58%	425	33.62%	1623	33.18%
Native American	9	0.78%	3	0.24%	1	0.08%	5	0.40%	18	0.37%
Other/None-White	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	244	21.05%	252	19.78%	224	18.76%	235	18.59%	955	19.53%
Non-Resident Alien	87	0.00%	65	0.00%	78	0.00%	67	0.00%	297	6.07%
No Response	95	8.20%	117	9.18%	100	8.38%	106	8.39%	418	8.55%
Totals	1159	100.00%	1274	100.00%	1194	100.00%	1264	100.00%	4891	100.00%

Mt. SAC Transfers to UC Schools

Ethnicity (updated June 2010)	2007- 2008	% in 07-08	2008- 2009	% in 08-09
Asian/Pacific Islander	174	60.0%	195	58.7%
Black/African American	8	2.08%	4	1.2%
Filipino	14	4.8%	8	2.4%
Latino	52	17.9%	57	17.2%
Native American/Alaskan Native	1	0.3%	1	0.3%
Other	4	1.4%	3	0.9%
White	23	7.9%	46	13.9%
Non-Resident Alien	0	0%	0	0%
No Response	14	4.8%	18	5.4%
Total	290	100%	332	100%

Mt. SAC Transfers to CSU Schools

Ethnicity (updated June 2010)	2007- 2008	% in 07-08	2008- 2009	% in 08-09
Asian/Pacific Islander	293	23.1%	295	23.4%
Black/African American	58	4.6%	50	4.0%
Filipino	53	4.2%	68	5.4%
Latino	424	33.5%	441	35.1%
Native American	6	0.5%	7	0.6%
Other/None-White	0	0%	0	0%
White	234	18.5%	243	19.3%
Non-Resident Alien	84	6.6%	63	5.0%
No Response	115	9.1%	91	7.2%
Totals	1267	100%	1258	100%

Source: <http://www.cpec.ca.gov/OnLineData/SelectFirstOptions.ASP?ReportType=Transfer>
Retrieved July, 2008 and June, 2010

DATA ANALYSIS ON FIRST TIME FRESHMAN TRANSFER**Ethnicity*****Cohort Tracking: 1997 vs. 2000***

When tracking the First-time Full-time freshman (FTF) 2000 Cohort and comparing these results to prior of rate-of-transfer data from the First-time Full-time 1997 Cohort, findings indicate variations both across and within ethnic groups in rate of transfer from Mt. SAC to four-year institutions. Comparisons of transfer data from the 1997 cohort and the 2000 cohort (page 33), illustrate a recent increase in rate of transfer to a 4-year college among African Americans, Hispanics, American Indians/Native Americans, Pacific Islanders, Whites, and Other Non-Whites. However, transfer rates have decreased from 1997 to 2000 FTF among Asians and Filipinos. Given that not every student at Mt. SAC has a goal to transfer, these results may be understandable; however, further assessment of the use of the transfer services on campus relative to the goals of the students should be examined with special consider of a students' ethnic background. For example, further research may explore intentions to transfer and actual transfer rates as function of the students' ethnic backgrounds as influenced by cultural values.

CPEC Data

Unlike the cohort tracking studies above, CPEC data provides year-to-year "snapshots" of transferring students (regardless of their duration at the college or intent to transfer). Such yearly snapshots show the proportion (by ethnic group) of students who have transferred from Mt. SAC to a 4-year institution. When examining transfers to both CSU and UC schools combined, the percentage of those transferring by ethnic group has steadily increased for Asians, African Americans, and Latino Americans. Meanwhile the proportion of White Mt. SAC students transferring to a 4-year public institution has steadily decreased over time. Such findings illustrate that transfer rates may be related back to the proportion of those enrolled on campus. That minority groups such as African Americans and Alaskan Natives/Native Americans show increased or stable transfer rates albeit lower enrollment rates may illustrate different variables contributing to a student's intention to transfer.

Gender

Based upon the 1997 and 2000 cohort Mt. SAC data, males and females tend to have about the same level of transfer intent versus actual transfer.

Disability

The data show that DSP&S students, who intend to transfer, transfer at a much lower rate than the general student population. Inspection of the analyses for the 1997 Cohort and the 2000 Cohort illustrates that such transfer rates tend to be stable. It is clear, however, that work in this area needs to focus on assisting DSP&S students to set goals and then assisting them to reach those goals.



GOALS, ACTIVITIES, BUDGET, AND TIMELINES

Access

Course Completion (Retention)

ESL and Basic Skills Completion

Degree and Certificate Completion

Transfer

Overarching Goal for Student Equity

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

Access

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

Critical findings related to Campus Based Research

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

Course Completion

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

Critical findings related to Campus Based Research

- African Americans show a consistently lower percentage of academic success at Mt. SAC than any other ethnic group for fall 2004-2007, except for the American Indian and Alaskan Native during fall 2002. This is similar to the 2005 Student Equity Report. African Americans should have the benefit of focused learning strategies specifically to address their needs related to successful course completion. African American students should benefit from participation in support programs such as the recently implemented ASPIRE program, Basic Skills Initiative, financial aid, EOPS, CARE, learning communities and study groups.
- Latinos, American Indian, Alaskan Native and African American students fall below the average for the entire group in successful course completion for Fall 2004-Spring 2007. These ethnic groups should benefit from involvement in student support programs and tutoring. Early intervention would also benefit these students who may not complete the course with a favorable grade.

ESL and Basic Skills Completion

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

Critical findings related to Campus Based Research

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



Degree and Certificate Completion

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

Critical findings related to Campus Based Research

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



Transfer

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

Critical findings related to Campus Based Research

Unlike the fall 1997 Cohort, the fall 2000 cohort indicate that African American, Filipino had slightly higher rates of transfer within their ethnic groups than Asian students, but their actual numbers of transfers only represented 5-6% of the overall transfer cohort, while the Asian students represented 23.90% of the overall transfer cohort. DSP&S student who tend to transfer, do so at a much lower rate than the non DSP&S student. Certainly most students would benefit from increase transfer awareness and the benefits offered through the College's transfer center.



Evaluation Schedule and Process

The Student Equity Committee is responsible for the annual evaluation of the goals and activities specified in the Student Equity Plan. The committee has already gone through an initial review of the 2005 plan and a detailed project-by-project status update was done (not seen here). Where there are activities that indicate no progress, the committee will meet and confer with the key contacts to determine if the timeline, budget and activities are still achievable. Modifications will be made when necessary to achieve expected results.