



MT. SAC!
Mt. San Antonio College

STUDENT EQUITY PLAN

2025-2028



EXECUTIVE SUMMARY

Mt. San Antonio College (Mt. SAC) is committed to eliminating disproportionate impact and achieving equitable outcomes for all students. The College's Comprehensive Educational and Facilities Plan, *Mt. SAC 2035*, is the foundation for strategies and action plans outlined in this 2025-28 Student Equity Plan. Central to *Mt. SAC 2035* is using data not just to identify problems, but reflect on programs, practices and policies that contribute student success and barriers. The practice of conducting deep, student-centered inquiry to understand an equity gap moves our institution beyond generic solutions toward precise, effective, and equity-accountable interventions that create a more connected and responsive support network for all students.

This 2025-28 Student Equity Plan establishes comprehensive strategies across five key metrics, including Successful Enrollment, Transfer-Level Math and English Completion, Persistence, Completion, and Transfer with particular emphasis on supporting students from traditionally underrepresented groups. Included below is an overview of goals established by the Mt. SAC 2025-2028 Student Equity Plan Workgroup which includes year by year pacing needed to fully eliminate equity gaps.

STUDENT GROUP & GOALS BY YEAR

1. 2025-2028 SUCCESSFUL ENROLLMENT DATA & GOALS BY YEAR

MIS Definition for Successful Enrollment: Among all 2022-2023 first-time non-special admit applicants who indicated an intent to enroll at Mt. SAC, the proportion of students who enrolled in the same academic year. [Data Vista](#)

Student Group	Goal 1 (Initial Goal)		Goal 2 (Targeted Goal)	
All Students <i>Baseline: 17.6% (4,952/28,112)</i>	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Black/African American Students <i>Baseline: 13.6% (153/1105)</i>	2.2%	25	4.2%	47
White Students <i>Baseline: 4.4% (446/10,607)</i>	19.3%	2,052	21.3%	2,265

Student Group	Year 1: 2025-2026	Year 2: 2026-2027	Year 3: 2027-2028
Black/African American Students	Initial goal – increase by .73% (9 students)	Initial goal – increase by 1.46% (18 students)	Initial goal – increase by 2.19% (27 students)
	Targeted goal – increase by 1.4% (16 students)	Targeted goal – increase by 2.8% (32 students)	Targeted goal – increase by 4.2% (48 students)
White Students	Initial goal – increase by 6.4% (684 students)	Initial goal – increase by 12.8% (1,368 students)	Initial goal – increase by 19.2% (2,052 students)
	Targeted goal – increase by 7.1% (755 students)	Targeted goal – increase by 14.2% (1,510 students)	Targeted goal – increase by 21.3% (2,265 students)

2. 2025-2028 COMPLETION OF TRANSFER-LEVEL ENGLISH & MATH COURSES IN YEAR ONE

MIS Definition for Transfer Level Math and English: Among the 2022-2023 first-time non-special admit student cohort, the proportion of students who completed both transfer-level math and English in their first year of credit enrollment. [Data Vista](#)

Student Group	Goal 1 (Initial Goal)		Goal 2 (Targeted Goal)	
All Students <i>Baseline: 17.6% (1,091/6,190)</i>	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Black/African American Students <i>Baseline: 9.5% (18/189)</i>	4.2%	8	8.3%	16
ACCESS (DSPS) Students <i>Baseline: 12.6% (52/378)</i>	1.9%	7	5.3%	19
Economically Disadvantaged Students <i>Baseline: 16.9% (681/4,060)</i>	0%	2	2.1%	82
First-Generation College Students <i>Baseline: 13.9% (363/2,623)</i>	4.5%	119	6.5%	170
Hispanic/Latinx Students <i>Baseline: 13% (511/3,934)</i>	10.7%	422	12.7%	499

Student Group	Year 1: 2025-2026	Year 2: 2026-2027	Year 3: 2027-2028
Black/African American Students	Initial goal – increase by 1.4% (3 students)	Initial goal – increase by 2.8% (6 students)	Initial goal – increase by 4.2% (9 students)
	Targeted goal – increase by 2.8% (6 students)	Targeted goal – increase by 5.6% (12 students)	Targeted goal – increase by 8.4% (18 students)
ACCESS (DSPS) Students	Initial goal – increase by .63% (3 students)	Initial goal – increase by 1.26% (6 students)	Initial goal – increase by 1.89% (9 students)
	Targeted goal – increase by 1.8% (7 students)	Targeted goal – increase by 3.6% (14 students)	Targeted goal – increase by 5.4% (21 students)
Economically Disadvantaged Students	Initial goal – increase by 1% (1 students)	Initial goal – increase by 2% (2 students)	Initial goal – increase by 3% (3 students)
	Targeted goal – increase by 0.7% (28 students)	Targeted goal – increase by 1.4% (56 students)	Targeted goal – increase by 2.1% (84 students)
First-Generation College Students	Initial goal – increase by 1.5% (40 students)	Initial goal – increase by 3% (80 students)	Initial goal – increase by 4.5% (120 students)
	Targeted goal – increase by 2.2% (57 students)	Targeted goal – increase by 4.4% (114 students)	Targeted goal – increase by 6.6% (171 students)
Hispanic/Latinx Students	Initial goal – increase by 3.6% (141 students)	Initial goal – increase by 7.2% (282 students)	Initial goal – increase by 10.8% (423 students)
	Targeted goal – increase by 4.2% (167 students)	Targeted goal – increase by 8.4% (334 students)	Targeted goal – increase by 12.6% (501 students)

3. 2025-2028 FIRST PRIMARY TERM TO SECONDARY TERM DATA & GOALS BY YEAR

MIS Definition for Persistence: Among the 2021-2022 first-time non-special admit student cohort, the proportion of students who persisted from their primary term of enrollment to the subsequent primary term. [Data Vista](#)

Student Group	Goal 1 (Initial Goal)		Goal 2 (Targeted Goal)	
All Students <i>Baseline: 73.7% (3,937/5,336)</i>	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Black/African American Students <i>Baseline: 56.5% (104/184)</i>	10.7%	20	17.8%	33
First-Generation College Students <i>Baseline: 69.1% (1,557/2,254)</i>	6%	136	8.1%	182
Foster Youth Students <i>Baseline: 51.8% (57/110)</i>	13.1%	15	22.4%	25
Hispanic/Latinx Male Students <i>Baseline: 71.8% (1,122/1,564)</i>	0.5%	9	2.8%	44
LGBT Students <i>Baseline: 68.2% (274/402)</i>	1.4%	6	6%	25
White Students <i>Baseline: 64.7% (348/537)</i>	6.1%	33	10.1%	55

Student Group	Year 1: 2025-2026	Year 2: 2026-2027	Year 3: 2027-2028
Black/African American Students	Initial goal – increase by 3.6% (7 students)	Initial goal – increase by 7.2% (14 students)	Initial goal – increase by 10.8% (21 students)
	Targeted goal – increase by 6% (11 students)	Targeted goal – increase by 12% (22 students)	Targeted goal – increase by 18% (22 students)
First-Generation College Students	Initial goal – increase by 2% (46 students)	Initial goal – increase by 4% (92 students)	Initial goal – increase by 6% (138 students)
	Targeted goal – increase by 2.7% (61 students)	Targeted goal – increase by 5.4% (122 students)	Targeted goal – increase by 8.1% (183 students)
Foster Youth Students	Initial goal – increase by 4.4% (5 students)	Initial goal – increase by 4.4% (5 students)	Initial goal – increase by 4.4% (5 students)
	Targeted goal – increase by 7.5% (9 students)	Targeted goal – increase by 15% (18 students)	Targeted goal – increase by 22.5% (27 students)
Hispanic/Latinx Male Students	Initial goal – increase by .2% (3 students)	Initial goal – increase by .4% (6 students)	Initial goal – increase by .6% (9 students)
	Targeted goal – increase by .93% (15 students)	Targeted goal – increase by 1.86% (30 students)	Targeted goal – increase by 2.79% (45 students)
LGBT Students	Initial goal – increase by .5% (2 students)	Initial goal – increase by 1% (4 students)	Initial goal – increase by 1.5% (6 students)
	Targeted goal – increase by 2% (9 students)	Targeted goal – increase by 4% (18 students)	Targeted goal – increase by 6% (27 students)
White Students	Initial goal – increase by 2% (11 students)	Initial goal – increase by 4% (22 students)	Initial goal – increase by 6% (33 students)
	Targeted goal – increase by 3.4% (19 students)	Targeted goal – increase by 6.8% (38 students)	Targeted goal – increase by 10.2% (57 students)

2025-2028 COMPLETION DATA & GOALS BY YEAR

MIS Definition for Completion: Among the 2019-2022 first-time non-special admit student cohort, the unduplicated count of students who earned one or more of the following: approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year that they earned the award within 2, 3, 4, or 6 years. [Data Vista](#)

Student Group	Goal 1 (Initial Goal)		Goal 2 (Targeted Goal)	
All Students <i>Baseline: 13.5% (894/6,605)</i>	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Economically Disadvantaged Students <i>Baseline: 11.7% (257/2,203)</i>	0.8%	19	2.8%	62
First-Generation College Students <i>Baseline: 10.8 (326/3027)</i>	3.1%	95	5.1%	155
Foster Youth Students <i>Baseline: 6.7% (12/179)</i>	3.3%	6	7%	13
Hispanic/Latinx Students <i>Baseline: 12.4% (504/4,051)</i>	0.9%	35	2.8%	115
Male Students <i>Baseline: 11% (355/3,235)</i>	3%	98	5%	163
<i>Baseline Data provided for the 2019-2020 academic year</i>				

Student Group	Year 1: 2025-2026	Year 2: 2026-2027	Year 3: 2027-2028
Economically Disadvantaged Students	Initial goal – increase by .26% (7 students)	Initial goal – increase by .52% (14 students)	Initial goal – increase by .78% (21 students)
	Targeted goal – increase by .93% (21 students)	Targeted goal – increase by 1.86% (42 students)	Targeted goal – increase by 2.79% (63 students)
First-Generation College Students	Initial goal – increase by 1% (32 students)	Initial goal – increase by 2% (64 students)	Initial goal – increase by 3% (96 students)
	Targeted goal – increase by 1.7% (52 students)	Targeted goal – increase by 3.4% (104 students)	Targeted goal – increase by 5.1% (156 students)
Foster Youth Students	Initial goal – increase by 1.1% (2 students)	Initial goal – increase by 2.2% (4 students)	Initial goal – increase by 3.3% (6 students)
	Targeted goal – increase by 2.3% (5 students)	Targeted goal – increase by 4.6% (10 students)	Targeted goal – increase by 6.9% (15 students)
Hispanic/Latinx Students	Initial goal – increase by .3% (12 students)	Initial goal – increase by .6% (24 students)	Initial goal – increase by .9% (36 students)
	Targeted goal – increase by .93% (39 students)	Targeted goal – increase by 1.86% (78 students)	Targeted goal – increase by 2.79% (117 students)
Male Students	Initial goal – increase by 1% (33 students)	Initial goal – increase by 2% (66 students)	Initial goal – increase by 3% (99 students)
	Targeted goal – increase by 1.7% (55 students)	Targeted goal – increase by 3.4% (110 students)	Targeted goal – increase by 5.1% (165 students)

4. 2025-2028 TRANSFER TO A FOUR-YEAR UNIVERSITY DATA & GOALS BY YEAR

MIS Definition for Transferred to a Four-Year: Among the 2018-2019 first-time non-special admit student cohort, who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in 2019-2020 or 3 years after for 2 year cohort, 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort. [Data Vista](#)

Student Group	Goal 1 (Initial Goal)		Goal 2 (Targeted Goal)	
All Students <i>Baseline: 31.2% (767/2,459)</i>	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Asian Students <i>Baseline: 26% (157/603)</i>	3.4%	21	6.8%	42
Economically Disadvantaged Students <i>Baseline: 25.6% (204/798)</i>	5.3%	43	8.3%	67
First-Generation College Students <i>Baseline: 26.5% (270/1,019)</i>	5.3%	55	8%	82
Hispanic/Latinx Male Students <i>Baseline: 24.2% (152/629)</i>	6.1%	39	9.4%	60
Male Students <i>Baseline: 27% (316/1,169)</i>	5.5%	64	7.9%	93

Student Group	Year 1: 2025-2026	Year 2: 2026-2027	Year 3: 2027-2028
Asian Students	Initial goal – increase by 1.1% (7 students)	Initial goal – increase by 2.2% (14 students)	Initial goal – increase by 3.3% (21 students)
	Targeted goal – increase by 2.3% (14 students)	Targeted goal – increase by 4.6% (28 students)	Targeted goal – increase by 6.9% (42 students)
Economically Disadvantaged Students	Initial goal – increase by 1.8% (15 students)	Initial goal – increase by 3.6% (30 students)	Initial goal – increase by 5.4% (45 students)
	Targeted goal – increase by 2.8% (23 students)	Targeted goal – increase by 5.6% (46 students)	Targeted goal – increase by 8.4% (69 students)
First-Generation College Students	Initial goal – increase by 1.8% (19 students)	Initial goal – increase by 3.6% (38 students)	Initial goal – increase by 5.4% (57 students)
	Targeted goal – increase by 2.7% (28 students)	Targeted goal – increase by 5.4% (56 students)	Targeted goal – increase by 8.1% (84 students)
Hispanic/Latinx Male Students	Initial goal – increase by 2% (13 students)	Initial goal – increase by 4% (26 students)	Initial goal – increase by 6% (39 students)
	Targeted goal – increase by 3% (20 students)	Targeted goal – increase by 6% (40 students)	Targeted goal – increase by 9% (60 students)
Male Students	Initial goal – increase by 1.8% (22 students)	Initial goal – increase by 3.6% (44 students)	Initial goal – increase by 5.4% (66 students)
	Targeted goal – increase by 2.6% (31 students)	Targeted goal – increase by 5.2% (62 students)	Targeted goal – increase by 7.8% (93 students)

The Mt. SAC Student Equity Plan identifies two intensive focus populations: First-generation College Students and Males of Color as these populations are experiencing disproportionate impact across multiple metrics because of societal and structural barriers. Additionally, the 2025-2028 Student Equity Plan has added a focus on completion for Educational Plans. Included below is a summary of Educational Plan Completion. An analysis of the data shows that Hispanic/Latinx students experience disproportionate impact in Comprehensive Educational Plan completion, with only 12.96% completing by end of first academic year, in contrast to 15% for all students.

Educational Plan Completion

Completion of Comprehensive (COMP) Educational Plan					
Academic Year Cohort	Total # of Enrolled Students in Cohort	# of Students who Received COMP by End of 1 st Primary Term	# of Students who Received COMP by End of 1 st Primary Term	# of Students who Received COMP by End of 1 st Academic Year	# of Students who Received COMP by End of 1 st Academic Year
Fall 2022 Cohort <i>COMP Ed Plan by 6/30/2023</i>	3085	312	10%	487	16%
Spring 2023 Cohort <i>COMP Ed Plan by 12/31/2023</i>	393	38	10%	54	14%
Fall 2022 Cohort <i>COMP Ed Plan by 6/30/2024</i>	3286	210	6%	481	15%
Spring 2023 Cohort <i>COMP Ed Plan by 12/31/2024</i>	332	49	15%	75	23%

Completion of Abbreviated (ABVR) Educational Plan					
Academic Year Cohort	Total # of Enrolled Students in Cohort	# of Students who Received ABVR by End of 1 st Primary Term	# of Students who Received ABVR by End of 1 st Primary Term	# of Students who Received ABVR by End of 1 st Academic Year	# of Students who Received ABVR by End of 1 st Academic Year
Fall 2022 Cohort <i>ABVR Ed Plan by 6/30/2023</i>	3085	860	28%	1120	36%
Spring 2023 Cohort <i>ABVR Ed Plan by 12/31/2023</i>	393	92	23%	107	27%
Fall 2022 Cohort <i>ABVR Ed Plan by 6/30/2024</i>	3286	720	22%	998	30%
Spring 2023 Cohort <i>ABVR Ed Plan by 12/31/2024</i>	332	101	30%	135	41%

INITIATIVES AND STRATEGIES TO ACHIEVE GOALS

Mt. San Antonio College's Student Equity Plan 2025-28 establishes a coordinated framework of evidence-based strategies designed to eliminate disproportionate impact and advance equitable outcomes for all students. These initiatives align directly with California Community Colleges Vision 2030's three foundational goals: Equity in Access, Equity in Success, and Equity in Support, while supporting *Mt. SAC 2035's* institutional priorities of fostering a Culture of Care, enhancing Student-Centered Learning and Support, and advancing Equitable and Innovative Teaching.

The approach recognizes that achieving equity requires systemic transformation across the student experience, from initial outreach and enrollment through completion and transfer. The Student Equity Plan integrates culturally responsive practices, proactive interventions, and data-driven strategies that address immediate barriers and underlying structural challenges affecting disproportionately impacted student groups.

1. Student-Centered Onboarding and Welcome:

- **Welcome Center:** Centralized hub providing enrollment, registration, financial aid, and first-year success support for incoming students.
- **Peer Navigator Program:** Peer navigators providing just-in-time support and warm handoffs between services.
- **First-Year Success Guide:** Multimodal resources with visual aids and translations specifically designed for DI populations.
- **New Student Matriculation Support:** Term-by-term support emphasizing belonging and resource awareness each term and offered to non-direct matriculates, as well as noncredit students transitioning to credit.

2. Culturally Responsive and Affirming Programming

- **"Sigue Subiendo" (Keep Moving Up) Initiative:** Comprehensive transfer cohort for Latino male students featuring mentorship, university visits, culturally relevant workshops, and alumni panels through collaboration between El Centro, Men of Color Action Network (MOCAN), Transfer and Completion Center, and Rising Scholars.
- **Services Supporting Diverse Student Communities:** Programs and centers serving special populations will deliver culturally responsive, community-centered services that honor students' identities, experiences, and strengths. They will provide culturally sustaining supports that recognize systemic barriers, build upon students' assets, and offer tailored resources to promote success.

3. Academic Success and Transfer-Level Completion

- **Embedded Tutoring Expansion:** Supplemental Instructors/Embedded Tutors (SI/ETs) sharing similar experiences with DI populations in transfer-level math and English courses.
- **First-Year Experience Cohorts:** Gateway course cohorts for first-generation and Hispanic/Latinx students with SI/ET support through collaboration with English/Math departments and equity programs.
- **Academic Intervention for Math and English (AIME):** Noncredit preparation courses supporting transfer-level success.

- **Extended Academic Support:** Evening and weekend schedules to accommodate working students and parents, including tutoring as well as information literacy instruction in the Library.

4. Proactive Communication and Early Intervention

- **EAB Navigate Implementation:** Systematic early alert campaigns, coordinated warm messaging, and milestone-based interventions targeting DI populations.
- **Data-Driven Case Management:** Real-time progress monitoring using disaggregated dashboards for programs serving DI students.
- **Student-Centered Communications:** Institutional standards emphasizing clarity, cultural responsiveness, and coordinated messaging calendar.
- **Targeted Outreach Campaigns:** Annual campaigns for non-persisting students including needs assessment surveys and re-engagement support.

5. Transfer Excellence and Completion Support

- **Strategic University Partnerships:** Enhanced collaborations including UC Transfer Admission Guarantee (TAG), CSU Transfer Success Pathway (TSP), and formal Bridge to Success MOU with Cal Poly Pomona.
- **Completion Case Management:** Systemic support for near-completers at 70% completion or 42+ units, personal guidance, and completion planning.
- **Cross-Enrollment Expansion:** Increased awareness and tracking of university course enrollment for transfer preparation.
- **"Just-in-Time" Communication:** Power BI monitoring with EAB Navigate for proactive near-completer outreach.

6. Comprehensive Educational Planning

- **"Got an Ed Plan?" Campaign:** Term-by-term initiative ensuring all first-time students receive Mountie Academic Plans (MAPs) within 15 units, featuring drop-in sessions, campus-wide promotion, and incentivized participation.
- **Credit for Prior Learning:** Expanded work to grow credit for prior learning such as recognition of military training, AP/IB credits, and other articulated experiences particularly benefiting adult learners and veterans.
- **Streamlined Counseling Practices:** Standardized approaches across programs including appointment lengths, reason codes, and abbreviated planning protocols for both credit and noncredit counselors.

7. Resource Allocation and Investment, Personnel Investments:

- Welcome Center staffing for centralized student support.
- Student Services Peer Navigator positions.
- Embedded tutors and supplemental instructors prioritizing DI populations.
- Specialized counseling and program coordination staff for equity centers.
- Professional development coordinated for culturally responsive practices.

8. Technology and Infrastructure:

- EAB Navigate platform for comprehensive student communication and early alert systems.
- Canvas Student Hub enhancement with embedded wraparound support.
- Power BI dashboards for real-time student progress monitoring.

- Transcript Evaluation System (TES) for streamlined transfer credit processing
- Degree audit system improvements supporting completion tracking

9. Student Resources:

- Basic needs resources including food pantry, transportation vouchers, and emergency grants
- Mental health and behavioral health service expansion
- Open Educational Resources (OER) and Zero-Textbook Cost (ZTC) materials ensuring first-day access

10. Faculty and Staff Development:

- Culturally responsive teaching professional development emphasizing strength-based approaches
- DEISAA (Diversity, Equity, Inclusion, Social Justice, Anti-Racism, Accessibility) training
- EAB Navigate early alert system training for faculty engagement
- Healing-Centered Engagement and Caring Campus training

11. Assessment and Accountability Framework, Continuous Improvement Process:

- Quarterly progress monitoring using disaggregated outcome data across all five Student Equity Plan metrics
- Annual strategy effectiveness evaluation with barrier identification and program modifications
- Student feedback integration through focus groups, surveys, and listening sessions conducted by equity centers
- Collaboration with Office of Institutional Research for comprehensive program assessment and data-informed decision making

12. Data-Informed Culture:

- Regular review of disaggregated enrollment, persistence, completion, and transfer data
- Faculty use of course-level outcome data for student intervention and early alert activation
- Program-level dashboard utilization for milestone monitoring and proactive student support
- Cross-functional data sharing supporting coordinated intervention strategies

13. Community and Institutional Partnerships, Transfer Partnerships, Noncredit to credit Pathways:

- University of California Transfer Admission Guarantee (TAG) program expansion
- California State University Transfer Success Pathway (TSP) recruitment and support
- Private/independent four-year institution collaboration for diverse transfer options
- Cal Poly Pomona Bridge to Success formal Memorandum of Understanding with secure data sharing

14. Community Engagement:

- High school outreach with disaggregated application-to-enrollment data training
- Community organization partnerships serving specific DI populations
- Regional consortium participation for resource sharing and best practice dissemination

BUDGETED RESOURCES

2025-2028 Budget	
Object Code	Amount
1000 – Instructional Salaries	\$14,912,847
2000 – Non-Instructional Salaries	\$8,212,488
3000 – Employee Benefits	\$7,835,031
4000 – Supplies and Materials	\$740,349
5000 – Other Operating Expenses and Services	\$10,930,224
6000 – Capital Outlay	\$60,000
7000 – Other Outgo	\$207,000
TOTAL 2025-2028 Budget	\$42,897,939

CONTACT INFORMATION

For additional information regarding Mt. San Antonio College's Student Equity Plan 2025-28:

Dr. Melba Castro

Mt. San Antonio College

1100 N. Grand Avenue

Walnut, CA 91789

Phone: 909-274-4505

Email: melba.castro@mtsac.edu

2022-25 PREVIOUS PLAN EXPENDITURE ACCOUNTABILITY

Total 2022 - 2025 SEA Program Expenditures (July 1, 2022 - June 30, 2025)	
Object Code	Amount
1000 – Instructional Salaries	\$14,765,695
2000 – Non-Instructional Salaries	\$14,515,714
3000 – Employee Benefits	\$9,503,006
4000 – Supplies and Materials	\$467,842
5000 – Other Operating Expenses and Services	\$3,310,953
6000 – Capital Outlay	\$305,550
7000 – Other Outgo	\$29,179
TOTAL Spending	\$42,897,939

2022-25 PREVIOUS PLAN PROGRESS IN ACHIEVING IDENTIFIED GOALS

The baseline for the 2022-2025 Student Equity Plan (SEP) is 2020-2021. All data elements were extracted from the CCCCO's DataVista's SEP dashboard and 2022-2025 SEP.

1. Successful Enrollment

Based on the data from the 2022-2025 SEP female students were identified as experiencing disproportionate impact. Data indicated an increase of successful enrollment from 2021-2022 of 7% to 18% in 2022-2023 for female students.

2. Completion of Transfer-Level English and Math in Year One

Based on data from the 2022-2025 SEP Hispanic/Latinx students, First-Generation College Students and LGBT students were identified as experiencing disproportionate impact. Data indicated that First-Generation College Students experienced an overall increase from 12.4% to 14%. Similarly, LGBT students experienced the highest increase of success from 10.6% to 15%.

3. Persistence

Based on the data from the 2022-2025 SEP Black/African American students, Hispanic/Latinx students, First-Generation College Students, and First-Generation College Male Students were identified as experiencing disproportionate impact. Data from the 2020-2021 base year to 2022-2023 indicated Hispanic/Latinx students experienced overall success from 69.3% to 73% and First-Generation College students from 62.3% to 69%.

4. Completion

Based on the data from the 2022-2025 SEP Hispanic/Latinx students, First-Generation College Students, Male Students and Black Male Students were identified as experiencing disproportionate impact. Data indicated Hispanic/Latinx students and First-Generation College Students experiencing overall success. From the baseline year 2017-2018 to 2019-2020, Hispanic/Latinx students experienced an increase of success from 8.6% to 12%. Similarly, First-Generation College Students experienced an increase of success from 8.3% to 11%.

5. Transfer

Based on the data from the 2022-2025 SEP Hispanic/Latinx students, First-Generation College Students, students who identify as Foster Youth, and students who are Economically Disadvantaged were identified as experiencing disproportionate impact. Data indicated that all student groups experienced an overall increase in transfer from 2016-2017 to 2018-2019 with Hispanic/Latinx students increasing from 22% to 30%, First-Generation College Students increasing from 17.5% to 27%, students who identify as Foster Youth increasing from 18.6% to 30%, and Economically Disadvantaged students increasing transfer rates from 23% to 31%.

This executive summary provides comprehensive overview of Mt. San Antonio College's systematic approach to student equity. The complete Student Equity Plan contains detailed implementation timelines, specific accountability measures, and comprehensive resource allocation supporting these transformative initiatives.