It’s all about the students. Sixty thousand of them attend Mt. San Antonio College. Fifty-four percent are Latinx. Twenty percent are Asian. Eleven percent are white. The remainder is evenly split between African American and Filipino and Pacific Islanders. So how do we reach those students? Well, with pathways we started with the high schools, which we hadn’t done before. We now have dual enrollment in 25 high schools, and those courses are pathways into our credit programs. And more than that, we work with those students to say they can succeed in college. College is for them, a message that many of them never heard.

We also reach adults through our non-credit program. Our largest is vocational ESL. It has five tracks in occupations where they learn the language of that occupation contextually, and we work with counselors to lead them into credit programs that are aligned with those five areas.

We also have 16 short-term vocational programs, and those programs lead to entry-level jobs. Many of those have never had a paycheck before. They’ve been unemployed, and they learn that college is for them. They can succeed. And those programs are aligned with mostly CTE programs where they can climb that ladder intentionally, not just on chance.

So what is the credit experience like? We have mandatory orientation. That means you must go through orientation or you can’t even enroll. You must go to a Mountie academic plan workshop and get an initial academic plan or you can’t get a registration appointment. Those plans are done through degree works, which we found through pathways that we can add a sheet on pathways that students and counselors can look at that have all our mapped programs. Yes, 100 percent of our programs we have mapped the curriculum and so we have a plan that starts with introductory and survey courses through the completion of those programs.

We work intensively with students to acquire the major by trying those intro and survey courses and get on a pathway. We start with one of our eight meta‑majors and then focus on the major. We found that the quicker they establish a major and get into a program, the better their chances to succeed.

So what do we do to keep them on line to succeed? Well, we have an extensive high-risk population. You heard some of their demographics. We have 40 percent who speak a language other than English at home. We have thousands of students who are undocumented. So we have two mechanisms to keep them on their path to success. One of them is student support cohorts. They’re functioned around the risk factors. We have the REACH Program for emancipated foster youth. We have the first veterans center in the state. We have a DREAMER center.

And in all those cases we have full‑time coordinators and counselors and peer mentors and advisors in a location on campus. In fact we built four buildings -- one of them is called the Success Center, and the other one is called the Equity Center -- to get those students on their path and address the affect of the barrier to their success.

We also have academic support, academic success centers. There’s several of those, and they’re located in the programs they support. So there’s a STEM center in the science building. There’s a TERC center ‑‑ that’s Technical Education Resource Center ‑‑ in the technology area. We literally have 30 of those. One of the challenges is they’ve grown up so rapidly that we’re working on coordinating those, but again they have rooms, they have coordinators, they have full-time support. We track that data, and we use that data as formative to find out what are the interventions that help students move forward. And we have a variety of ways of doing that.

How do we assure that students are completing? Well, we track student completion by program. And we keep track of students who are one or two courses away from completing. We actually produce a report that counselors have and that students have access to on their portal. So we make an effort to get the students to take those courses to complete. This is an institutional equity imperative for the college. So everyone is involved in this. Most of what I’ve talked about is faculty led and faculty created.

My opportunity as a leader is when there is an initiative, to help that initiative to be successful. Pathways has been the framework that has allowed us to open doors that we would never have opened before and has literally transformed Mt. San Antonio College. Thank you.

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