Mission College
Student Equity Plan

March 3, 2005

MISSION COLLEGE STUDENT EQUITY PLAN

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District: West Valley-Mission Community College District **College**: Mission College

_____

Robert T. Owens, J.D.,
President, Board of Trustees

_____

Date

District Chancellor: _____
Stan R. Arterberry

College President: _____
Frank Chong, Ed.D.

Academic Senate President: _____
Alexander Braun

Student Equity Coordinator: _____
Samuel H. Bersola, Ph.D.

Executive Summary

EXECUTIVE SUMMARY

College Description

Mission College is one of two community colleges comprising the West Valley-Mission Community College District. The District is located in Santa Clara Valley, 50 miles south of San Francisco and 20 miles north of Santa Cruz, in the heart of Silicon Valley. The area contains a diverse mixture of social, cultural, religious, and ethnic heritages. Its close proximity to San Jose State University, Stanford University, Santa Clara University, and the University of California, Santa Cruz, provides students with access to major educational resources.

Mission College enrolls a diverse student population. For example, during the 2002-03 academic year, 48% of our students were aged 25-39 years old. Furthermore, Asian students comprised 42% of our student body while Hispanics accounted for 15%.

Mission Statement

Mission College is an open access community college serving the ever-changing educational and economic development needs of Santa Clara, Silicon Valley, and the larger community. Seeking to develop community leaders and global stewards in a competitive world economy, the college provides transfer, degree, and certificate programs in lower division arts and sciences; community, career, and vocational education; and educational opportunities in basic skills and English as a Second Language. To accomplish its mission, the college provides the most advanced academic and technological resources, comprehensive student services, and enriching aesthetic experiences to help students succeed and to participate responsibly in a democratic society.

Background and Policies

As Mission College has articulated formally in our educational philosophy, we believe:

- In meeting the lifelong educational needs of Mission College's students by encouraging cross-cultural learning and understanding.
- In providing a place for every student who can benefit from programs and services offered.
- In fostering excellence in education so that students may reach their fullest intellectual potential.
- In meeting student needs by creating a supportive environment, which facilitates learning and builds confidence and self-esteem.
- In working in partnership with the community in a spirit of cooperation.
- In promoting teaching excellence and professional faculty and staff development.

- That a variety of instructional approaches must be provided to enhance the learning of students who have diverse academic and cultural backgrounds, different learning styles, and who have demanding schedules, with work and family responsibilities.

Mission College is committed to providing access and helping to ensure success for all our students. The goals of this Student Equity Plan are designed to ensure that the college population mirrors the ethnic and cultural makeup of the surrounding community and that the college provides programs and services necessary for the success of that diverse population.

On-Going Campus Interventions for Student Success

Since our last Student Equity Plan, Mission has continued to build our support staff in order to serve students more effectively and efficiently. In addition, we've continued to centralize and coordinate our student support services and to implement proactive interventions for disqualified and probationary students.

Staffing for Student Success: Like many colleges in the State of California effected by budgetary crises, our college has experienced attrition in key student support positions. For Mission College many of these positions have been those that play key roles in supporting student equity goals. As the budget has somewhat stabilized and hiring resumed, the college strategically focused on hiring those positions that would support student success and student equity. For example, within the last year, Mission hired a Transfer Director as well as an Outreach Director after not having those positions filled for two and four years, respectively. In addition, Mission hired a newly established Assessment Coordinator who is a faculty member with responsibilities for establishing and reporting student learning outcomes. Finally, this year, Mission is in the process of hiring a Matriculation Counselor who will replace a faculty member who retired two years ago who played a key leadership role in the area of probation and disqualification.

Centralizing Student Support Services Offices: Mission has a strong reputation among our peers as one who offers a "one-stop-shop" of students support services. However, all offices were not physically connected and therefore making our services less efficient for student use. One major improvement has been the relocation of the Assessment Office from the third floor of the Main Building to the first floor so that this office would be connected to the first floor of Matriculation services (i.e., Admissions, Financial Aid, Counseling, EOPS, MESA, ACCESS). In addition, to serve more efficiently Mission students, the Articulation Office has been relocated to share space with the Transfer Center. Furthermore, in November of 2004, our district passed a facilities bond measure for $235 million. Funds from this bond measure will allow Mission to redesign its student services "one-stop-shop" so that it will house all offices for student services.

Proactive Intervention for Disqualified and Probationary Students: Over the past two years, the Matriculation and Counseling Offices have refined methods for identifying and supporting students who are at risk of probation and disqualification. The interventions include: required academic counseling to assist students in planning a realistic course schedule; mid-semester progress/grade checks; and mid-semester counseling appointments for further resources, support,

and planning for the following semester. The conversion from our old Santa Rosa student information system to the Datatel System created many setbacks in our Counseling Office's ability to track cohorts and measure the success of interventions. Nevertheless, there is anecdotal evidence that the personalized interventions for disqualified students have made a positive difference for these students.

Development of the Student Equity Plan

This plan was developed by eight permanent staff members who were appointed by the College Administration, Academic Senate, Student Services Council, and Matriculation Advisory Committee. The Plan was approved by our Governance and Planning Committee, which is Mission's highest shared governance committee, as well as our Academic Senate.

Summary of Campus-Based Research and Student Equity Goals

The California Community College's Board of Governors have identified five success indicators and Mission College has collected and analyzed campus-based data to inform one goal for each of these five indicators:

1. Access.

Between 1992/93 and 2002/03, both the Asian and Hispanic student populations showed a steady increase in enrollment. The Asian population nearly doubled in size (an 83% increase) while the Hispanic population showed a 36% increase. The only group that saw a decline in enrollment was the White student population. This group went from 38% of the total student population in 1992/93 to 23% in 2002/03.

The only age group that had any notable change was the 50+ group. This group nearly doubled in size over the past ten years (a 93% increase). This group went from 6% of the total population to 10%.

A demographic comparison between the 2000 Santa Clara County Census data on the adult population and Mission College's headcount enrollment for 2002-03 shows that the Mission College student population may not represent its extended service area. Mission College has nearly double the percentage points of Asian students and four percentage points more Filipino students compared to the Santa Clara County Census percentages. In addition the percentage of Hispanic students (15%) and White students (23%) are nine and 21 percentage points lower than the County-wide census percentages.

Access Goal: Increase access for our most underserved populations (Hispanic by 5% & African American by 3%) based on 2002-03 data.

2. Course Completion (Retention). The overall average course retention rate for male and female students is 68% for Transfer courses, 61% for Basic Skills courses, 73% for Vocational

Education courses and 67% for all courses. The trend appears to be that females have a higher retention rate in all course clusters. Therefore, the overall averages for each course cluster is lower for males than for females.

Of those ethnic groups identified, the Asian and White student populations had the highest average retention rates within the All Courses cluster at Mission College (72% and 69% respectively), exceeding the benchmark (67%). The students with the lowest retention rates within the All Courses cluster were the Hispanic, African American and Native American students (58%, 58% and 57% respectively). However, Asian students showed a steady decrease in retention rates, while Hispanic students showed a steady increase.

In Vocational Education courses, most ethnic groups performed at or near the benchmark (73%), and showed a steady increase in retention rates within this course cluster.

Of those ethnic groups identified, the Asian and White student populations had the highest average retention rates with the Transfer course cluster (73% and 70% respectively) and exceeded the benchmark (68%). However, both groups showed a steady decrease in retention rates within this course cluster. The Native American student population had the lowest average retention rates within this course cluster (55%), followed by African American students (60%) and Hispanic students (61%).

Of those ethnic groups identified, the Asian student population had the highest average retention rate within the Basic Skills course cluster (75%), followed by the Flipino student group (60%) and the White student population (56%). However, the only group of students who exceeded the benchmark for this course cluster (61%) was the Asian student population. Hispanic students had the lowest average retention rate (50%), followed by Native American students (53%) and African American (55%). **All groups showed a steady decrease in retention rates within this course cluster.**

DSPS students showed consistently higher retention rates than Non-DSPS students in the Basic Skills course cluster and consistently lower retention rates in the Transfer course cluster. However, in most course clusters the trend was toward a decrease in retention rates for both groups.

Retention Goal: Increase retention in basic skills. To increase Hispanic and African American retention to achieve benchmark numbers based on the 1992-2000 composite data.

3. ESL and Basic Skills Completion. Over the course of four terms (Fall 2002-Spring 2004) males consistently performed below the average success rate in ESL. In addition, the Hispanic student group consistently performed at a rate below the average success rate for each semester.

During the Fall 2003 and the Spring 2004 terms all population groups performed better in Non-Basic Skills Math courses than in Pre-collegiate Math courses. However, several population

groups performed below the average success rate in both Pre-collegiate Math and Non-Basic Skills Math courses. The group that consistently performed the lowest in both areas was the Hispanic student population. In addition, females outperformed their male counterparts in both areas and the 18-24 year old group consistently fell below the average success rate in both areas during both terms.

During the Fall 2003 and Spring 2004 terms most ethnic groups performed better in the Non-Basic Skills English courses than in the Pre-collegiate English courses. However, several population groups consistently performed lower than the average in both areas (i.e. Males and 20-24 year olds). The Hispanic, Filipino and African American student populations fell below the average success rate in Pre-collegiate English during both terms as did the Other Non-White student population.

ESL & Basic Skills Goal: Improve completion rates of basic skills for the following:

- Math completion rate will improve by 10% for African American, Filipino, and Hispanic students
- ESL completion rates will improve by 5% for males

4. Degree and Certificate Completion.
Between 1999 and 2004, female students at Mission College were awarded nearly 67% more awards (degrees and certificates) than their male counterparts. The ethnic population that received the highest number of awards (degrees and certificates) overall was the Asian/Pacific Islander population. While most groups showed a slow but steady increase over the five years reported, 2001/02 showed a substantial increase in awards for all groups. For example, the total number of degrees awarded went from 363 in 2000-01 to 633 in 2001-02. This substantial increase is attributed to proactive measures by the Records Office to outreach to students who were close to completing degree requirements and to award second degrees passively (e.g., the Records Office automatically awarded a second degree in General Studies to those who had intended to, and applied to, receive only one degree in a specific area of study).

Completion Goal: Increase # of awards (degrees for all students and certificates for male students) so that males represent 75% of females who earn certificates.
baseline: 2003-04

5. Transfer. During the most current 5-year span that the State Chancellor's Office can provide transfer data – 1997-98 to 2001-02 – the Asian student population at Mission College far exceeded all other student ethnic groups in the number of transfers to both the UC and CSU system. This group accounted for 62% of the transfers to UC between 1997 and 2002 and 50% of the transfers to CSU. Although most other student ethnic groups showed moderate decreases and increases over this five year period, both the African American and Hispanic populations showed a steady trend towards increasing the number of students transferring to both the CSU systems. Over the five-year period, 1998 to 2002, Mission College has transferred no more than five Hispanic students to the UC system and 31 Hispanic students to the CSU system in one year.

During that same period, Mission has transferred no more than three African American students to the UC system and 11 to the CSU system in one year. It should be noted that on average 22% of the student population at Mission College are transfer-seeking. Within the African American student population, on average, 26% are transfer-seeking. Within both the Asian and Hispanic student populations 21% are transfer-seeking on average, and 19% on average are transfer-seeking within the White student population. It should also be noted that Mission College's Student Right-to-Know transfer rate for the 2000 cohort was 30.1% compared to the statewide SRTK rate of 22.1%, while competing colleges in the area rates ranged from 26.9% (De Anza College) to 38.0% (San Jose City College).

Transfer Goal: To increase the number of Hispanic and African American students transferring to the UC and CSU systems based on '01-'02 data.

For UC and CSU systems:

- Within the Hispanic "transfer-seeking" population, increase transferring students to 45 students annually for years '06 through '08 and to 55 students annually for years '09 and '10.

- Within the African American "transfer-seeking" population, increase transferring students to 14 students annually for years '06 through'08 and to 16 students annually for years '09 and '10.

Summary of Activities:

1. Access

   a) Implement research to understand better our niche and student need/demand (e.g., survey/strategic plan).
   b) Increase outreach to feeder school districts. (e.g., materials in Spanish; advisory group; mentoring program)

2. Course Completion (Retention)

   a) Build a highly visible Support Center which will support and assist first generation college students, particularly historically underrepresented students
   b) Implement student learning outcomes & assessment plan in basic skills

3. ESL and Basic Skills Completion

a) Professional development for ESL/Math learning strategies by gender. English rates will increase for Hispanics & Filipinos by 3%
b) Develop learning communities courses to connect content classes with basic skills (e.g., Psych and Reading)
c) Develop a new assessment that will allow students to be placed properly.
d) Change curriculum to include pre-requisites (currently, only advisory)

4. Degree and Certificate Completion

a) Gather data to understand better male educational objective and why males are not achieving certificates at the rate of females.
b) Follow up with students who are "on track" for an award and encourage completion.
c) Continue and enhance counseling visitation program to disseminate information about awards

5. Transfer

a) Improve reporting of student transfer by subscribing to the NSC and accessing annual reports of transfers nationwide.
b) Coordinate efforts with ACCESS, Transfer and MESA
c) Disseminate articulation information and explore new technological options for easier student/counselor access.
d) Implement a mentor and referral system to assist current MC students in negotiating transfer
e) Follow up with students who are "on track" for transfer and encourage completion.
f) Counseling visitation program to disseminate information about awards.

Resources Budgeted:

Mission College is pulling together financial resources in a collaborative manner to support our Student Equity Plan. For example, Mission College just won a Title V grant worth over $2.4million. Several goals within the Title V grant, which will help Mission College to become a stronger, more effective Hispanic-serving institution, dovetail nicely with goals of the Student Equity Plan. In addition, $247K in matriculation monies will assist in supporting goals for which the counseling department is responsible. Furthermore, Mission College has received a 5-year Federal Trio grant and a State MESA grant, which will support those areas in which ACCESS or MESA are mentioned. Finally, our district recently passed a facilities bond measure for $235 million and a great portion of these funds will be used to renovate the Main Building, especially those Student Services Offices on the first floor.

The College's Contact Person:

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(408) 855-5195
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The Committee

Under the direction of the Interim Vice President of Student Services, the following committee members contributed to the development and writing of the Student Equity Plan:

Samuel H. Bersola	Student Equity Plan Coordinator, Administration/Student Services Council/Matriculation Committee
Alexander Braun	Academic Senate President
Betti Cogswell	Academic Senate Representative
Edith Dooley	Academic Senate Representative
Bianka Doomani	Matriculation Committee
Cathy Hasson	Matriculation Committee
Rosalie G. Ledesma	Student Services Council Representative
Alicia Martinez	Matriculation Committee

Campus-Based Research

Overview of research:

The Mission College Student Outcomes Research and Assessment Officer was responsible for collecting, analyzing, and presenting the data necessary to determine the extent to which Mission meets the established standards for each of the student equity indicators. Numerous existing, as well as new, sources of data were used to assemble the various indicator reports. Student demographics, number of degrees and certificates, transfers, student retention and completion rates are elements that were extracted from existing state, federal and district office reports.

Indicator, Definitions & Data:

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.

Headcount by Population Groupings

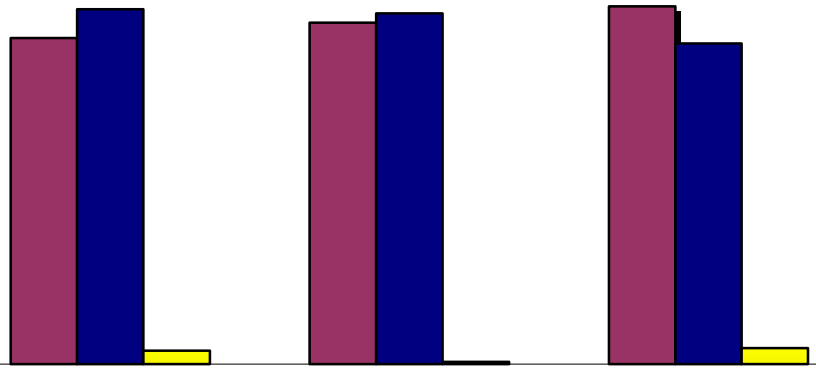
	1992-1993		1997-1998		2002-2003	
GENDER						
Female	8170	47%	9161	49%	10978	52%
Male	8894	51%	9412	51%	9843	46%
Unknown	333	2%	59	0%	486	2%
Total	17397	100%	18632	100%	21307	100%
ETHNICITY						
Asian	4930	28%	6870	37%	9019	42%
Black/African Amer.	785	5%	758	4%	804	4%
Filipino	1572	9%	1564	8%	1950	9%
Hispanic	2326	13%	2534	14%	3172	15%
Native American	143	1%	114	1%	94	1%
Other Non-White	86	0%	346	2%	289	1%
Unknown	941	5%	587	3%	1088	5%
White	6614	38%	5859	31%	4891	23%
Total	17397	100%	18632	100%	21307	101%
AGE						
<18	305	2%	907	5%	615	3%
18-19	1165	7%	1169	6%	1613	8%
20-24	3508	20%	3548	19%	4230	20%
25-29	3454	20%	3718	20%	4268	20%
30-34	2983	17%	3064	17%	3757	18%
35-39	1889	11%	2112	11%	2099	10%
40-49	2078	12%	2110	11%	2533	12%
50+	1057	6%	1908	10%	2045	10%
unknown	958	6%	96	1%	147	1%
Total	17397	100%	18632	100%	21307	100%
DSPS STATUS						
DSPS	176	1%	188	1%	227	1%
Non DSPS	17221	99%	18444	99%	21080	99%
Total	17397		18632		21307	

Source: CCCCO MIS Enrollment Data

Analysis

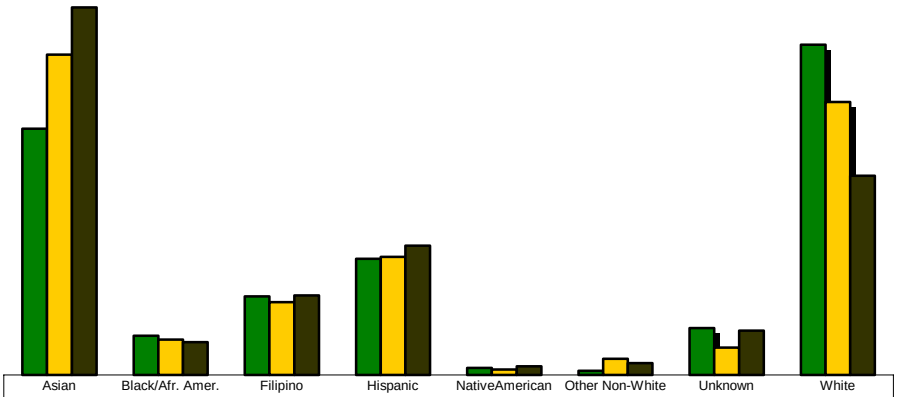
Between 1992/93 and 2002/03, both the Asian and Hispanic student populations showed a steady increase in enrollment. The Asian population nearly doubled in size (an 83% increase) while the Hispanic population saw a 36% increase. The only group that has seen a decline in enrollment is the White student population. This group went from 38% of the total student population in 1992/93 to 23% in 2002/03.
The only age group that has had any notable change is the 50+ group. This group nearly doubled in size over the past ten years (a 93% increase). This group went from 6% of the total population to 10%.

Percentage Headcount By Gender



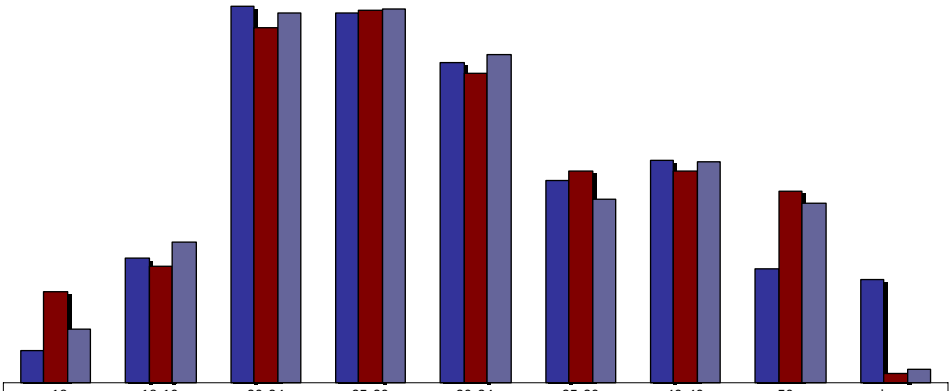
	1992-1993	1997-1998	2002-2003
Female	47%	49%	52%
Male	51%	51%	46%
Unknown	2%	0%	2%

Percentage Headcount By Ethnicity



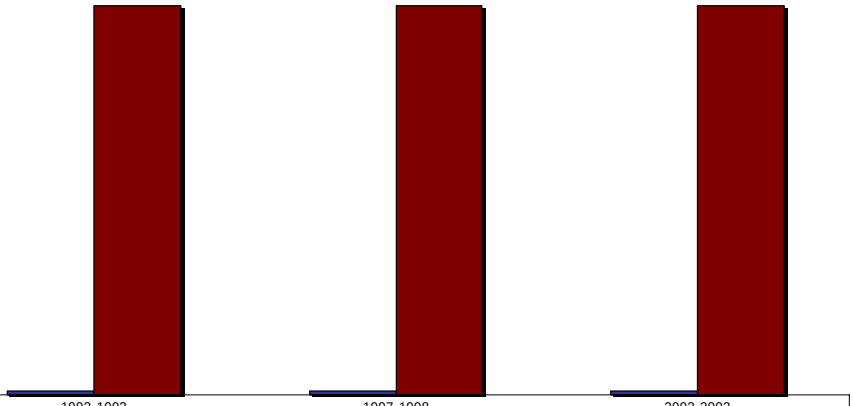
	Asian	Black/Afr. Amer.	Filipino	Hispanic	NativeAmerican	Other Non-White	Unknown	White
1992-1993	28%	5%	9%	13%	1%	0%	5%	38%
1997-1998	37%	4%	8%	14%	1%	2%	3%	31%
2002-2003	42%	4%	9%	15%	1%	1%	5%	23%

Percentage Headcount By Age



	<18	18-19	20-24	25-29	30-34	35-39	40-49	50+	unknow n
1992-1993	2%	7%	20%	20%	17%	11%	12%	6%	6%
1997-1998	5%	6%	19%	20%	17%	11%	11%	10%	1%
2002-2003	3%	8%	20%	20%	18%	10%	12%	10%	1%

Percentage Headcount By DSPS Eligible



	1992-1993	1997-1998	2002-2003
DSPS	1%	1%	1%
Non DSPS	99%	99%	99%

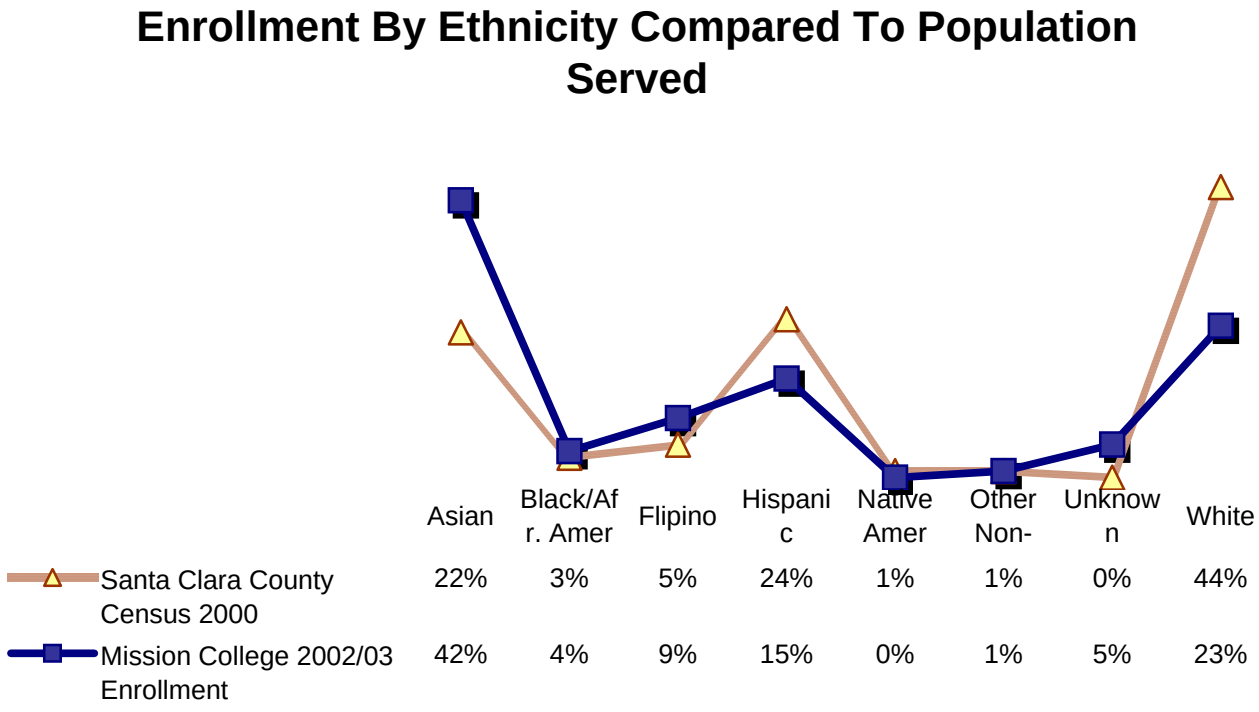
2002/03 Headcount by Ethnicity Compared to County Census Report of Ethnicity

Ethnicity	Santa Clara County Census 2000	MC Headcount 2002-2003
Asian	22%	42%
Black/African American	3%	4%
Filipino	5%	9%
Hispanic	24%	15%
Native American	1%	1%
Other Non-White	1%	1%
Unknown	0%	5%
White	44%	23%
	100%	100%

Source: US Census Bureau and WVMCCD Enrollment Report

Analysis

A demographic comparison between the 2000 Santa Clara County Census data on the adult population and Mission College's headcount enrollment for 2002-03 shows that the Mission College student population may not represent its extended service area. Mission College has nearly double the percentage points of Asian students and four percentage points more Filipino students compared to the Santa Clara County Census percentages. In addition the percentage of Hispanic students (15%) and White students (23%) are nine and 21 percentage points lower than the County-wide census percentages.



2. Course Completion (Retention). The 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.

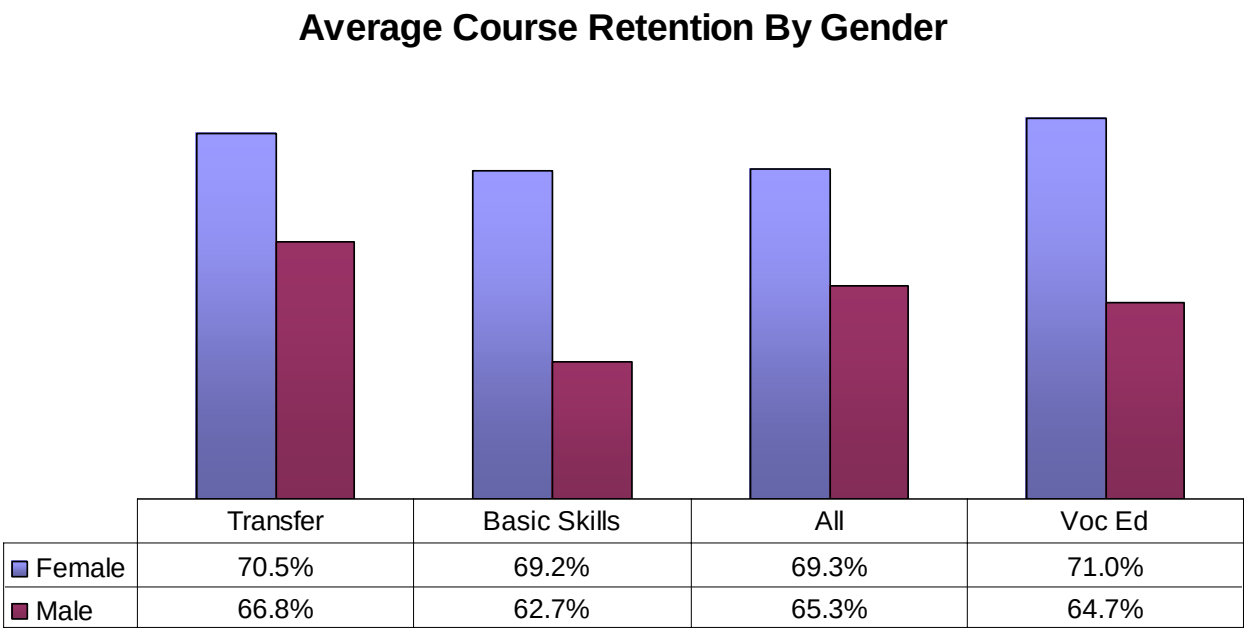
Course Retention by Gender

		ALL COURSES		VOCATIONAL ED		TRANSFER		BASIC SKILLS	
		Attempted	Completed	Attempted	Completed	Attempted	Completed	Attempted	Completed
Female	2002/03	33,124	68.0%	24,247	68.8%	1,768	57.0%	2,138	78.3%
	1997/98	24,376	71.0%	19,401	72.0%	1,749	60.7%	292	83.9%
	1992/93	26,225	69.3%	17,884	70.5%	4,553	68.2%	1,518	71.0%
Male	2002/03	28,465	62.4%	21,929	63.1%	1,300	48.5%	1,736	74.7%
	1997/98	23,429	67.1%	19,121	68.7%	1,419	50.6%	525	90.3%
	1992/93	26,117	65.3%	17,561	66.8%	3,404	62.7%	2,996	64.7%

Source: CCCCO MIS Completion/Retention Data

Analysis

The overall average course retention rate for male and female students is 68% for Transfer courses, 61% for Basic Skills courses, 73% for Vocational Education courses and 67% for all courses. The trend appears to be that females have a higher retention rate in all course clusters. Therefore, the overall averages for each course cluster is lower for males than for females.



Course Retention by Ethnicity

		ALL COURSES		VOCATIONAL ED	
		Attempted	Completed	Attempted	Completed
AFR. AMER.	2002/03	2,768	59.9%	169	72.8%
	1997/98	2,064	61.4%	43	97.7%
	1992.93	2,526	58.1%	200	53.0%
ASIAN	2002/03	27,473	67.1%	1,426	74.9%
	1997/98	21,492	72.0%	217	72.8%
	1992.93	18,714	71.7%	1,516	62.3%
FILIPINO	2002/03	7,420	63.0%	308	76.3%
	1997/98	5,138	64.7%	88	93.2%
	1992.93	5,845	65.4%	431	60.3%
HISPANIC	2002/03	9,823	61.0%	997	76.6%
	1997/98	6,728	60.6%	141	91.5%
	1992.93	7,401	58.3%	483	68.7%
NATIVE AMER.	2002/03	331	65.3%	18	72.2%
	1997/98	206	63.1%	9	100.0%
	1992.93	430	57.4%	36	72.2%
WHITE	2002/03	11,665	68.3%	789	78.8%
	1997/98	10,947	72.4%	298	94.6%
	1992.93	16,541	68.6%	1,749	72.9%
OTHER	2002/03	960	64.8%	37	75.7%
	1997/98	750	64.0%	15	80.0%
	1992.93	262	63.0%	36	75.0%
UNREPORTED	2002/03	2,506	63.0%	203	86.2%
	1997/98	490	70.4%	7	85.7%
	1992.93	666	70.9%	64	70.3%

Source: CCCCO MIS Completion/Retention Data

Analysis

Of those ethnic groups identified, the Asian and White student populations had the highest average retention rates within the All Courses cluster at Mission College (72% and 69% respectively), exceeding the benchmark (67%). The students with the lowest retention rates within the All Courses cluster were the Hispanic, African American and Native American students (58%, 58% and 57% respectively). However, Asian students showed a steady decrease in retention rates, while Hispanic students showed a steady increase.

In Vocational Education courses, most ethnic groups performed at or near the benchmark (73%), and showed a steady increase in retention rates within this course cluster.

		TRANSFER		BASIC SKILLS	
		Attempted	Completed	Attempted	Completed
AFR. AMER.	2002/03	2,067	61.2%	203	39.9%
	1997/98	1,602	63.4%	219	45.7%
	1992.93	1,755	59.5%	332	55.4%
ASIAN	2002/03	20,539	67.3%	1,070	62.9%
	1997/98	16,877	72.9%	1,248	66.3%
	1992.93	11,260	72.6%	4,410	75.2%
FILIPINO	2002/03	5,915	64.0%	453	57.0%
	1997/98	4,255	65.7%	426	54.9%
	1992.93	4,356	67.3%	538	60.0%
HISPANIC	2002/03	6,583	62.0%	764	42.9%
	1997/98	5,192	63.0%	627	43.9%
	1992.93	4,708	61.3%	1,523	50.0%
NATIVE AMER.	2002/03	247	71.3%	20	30.0%
	1997/98	159	64.8%	19	36.8%
	1992.93	305	55.1%	47	53.2%
WHITE	2002/03	9,206	69.1%	469	51.2%
	1997/98	9,419	73.6%	537	53.1%
	1992.93	12,471	70.0%	991	56.1%
OTHER	2002/03	743	66.5%	53	49.1%
	1997/98	621	64.7%	56	55.4%
	1992.93	168	64.3%	35	54.3%
UNKNOWN	2002/03	1,860	62.2%	135	58.5%
	1997/98	405	72.8%	36	55.6%
	1992.93	450	70.9%	83	62.7%

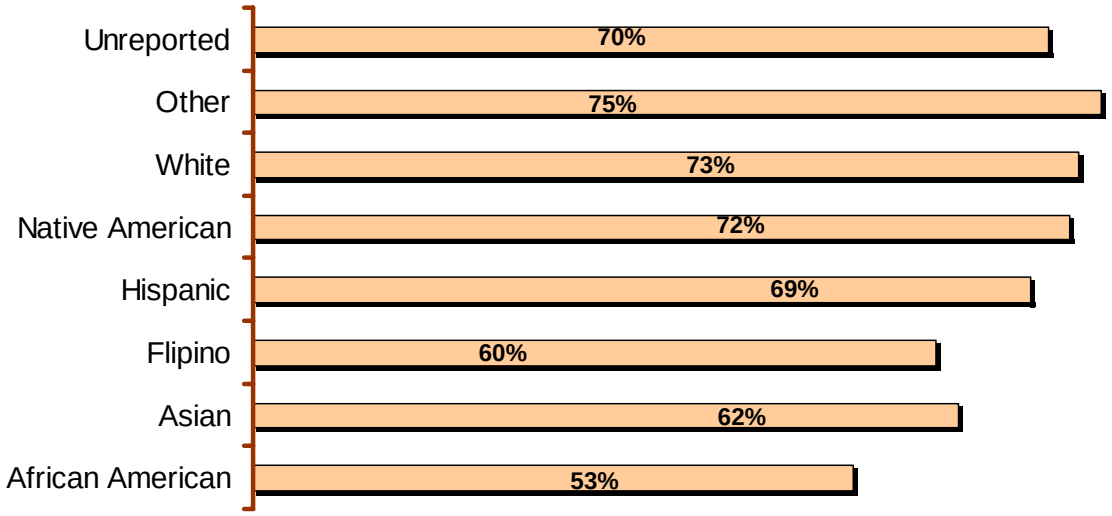
Source: CCCCO MIS Completion/Retention Data

Analysis

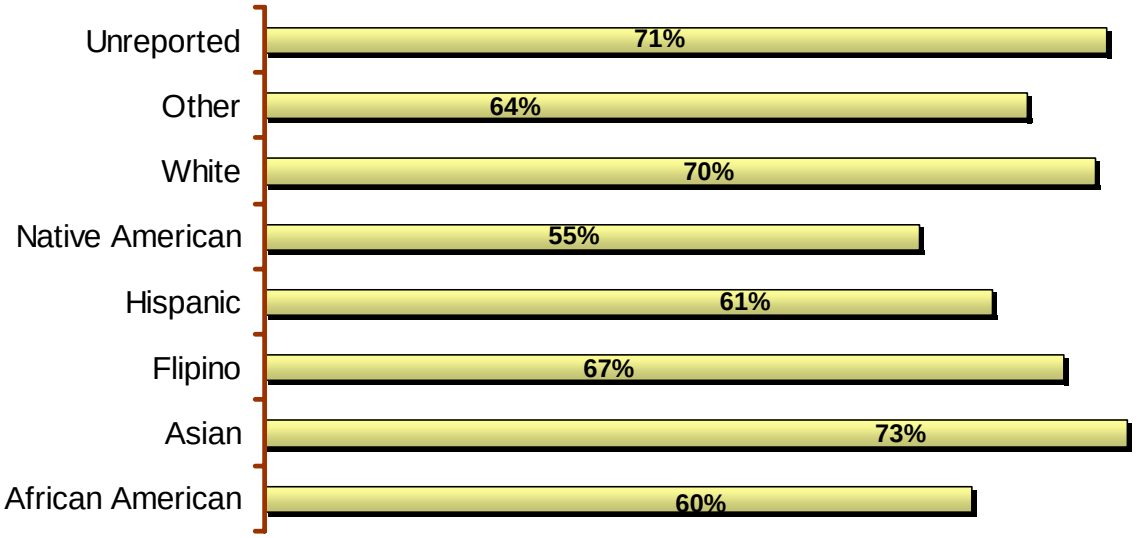
Of those ethnic groups identified, the Asian and White student populations had the highest average retention rates with the Transfer course cluster (73% and 70% respectively) and exceeded the benchmark (68%). However, both groups showed a steady decrease in retention rates within this course cluster. The Native American student population had the lowest average retention rates within this course cluster (55%), followed by African American students (60%) and Hispanic students (61%).

Of those ethnic groups identified, the Asian student population had the highest average retention rate within the Basic Skills course cluster (75%), followed by the Flipino student group (60%) and the White student population (56%). However, the only group of students who exceeded the benchmark for this course cluster (61%) was the Asian student population. Hispanic students had the lowest average retention rate (50%), followed by Native American students (53%) and African American (55%). **All groups showed a steady decrease in retention rates within this course cluster.**

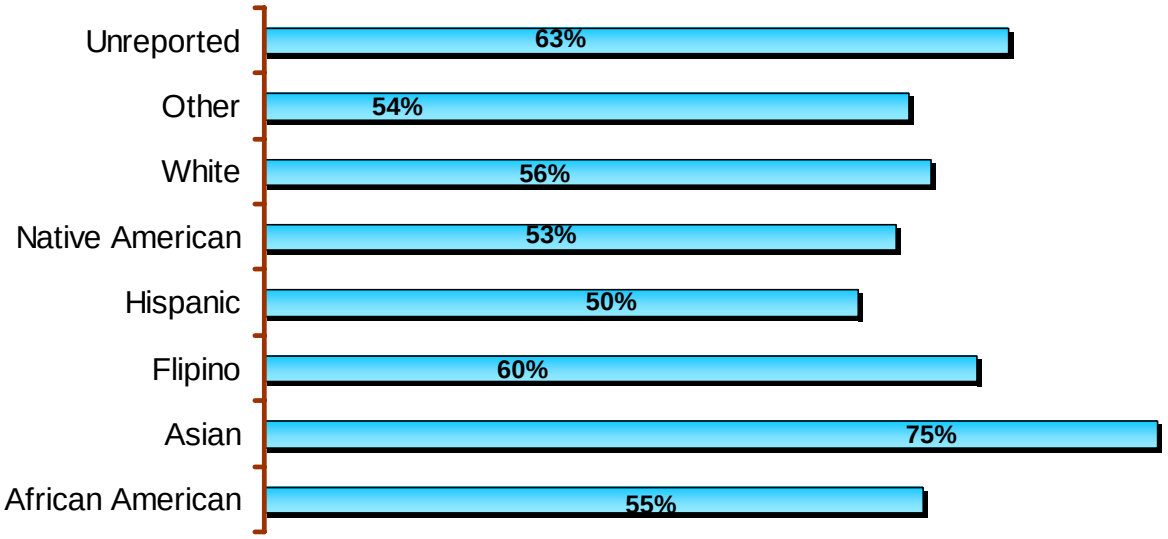
Vocational Ed - Average Retention Rates By Ethnicity



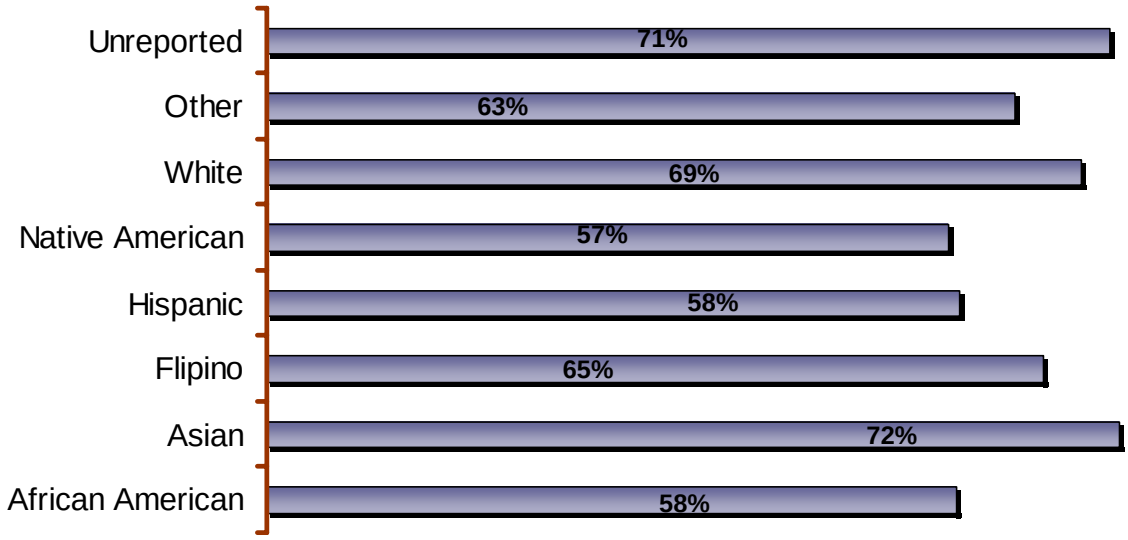
Transfer Courses - Average Retention Rates By Ethnicity



Basic Skills - Average Retention Rates By Ethnicity



All Courses - Average Retention Rates By Ethnicity



Course Retention by DSPS Status

		ALL COURSES		VOCATIONAL ED		TRANSFER		BASIC SKILLS	
		Attempted	Completed	Attempted	Completed	Attempted	Completed	Attempted	Completed
DSPS	2002/03	85	64.7%	928	66.3%	1,538	64.2%	211	57.3%
	1997/98	8	100.0%	638	67.2%	1,039	64.8%	234	64.1%
	1992/93	48	72.9%	660	68.2%	1,347	66.7%	448	67.0%
NON-DSPS	2002/03	3,862	77.0%	46,232	66.0%	61,408	65.4%	2,956	53.1%
	1997/98	810	87.9%	37,892	70.4%	46,776	69.2%	2,934	55.6%
	1992/93	4,467	66.7%	34,813	68.7%	51,038	67.3%	7,511	65.7%

Source: CCCCO MIS Completion/Retention Data

Analysis

DSPS students showed consistently higher retention rates than Non-DSPS students in the Basic Skills course cluster and consistently lower retention rates in the Transfer course cluster. However, in most course clusters the trend was towards a decrease in retention rates for both groups.

3. ESL and Basic Skills Completion. The ratio of the number of students by population group who complete a Non-Basic Skills and a Pre-collegiate/Basic Skills course in ESL, English or Math with a grade of A,B,C or Credit.

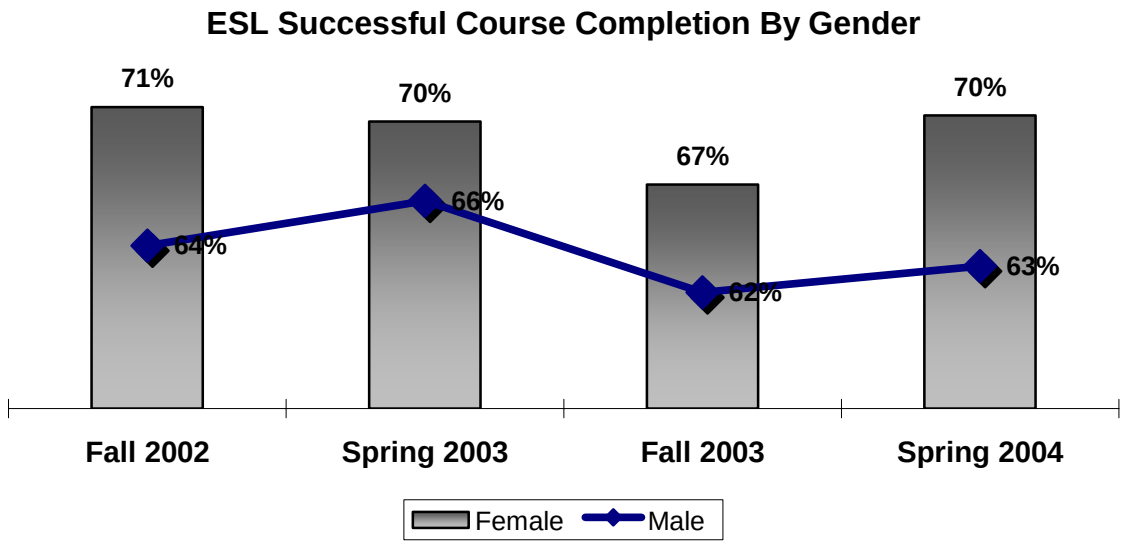
ESL

	Fall 2002		Spring 2003		Fall 2003		Spring 2004	
Average Success Rates for ESL	**68.8%**		**68.7%**		**65.0%**		**68.5%**	
	Total Enrollment	*Success*	*Total Enrollment*	*Success*	*Total Enrollment*	*Success*	*Total Enrollment*	*Success*
Ethnicity								
African American	51	71%	68	62%	75	51%	63	67%
Amer. Indian/Alaskan	0	0%	0	0%	0	0%	0	0%
Asian	1442	71%	1425	71%	1323	68%	1186	69%
Filipino	49	65%	41	81%	63	60%	30	67%
Hispanic	248	51%	197	62%	177	58%	185	66%
Other Non-White	21	71%	33	79%	41	78%	28	46%
Pac-Islander	6	17%	1	0%	3	100%	3	100%
White	88	75%	102	59%	93	79%	93	81%
Gender		Fall 2002		Spring 2003		Fall 2003		Spring 2004
Female	1488	71%	1517	70%	1471	67%	1324	70%
Male	769	64%	760	66%	697	62%	614	63%
Age								
<21	174	68%	149	77%	155	68%	134	57%
21 to 25	352	66%	388	71%	392	59%	290	66%
26 to 30	466	70%	427	68%	377	62%	337	68%
31 to 40	800	68%	791	69%	738	67%	684	70%
41+	528	71%	595	66%	579	67%	566	71%

Source: WVMCCD MIS Data Warehouse

Analysis

Over the course of four terms (Fall 2002-Spring 2004) males consistently performed below the average success rates in ESL. In addition, the Hispanic student group consistently performed at a rate below the average success rate for each semester.



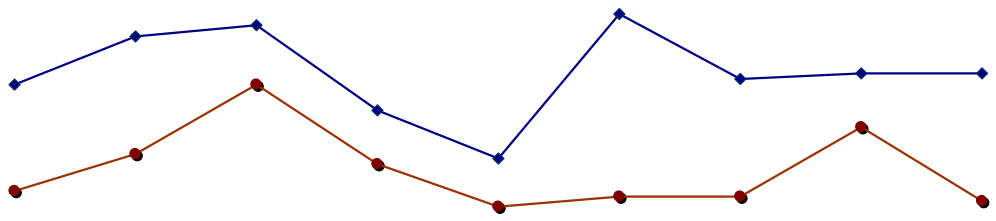
Math	**Fall 2003**				**Spring 2004**			
Average Success Rates for Math			**46.0%**				**45.2%**	
	Non-Basic Skills		**Pre-collegiate**		**Non-Basic Skills**		**Pre-collegiate**	
	Total Enrollment	*Success*	*Total Enrollment*	*Success*	*Total Enrollment*	*Success*	*Total Enrollment*	*Success*
Ethnicity								
African-American	67	46%	42	26%	75	35%	35	23%
American Indian/Alaskan Native	11	55%	3	33%	8	38%	3	33%
Asian	654	57%	93	46%	558	50%	95	61%
Filipino	215	41%	99	31%	184	43%	107	35%
Hispanic	250	32%	135	23%	226	37%	120	31%
Other Non-White	29	59%	12	25%	26	38%	15	20%
Pacific Islander	19	47%	8	25%	14	36%	5	40%
White Non-Hispanic	343	48%	142	38%	319	49%	101	38%
Unknown	97	48%	21	24%	96	42%	22	36%
Gender								
Female	757	52%	316	35%	709	51%	301	43%
Male	873	45%	227	30%	756	40%	194	30%
Age								
18 & 19	398	38%	113	22%	320	38%	104	22%
20 to 24	639	47%	170	28%	588	39%	159	40%
25 to 29	244	50%	84	36%	226	53%	76	37%
30 to 34	136	61%	57	35%	121	61%	43	44%
35 to 39	73	64%	40	45%	69	58%	48	48%
40 to 49	88	61%	57	42%	92	53%	49	43%
50 +	30	53%	17	53%	34	68%	18	61%

Source: CCCCO Datamart and WVMCCD MIS Data Warehouse

Analysis

During the Fall 2003 and the Spring 2004 terms all population groups performed better in Non-Basic Skills Math courses than in Pre-collegiate Math courses. However, several population groups performed below the average success rate in both Pre-collegiate Math and Non-Basic Skills Math courses. The group that consistently performed the lowest in both areas was the Hispanic student population. In addition, females outperformed their male counterparts in both areas and the 18-24 year old group consistently fell below the average success rate in both areas during both terms.

Fall 2003 Math Success Rates By Ethnicity



	African-American	American Indian/Alaskan Native	Asian	Filipino	Hispanic	Other Non-White	Pacific Islander	White Non-Hispanic	Unknown
Non-Basic Skills	46%	55%	57%	41%	32%	59%	47%	48%	48%
Precollegiate	26%	33%	46%	31%	23%	25%	25%	38%	24%

ENGLISH

Collegewide English Success Rates

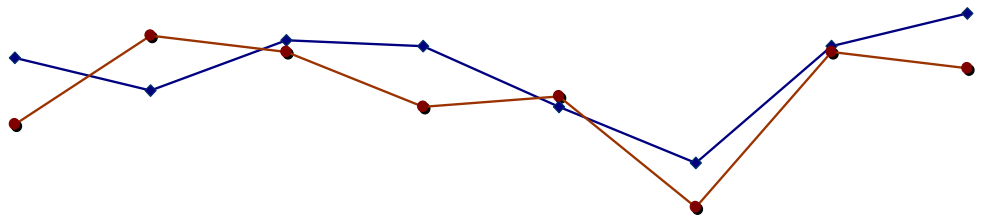
	Fall 2003 58.90%				Spring 2004 57.10%			
	Non-Basic Skills		Precollegiate		Non-Basic Skills		Precollegiate	
	Total Enrollment	*Success*	*Total Enrollment*	*Success*	*Total Enrollment*	*Success*	*Total Enrollment*	*Success*
Ethnicity								
African-American	55	56%	16	44%	1,013	62%	157	56%
American Indian/Alaskan Native	8	50%	5	60%	98	60%	13	46%
Asian	472	59%	154	57%	8,309	66%	1,644	68%
Filipino	210	58%	59	47%	2,954	64%	267	45%
Hispanic	219	47%	70	49%	3,589	62%	648	54%
Other Non-White	16	37%	7	29%	333	61%	57	49%
Pacific Islander	12	58%	7	57%	241	53%	12	42%
White Non-Hispanic	254	64%	44	54%	4,879	69%	276	57%
Unknown	72	67%	8	87%	1,352	65%	116	70%
Gender								
Female	707	58%	212	59%	637	62%	219	54%
Male	569	56%	150	45%	510	52%	132	43%
Age								
18 & 19	298	66%	115	50%	265	60%	75	48%
20 to 24	464	54%	98	51%	401	53%	98	41%
25 to 29	192	47%	40	47%	178	60%	45	51%
30 to 34	126	56%	33	58%	107	61%	47	64%
35 to 39	69	59%	22	63%	70	70%	25	36%
40 to 49	79	66%	43	51%	88	54%	51	53%
50 +	32	59%	6	67%	23	30%	12	92%

Source: CCCCO Datamart and WVMCCD MIS Data Warehouse

Analysis

During the Fall 2003 and Spring 2004 terms most ethnic groups performed better in the Non-Basic Skills English courses than in the Pre-collegiate English courses. However, several population groups consistently performed lower than the average in both areas (i.e. Males and 20-24 year olds). The Hispanic, Filipino and African American student populations fell below the average success rate in Pre-collegiate English during both terms as did the Other Non-White student population.

Fall 2003 English Success Rates By Ethnicity



	African-American	American Indian/Alaskan Native	Asian	Filipino	Hispanic	Other Non-White	Pacific Islander	White Non-Hispanic
Non-Basic Skills	56%	50%	59%	58%	47%	37%	58%	64%
Precollegiate	44%	60%	57%	47%	49%	29%	57%	54%

4. Degree and Certificate Completion. The number of students by population group who receive a degree or certificate.

Degrees Awarded

	1999/00	2000/01	2001/02	2002/03	2003/04	**Group Totals**
African American	23	12	14	14	24	**87**
American Indian	4	2	0	2	2	**10**
Asian/Pacific Island	164	157	299	203	201	**1024**
Filipino	50	49	70	64	54	**287**
Hispanic	43	41	87	63	60	**294**
White	90	95	151	154	133	**623**
Other Non-White	5	4	10	4	7	**30**
Unreported	1	3	2	7	11	**24**
Female	227	206	369	296	258	**1356**
Male	153	157	264	213	230	**1017**
Disabled	0	0	46	16	27	**89**
Not Disabled	380	363	587	495	465	**2290**
Total Degrees	**380**	**363**	**633**	**511**	**492**	**2379**

Source: WVMCCD Degree and Certificate Data Set

Certificates Awarded

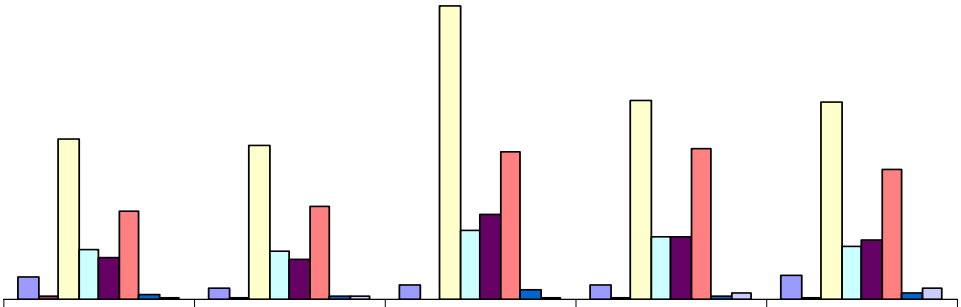
	1999/00	2000/01	2001/02	2002/03	2003/04	**Group Totals**
African American	21	13	36	23	16	**109**
American Indian	1	2	1	0	1	**5**
Asian/Pac Island	114	91	152	162	155	**674**
Filipino	50	43	77	76	50	**296**
Hispanic	34	35	38	47	58	**212**
White	46	41	74	66	48	**275**
Other Non-White	5	5	5	9	4	**28**
Unreported	0	2	2	8	8	**20**
Female	190	136	251	290	265	**1132**
Male	81	96	131	100	71	**479**
Disabled	0	0	14	10	5	**29**
Not Disabled	271	232	371	381	335	**1590**
Total Certificates	**271**	**232**	**385**	**391**	**340**	**1619**

Source: WVMCCD Degree and Certificate Data Set

Analysis

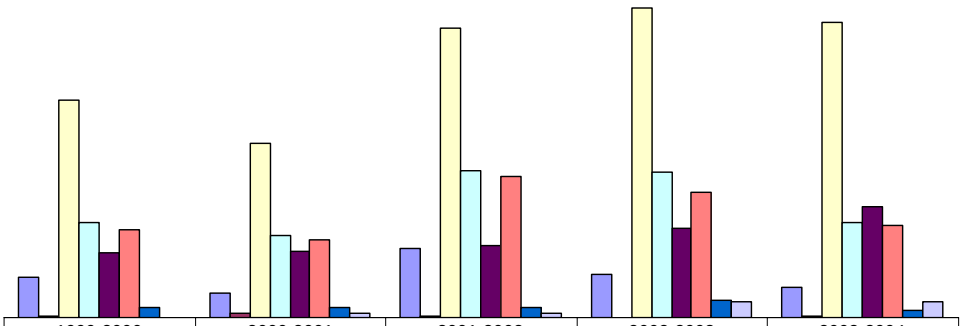
Between 1999 and 2004, female students at Mission College were awarded nearly 67% more awards (degrees and certificates) than their male counterparts. The ethnic population that received the highest number of awards (degrees and certificates) overall was the Asian/Pacific Islander population. While most groups showed a slow but steady increase over the five years reported, 2001/02 showed a substantial increase in awards in all groups.

Degrees Awarded By Ethnicity



	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
African American	23	12	14	14	24
American Indian	4	2	0	2	2
Asian/Pac Island	164	157	299	203	201
Filipino	50	49	70	64	54
Hispanic	43	41	87	63	60
White	90	95	151	154	133
Other Non-White	5	4	10	4	7
Unreported	1	3	2	7	11

Certificates Awarded By Ethnicity



	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
African American	21	13	36	23	16
American Indian	1	2	1	0	1
Asian/Pac Island	114	91	152	162	155
Filipino	50	43	77	76	50
Hispanic	34	35	38	47	58
White	46	41	74	66	48
Other Non-White	5	5	5	9	4
Unreported	0	2	2	8	8

5. Transfer. The number of students by population group who actually transfer after one or more (up to six) years.

UC and CSU Transfers

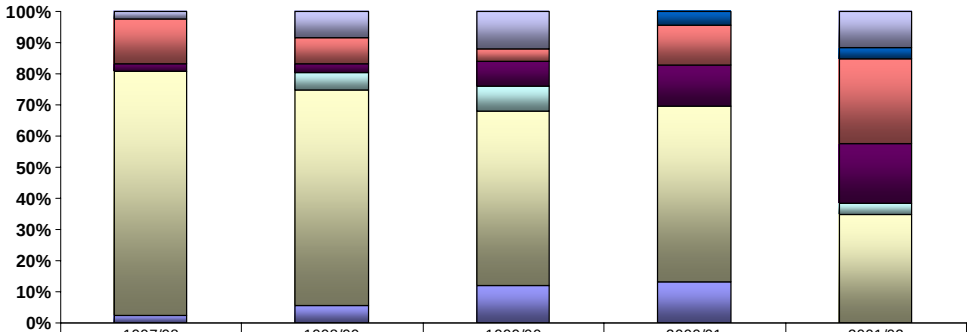
	1997/98		1998/99		1999/00		2000/01		2001/02		5 Year Totals By Row
	UC	CSU	UC	CSU	UC	CSU	UC	CSU	UC	CSU	
African American	1	7	2	6	3	9	3	10	0	11	**52**
American Indian/Alaskan	0	3	0	1	0	3	0	1	0	0	**8**
Asian & Pacific Islander	33	144	25	156	14	128	13	105	9	126	**753**
Filipino	0	14	2	17	2	20	0	13	1	22	**91**
Hispanic	1	25	1	15	2	25	3	31	5	31	**139**
White	6	53	3	32	1	35	3	30	7	41	**211**
Other Non-White	0	0	0	0	0	0	1	0	1	0	**2**
Unreported	1	26	3	24	3	46	0	54	3	52	**212**
Annual UC Totals	**42**		**36**		**25**		**23**		**26**		**152**
Annual CSU Totals		**272**		**251**		**266**		**244**		**283**	**1316**

Source: CPEC (CA Postsecondary Education Commission) Student Profiles Report

Analysis

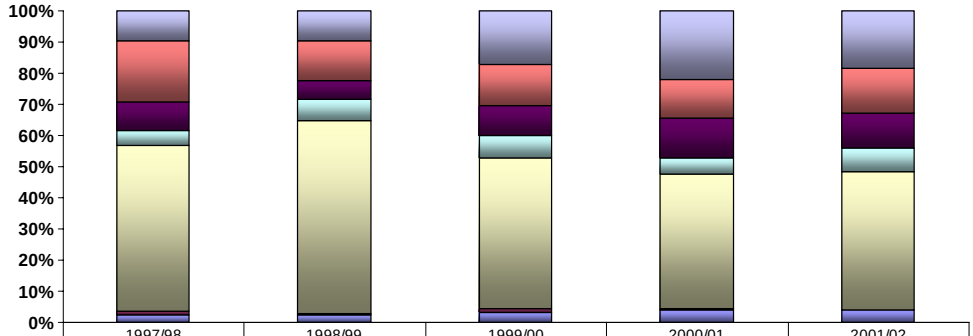
This table shows the number of transfers that the CSU and UC systems credit Mission College as having transferred to them between 1997 and 2002.Over the past five years, the Asian student population at Mission College far exceeded all other student ethnic groups in the number of transfers to both the UC and CSU system. This group accounted for 62% of the transfers to UC between 1997 and 2002 and 50% of the transfers to CSU. Although most other student ethnic groups showed moderate decreases and increases over this five year period, both the African American and Hispanic populations showed a steady trend towards increasing the number of students transferring to both the CSU systems. It should be noted that on average 22% of the student population at Mission College is transfer-seeking. Within the African American student population, on average, 26% are transfer-seeking. Within both the Asian and Hispanic student populations 21% are transfer-seeking on average, and 19% on average are transfer-seeking within the White student population. It should also be noted that Mission College's Student Right-to-Know transfer rate for the 2000 cohort was 30.1% compared to the statewide SRTK rate of 22.1%, while competing colleges in the area rates ranged from 26.9% (De Anza College) to 38.0% (San Jose City College).

Annual UC Transfers By Ethnicity



	1997/98	1998/99	1999/00	2000/01	2001/02
Unreported	1	3	3	0	3
Other Non-White	0	0	0	1	1
White	6	3	1	3	7
Hispanic	1	1	2	3	5
Filipino	0	2	2	0	1
Asian & Pac.Islndr.	33	25	14	13	9
Amer.Indian/Alaskan	0	0	0	0	0
African American	1	2	3	3	0

Annual CSU Transfers By Ethnicity



	1997/98	1998/99	1999/00	2000/01	2001/02
Unreported	26	24	46	54	52
Other Non-White	0	0	0	0	0
White	53	32	35	30	41
Hispanic	25	15	25	31	31
Filipino	14	17	20	13	22
Asian & Pac.Islndr.	144	156	128	105	126
Amer.Indian/Alaskan	3	1	3	1	0
African American	7	6	9	10	11

African American, Amer.Indian/Alaskan, Asian & Pac.Islndr., Filipino, Hispanic, White, Other Non-White, Unreported

Goals and Activities

Goals	Activities	Responsible Parties
1. ACCESS: Increase access for our most underserved populations (Hispanic by 5% & Afr. Am by 3%) based on 2002-03 data.	1a. Implement research to understand better our niche and student need/demand (e.g., survey/strategic plan). 1b. Increase outreach to feeder school districts (e.g., materials in Spanish; advisory group; mentoring program)	Faculty Assessment Coordinator, Research Analyst, Matriculation officer/counselor, and Director of Public Relations and Marketing
2. RETENTION: Increase retention in basic skills. To increase Hispanic and African American retention to achieve benchmark numbers based on the 1992-2000 composite data.	2a. Build a highly visible Support Center which will support and assist first generation college students, particularly historically underrepresented students 2b. Implement student learning outcomes & assessment plan in basic skills	Title V Coordinator VP of Instruction, Title V Coordinator, Academic Senate, and ESL Division Chair

Goals	Activities	Responsible Parties
3. ESL & BASIC SKILLS COMPLETION: Improve completion rates by 10% for African American, Filipino, and Hispanic. ESL rates will increase by 5% for males.	3a. Professional development for ESL/Math learning strategies by gender. English rates will increase for Hispanics & Filipinos by 3% 3b. Develop learning communities courses to connect content classes with basic skills (e.g., Psychology and Reading) 3c. Develop a new assessment that will allow students to be placed properly. 3d. Change math curriculum to include mandatory pre-requisites.	Faculty Assessment Coordinator Faculty Learning Community Coordinator Faculty Assessment Coordinator, Math Department Faculty Assessment Coordinator, Math Department
4. DEGREE and CERTIFICATE COMPLETION: Increase # of awards (degrees for all students and certificates for male students) so that males represent 75% of females who earn certificates. Baseline: 2003-04	4a. Gather data to understand better male educational objective and why males are not achieving certificates at the rate of females. 4b. Follow up with students who are “on track” for an award and encourage completion. 4c. Counseling visitation program to disseminate information about awards.	Matriculation Counselor, Matriculation Specialist Counseling Department, Transfer Center Counseling Department

Goals	Activities	Responsible Parties
5. To increase the number of Hispanic and African American students transferring to the UC and CSU systems based on ’01-’02 data. For UC and CSU systems: o Within the Hispanic population, increase transferring students to 45 students annually for years ’06 through ’08 and to 55 students annually for years ’09 and ’10. o Within the African American population, increase transferring students to 14 students annually for years ’06 through’08 and to 16 students annually for years ’09 and ’10.	5a. Improve reporting of student transfer by subscribing to the NSC and accessing annual reports of transfers nationwide. 5b. Coordinate efforts with ACCESS, Transfer and MESA 5c. Disseminate articulation information and explore new technological options for easier student/counselor access. 5d. Implement a mentor and referral system to assist current MC students in negotiating transfer 5e. Follow up with students who are “on track” for transfer and encourage completion. 5f. Counseling visitation program to disseminate information about awards.	Faculty Assessment Coordinator, Institutional Researcher ACCESS Director, MESA Director, Transfer Center Director Transfer Director, Articulation Officer Transfer Director Matriculation Counselor, Matriculation Specialist, Counseling Department, Transfer Center

Sources of Funding

SOURCES OF FUNDING

Funding Sources

Mission College is pulling together financial resources in a collaborative manner to address our Student Equity Plan. For example, Mission college just won a Title V grant worth over 2.4M Several goals within the Title V grant, which will help Mission College to become a stronger, more effective Hispanic-serving institution dovetail nicely with goals of the student equity goals addressed in our Plan. In addition, $247K in matriculation monies will assist in supporting goals for which the counseling department is responsible. Finally, Mission College has received a 5-year Federal Trio grant and a State MESA grant, which will support those areas in which ACCESS or MESA are mentioned.

Evaluation Schedule and Processes

Goals	Activities	Responsible Parties	Schedule & Processes	Measures
1. Access	1a. Implement research to better understand our niche and student need/demand (e.g., survey/strategic plan). 1b. Increase outreach to feeder school districts (e.g., materials in Spanish; advisory group; mentoring program)	Faculty Assessment Coordinator, Research Analyst, Matriculation Officer/Counselor, and Director of Public Relations and Marketing Faculty Outreach Coordinator, Title V Coordinator, Bilingual Counselor, Faculty/Classified Employee Group, Student Ambassadors	Responsible parties will meet each semester in order to address and report upon the progress made. Each semester, the outreach committee will meet and report on numbers of students served, high schools visited, college tours and materials produced that are focused on our target populations.	Community Perception Survey College going rate of feeder high school incoming freshman Enrollment trends by ethnicity
2. Retention	2a. Build a highly visible Support Center which will support and assist first generation college students, particularly historically underrepresented students 2b. Implement student learning outcomes & assessment plan in basic skills	Title V Coordinator VP of Instruction, Title V Coordinator, Academic Senate, and Basic Skills Division Chairs, Assessment Coordinator	Title V Coordinator will provide yearly updates on progress made toward completion of Student Support Center and toward meeting the retention goal. Assessment Coordinator and Basic Skills Division Chairs will meet regularly in Matriculation Meetings to design and implement SLO's and assessment plans.	Program and course outcomes research (i.e. persistence, retention and success rates)

Goals	Activities	Responsible Parties	Schedule & Processes	Measures
3.ESL/Basic Skills Completion	3a. Professional development for gender ESL/Math learning strategies. English rates will increase for Hispanics & Filipinos by 3%	Faculty Assessment Coordinator, ESL, Math and English Departments.	ESL and Math Departments will report, each semester, their conversations and progress toward improving gender gaps.	Basic Skills course completion rates by ethnicity and gender.
	3b. Develop learning communities course to connect content classes with basic skills (e.g., Psych and Reading)	Faculty Learning Community Coordinator	Learning Communities Committee will report, each semester, their progress toward creating combined content and basic skills classes.	Learning Community course completion rates compared to non-Learning Community counterpart courses.
	3c. Develop a new assessment that will allow students to be placed properly.			
	3d. Change curriculum to include pre-requisites (currently, only advisory)			
4. Degree & Certificate Completion	4a. Gather data to understand better male educational objective and why males are not achieving certificates at the rate of females.	Assessment Coordinator, Research Analyst, Admissions & Records	Each semester, the Matriculation Office will mail out student surveys to understand educational objectives by gender. In addition, intervention letters will be mailed to all students who are “on track” for an award.	Focus group study of male student needs and perceptions. Trend counts of awards conferred.
	4b. Follow up with students who are “on track” for an award and encourage completion.	Matriculation Counselor, Matriculation Specialist,		
	4c. Counseling visitation program to disseminate information about awards.	Counseling Department, Transfer Center	Each semester, the Counseling Department will report on their visitation program focused on disseminating information about awards.	

Goals	**Activities**	**Responsible Parties**	**Schedule & Processes**	Measures
5. Transfer	5a. Improve reporting on transfers by accessing annual data on UC, CSU & private colleges (i.e. National Student Clearinghouse)	Faculty Assessment Coordinator, Institutional Researcher, Transfer Director	Responsible parties will meet each semester to design methods and methodology for collecting data and produce a transfer report each year.	ESRTK Transfer rates Trend counts of UC and CSU transfer
	5b. Coordinate efforts with ACCESS, Transfer and MESA	ACCESS Director, MESA Director, Transfer Center Director	For activities 1b-1f, semester meetings will occur among all responsible parties in order to address and report upon the progress made for respective activities.	
	5c. Disseminate articulation information and explore new technological options for easier student/counselor access.	Transfer Director, Articulation Officer		
	5d. Explore Mentor and Referral system to assist current MC students in negotiating transfer	Transfer Director		
	5e. Follow up with students who are “on track” for transfer and encourage completion.	Matriculation Counselor, Matriculation Specialist		
	5f. Counseling visitation program to disseminate information about transfer.	Counseling Department, Transfer Center		