

Mission College Student Equity Plan 2007-2008 Update and Prior Recommendations

GOAL 1: Access

Contributing Factors

- Overall downturn in enrollment
- Appearance of campus and buildings may be a deterrent to enrollment
- High numbers of part-time faculty as many students prefer full-time instructors or at least being able to “shop” among known entities

Summary of Progress

Because of its location in the heart of Silicon Valley, Mission College is exceptionally sensitive to demographic and economic shifts. The 2001 dot.com bust had a significant impact on the College. The loss of 200,000 jobs, primarily in the high-tech sector, the emigration of a large number of workers and their families, and high housing costs have contributed to significant declines in enrollment. Accordingly, as a straight percentage of previous totals, no demographic group has experienced gains in access—access between 2002-2003 and 2005-2006 has dropped for all known population groupings. Specifically, looking at total headcount, Hispanic students have decreased in number by 13.6%, African-American students by 7.5%, with students overall decreasing by 22.6%.

As a relative proportion of the student body population, however, the target populations have experienced increases. Hispanic students increased from 14.9% of the student body in academic year 2002-2003 to 16.6% of students in 2005-2006. This represents an increase of 1.7% over the three-year period. African-American students increased proportionately from 3.8% of the student body population to 4.5% between 2002-2003 and 2005-2006, an increase of .7%.

During this same three-year period, Asian students as a proportion of the student body experienced the only notable decline, decreasing by 6.4%—although as a proportion of students, Asian students still represent a higher proportion than is represented in the general population of Santa Clara County (35.9% of Mission students versus 25.6% of Santa Clara County). Compared to the population of Santa Clara County, Mission College is disproportionately low for White Non-Hispanic students (23.4% at Mission versus 39.4% in the County) and Hispanic students (16.6% at Mission versus 25.0% in the County).

Further demographic comparison between Mission College and Santa Clara County shows that Mission has a higher proportion of females (55%) relative to the County (49.1%). Additionally, Mission has a lower proportion of DSPS students (1.7%) than there are persons with disability status in the County (9.4%)—although it should be noted both that Mission has significantly increased the proportion of DSPS students since 2002-2003 (just 1.7%) and that disability status as reflected in County numbers represents a wide range of disabilities.

Implementation of Original Plan Activities:

1a. Implement research to better understand our niche and student need/demand (e.g., survey/strategic plan).

IMPLEMENTATION LEVEL: Minimal implementation.

1b. Increase outreach to feeder school districts (e.g., materials in Spanish; advisory group; mentoring program)

IMPLEMENTATION LEVEL: Outreach has increased to High Schools with dedicated staff and student ambassadors.

Additional Activities and Recommendations

- Examine the locations where Mission currently engages in recruiting activities; look at creative approaches to recruitment limitations.
- Emphasize Mission's Strength's of friendliness and dedicated staff to reassure parents of 1st generation students that their children will be "taken care of."
- Create a web page particularly targeted towards reassuring parents; improve the marketability of the website overall.
- Include links on Mission website to core information in multiple languages.
- Enhance curriculum to offer a wide range of culturally relevant and diverse classes and opportunities.
- Enhance student ambassador program.
- Implement a student "invite" system by which students refer new students.
- Offer special orientations targeted to diverse groups of students.
- Initiate outreach in the Alviso community and at community gathering places such as the Flea Market.

GOAL 2: Course Completion (Retention)

Contributing Factors

- Support through the Title V Grant Welcome Center. The Center is in process of becoming institutionalized with broadened outreach.
- MAPS Program (currently a pilot program)
- Student Learning Outcomes and Assessment in Basic Skills

Summary of Progress

Course completion (retention) rates had high levels of success for all groups in Fall 2005, with an average retention of 85.2.7% across all courses and an average retention of 88.8% within Pre-Collegiate Basic Skills Courses.

Looking at overall retention rates for all courses in Fall 2005, Filipino and Asian students performed the best, with rates of 87.5% and 87.3% respectively. Hispanic students (85.3%) and African-American students (83.9%) performed well above the target benchmark of 67%. White students (81.1%) and non-listed "other" ethnicity students (81.3%) performed at the lowest level—but still above the set benchmark level. Comparing Fall 2003 rates to Fall 2005, these two groups are among four groups that experienced modest decreases, joined by American Indian/Alaskan Native and students of unknown ethnicity.

For Pre-Collegiate Basic Skills in Fall 2005, again students performed well ahead of the targeted benchmark rate of 61%. Specifically, Hispanic students' retention rate was 88.6% and African-American students' rate was 88.0%. In this category, non-listed "other" ethnicity students performed at the highest level, with a rate of 93.5%, and American Indian/Alaskan Native students performed at the lowest level with a rate of 79.2%. Comparing Fall 2003 rates to Fall 2005, all groupings by ethnicity experienced slight increases, with the exception of American Indian/Alaskan Native students, who had a slight decrease.

Implementation of Original Plan Activities:

2a. Build a highly visible Support Center which will support and assist first generation college students, particularly historically underrepresented students

IMPLEMENTATION LEVEL: Accomplished through the Welcome Center; needs to be institutionalized.

2b. Implement student learning outcomes & assessment plan in basic skills

IMPLEMENTATION LEVEL: This is in progress for all basic skills courses, with one course having fully drafted student learning outcomes. A Basic Skills Initiative is under consideration for Fall 2007 to coordinate activities.

Additional Activities and Recommendations

- Provide resources to students which would encourage students to overcome barriers and remain in class: expanded child care opportunities; flexible class participation options; examination of times classes are offered; hybrid courses with combination of in-class and online elements; alternative options for lab components.
- Review current delivery method options for classes and consider alternative approaches for added flexibility to impact those with full-time jobs (hybrid classes; ability to attend either a morning or afternoon session of a class, etc.) and children.
- Provide critical information clearly to students through mandatory orientation and greater awareness of how and when to drop a class.
- Ensure full implementation of the Early Alert System.

GOAL 3: ESL & Basic Skills Successful Completion

Contributing Factors

- ESL established revised curriculum in 2002-2003
- Increase in number of Full Time ESL Faculty
- Assessment Coordinator worked with Math faculty in Fall 2005 to develop common assessments, participate in teaching practice and grading “norming sessions” and share best practices.
- MAPS Program (currently a pilot program)

Summary of Progress

Successful completion rates, completion of a course with a grade of A,B,C or Credit, in pre-collegiate basic skills mathematics courses increased from 26% to 45.6% for African-American students between Fall 2003 and Fall 2005, 31% to 46.9% for Filipino students, and 23% to 37.2% for Hispanic students. These increases range from 14% to over 19%, all higher than the 10% goal in the Student Equity Plan.

For non-basic skills mathematics courses between Fall 2003 and Fall 2005, African-American student rates improved from 46% to 50%, Filipino student rates rose from 41% to 45%, and Hispanic student rates increased from 32% to 47%. While Hispanic student rates surpassed an improvement of 10%, both Filipino student rates and African-American students have not yet reached this level.

Increases in both pre-collegiate and non-basic skills mathematics courses occurred for males and females over the two year period, although the increases are much greater for females than males (just over 10% in both cases for females, and 0.9% in both cases for males).

With ESL, successful completion rates increased for males from 61.7% to 65.9% between Fall 2003 and Fall 2005. This increase of 4.2% approaches the goal of 5%. ESL success rates improved at an even higher rate for females, increasing from 67% in Fall 2003 to 74.7% in Fall 2005, an increase of 7.7%.

Significant gains (at least 6%) in successful ESL completion rates occurred across all age groups, with the notable exception of students aged 26 to 30, which experienced a decrease of 4.5%. Similarly, sizable increases for ESL success rates occurred across most racial/ethnic categories, however drops of over 5% occurred for both White Non-Hispanic students and students not fitting the listed categories (*i.e.*, those listed as “Other”). Rates overall for Spring 2004 to Spring 2006 are fairly similar, with some minor differences—although one major increase Fall to Fall (African-American rates increased 22.5%) is actually a decrease Spring to Spring (down 6.7%). This suggests a need to look at the differences in classes offered Fall versus Spring to identify possible reasons for this disparity and how increases can be sustained across the full year of classes.

Implementation of Original Plan Activities:

3a. Professional development for gender ESL/Math learning strategies. English rates will increase for Hispanics & Filipinos by 3%

IMPLEMENTATION LEVEL: Virtually none related to gender or to Hispanic and Filipino students specifically.

3b. Develop learning communities course to connect content classes with basic skills (e.g., Psych and Reading)

IMPLEMENTATION LEVEL: Little development regarding learning communities. It is noted that there is a committee and that some past initiatives have occurred piecemeal with interested instructors.

3c. Develop a new assessment that will allow students to be placed properly.

IMPLEMENTATION LEVEL: This has been established with Math as specified; ESL, English, and Reading have also initiated or are initiating new assessments.

3d. Change curriculum to include pre-requisites (currently, only advisory)

IMPLEMENTATION LEVEL: This has been accomplished with Math as specified.

Additional Activities and Recommendations

- Pursue a strong college commitment to learning communities, including resources and expectations for departments to initiate learning communities.
- Hire or specify assigned time for a Learning Communities Coordinator.
- Fill the vacant Assessment Coordinator position; specify assigned time for some of the Assessment Coordinator activities in the meantime.
- Support institutionalization of MAPS program.
- Establish on-line assessment testing on a walk-in basis.
- Offer training to faculty in basic skills instruction, who would then train other faculty (per the State Academic Senate Basic Skills Initiative).
- Request funding from Title V Grant to support speakers to come and talk about improving instruction, student learning outcomes, and best practices for Basic Skills.
- Conduct focused research to understand differences in ESL success for males and females.
- Initiate a Basic Skills Committee that would include student services personnel as well as faculty.
- Develop a system to track the number of students who respond to Early Alert notifications and subsequent differences in success.
- As part of initial orientation or through Early Alert (or both), students should receive a listing of tutorial and support resources.
- Examine best practices employed by other community colleges to improve completion rates for African-American and Filipino students, as well as other populations.

GOAL 4: Degree and Certificate Completion

Contributing Factors

- Gender differences may—at least partially—be an artifact of differing areas of study and the availability of certificates and degrees and/or the need of such for transfer
- Overall levels may be a result of the relatively unique demands of Mission College for number of additional units needed for a second degree.

Summary of Progress

Comparing 2003-2004 to 2005-2006, the total number of awards, including certificates and degrees, increased from 851 to 900, growth of 5.8%. It should be noted that during this same period, headcount decreased by 8.0% (from 17,925 to 16,490). Looking at just degrees (as noted in the Student Equity goal), Mission grew from 494 to 567, an improvement of 14.8%.

The Student Equity Plan includes an indicator to show whether males are improving the rate of certificate achievement. This indicator is established as a relative percentage of what females earn, rather than as a simple percentage growth. Looking at this relative comparison, males earned 18.2% of the total certificates females achieved in 2004-2005, well short of the Student Equity goal of 75%. Furthermore, this actually represents a decrease from 2003-2004, in which males earned 20.7% of the number of certificates females earned.

In terms of total numbers, males had a total of 304 awards in 03-04 (females had 540), versus 286 awards in 05-06 (females increased to 605 awards). Thus, looking at total awards, including both certificates and degrees, males decreased relative to females between 2003-2004 and 2005-2006

For DSPS students, awards increased in 2005-2006, with 31 degrees (versus 27 in 2003-2004 and 16 in 2002-2003) and 16 certificates (up from 5 in 2003-2004 and 10 in 2002-2003, but down from 20 in 2004-2005).

Implementation of Original Plan Activities:

4a. Gather data to understand better male educational objective and why males are not achieving certificates at the rate of females.

IMPLEMENTATION LEVEL: Not implemented.

4b. Follow up with students who are “on track” for an award and encourage completion.

IMPLEMENTATION LEVEL: Implemented at a partial level with Welcome Center contacts.

4c. Counseling visitation program to disseminate information about awards.

IMPLEMENTATION LEVEL: Occurring on a limited basis; needs to expand.

Additional Activities and Recommendations

- Gather data to analyze academic goals and program enrollment by gender.
- Implementation of Degree Audit system to alert students when they are near completion; in the meantime send follow-up letter to students with 45 units or more.
- Establish a robust Counselor Visitation Program by which counselors would visit basic skills and general ed classes to make sure students have the information they need to know how to apply for a certificate or degree.
- Utilize the Welcome Center to share information on degree/certificate application.

- Review the number of units needed for a second degree to remove a potential barrier.
- Remove or lower the fee applied to students for evaluation of transcripts.
- Establish program development teams to increase the number of certificates offered based on community needs and student demand.
- Encourage and educate the faculty and departments on the benefit of articulation agreements between programs.

GOAL 5: Transfer

Contributing Factors

- Differing goals of students upon arrival at Mission.
- Some communities do not have the same level of family support for transfer or do not have the same resources to support success.

Summary of Progress

Looking at 2005-2006, the number of Hispanic students transferring on to the UC and CSU systems (5 and 32, respectively) totals 37, short of the goal of 45 students for years '06 through '08, and an increase of only 1 from 2001-2002. For African-American students, transferring students decreased from 2001-2002 with 11 to CSU schools to 2005-2006, with 8 to CSU schools and 1 to UC schools. While these numbers are short of the Student Equity Plan goals, they have occurred in a period in which overall enrollment has dropped from 19,429 to 16,490. Overall, 28 students at Mission transferred in 2005-2006, versus 34 in 2001-2002.

Implementation of Original Plan Activities:

5a. Improve reporting on transfers by accessing annual data on UC, CSU & private colleges (i.e. National Student Clearinghouse)

IMPLEMENTATION LEVEL: Partial implementation.

5b. Coordinate efforts with ACCESS, Transfer and MESA

IMPLEMENTATION LEVEL: Limited coordination is occurring; additional efforts are under discussion.

5c. Disseminate articulation information and explore new technological options for easier student/counselor access.

IMPLEMENTATION LEVEL: This has not been implemented. Articulation Officer is developing a common course numbering system.

5d. Explore Mentor and Referral system to assist current MC students in negotiating transfer

IMPLEMENTATION LEVEL: Partial implementation with Transfer Director position now filled.

5e. Follow up with students who are "on track" for transfer and encourage completion.

IMPLEMENTATION LEVEL: This occurs for specialized programs, but is not widespread.

5f. Counseling visitation program to disseminate information about transfer.

IMPLEMENTATION LEVEL: Occurs inconsistently.

Additional Activities and Recommendations

- Gather data to analyze academic goals and program enrollment by gender.
- Get faculty individually involved as spokespersons for transfer.
- Counselor presentations to transfer-level courses.
- Implementation of Degree Audit system to contact students meeting requirements for transfer; in the meantime send follow-up letter to students with 45 units or more.
- Offer transfer information workshops in collaboration with specialized programs.
- Establish an advisory committee to work with the Transfer Director.
- Increase early communication to students with a welcome letter, basic info on resources.
- Establish a series of faculty mentors with a list of faculty who have attended specific colleges.

- Reinstigate transfer events such as days where staff and faculty wear sweatshirts of the colleges they attended.
- Increase course offerings to include necessary courses to meet transfer requirements so students can go directly from Mission to UC or CSU.
- Review of Curriculum: Review majors and determine if students can satisfy both lower division course requirements of general ed and a major.

Overarching Ideas

Overarching Activities and Recommendations

- Establish an environment where Orientation classes are essentially a requirement.
- Improve reporting of transfer and other benchmarks to the state.
- Review application for admission to ensure collection of accurate and useful information at both local and state level.
- Improve visibility of the Welcome Center, including better signage (i.e. in locations such as the Main Building).
- Encourage part-time faculty through training and payment for additional office hours.
- Improve appearance and welcoming factor of Main Building entry lobby.
- Examine the types of classes with significant downturns in enrollment; consider strategic reallocations of resources towards classes needed by the broad community.
- Consider a way of assessing prior to transfer whether students are proficient in their English reading and writing skills sufficient to be successful after transfer (this is in addition to straightforward success rates in classes).
- Continue to standardize and improve the appearance of marketing materials.
- Establish a “tag line” for Mission College.
- Review availability of child care.

Action Plan for Spring 2007 – Fall 2007

The Committee began its review of the data in February 2007. The Committee is scheduled to meet regularly throughout the semester to complete its analysis, identify additional research questions as necessary, and recommend specific intervention strategies by **May 2007** in areas where goals have not been achieved. Following is a preliminary list, by goal, of areas to be examined.

Goal 1. Access: Increase access for the most underserved populations (Hispanic by 5% and African-American by 3%) based on 2002-2003 data.

Both Hispanic and African-American enrollments have increased, but still fall short of established goals by 3.3% and 2.3%. To be more closely examined are:

- Title V grant activities designed to attract and retain Hispanic and other under served populations.

- Participation and success data for student support programs designed for underrepresented students, such as ACCESS and Avanzar (Title V).
- College recruitment, outreach and marketing plans.

Goal 2. Course Completion (Retention): Increase retention in basic skills. Increase Hispanic and African-American retention to achieve benchmark numbers based on the 1992-2000 composite data. Benchmarks as listed in Student Equity Plan: Hispanic Basic Skills 50% and All Courses 58%; African-American Basic Skills 55% and All Course 58%; Native American Basic Skills 53% and All Courses 57%.

While current data indicates successful achievement of the stated goals, these achievements need to be further examined to ensure the effect is substantial and long-lasting. Further investigation would include:

- Examination of state definitions to ensure data reflects the same information as when benchmarks were established.
- Changes in practice and other reasons which may have yielded the positive effects.
- Whether any changes made were permanent in nature; will be able to lead to sustained impact.

Goal 3. ESL & Basic Skills: Improve completion rates for the following: (1) Math completion rate by 10% for African-American, Filipino, and Hispanic students; (2) ESL completion rates by 5% for males.

The College has had significant success in the completion rates for pre-collegiate math for all target groups, well exceeding established goals. While Hispanics significantly exceeded the goal in respect to progress in non-basic skills math courses, Filipino and African-American students were below the goal by 6% and 4% respectively. The ESL completion rate for males missed the goal by 0.8%. The overall data for basic skills completion rates raised additional areas to be examined. A preliminary list of areas to be examined are:

- Current interventions that account for the significant progress of Hispanic students. If they are unique to this population, can they be successfully applied to other populations?
- Best practices employed by other community colleges to improve completion rates for African-American and Filipino students.
- Reasons for the decrease in the completion rate for ESL students aged 26 to 30.
- Reasons for the disparity between male and female progress and strategies for improving the progress of male students in both math and ESL.
- Reasons for the change in ESL success rates fall-to-fall and spring-to-spring.
- Data and analysis from Title V and MAPS (new, intensive math program).

Goal 4. Degree & Certificate Completion: Increase number of awards (degrees for all students and certificates for male students) so that males represent 75% of females who earn certificates based on 2003-2004 data.

Despite an 8% drop in headcount, the total number of awards increased by 5.8% and the total number of degrees increased by 14.8%. However, the goal is to increase the number of certificates earned by male students to 75% of those earned by females. The college fell well short of this goal. In 2004-05, males achieved 47.3% of the total awards and only 18.2% of the certificates. A preliminary list of areas to be further examined include:

- Academic goals by gender
- Program enrollment by gender
- Data and analysis by gender from counseling, matriculation, and other student support services
- Correlation between age and gender
- Correlation between age, gender, and ethnicity
- Correlation between gender and other equity indicators

Goal 5. Transfer: Increase the number of Hispanic and African-American students transferring to the UC and CSU systems based on 2001-2002 data. For the 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.

From 2003-04 to 2005-06, Mission's headcount dropped 8%. Transfers have also dropped and the College fell short of its 05-06 goals by 8 Hispanic students and 3 African-American students. A preliminary list of areas to be further examined include:

- Transfer-focused activities, including counseling, advising, and the Transfer Center
- Type, availability and distribution of transfer information
- Financial aid information
- Identification of transfer-ready students