



**Student Equity and Success Plan**  
**2012-13 through 2015-16**

*Anticipated Approval: September 2012*

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# Mission College Student Equity and Success Plan 2012-13 to 2015-16

## **Introduction**

The last Student Equity Plan update was developed in 2007-2008. Progress and oversight of past plans and development of this plan has been part of the charge of the Student Equity and Success Committee. This plan has been developed on a four year cycle, with goals and activities planned across a four year period followed by an update or replacement which sets the next four years. Progress updates will be provided on a minimum of an annual basis to the full college through Student Services Council, Governance And Planning Council, and the Academic Senate.

## **Development of this Plan**

This plan was developed over 2011-2012 with the review of student equity and college metrics within the Student Equity and Success Committee (SESC). Members of the SESC are listed with their primary representation:

Charity Bowles—AANAPISI Grant and ACCESS Program  
Erin Fishman, Student  
Katy Fitzgerald, Student Services—Outreach  
Ed Greene, Student Services—A&R  
Bianka Guardino—Counseling  
Alicia Martinez--Counseling  
Gene McHene, Student  
Myo Mint, Basic Skills Faculty  
John Nakahama, Basic Skills Faculty  
Daniel Peck, Research and Planning  
Dan Sanidad, Matriculation Officer and Student Services

## **College Description**

Mission College is one of two community colleges comprising the West Valley-Mission Community College District. Situated off the 101 corridor linking San Jose and San Francisco, Mission College not only serves the Western part of Santa Clara County, but also students from across the Valley. The area contains a diverse mixture of social, cultural, religious, and ethnic heritages. Mission College enjoys a diverse student body representative of its location, with nearly 70% of students with known ethnicity composed of under-represented groups. 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.

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## **College Mission Statement**

Mission College's first priorities are students, their learning and their success.

Our College serves the diverse educational, economic and cultural needs of the student population of Santa Clara, the Silicon Valley and our global community by providing associate degrees, transferable, career and basic-skills courses and programs, as well as opportunities for life-long learning.

Through participatory governance in support of our first priorities, Mission College systematically commits to evaluating and improving educational programs, technological resources and student support services by making informed decisions, allocating resources and establishing institutional policies and procedures.

## **Philosophy of Commitment**

Mission College is committed to providing access and helping to ensure success for all students. Mission College believes that a variety of instructional approaches and support services must be provided to enhance the learning of students who have diverse academic and cultural backgrounds, who have varied learning styles, who have demanding schedules, with work and family responsibilities, and who bring with them unique sets of talents, skills, experiences, and challenges. Mission College further believes that students reaching their fullest intellectual potential requires cross-cultural learning and understanding. The goals of this Student Equity and Success Plan are designed to ensure that the college population reflects the ethnic and cultural makeup of the surrounding community and that the college provides programs and services necessary for the success of all members of this diverse population.

As part of an ongoing commitment to equity and success, Mission College continues to develop and implement new programs and services to meet student needs. Taking a proactive approach, Mission College has previously applied for and received Title V Federal Grants for Hispanic Serving Institutions and currently is a recipient of two AANAPISI Federal Grants for institutions serving Asian, Asian-American, and Pacific Islander populations. Such grants allow for the trial and evaluation of innovative approaches and the establishment of extended services and enhanced infrastructure which will be institutionalized, serving students beyond the lifetime of any single grant. While the college already has many activities designed to support equity and success, not all of these will be included within this plan; the intent of this plan is to identify areas for improvement and includes many new and differing activities.

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## Goals and Activities by Focus Area

### Focus Area: Access, Retention, Student Life

#### Access

Goal 1: Increase outreach/recruitment for underserved populations by a rate comparable with the Santa Clara County population ratio.

Objective 1: Increase the population percentage for all under-represented groups rate, as a five percent growth from the current year's baseline population count within two years.

Objective 2: Increase research on the population in order to define the subpopulations' academic profile/needs, annually, by a level of one report for the general population and one report for each subpopulation, describing academic performance comparisons, course progression patterns, etc.

Objective 3: Annually increase outreach to feeder schools' student clubs, local community churches and social organizations in order to recruit subpopulations by a level of three additional contact organizations per year, using a baseline level of zero from the 2011-12 academic year.

Objective 4: Increase the reverse-articulation (MC faculty with high school instructor) meetings by one per different organization, annually, using a baseline of one from the 2011-12 academic year for SCUSD and a zero baseline for others.

Goal 2: Increase faculty involvement in outreach/recruitment of the general population, and as growth occurs, increase faculty involvement in outreach/recruitment of subpopulations by a rate of one department per semester.

Objective 1: Establish a central-college, reliable outreach/in-reach and recruitment program with location and required infrastructure implemented by the end of the 2012 fall term, together with related program duties (program review, slo requirements, etc.) established by the end of the 2013 spring term, including annual updates thereafter.

Objective 2: Develop training materials and outreach packages for faculty use in presentations, table events, etc., before the end of the 2012 fall term, and annual update of the materials in each fall term, thereafter.

Objective 3: Increase training and orientation of outreach/recruitment practices for faculty departments, and annually train one set of faculty at the department level, using a baseline of zero from the 2011-12 academic year.

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### **Retention**

Goal 3: Facilitate student persistence and retention through expanded support and instructional strategies.

Objective 1: Develop and implement learning communities targeted to at-risk populations (Hispanic and Black students, based on campus data).

Objective 2: Increase percentage of at-risk students with 12 completed units who have an electronic Education Plan.

Objective 3: Provide tailored intervention strategies to assist students who are struggling academically and prevent early dropout within the first two weeks of classes.

Goal 4: Establish a baseline of research data for basic skill, and college level Math, Written Communication, Critical Thinking and Oral Communication courses, and include similar research on matriculation component variables for the general population and cultural subpopulations.

Objective 1: Implement a research data baseline level from the 2011-12 academic year and focus on the criteria: entry, retention, persistence, completion, etc. and using comparison measurement across the two primary terms on the general population and comparison ethnic subpopulations, annually.

Objective 2: Implement a research data baseline level from the 2011-12 academic year and focus on the criteria: admission time, completion of all assessment, orientation time and an initial education plan, and using subpopulations of ethnic classifications, together with admission demographics.

Objective 3: Develop measurable criteria for addressing delay and progress of the general population and cultural subpopulations by the end of the 2012-13 academic year, and implement annual measurement on a primary term tracking basis.

Goal 5: Establish a baseline of research data for enrollment and course offering patterns to measure student progression and ability to progress within defined criteria.

Objective 1: Develop research data and baseline levels before the end of the 2012-13 academic year, and establish criteria for measuring outcomes and opportunities, annually.

Objective 2: Implement sequence progression tracking report for use in Student Equity Committee, Basic Skills Committee and other operational decisions annually.

Objective 3: Establish a management structure for addressing enrollment and progression, on an annual and primary-term measurement basis.

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## Student Life

Goal 6: Develop student-life communities using technology cohorts, in-person, daily opportunities and local-community-guest events.

Objective 1: Develop club and interest groups within the PORTAL environment, and learning-community opportunities within the ANGEL course management system, via establishing student governance structures for defining and implementing activity, including measurement criteria developed to track the level of community involvement, annually.

Objective 2: Implement one learning community, per year, including the infrastructure required to maintain it for a minimum of two years' time.

Objective 3: Establish funding opportunities through ASG for supporting both PORTAL and ANGEL communities for a two year cycle, including criteria for discontinuance of funding when communities fail to satisfy the minimum two year cycle, or when the communities sustain and require additional support beyond the two year, minimum.

Goal 7: Establish Alumni and guest support of student life activity, using committee focus to develop the structure.

Objective 1: Establish student and employee led focus groups for defining and initiating structural concepts.

Objective 2: Seek opportunities to partner with existing structures (e.g., clubs, Sustainability Committee, etc.) for supporting ongoing efforts.

Objective 3: Establish opportunity for ASG to lead activity and directions, including support for foundational funding opportunities and student led proposal opportunities.

## Focus Area: Course Completion and Academic Progression

Goal 1: Implement strategies to improve success of students who are repeating courses and reduce number of students who repeat courses.

Objective 1: Develop schedule for a start-of-semester list of students repeating courses for use in outreach.

Objective 2: Develop an outreach process to target students and inform of support opportunities similar to the Early Alert Process.

Objective 3: Identify processes to better inform students on the consequences of course repetition.

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Goal 2: Review Early Alert and Course Repetition Alert processes to improve effectiveness.

Objective 1: Develop survey/focus group process to identify bottleneck/problem areas and successful strategies for students.

Objective 2: Revise available services/letter to students following results of review.

### **Focus Area: ESL and Basic Skills Completion**

Goal 1: Improve alignment of language arts sequences to improve progression through ESL, Reading, and English.

Objective 1: Assess use of new assessment tool for language arts and adjust cut scores as necessary.

Objective 2: Develop additional ESL course for the level just before English 1A to better support students transitioning from ESL to English.

Objective 3: Develop enhanced non-credit ESL classes for students in the Adult Education level to better prepare them for the transition to college level ESL classes.

Goal 2: Provide targeted curricula and services to help students obtain basic skills, particularly core Math skills, necessary to complete STEM degree and transfer programs.

Objective 1: Develop learning community opportunities for at-risk populations to improve success in Math and the transition to STEM.

Objective 2: Pilot new instructional techniques and measure for effectiveness within core Math courses.

### **Focus Area: Degree, Certificate and Transfer Completion**

Goal 1: Improve understanding and awareness among students on degree and certificate completion.

Objective 1: Use Degree Audit to create a process for contacting students near to degree or certificate completion and inform them of the final steps.

Objective 2: Work with student clubs and ASG to develop new targeted outreach and marketing to at-risk populations on the process for applying for degrees and certificates.

Goal 2: Increase number of opportunities for students to earn degrees.

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Objective 1: Develop and increase the number of degree options offered by the college, including those with fulfill SB 1440 requirements.

Objective 2: Develop stackable certificates that can build to higher level degrees as well as transfer opportunities.

Goal 3: Increase the number of degrees, certificates, and transfer for at risk populations by 5% within two years; 10% within 4 years.

Objective 1: Implement student mentorship program to foster connection to Mission College and encourage participation through completion of a certificate, degree, or transfer.

Objective 2: Develop internal motivation opportunities (awards, scholarships, etc.) to serve as additional support for at-risk populations.

### **Sources of Funding**

Mission College is utilizing its integrated planning processes to prioritize and leverage funding to meet student equity and success needs. Not all activities identified within this plan have an existing funding source, however many activities are able to be funded through two AANAPISI Federal Grants as well as multiple college funding streams. The current economic climate adds additional pressure on colleges to find funding, however the college believes that programs promoting student success and equity in achieving success should be prioritized at the highest level.

### **Responsible Parties and Evaluation Schedule**