



Student Equity Plan 2019 – 2022

MISSION COLLEGE EQUITY COMMITMENT

“Equity is defined as the state, quality or ideal of being just, impartial, and fair. The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state of affairs or a lofty value. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept” (Annie E. Casey Foundation, 2014¹).

At Mission College, we remain painfully aware of the persistent educational disparities across our nation, and that our own achievement gaps are situated within this larger social context. Although this is a national challenge, we believe that we can make a difference in the lives of our students and thus, our focus on student needs has come to include attention to the very structure of our college, including our collective practices, process and protocols. In other words, we agree with the national student success discourse that what we do, how we do it and what we believe about our students’ potential matters². Furthermore, although we recognize that all gaps are intersectional in nature, they also stubbornly persist across lower socio economic status (SES) and racialized identity groups who continue to face ongoing disenfranchisement and underrepresentation in education. The groups most impacted at Mission College include Latinx, African American, Pacific Islander, and students who are first in their families to attend college (1st generation). Given the historical persistence of these educational patterns, our shared national call to action and Mission’s deep commitment to *every* student, we have made the conscious choice to center equity so that all students have the opportunity to achieve their personal development, educational and career pursuits.

To this end, we recognize that providing each unique student population with the exact same resources (equality) will ultimately not help in closing such gaps. Educational equity, on the other hand, asks that educators provide all students with the individual support they need to reach and exceed a common standard³. At the same token, Mission College must allocate the appropriate resources for our faculty, classified professionals, and administrators through educational policies, processes, and practices, to help all our part-time and full-time students succeed. Long-term diversity, equity and inclusion (DEI) work requires an understanding of broad systemic change; the moral imperative to address injustice; uncommon courage; and sincere cultural humility⁴.

¹ https://www.aecf.org/m/resourcedoc/AECF_EmbracingEquity7Steps-2014.pdf#page=2

² <https://www.apa.org/monitor/2016/11/cover-inequality-school>

³ Equity 101: The Equity Framework (2011) by Curtis W. (Wallace) Linton

⁴ <https://melanietervalon.com/wp-content/uploads/2013/08/Cultural-Humility-A-Video.pdf>

The Mission College Student Equity Plan will begin the process of fully integrating equity throughout the college's educational policies, processes, and practices to improve student success and transfer/degree attainment for the overall population as well as for the highest populations of Disproportionately Impacted (DI) groups such as our Latinx, 1st generation students, and low-income students. Efforts will also be made to monitor emerging DI groups such as American Indian/Native American DACA/Dreamers, LGBTQI+, Students with Disabilities, Filipino, Foster Youth, Homeless, Parent-Students and Veterans. African American students are disproportionately impacted in almost all metrics while at the same time, white students and not low SES students are populations that are showing slight increases in disproportionate impact.

Mission College is proud of its designations as both a Hispanic Serving Institution (HSI-STEM) and Asian American Native American Pacific Islander Serving Institution (AANAPISI). Our faculty, counselors, staff, and leaders are competent and well-trained professionals in their disciplines and specializations. Many classified professionals and faculty have earned Master's and doctoral degrees. Many of our deans and vice presidents have doctorates in educational administration. More importantly, our campus community cares deeply for all our students and co-create a learning environment where students feel authentic belonging and support, as they work toward achieving their educational goals. At the same time, we acknowledge that there is systemic work to be done to better understand our ever evolving student populations as well as current research of how people learn. We must use that knowledge to begin transforming our systems to meet the needs of historically underserved, marginalized and under-supported student populations that join our campus community. Focusing on the needs of the most marginalized ultimately benefits the entire campus community.

To that end, Mission College invites each member of our educational community to consider committing:

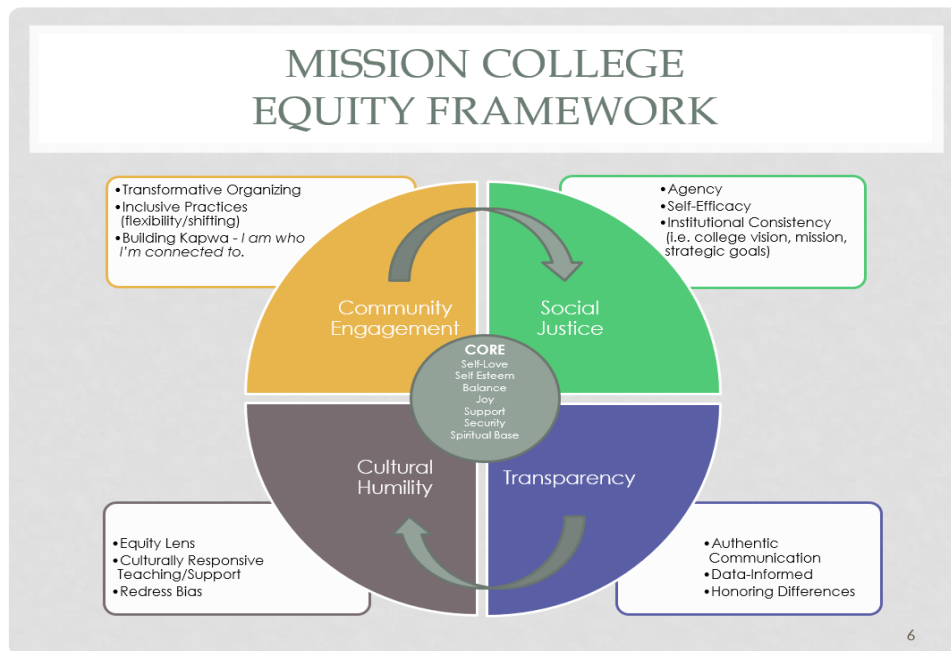
- To acknowledge that although we did not design/create the institution, we are collectively responsible to improving all aspects that inequitably impact (intentionally or unintentionally) student success.⁵
- To acknowledge that equity work is culture change work, requiring everyone's commitment, active engagement, and professional learning.
- To engage in the uncomfortable and difficult "change dialogues"⁶ required to understand the system, ourselves and each other.
 - Stay open to engaging in conversations about race dynamics on our campus, beyond the data
 - Stay open to hearing feedback from allies; identify allies and invite reflective feedback and conversations on practices
- To remain deeply reflective about social interactions that might unintentionally harm both our students and each other
 - Notice how, when and why we commit microaggressions; learn about microaggressions and micromessages
 - Notice if you shy away from Black or Latino males who are historically perceived as threatening or off-putting; courageously asking why and what can I do?
 - Notice if caring for minoritized students is done in ways that are condescending or "missionary" in nature

⁵ Intro to Cultural Humility. Keiffer-Lewis (2014)

⁶ <https://www.hrzone.com/lead/change/the-dialogue-of-change-how-to-get-it-right>

- To engage in ongoing self-reflection, self-critique, and learning to:
 - Reflect on how implicit bias and stereotypes play out in our expectations and relationships with colleagues and historically minoritized students; The term “minority” is applied to various groups who hold few or no positions of power in a given society.⁷
 - Reflect on how the curriculum, pedagogy, college processes, and hiring practices speak most effectively to the lived experiences of historically privileged or culturally-centered identity groups such as male, straight, middle/upper class, able-bodied, white-identified/European-American, etc.; Who is disproportionately *advantaged* by current institutional practices and why?
 - Reflect on when and why you feel more connected to certain colleagues and students; are they similar to you in identity, values, beliefs, politics? What is the impact? How can we broaden our networks of support and engagement?

Mission College is committed to incorporating equitable practices throughout the fabric of the institution. This begins with an orientation to Paul Gorski’s Principles of Equity Literacy to help faculty, classified professionals, and administrators obtain skills to spot out systemic inequities and address them through activities, programs, and professional development opportunities supported by the new Student Equity Plan. Campus constituencies will be exposed to the Mission College Equity Framework to inform the development of individual and institutional equity lenses. Such lenses will assist campus constituencies in infusing equitable practices into the college’s instructional, student services, research and districtwide activities that support the plan’s three-year implementation. As more of the campus community feels equity-literate and begins using the Mission College Equity Framework to help develop their own equity lenses, this will continually inform college-wide inquiry and monitoring of activities to help close equity gaps, enhance our efforts to transform the college’s institutional practices, and ultimately create equitable outcomes for all students at Mission College.



⁷ Boundless. “Minority Groups.” *Sociology – Cochise College Boundless*, 10 Sep. 2016

OVERALL STUDENT POPULATION METRICS

Metric	Current Baseline Data for Overall Student Population	Year 1 Goal 2019-2020	Year 2 Goal 2020-2021	Year 3 Goal 2021-2022
Access: Successful Enrollment	12,951 (10.8%)	14000 (8%)	15000 (16%)	16000 (24%)
Retention: Fall to Spring	4,298 (60.3%)	5000 (16%)	5500 (28%)	6000 (40%)
Transfer to a four-year institution	994 (10.8%)	1100 (11%)	1200 (21%)	1300 (31%)
Completion of transfer level math and English	95 (6.8%)	150 (58%)	175 (84%)	500 (426%)
Attained the Vision Goal Completion	479 (2.3%)	550 (15%)	600 (25%)	650 (36%)

DISPROPORTIONATELY IMPACTED (D.I.) STUDENT POPULATION METRICS

Metric	Current Baseline Data for Overall Student Population	Year 1 Goal 2019-2020	Year 2 Goal 2020-2021	Year 3 Goal 2021-2022
Access: Successful Enrollment	African American Females Baseline - 290	315	340	367
	Latinx Females Baseline - 1826	1900	1990	2107
	Latinx Males Baseline – 1331	1380	1400	1425
	LGBTQ+ Females Baseline - 300	310	325	343
	LGBTQ+ Males Baseline – 182	197	205	215
Retention: Fall to Spring	1st Generation Females Baseline – 723	740	755	774
	1st Generation Males Baseline – 497	515	552	582
	African American Males Baseline – 61	66	72	79

Metric	Current Baseline Data for Overall Student Population	Year 1 Goal	Year 2 Goal	Year 3 Goal (Full Equity)
Transfer to a four-year institution	Female Students with Disabilities Baseline - 19	22	29	33
	Male Students with Disabilities Baseline – 27	29	32	35
	Filipino Males Baseline – 24	30	37	44
	Latinx Male Baseline – 90	95	105	113
	Pacific Islander Females Baseline – 1	2	3	3
Completion of transfer level math and English	1st Generation Female Baseline - 10	15	21	26
	1st Generation Male Baseline - 7	10	15	19

	Latinx Female Baseline - 5	8	12	18
	Latinx Male Baseline – 3	8	11	14
Attained the Vision Goal Completion	African American Males: Baseline - 5	6	7	8

STUDENT EQUITY PLAN MISSION STATEMENT

“Mission College 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 lifelong learning.

Our mission is to ensure an equity-advancing participatory governance process in support of all students, while also systematically committing to evaluating and improving educational programs, ensuring culturally responsive technological resources and student support services by making informed decisions, allocating resources and establishing institutional policies and procedures⁸.”

<p>Equity Goal 1. Ensure our campus equity framework and related competencies are integrated throughout student services, instructional, and hiring practices for the purpose of <i>supporting ALL Students</i>; equitable-focus on our most marginalized and underserved or DI populations.</p>	<p>Equity Goal 2. Strengthen our <i>systematic evaluation and improvement</i> of culturally responsive teaching, institutional practices, curriculum, activities and guidance for all students with equitable focus on the most marginalized and historically underserved.</p>	<p>Equity Goal 3. <i>Evaluate and improve</i> the degree to which <i>educational programs and participatory-governance</i> are student-centered and equity-advancing; ensuring a welcoming environment where all students are holistically supported, continually informed and connected.</p>	<p>Equity Goal 4. Demonstrate how <i>equity-informed decision making, allocation of resources and establishing institutional policies and procedures</i> enhances student success for all.</p>
<p>Objective 1: Increase student, faculty, administrator, and classified professional engagement and collaboration.</p> <p>Objective 2: Center equity into institutional practices.</p>	<p>Objective 1: Align pedagogy and curriculum with the framework of Culturally Responsive Teaching (CRT) – combining high intellectual rigor/critical thinking with high support through socio-emotional learning partnerships in the classroom where students feel valued and affirmed.</p> <p>Objective 2: Align course offerings (instruction) and reimagine student support service activities to better accommodate to students’ needs.</p>	<p>Objective 1: Establish community partnerships to assist w/ connecting students to resources and remedy of basic needs including food, housing, childcare, transportation, wellness services, etc.</p> <p>Objective 2: Students will report an enhanced sense of belonging and continual connection.</p>	<p>Objective 1: Increase transfer rates for overall population with special focus on Disabled, Latinx, and Pacific Islander students.</p> <p>Objective 2: Increase certificate and associate degree completion with special focus on African American males.</p>

⁸ Adapted From: http://www.missionsaints.com/general/mission_statement

<p>Activities:</p> <ol style="list-style-type: none"> 1. Implement equity core team strategic intervention to increase student, faculty, administrator, and classified professional engagement and collaboration 2. Implement convocation for first year students 3. Develop and incorporate an equity training module for new full-time/adjunct faculty, classified professional, administrator, and student employee orientation 4. Design and implement a mentoring program, special orientation and monthly support sessions aimed to increase certificate and associate degree completion 1st gen. 5. Formation of a Categorical Council to share best practices in serving D.I. groups. 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Institutionalize or create equity professional learning institute for all college employees in collaboration with the newly funded professional development coordinator position <ul style="list-style-type: none"> - Communities of Practice - Train Culturally Responsive Teaching (CRT) Coaches in each division and the curriculum committee on strategies for assessment, alignment of pedagogy and curriculum with the framework of CRT and our equity framework - Offer monthly seminars on High Impact Practices for socio-emotional learning, culturally responsive engagement, mindfulness, harm-reduction, growth-mindset, etc. 2. Implementation of online SSSP core services (DegreeWorks, COMEVO, CCC MyPath, Self-Placement tool) 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Approval of Diversity requirement (Equity Curriculum Designer) 2. Completion Coaches (tie in with Guided Pathways) 3. Data Coaches 4. Create a First Year Experience program (tie in with Guided Pathways) 5. Institutionalize a student-informed on-boarding process (Outreach, Application, Enrollment) aligned with our campus-wide equity framework 6. Assess the degree of “welcoming and belonging” through equity document review, student focus groups and area equity walks. 7. Create part-time position to coordinate basic needs efforts <ul style="list-style-type: none"> - Create an online hub and broad communication plan for basic needs resources - Exploration of zero cost textbooks - Provide a monthly resource fair and community market to 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Design a rubric and process to center Equity through data-informed <i>decision making, allocation of resources and institutional policies and procedures.</i> 2. Provide intensive leadership and participatory governance coaching and training on equity-centered decision making, review protocols and design tools (via contract with Allied Path consulting) <ul style="list-style-type: none"> - Work with participatory governance (including student leadership) to clearly articulate what is meant by student-centered, HSI-STEM, and AANAPISI serving institution followed with campus-wide training support during All College Day. 3. Develop project management and communication plans for college-wide initiatives 4. Partner with CBAC to establish a student-engaged
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	<p>3. Create an Umoja program at Mission College</p> <p>4. Create a cross-cultural and diversity center (Umoja, Dreamers, Foster Youth, Homeless, LGBTQI+, etc.)</p> <p>5. Evaluate institutional processes and software solutions (i.e. Tutoring, A&R, DegreeWorks, COMEVO online orientation, CCC MyPath)</p> <p>6. Creation of campus-wide college hour</p>	<p>provide connections to basic needs including food, housing, childcare, transportation, wellness services, etc. (how can this be supported by GP – i.e. basic needs group)</p> <p>8. Create an emergency fund program (\$300)</p>	<p>and equity advancing resource allocation model</p> <ul style="list-style-type: none"> - Program Review - Funding request <p>5. Institutionalize the Student Leadership Engagement Institute to work with student service and instruction strengthening and enhancing faculty, classified professional, and administrator engagement with students to better accommodate to students' needs</p>
<p>Metrics: Retention; Completion – Transfer Level math and English</p>	<p>Metrics: Completion – Transfer level math and English, Retention, Successful Enrollment; Retention; Completion – Transfer level math and English; Attained the Vision Goal Completion</p>	<p>Metrics: Successful Enrollment; Retention; Attained the Vision Goal Completion</p>	<p>Metrics: Completion – Transfer level math and English; Transfer; Retention; Attained the Vision Goal Completion</p>
<p>Equity Framework KSA*:</p> <p>Community Engagement</p> <p>Social Justice</p>	<p>Equity Framework KSA:</p> <p>Cultural Humility</p> <p>Social Justice</p>	<p>Equity Framework KSA:</p> <p>Community Engagement</p> <p>Cultural Humility Communication</p> <p>Transparency</p>	<p>Equity Framework KSA:</p> <p>Cultural Humility Communication</p> <p>Transparency</p>

*KSA: Knowledge, Skills and Abilities

EVALUATION PROCESS TOWARDS MEETING STUDENT EQUITY GOALS

The Student Equity & Achievement (SEA) Council will provide updates to various participatory governance groups on a bi-annual basis, at the end of the Fall semester and Spring semesters. The Mission College Equity Framework and Student Life Cycle lenses will guide the implementation and evaluation of the outcomes-based Equity Plan. Special attention will be focused on the Student Life Cycle which will be incorporated into the planning and monitoring of activities. Integrated equity & student success frameworks will help inform the development of Mission College's new Mission/Vision as well as into the Student Learning Outcomes, Service Area Outcomes, Program Learning Outcomes, and Program Review processes.

The Student Equity & Achievement (SEA) Council will evaluate progress twice during the academic year: at the end of Fall and Spring terms. The SEA Council will continuously reference tools including a master calendar of priorities, activities and milestones; logic models from inputs to outcomes and standardized data reports. Mission College will review and improve evaluations and if processes are not in place, they will be set up, piloted and institutionalized. The Equity Council seeks to evaluate progress at all levels from technical systems through to programs and services with outcomes to have a positive impact on student success.

Office of Student Equity & Success and Office of Research will work with designated faculty, classified professionals, administrators, and students to develop a plan to monitor/assess Equity activities. We will use statistical analysis to analyze impact of the intervention. Focus groups will be conducted of Disproportionately Impacted Groups such as Latinx, African American, Pacific Islander, and 1st generation students during the 2019-20 academic year. Power B.I. dashboards will be built for instructional and student services departments to monitor student equity plan metrics. Data Coaches will also be trained and will help bring data conversations to various departments as well.

CAMPUS-WIDE COORDINATION OF STUDENT EQUITY PLAN

The Student Equity & Achievement (SEA) Council will work with college constituencies to incorporate and embed equity into their daily practices as a faculty, staff, and administration. The SEA Council would become an ad hoc committee designed to provide guidance, direction, and support particularly for college wide initiatives such as Guided Pathways and AB 705 efforts. It will be made up six members representing faculty, staff, and administrators representative of the three areas of the Student Equity & Achievement Program such as SSSP, Student Equity, and Basic Skills. Students will also be invited as representatives to join Council. The members will liaise with AB 705 and Guided Pathways groups to help center equity into informing new policies, procedures, future practices. The SEA Council will work in collaboration with the Office of Student Equity & Success and will be supported administratively by the new Dean of Student Equity & Success. The new Dean will also work with Student Services Division leadership to coordinate with student equity related categorical programs to link their respective activities to help mitigate equity gaps for our Latinx, African American, 1st generation, Pacific Islander, Foster Youth, and LGBTQ+ students. During Institutional Summits held at the beginning of the Fall semester and towards the end of the Spring semester, the SEA Council will provide updates at both summits to review progress of Student Equity Plan goals and objectives with a special focus on coordinating with participatory governance leadership in helping meeting goals and objectives. Once the plan is finalized, an Equity Plan Retreat will be proposed where key campus constituencies working on Guided Pathways, AB 705, and Student Equity & Achievement Program efforts will co-create a 3-5 strategic plan and to align efforts with the college's new Institutional Goals, Mission, and Vision.

RESOURCES ALLOCATED FOR ACTIVITIES

The proposed budget below is based on anticipated funding level of \$200,000 for the 2019-2020 fiscal year. Additionally, 2018-2019 carryforward will supplement the initiatives and activities described throughout this plan.

2019-2020 PROPOSED BUDGET		
Object Code	Category	Expense
1000	Academic Salaries	
	Faculty Release Time	\$80,000
	Faculty Stipends	\$12,000
2000	Classified and Other Non-Academic Salaries	
	Project Based Contractor – Basic Needs 7.5 hours/day, 160 working days	\$40,344
	Student Workers (peer mentors; embedded tutors)	\$15,000
	Salaries	\$147,344
3000	Employee Benefits	Benefits \$22,192
4000	Supplies and Materials	
	Office and other Supplies	\$0
	Books and instructional materials	\$0
	Copying and Printing	\$0
	Food (local trainings, events, and planning meetings)	\$0
	Supplies and Materials	\$0
5000	Other Operating Expenses	
	Consultants (Equity Institutes; Participatory Governance leadership training)	\$30,464
	Student/Staff Travel	\$0
	Staff Travel (Conferences, trainings, and retreats)	\$0
	Subtotal	\$200,000
6000	Capital Outlay	\$0
7000	Other Outgo	\$0
	Total 2019-20 Anticipated Expenditures	\$200,000
	2019-20 Anticipated Allocation	\$200,000

2016-2018 STUDENT EQUITY PLAN EXECUTIVE SUMMARY

The goals and identified disproportionately impacted students groups of the 2015 Mission College Student Equity Plan are as follows:

Equity Plan Metric	Goal
Access	Increase Hispanic student representation on campus from 22% to 34% in 2018.
Course Completion	Increase rates of African American and Pacific Islander successful course completion to meet the 80% rule from 75% to 80% in 2018.
ESL and Basic Skills Success	Increase Hispanic student success rates in the next four years to the average success rate in ESL and Math. ESL 2.6% to 6.4% Math 16.7% to 21.1%
Degree/Certificate Completion	Increase Hispanic student SPAR in the next four years to the average for the highest performing groups' SPAR, 35.4% to 53.0%.
Transfer	Increase Filipino and Hispanic student transfer rates in the next four years to the average transfer rate. Filipino: 31% to 42.1% Hispanic: 36.4% to 42.1%

After the Student Equity Plan was re-submitted to the State Chancellor's Office in December 2015, Mission College made the decision to create a Director of Student Equity & Success position to oversee the college's Student Equity and SSSP efforts. In March 2016, Ken Songco was promoted into this new position and the Office of Student Equity & Success was formally created. Through activities implemented by the Asian American Native American Pacific Islander Serving Institution (AANAPISI) grants, it laid the groundwork and help set the direction of equity efforts particularly around developing a framework and language to discuss race and equity issues and its relations to the college's disproportionately impacted student populations. From 2015 - 2018, the Office of Student Equity & Success has worked tirelessly to begin the work of creating a culture of equity through the following activities, efforts, and initiatives and collaboration with various Mission College faculty, staff, administrators, students, departments and programs:

DEVELOPMENT OF THE MISSION COLLEGE EQUITY FRAMEWORK: In 2016-17, the Student Equity & Success Committee came up with the following definition of what Equity means at Mission College: “Diligent treatment of the entire campus community through justice, honesty, and freedom from bias.” However, the committee soon realized that it needed a mechanism to explain what equity means to the campus and how various campus constituencies can apply the meaning of equity into their everyday work. Through the guidance of Allied Path Consulting, the definition evolved into the Mission College Equity Framework. Put into action, the five elements of the Equity Framework: Community Engagement, Social Justice, Transparency, Cultural Humility, and Self-Love, can create equitable conditions for all students to succeed. The framework was adopted by the Mission College Executive Cabinet and was approved as the college’s official Equity Framework.

EQUITY SPEAKER SERIES: The Equity Speaker Series was launched in 2015 through funding from Student Equity to bring high-profile speakers, authors, and various professionals to introduce topics on equity, inclusion, and diversity to the all campus constituencies. Over the past three years, Mission College was fortunate to bring high profile speakers such as Tim Wise (anti-racist essayists and educator), Jose Hernandez (first Latino NASA Astronaut), Firoozeh Dumas (New York Times best-selling writer), and Rebecca Walker (American writer, feminist, and activist).

STUDENT LEADERSHIP & ENGAGEMENT INSTITUTE: Mission College had its second cohort of the Student Leadership & Engagement Institute (SLEI) to co-create a framework for student leadership at Mission College that transforms the notions of student agency and engagement for the campus. Using an action research methodology, the SLEI engaged 17 student leaders in understanding more fully their potential to create positive change through advocacy, bringing greater awareness of the lived experiences of Mission’s exceptionally diverse students and helping to identify systems changes that build Mission College’s capacity to equitably respond to the range of learning needs that result. The learning from this cohort’s work will inform development of Mission’s student leadership model for the coming years. The goals of the SLEI are as follows: a) To introduce an understanding of the shared language of equity and inclusion on campus being developed; b) To transform understanding of student leaders’ critical roles in promoting success for all students across diverse populations; c) To identify innovative and transformative strategies for building effective partnerships and collaboration between student leaders, staff, faculty, and administrators; and d) To identify and build innovative and transformative strategies for engaging broader populations of Mission College students in the life of the campus. The SLEI culminated in a capstone event where students conducted presentations on learning demonstration projects that they worked on to address various inequities on campus. Such projects included the importance of mental health; opening student services offices after 5 pm; raising awareness of SSSP services to the general student population; expanding note taking services to ESL and DSPS students; International Students Mentorship Program. At the end of the program, all participants were awarded a \$500 scholarship which covers a full-time course load.

PUENTE PROGRAM: The Puente Project is a national award-winning program that for over 30 years has improved the college-going rate of tens of thousands of California's educationally underrepresented students. Puente students learn more about Latino/a culture and issues, receive a personal 1-on-1 mentor, priority registration, and help with transferring to college. For the 2016-2017 and 2017-2018 academic years, funds from the Student Equity budget were allocated towards Puente program activities (i.e. campus field trips, workshops, food) and student workers in the Puente study space.

SPRING 2017 EQUITY PROJECTS: Faculty and staff representing the ESL, Kinesiology, Reading, Counseling, Financial Aid, and the Library departments were awarded student equity funds via the Spring 2017 Equity Projects proposal process. Projects are designed to address the equity gaps in

student success of the college's disproportionately impacted student populations. They included a pilot Food for Textbooks program; funding for Kinesiology student aides for DSPS students; a Textbook Library for the Embedded Tutor program Laptops, school, and basic needs supplies for foster youth and homeless students; and Immigrants' Rights Workshops for AB 540/Dreamers student population and allies.

3CSN NORTHERN CALIFORNIA EQUITY INSTITUTE: In collaboration with the 3CSN Equity Project, the Mission College Office of Student Equity & Success hosted the 2nd Annual 3CSN Northern California Equity Institute two years in a row: in March 2017 and March 2018. This two-day event brought together approximately 150 community college equity practitioners and students from across the region and state. Dynamic speakers and skilled facilitators guided participants through engaging discussions, sessions, and activities to increase awareness and deepen our understanding of equity issues in our colleges. During the March 2018 Institute, Ken Songco (Director of Student Equity & Success) facilitated a student panel of Mission College alumni/students entitled "Serving Students with an Intersectional Lens." In addition, Ken Songco, Sarah Sullivan (English Instructor), and Mission College Students/Alumni co-presented an application session entitled "The Power of Student Engagement and Practicing Compassion in Advancing Equity."

INTEGRATED PLAN WORKGROUP: Under the leadership of the Office of Student Equity & Success, the Integrated Plan Workgroup was created to help develop the college's BSI/Student Equity/SSSP Integrated Plan. Comprised of 25 faculty, classified professionals, students, and administrators, the group met a total of six times beginning Summer 2018 through Fall 2018. Through cross functional inquiry, the new Mission College Equity Framework was used to inform the development of the five Integrated Plan goals. The Integrated Plan was submitted to the State Chancellor's Office in January 2018. Although the Integrated Plan is no longer required now with the creation of the Student Equity & Achievement Program, this activity helped highlight the importance and benefits of cross-functional inquiry in a major college initiative process.

ACTIVITIES FOR AB 540/DREAMERS STUDENTS: The Office of Student Equity & Success partnered with the Undocumented Student Task Force in an effort to raise more awareness of the issues facing our AB 540/Dreamer students. On October 16 – 20, 2017, the college its first ever Dreamers Advocacy Week where students, staff, faculty, and administration learned about the experiences of our Mission College Dreamers, current resources available for Dreamers, and a dialogue on how our college could better support Dreamers moving forward. This continued the following year on October 15 – 19, 2018, as "Undocumented Student Week of Action" where Mission College joined other colleges across the state to continue building awareness about undocumented students and to advocate for a permanent solution to codify the Deferred Action for Childhood Arrivals (DACA) program to include a pathway to citizenship, and to also provide support and resources to ALL undocumented students. The week consisted of a DACA postcard campaign and an UndocuAlly Table set up in the campus quad to share Dreamer resources. Finally, numerous UndocuAlly Trainings were offered by members of the Undocumented Student Taskforce. The trainings provides faculty, staff, and administrators with understanding of the needs for undocumented students; policies/laws pertaining to undocumented immigrants; resources available for undocumented students at Mission College; and ways individuals can be allies to undocumented students. Participants who complete the training will receive an ally sticker and be added to the Mission College Dreamer website.

EVENTS AND ACTIVITIES FOR AFRICAN AMERICAN STUDENTS: For the past three years, Student Equity funds have been allocated to host the annual Kwanzaa Celebrations in December in celebration of the seven principles of Kwanzaa. This event is led by Dr. David Piper (adjunct Humanities faculty) and

students from his Humanities 018 course. In December 2018, the college hosted its first Black Excellence Networking Social. Under the leadership of Qiana Houston (Sociology faculty), the event was designed to connect experienced professionals with Mission College students to foster a space of mentorship, self-expression and inclusion that will inspire, motivate and encourage them in their academic, personal and professional goals. Over 50 students, faculty, classified staff, administrators, and community members were in attendance.

OPEN EDUCATIONAL RESOURCES (OER) EFFORTS: The Mission College Academic Senate appointed an OER Taskforce charged with outlining a proposal for faculty support in transitioning their courses into low cost or zero cost status. Through the efforts of the Chancellor, the Board of Trustees and the Academic Senate, Mission College has received substantial funding from the Land Corporation to support faculty development of OER resources for their courses. The OER Fund was established and the first call for applications was sent out in Spring 2019. The Academic Senate also established a link with the state CCC Academic Senate OER Taskforce by appointing an OER Liaison person charged with communication and promotion of OER resources and opportunities. These actions, combined with the efforts of individual faculty transitioning their courses to OER, aim to lower the cost of education for our students in the name of equity and social justice.

SPRING 2018 MISSION COLLEGE EQUITY FRAMEWORK ALL COLLEGE DAY WORKSHOP: On January 26, 2018, Michelle Kim (Economics Faculty), Dr. David Piper (Adjunct Counseling/Humanities Faculty), and Ken Songco (Director of Student Equity & Success) co-presented a workshop entitled the “Mission College Equity Framework.” This interactive workshop provided an overview of Mission College’s new Equity Framework developed by the Student Equity & Success Committee and the Integrated Plan Workgroup in Summer 2017. Participants learned what equity means at Mission College and its importance in helping the institution increase success rates for disproportionately impacted student populations. To achieve equity at Mission College, the five elements of the Equity Framework were explained: Community Engagement; Social Justice; Transparency; Cultural Humility; and Self-Love. In addition, the workshop will highlight ways in which faculty, staff, and administrators can begin using the Equity Framework to inform our practices and begin the work of truly responding to the needs of our uniquely diverse student population to create institution-wide conditions for success. Over thirty faculty, staff, and administrators were in attendance.

MINI EQUITY BOOK CLUB: The Office of Student Equity & Success, in partnership with the Mission College Library, will be launching the first-ever Mini Equity Book Club in Spring 2018 and will focus on the book *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students* by Zaretta Hammond. A group of over 20 faculty, staff, administrators, and classified professionals have joined the book club and will hold a discussion of the book in May 2018. The book will not only highlight the importance of bringing equity into our classrooms, but will provide us insights on how culturally responsive teaching is backed by neuroscience and ideas of how faculty can incorporate this learning strategy into their classrooms. Furthermore, this activity supports Goal #2 of Mission College Integrated Plan – To incorporate culturally relevant teaching & learning strategies inside and outside the classroom to increase student engagement.

PILIPINX RADICAL IMAGINATION READER BOOK LAUNCH: In honor of Filipino American History Month, the AANAPISI program and the Office of Student Equity & Success proudly hosted the Pilipinx Radical Imagination Reader Book Launch on October 18, 2018. This reader is a seminal breakthrough book for Philippine diaspora studies. Co-editors and contributors of the Reader shared the importance of the book and their contributions along with a discussion and Q&A. This event was dedicated in memory of Dr. Dawn Mabalon and Steve Arevalo who’ve made significant contributions to the Filipino American

community both locally and nationally. Filipinos make up almost 10% of Mission College's student population. Over 80 people were in attendance.

BLACK MINDS MATTER PUBLIC ONLINE COURSE: Mission College offered the Black Minds Matter Public Online Course on October 10, 2018 – December 5, 2018 sponsored by the Office of Student Equity & Success, Office of the Vice President of Student Services, and the Outreach Office. This public course was a nine-part webinar series where over 30 faculty, classified professionals, students, and administrators from Mission College and from the larger community participated. The Black Minds Matter course is designed to raise the national consciousness about issues facing Black boys and men in education. The course will intentionally draw linkages between the pervasive undervaluing and criminalization of Black boys and men in society and how those same patterns are evident in schools, colleges, and universities. Conversations ensued on how Mission College could better support its African American student population, one of the Disproportionately Impacted students groups identified in the college's new Student Equity Plan.

EQUITY TRAINING – NEW FACULTY ORIENTATION: In collaboration with the Mission College Academic Senate, the Office of Student Equity & Success brought in Dr. Veronica Keiffer-Lewis from Allied Path Consulting provide an equity training to five new faculty as part of the MCAS New Faculty Orientation Program on November 30, 2018. Entitled Equity Centered: From Theory to Practice, the training covered topics such as definitions of equity in the higher education context, Paul Gorski's Equity Literacy concepts, and Equity-Mindedness.

K.E.N TALK, EQUITY WALK WORKSHOPS: Members of the Mission College Student Equity & Success Committee are offering the K.E.N. (Kindling Equitable Notions) Talk, Equity Walk Workshop Series in Spring 2019 focused on developing Self-Love, the core of the Mission College Equity Framework and helping build true community at the college based on Peck's Four Stages of Community. The first workshop topic offered on March 11, 2019 was on the Imposter Syndrome (with over 35 participants). The second workshop topic, to be offered on May 11, 2019, is on the Third Risk to Student Success: Interdependence vs Independence Languages...What Does Mission Speak? The workshops are offered open to all students, faculty, classified professionals, and administrators.

SPRING 2019 EQUITY PROFESSIONAL DEVELOPMENT SERIES: Mission College launched its first ever Spring 2019 Equity Professional Development Series in partnership with Allied Path Consulting where over 100 faculty, classified professionals, administrators and students participated from across the college. These trainings were designed to introduce the knowledge, skills, and abilities required to begin the work of equitizing Mission College's policies, procedures, and practices. These trainings introduced concepts of equity literacy, built community across college constituencies (classified professionals, faculty, students, administrators), and to utilize the Equity Framework as a tool to develop more equitable practices both within your respective department/program and institution-wide. The series included three trainings: a) Indispensable Role of Classified Professional educators in Equity; b) Designing for Equity: Lenses and Rubrics (focusing on Guided Pathways and AB 705 efforts); c) Equity Centered Dialogue: From Calling-In to Equity Centered Dialogues.

STUDENT WORKER EQUITY TRAININGS: This two-part training on equity was incorporated as part of the first-ever Student Worker training for all student workers in the Student Services division. The first hour long training held on January 18, 2019 focused on the difference between equity and equality. The second training held on March 30, 2019 focused on the Mission College Equity Framework and how students can use the framework to inform their work as a Peer Mentor, Welcome Center Ambassador, Peer Navigator, Categorical Program Tutor or Student Assistant. Over 30 student workers took part in the trainings.

WOMEN IN LEADERSHIP – CHANGING THE WORLD: On March 1, 2019, RaeAnn Ramsey (History Faculty), Yolanda Coleman (Counseling Faculty), and Qiana Houston (Sociology Faculty) collaborated with the Office of Student Equity and Success to host the 2nd Annual Women in Leadership: Changing the World event at Mission College. This year, the event included a morning session with visiting academics who presented papers on women leadership and empowerment. This was followed by a luncheon and award ceremony where over 100 participants from Mission College and the larger community honored the following women for their leadership contributions in their respective sectors. President Daniel Peck presented awards to the following recipients: Joy Mountford - Ford Motor Company, Global Lead Interaction Design; Devora Davis - San Jose City Councilmember; Suzanne Tamang - Stanford University, Biomedical Data Science; and Nilmini Ruben – Tetra Tech, Executive Vice President.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY: On March 15, 2019 the Office of Research, Planning, & Institutional Effectiveness and the Office of Student Equity & Success released the results of the Culturally Engaging Campus Environments Survey, or CECE Survey. In Spring 2018, Mission College worked with the National Institute of Transformation and Equity to conduct a school-wide assessment for its students, faculty, and staff members. The purpose of this assessment was to understand how Mission College cultivates an inclusive, equitable, and supportive campus environment for our campus members. Through analyzing the data collected from the CECE surveys, this assessment produces insights regarding students, faculty, and staff members’ perceptions and experiences with the campus environments at Mission College. The CECE Executive Summary offers a summary of the key findings and recommendations to inform institutional policies and practices that aim to enact our commitment to “serves the diverse educational, economic and cultural needs of the student population of Santa Clara, the Silicon Valley and our global community” (Mission College Vision & Mission Statement, n.d.). The college is currently using this qualitative data to better understand our students as well as the campus environments and conditions that foster student success at a very racially diverse campus like Mission College. The survey is helping inform the development of the college’s new Student Equity Plan to better understand students’ perceptions of the campus, particularly those from Disproportionately Impacted groups such as African Americans, Latinx and Pacific Islanders. The survey will be used to help inform the college’s Guided Pathways and AB 705 efforts to better understand how we can continue and build upon fostering more culturally engaging campus environments for all students.

ACCOUNTING OF STUDENT EQUITY EXPENDITURES

Below is an accounting of Student Equity expenditures for 2016-17, 2017-18, and 2018-19:

2016-2017 STUDENT EQUITY EXPENDITURES		
Object Code	Category	Expense
1000	Academic Salaries	
	Director of Student Equity & Success (0.5 FTE)	\$34,237.46
	Faculty Stipends (SLEI, Equity Framework Retreat)	\$9,342.31
	PT Counselors	\$89.25
2000	Classified and Other Non-Academic Salaries	
	Program Analyst – Welcome Center	0.6 FTE
	Research Analyst	0.15 FTE
	Sr. Financial Analyst	0.15 FTE
	Program Assistant – VALOR	0.6FTE
	Student Outreach Supervisor	1.0 FTE
	Student Enrollment & Financial Services Recruitment Supervisor	1.0 FTE
	IT Analyst	0.5 FTE
	Student Workers	Hourly
	Classified Overtime	Hourly
		Salaries
3000	Employee Benefits	Benefits \$141,978.24
4000	Supplies and Materials	
	Office and other Supplies	\$11,559.11
	Books and instructional materials	\$11.34
	Copying and Printing	\$380.65
	Food (local trainings, events, and planning meetings)	\$13,624.70
	Supplies and Materials	\$25,575.80
5000	Other Operating Expenses	
	Consultants & Speakers (Speaker Series, Professional Development, SLEI)	\$38,954.77
	Student and Staff Travel (Conferences, trainings, college tours, and cultural events)	\$2,522.14
	Shipping	\$279.99
	Advertising	\$290.76
	Subtotal	\$42,047.66
6000	Capital Outlay	\$0
7000	Other Outgo	\$0
	Total 2016-17 Expenditures	\$556,020.00
	Total 2016-17 Allocation	\$556,020.00

2017-2018 STUDENT EQUITY EXPENDITURES		
Object Code	Category	Expense
1000	Academic Salaries	
	Director of Student Equity & Success (0.5 FTE)	\$61,969.85
	Faculty Stipends (SLEI, Equity Framework Retreat, Integrated Planning Workgroup Meetings)	\$12,334.73
2000	Classified and Other Non-Academic Salaries	
	Program Analyst – Welcome Center	0.6 FTE
	Research Analyst	0.15 FTE
	Sr. Financial Analyst	0.15 FTE
	Program Assistant – VALOR	0.6FTE
	Student Outreach Supervisor	1.0 FTE
	Student Enrollment & Financial Services Recruitment Supervisor	1.0 FTE
	IT Analyst	0.5 FTE
	Student Workers	Hourly
	Classified Overtime	Hourly
	Salaries	\$361,161.04
3000	Employee Benefits	Benefits \$138,195.12
4000	Supplies and Materials	
	Office and other Supplies	\$9,507.91
	Books and instructional materials	\$4,250.71
	Copying and Printing	\$1,759.08
	Food (local trainings, events, and planning meetings)	\$7,653.87
	Supplies and Materials	\$23,171.57
5000	Other Operating Expenses	
	Consultants & Speakers (Speaker Series, Professional Development, SLEI)	\$17,535.61
	Student and Staff Travel (Conferences, trainings, college tours, and cultural events)	\$4,523.16
	Software Licenses	\$283.50
	Subtotal	\$22,342.27
6000	Capital Outlay	\$0
7000	Other Outgo	\$0
	Total 2017-18 Expenditures	\$544,870.00
	Total 2017-18 Allocation	\$544,870.00

2018-2019 STUDENT EQUITY EXPENDITURES

Due to the submission of 2016-2019 Student Equity Plan Executive Summary to WMVCCD Board of Trustees by the June 4, 2019 Board meeting for final approval, actual FY 2019 expenditures have yet to be posted.

Object Code	Category	Expense
1000	Academic Salaries	
	Director of Student Equity & Success	0.5 FTE
	Faculty Stipends (SLEI, Equity Framework Retreat, Integrated Planning Workgroup Meetings)	
2000	Classified and Other Non-Academic Salaries	
	Program Analyst – Welcome Center	0.5 FTE
	Research Analyst	0.15 FTE
	Sr. Financial Analyst	0.15 FTE
	Program Assistant – VALOR	0.6FTE
	Student Outreach Supervisor	1.0 FTE
	Student Enrollment & Financial Services Recruitment Supervisor	1.0 FTE
	IT Analyst	0.5 FTE
	Student Workers	Hourly
	Classified Overtime	Hourly
		Salaries
3000	Employee Benefits	Benefits \$150,654.00
4000	Supplies and Materials	
	Office and other Supplies	
	Books and instructional materials	
	Copying and Printing	
	Food (local trainings, events, and planning meetings)	
	Supplies and Materials	\$7,500.00
5000	Other Operating Expenses	
	Consultants & Speakers (Speaker Series, Professional Development, SLEI)	
	Student and Staff Travel (Conferences, trainings, college tours, and cultural events)	
	Software Licenses	
	Subtotal	\$23,566
6000	Capital Outlay	\$0
7000	Other Outgo	\$0
	Total 2018-19 Expenditures	\$544,900.00
	Total 2018-19 Allocation	\$544,900.00