



**STUDENT EQUITY AND  
ACHIEVEMENT PROGRAM:  
2022-25 STUDENT EQUITY PLAN  
MISSION COLLEGE**

Planning Resources & Development Template

**Deadline to Submit in NOVA: December 16, 2022**

As approved by Michael Tran, CCCC Program Analyst on September 1, 2022

***The Mission College Student Equity Plan will be written  
in memory of Dr. Curtis Pembroke, Computer  
Applications Faculty.***

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One in every five community college students in the nation attends a California Community College (CCC), and nearly 70% of those students are students of color. Five years ago, the Vision for Success catalyzed a paradigm shift in higher education statewide, challenging us to acknowledge that while well-intentioned, our institutions have historically failed to adequately address and dismantle systemic barriers that produce inequitable outcomes, particularly for students of color. The 2022-25 Student Equity Plan paves the way for colleges across the system to commit to sharpening our focus on dismantling these institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color.

In 2020, the convergence of a global pandemic and a reckoning with racial injustice prompted Chancellor Oakley to make a “Call to Action” to mobilize the system to use our collective positions of privilege, influence, and power, to recenter racial equity. As you prepare to develop your Student Equity Plan, we encourage you to consider your response to the Call to Action. Below are a few resources and background information to provide context and a foundation for your current and future equity efforts. We recommend you review these resources before you get started.

- [State of California Education Code Section 78220](#)
- [Student Equity & Achievement \(SEA\) Program Expenditure Guidelines](#)
- [CCCCO Vision for Success](#)
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Using Disproportionate Impact Methods to Identify Equity Gaps](#), The RP Group (Sosa, 2018)
- [Forming a Planning Team: Guide for Selecting Equity-Oriented Members](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021
- [Structured Reflections: Documenting the Progress of Student Equity and the Need to Align with Guided Pathways Efforts](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021

In addition to these prelude materials, you will find in this document an editable plan template, as well as resource materials in an addendum for your review and dissemination, as needed. If you have questions about the Student Equity Plan, please contact [seaprograminfo@cccoco.edu](mailto:seaprograminfo@cccoco.edu).

In solidarity,

**The 2022-25 Student Equity Plan Task Force**

<b>CCCCO</b>	<b>CCC Practitioners</b>
<ul style="list-style-type: none"> <li>• Michael Quiaoit, Dean of Student Services &amp; Special Programs</li> <li>• Michael Tran, Program Analyst</li> <li>• Anthony Amboy, Program Assistant</li> <li>• Gina Browne, Dean of Educational Services &amp; Support</li> <li>• Mia Keeley, Dean of Student Services</li> </ul>	<ul style="list-style-type: none"> <li>• Jay Singh, Hartnell College</li> <li>• LaTonya Parker, Riverside City College, ASCCC</li> <li>• Raymond Ramirez, Fresno City College</li> <li>• Sabrina Sencil, Consumnes River College, The RP Group</li> <li>• Sandra Hamilton Slane, Shasta College</li> </ul>
<b>Foundation for CCCs</b>	<b>CCC Partners</b>
<ul style="list-style-type: none"> <li>• Lesley Bonds, Guided Pathways</li> <li>• Leslie Valmonte, Guided Pathways</li> <li>• Priscilla Pereschica, Policy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Eric Felix, San Diego State University</li> </ul>

## 2022-25 STUDENT EQUITY PLAN TEMPLATE

### Landing Page/Details

**Guidance:** With the 2022-25 Student Equity Plan, please focus on future efforts in sections involving student populations experiencing disproportionate impact. For this student equity planning cycle, we ask that colleges make an active effort to target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts. Before you move on to writing your 2022-25 student equity plan, it is important to reflect on the 2019-22 plan and consider:

- What did we set out to accomplish and what did we achieve?
- Is there anything that worked well that we should continue?
- What do we want to do differently in the 2022-25 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis as well as our inquiry into current gaps and future goal setting?

This SEP REFLECTION section serves as a reflection opportunity and crosswalk to examine your existing equity efforts, the progress made, and how they can overlap with guided pathways initiatives on your campus. The responses to these questions should help you craft your response in the SEP REFLECTION section below.

### ASSURANCES:

**Help Text:** Please attest to the following assurances:

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

### Race Consciousness in Equity Plan Development (2,500 character max)

**Help Text:** Considering the research and documentation provided to your college about race consciousness (CUE Report, local data, etc.), please describe how your college plans to be more race conscious in completing this Student Equity Plan.

To elevate race and intersectional consciousness at Mission College, guiding principles of our ongoing equity/anti-racism work over the next three years will be grounded through the: a) Mission College Equity Framework (Community Engagement, Social Justice, Transparency, Cultural Humility, and Self-Love); Mission College Call to Action for Racial Equity and Social Justice; and Culturally Responsive Classroom Practices endorsed by the Mission College Academic Senate.

Institutional priorities to improve racial equity will be centered in alignment with three main goals:

Goal 1: Centering our students' experiences, particularly African American, Latinx, and **DSPS**

students with disabilities into developing student-ready policies, procedures, and practices  
Goal 2: Continuous equity, anti-racism, and anti-sexism -based professional learning for all college constituents

Goal 3: To use the Student Equity plan as an anchor in developing Mission College's new Instruction/Student Services Master Plans and Strategic Plan

To support the stated goals above, Mission College is committed to the following actions to address racial equity:

- a) Inclusive, campuswide design and implementation of the Student Equity Plan
- b) Exploring various structures to institutionalize the Student Equity Plan for maximum accountability
- c) Implementing continuous improvement of data inquiry to inform Praxis
- d) Including students as partners in the design and implementation of Equity and Guided Pathways goals

Mission College is one of the seventeen California Community Colleges included in the Student Equity Plan Institute sponsored by the CHALES Research Collective and serve as Region 9 Student Equity Leads. We will receive training, collaborate, and engage on self-reflective institutional practices at the interception of equity and organizational change to support the implementation from now through 2024.

## Contacts

**Guidance:** The new addition of a Guided Pathways Lead is intended to create more cross-functional teams to build the equity plan. Only Project Leads can submit your college's Student Equity Plan.

### DISTRICT CONTACT INFORMATION FORM

**Required Contacts** (at least one contact is required for each of the following roles):

- Project Lead – Director of Student Equity and Success – Ken Songco
- Alternate Project Lead – Chief Student Services Officer - Dr. Omar Murillo
- Approver: Chancellor/President – Dr. Seher Awan
- Approver: Chief Business Officer – Dr. Danny Nguyen
- Approver: Chief Instructional Officer – Lorrie Ranck
- Approver: Chief Student Services Officer – Dr. Omar Murillo
- Approver: Academic Senate President – Dr. Aram Shepherd
- Approver: Classified Senate President – Kristal Dela Cruz
- Approver: Guided Pathways Coordinator/Lead – Lorrie Ranck
- Approver: ASG President – Amber LaFranboise

## Equity Plan Reflection

**Guidance:** Considering your previous Equity Plan and efforts for the 2019-22 cycle, please answer this reflective section to the best of your college's knowledge.

### 2019-22 ACTIVITIES SUMMARY

- Outreach to DI Groups
- Retention
- Increase Transfer
- Implementation of AB705
- Career Preparedness & Academic Support

### KEY INITIATIVES/PROJECTS/ACTIVITIES

**Help Text:** Summarize the key initiatives/projects/activities that supported student equity at your institution-across all areas of the college in 2019-22. (2,500 character max)

**Mission College Umoja Community:** The Umoja Community officially began in 2020 and has grown tremendously. Under the leadership of Roshawn Walter and Monica Sain, 140 students have enrolled for Fall 2022 and our ENGL 1A and COUNS 005 “Umojified” sections are now being offered. The new Umoja Village Space is now temporarily housed in our Student Engagement Center. The College is currently evaluating a permanent home for Umoja to support the future growth of the program.

**Expansion of the Office of Student Equity & Success:** In October 2021, Mission College expanded the Office of Student Equity and Success to four full and part- time staff including two program specialists, a program analyst, and faculty lead.

**Academic Senate Endorsement of Culturally Responsive Teaching Practices:** In Spring 2022, Mission College Academic Senate recommended that faculty follow an extensive list of equity-minded practices, as appropriate, for their classes and disciplines; encouraged faculty to engage

in professional development to support these classroom practices; and requested continued and increased support by the College for professional development to support this work.

**Equity Pedagogy Communities of Praxis (CoP):** Under the leadership of Sarah Sullivan and Dr. Ashley Faris, the Equity Pedagogy Community of Praxis has grown significantly. Since the program began in Spring 2021, 47 faculty from 16 instructional departments have participated in the CoP and have developed praxis projects to embed equity/anti-racism into their curriculum. Now entering our 4th cohort, the CoP is becoming nationally recognized by such organizations as National Conference on Race and Ethnicity in Higher Education (NCORE) and Education Trust-West as a model to help/guide faculty towards equitizing their curriculum and pedagogy.

**Creating Spaces:** The Mission College Classified Senate Leadership and Office of Student Equity and Success hosted a Creating Spaces Series in Spring 2021 to encourage Classifieds to have open dialogue on topics focused on the Equity Framework and grounded in college values such as Social Justice, Equity, and Community. Pecha Kucha videos were developed to describe each element and how to practice it as a classified professional. Over 50 classified professionals attended the series.

**Student Leadership and Engagement Institute (SLEI):** The SLEI was re-launched in Spring 2022. Nine students enrolled in the program and seven teams were formed to better improve the student experience. One team recommended practices/actions to include within our new Student Equity Plan and another team provided input on how to improve our onboarding process.

**Incident Report Process:** In Spring 2019, Mission College developed three updated online reporting systems for members of the Mission College community to raise any community concerns and get connected to resources. The Title IX report is used to report or discrimination including sexual harassment, sexual violence, intimate partner violence, and stalking. The Care Report is used to report concern about a student's well-being as it relates to basic needs/academic services. The Incident Report is used to report a safety or behavioral concern including unlawful harassment/discrimination/retaliation, disruptive behavior, academic dishonesty, student grievances, or COVID-19 concerns. Such reports are reviewed by the Office of the Vice President of Student Services and the Behavioral Intervention Team (BIT).

## EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

**Help Text:** How do you know these initiatives/projects/activities decreased disproportionate impact? (2,500 character max)

Mission College improved on all five metrics but did not meet or exceed goals based off the analysis of equity metric data from the 2019-2022 Student Equity Plan. For Latinx students, the equity gap for completion of transfer level Math/English was reduced by 6.3% in the 2019-2020 academic year which was our first year implementing AB 705. For Filipino students, the transfer gap was significantly reduced by 17% and almost eliminated. For Black/African American students, the completion gap was reduced by 14%.

In April 2022, the SEPI team met to begin creating the 1st draft of the plan. Part of those conversations involved a deeper examination of Mission College's longitudinal equity metric data 2015 – 2021. Through such conversations, we took a more asset-based approach to inquire about: a) why Latinx students have been more successful in Transfer Level Math/English over the

past three years and b) why transfer rates increased for Filipinx students.

## 2022-25 PLANNING EFFORTS

**Help Text:** Briefly summarize how the 2019-22 student equity plan cycle informed your planning efforts for 2022-25? (2,500 character max)

- In the previous planning cycle, there was not enough engagement with participatory governance groups during the writing process for the Equity Plan. Learning from that oversight, the Office of Student Equity & Success, who led the writing process in the last planning cycle, ensured that the writing process was more inclusive for the 2022-25 Student Equity Plan writing cycle.
- Mission College's participation in the Student Equity Plan Institute (SEPI) has greatly benefited the college. Under the leadership of the SEPI team and the Office of Student Equity and Success, much more collegewide, inclusive processes and events have been designed to bring the entire college together to design our new plan. The SEPI team includes leadership from Guided Pathways, Academic Senate, Classified Senate, Program Review Committee, Outreach, AANAPISI, and HSI-STEM. Four students were also recruited to participate on the SEPI team and provided feedback on activities the college should consider to close equity gaps.
- The creation of Equity Metric Design Teams in Summer 2022 provided us with collective insights on which actions to take to increase student success particularly for our African American, Latinx, and students with Disabilities. Mission College hosted a Student Equity Plan Summit in September 2022 where the teams presented and obtained campuswide feedback on their proposed actions for each metric.
- An extensive and inclusive approval process was developed in partnership with Executive Leadership and Participatory Governance Leadership such as Academic Senate, Classified Senate, and ASG.

## PANDEMIC ACKNOWLEDGEMENT

**Help Text:** Using the checkboxes provided, please describe the ways in which the Pandemic affected you 2019-22 equity efforts. You have the space to provide an explanation in narrative form for any of the options you selected above. (2,500 character max)

- Interrupted Work Fully
- Catalyzed Work
- Delayed Work

Santa Clara County was one of the first counties in the state to mandate a shut down, requiring Mission College to quickly transition courses to Zoom and staff to virtual services. Though equity and guided pathways efforts were delayed in some areas due to the pandemic, it also accelerated other areas due to the immediate need. For example, departments collaborated on developing a process and resources for students to request and access hot spots and laptops on loan. Student Services departments began utilizing an online chat program and providing appointments via zoom. Later, the college implemented Cranium Cafe and all student services utilized the platform to- date to provide both in-person and virtual drop-in and appointments including Counseling, the Tutoring Center, and Financial Aid. Categorical programs such as DSPS and EOPS sent out department specific email newsletters to increase outreach and communication efforts during the



shelter in place period.

The pandemic shed even more light on the stark inequities that exist with our low-income and minoritized students and their families. This also catalyzed the creation of Mission College's Basic Needs Services. Through a collaboration of various units on campus, the campus sprang into action beginning March 2020 and created a food assistance eGift card program, food bank distribution in partnership with Second Harvest Food Bank, Emergency Assistance Grant program, lunch voucher program, and Wi-Fi hotspot and Laptop loan program. Services later expanded to include Basic Needs Ambassadors and a partnership with the Bill Wilson Center to provide housing assistance for students. During the 2021-22 academic year:

- Over 2,500 student received Emergency Financial Assistance Grants;
- 1,732 students received CARES Act direct aid totaling over \$1.2 million;
- 4,773 Walmart eGift cards were distributed totally over \$266,000;
- 2,500 lunch vouchers were distributed to over 300 students
- 185 laptops and 140 Wi-Fi hotspots were distributed
- Course completion rates of students receiving Basic Needs support was over 90% and 85% of these students pass their classes with a C or above

After the death of George Floyd and Breonna Taylor, great momentum was built in moving the college's equity/anti-racism work forward. In November 2020, Mission College's Executive Cabinet created the Mission College Call to Action for Racial Equity and Social Justice. This framework focused on four priorities: a) Build Spaces for Open Dialogue; b) Commit to Learning, Self-Reflection, and Institutional Reflection; c) Change the Student Experience; d) Commit to Structural Change. Various actions have been implemented to support each priority since Fall 2020 and a Call to Action website has been developed to share with the entire campus the progress with each priority over the past two years: Call to Action ([missioncollege.edu](http://missioncollege.edu)). This catalyzed the implementation of goals within the 2019-22 Equity Plan such as the Mission College Umoja Community, Equity Pedagogy Community of Praxis, Anti-Racism Dialogs, expansion of the Equity Office, Classified Senate Creating Spaces Series, the Student Leadership and Engagement Institute, and the Academic Senate endorsement of Culturally Responsive Classroom Practices.

### **Link to Executive Summary**

**Help Text:** Please share the hyperlink to your college's Executive Summary. Per Ed Code 78220, this Executive Summary must include, at a minimum:

- The initiatives that the community college or district will undertake to achieve these goals
- The resources that have been budgeted for that purpose
- The community college district official to contact for further information
- A detailed accounting of intended funding
- Assessment of the progress made in achieving identified goals

#### **EXECUTIVE SUMMARY FOR PREVIOUS 2019-22 EQUITY PLAN (REQUIRED)**

The Mission College 2019-2022 Student Equity Plan focused on improving racial equity outcomes for African American, Latinx, 1<sup>st</sup> Generation, Filipinx, Pacific Islander, and Students with Disabilities. Major goals accomplished during this period included the Mission College Umoja Community, Equity Pedagogy Community of Praxis, Anti-Racism Dialogs, expansion of the Equity Office, Classified Senate Creating Spaces Series, the Student Leadership and Engagement Institute, and the Academic Senate endorsement of Culturally Responsive Classroom Practices. Resources budgeted to achieve these goals include SEA Program funding, HSI-STEM funding,

AANAPISI funding, and District Land Corporation funding. Total amount spent to implement these goals came out to approx. \$142,000 over a three-year period. Accomplishment of these goals have led to developing a greater sense of belonging for our African American students, investments in equity/anti-racism professional learning, incorporation of the student voice into decision-making, and developing a culture of equity and inclusion to support administrators, faculty, classified professionals, and students in taking the initiative for improving practices, programs, and services in which they are involved. In addition, the College Budget Advisory Committee (CBAC) has already incorporated equity-based budget practices embedded into their committee goals and in the college's program review process. Please contact Ken Songco, Director of Student Equity and Success, for further information related to the 2019-2022 Student Equity Plan.

#### *NEW 2022-25 STUDENT EQUITY PLAN EXECUTIVE SUMMARY*

*The Mission College 2022-2025 Student Equity Plan is designed to improve racial equity for our African American, Latinx, and DSPS students. The following actions will be taken to achieve equitable outcomes: a) Remove barriers and redesign systems for successful African American/Black students enrollment from outreach, application, and financial aid, to course registration; b) Embed Culturally Responsive Universal Design & Services practices into math, English and Learning Services (LSR) courses; c) Implement a robust First-Year Experience program; d) Develop an Ethnic Studies Division and embed culturally relevant pedagogy across the curriculum; e) Create a transfer cohort for Latinx students to allow for individualized support, community, and student follow up. The resources budgeted to support these actions include funding from the SEA Program, Guided Pathways, Strong Workforce, HSI-STEM, AANAPISI, IEPI, and CCCCCO Basic Needs.*

## **Student Populations Experiencing Disproportionate Impact**

**Guidance:** Please review your provided data, local data, and consider your local context and priorities to select the student population experiencing the *most* disproportionate impact for each of the five metrics. You are only required to address one population per metric but may choose to address more than one population if you wish. If you select more than one population for a metric, you will be required to complete the full workflow for each population separately. As a result, the information you include in your planning section should be specifically targeted to address the needs of the population you select (i.e. avoid referencing “all students” and instead use population- and identity-specific language).

Note you may also use the “other” field in order to address a population not listed in the drop-down menu (i.e. adult learners or noncredit students, for example).

### **STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS**

**Help Text:** Select the main student population identified as experiencing disproportionate impact and which metrics you will report on (minimum of 1, maximum of 5). You may add additional populations after completing the metric fields for your most impacted student population. You must address at least one student population per metric in order to submit your plan in NOVA.

**\*\*\*Final draft as of 10/17/2022\*\*\***

<b>Student Population* for Metric Workflow</b>	<b>Enrollment</b>	<b>Completed Transfer-Level Math &amp; English</b>	<b>Retention: First Primary Term to Secondary Term</b>	<b>Transfer</b>	<b>Completion</b>
Current or former foster youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low-income students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veterans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian or Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black or African American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hispanic or Latino/a/x	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some other race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than one race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**\*\*\*Final draft as of 10/17/2022\*\*\***

LGBTQ+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Add population)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*\*Populations detailed in [Education Code 78220](#)*

## Metric: Successful Enrollment

**Guidance:** Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

**Population Experiencing the Most Significant Disproportionate Impact:**

Black or African American

### TARGET OUTCOMES FOR 2022-25

#### Target Outcomes

**Help Text:** What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latina/o/x student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Develop relationships with high school partners and selected external African American-based organizations; Take inventory of current processes and district communications to inform the development of a comprehensive and equity minded communications plan
Year 2 (2023-24)	Improve messaging and onboarding services provided to African American/Black students
Year 3 (2024-25)	Increase successful enrollment of African American/Black students by 5%; Institutionalize race-conscious, continuous improvement efforts to identify and address systemic barriers for African American/Black students and other groups experiencing disproportionate impact

### STRUCTURAL EVALUATION

#### STRUCTURE EVALUATION: Current Structure

**Help Text:** The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction

- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)

- General Operations (A&R, Parking, Campus Policing, etc.)

- Other

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)**

- Complicated and unclear Onboarding and Financial Aid processes, coupled with a lack of structural support, create significant barriers; systems & structures have not been designed to support our African American/Black students.
- Due to the racial wealth gap in Santa Clara County, African American/Black students face financial pressures and other competing priorities such as work, family responsibilities, etc., further exacerbated by the high cost of living in Santa Clara County, which can make the decision to enroll in college that much more challenging.
- Lack of targeted outreach to community-based Black/African American organizations, churches, and affinity groups;
- African American/Black students are less likely to secure Financial Aid resources as it's difficult to navigate the process;
- Lack of African American/Black representation amongst the faculty, staff, and administrators ranks;
- Mission College does not have a clear understanding of the needs of African American/Black students or how to best build systems to foster their success;
- Although Mission College has successfully launched its new Umoja Community, it cannot rely solely on this program to foster African American student success. Mission College should make the success of our African American students everybody's business.

**STRUCTURE EVALUATION: Ideal Structure**

*Help Text:* Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)

- General Operations (A&R, Parking, Campus Policing, etc.)

- Other

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)**

- A formal assessment of the surrounding African American community and exploring opportunities to develop strong external relationships;
- Monitoring of District EEO hiring data to ensure diverse applicant pools
- Strong, collaborative relationships with groups serving African-American/Black community;

- Culturally relevant and race-conscious marketing & outreach efforts;
- Simplified onboarding processes with robust systems of support;
- Comprehensive, equity-minded communication plan nudging students through the enrollment process; concise yet compassionate messaging that's not too overwhelming.

## PLANNING & ACTION

### Intended Audience/Recipient:

**Help Text:** Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Administrator    | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty          | <input checked="" type="checkbox"/> Students                       |
| <input checked="" type="checkbox"/> Classified Staff |  |

### Action Steps:

**Help Text:** How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

Action Step 1: Work with DC (Durell Coleman) Design, a social impact design firm, to understand the surrounding African American community and assess effective ways Mission College developing race-conscious marketing strategies

- Resources: DC Design, Onboarding/Matriculation Work Group; Outreach; Umoja Community; Umoja Advisory Council; Mission Promise/AB 19; Enrollment Services; Counseling; Marketing Office;
- Funding: a) Primary Sources: Student Equity & Achievement (SEA) Program; General Fund; State Chancellor's Office Funding on Equity Initiatives [Basic Needs, Dual Enrollment/Early College, Outreach/Retention, LGBTQ+, Mental Health]; Land Corporation; WVMCCD Foundation] Strong Workforce Program funds; b) Additional Sources: Guided Pathways; Institutional Effectiveness Partnership Initiative (IEPI); Hanover Research; Perkins; COVID recovery block grant; Land Corp Online Education Resources (OER); Teaching/Learning Innovation Fund (TLIF); Special Projects; Lease Revenues
- Activities: a) Conduct a digital landscape analysis from October – November 2022 on the political, technological, economic, and social factors influencing trends around Black, Latinx, and Filipinx male student enrollment and retention at Mission College – Done by DC Design and the Office of Student Equity and Success; b) Conduct an in-person strategic retreat in January 2023 with key equity plan stakeholders focused
- Outputs: a) Complete DC design landscape analysis to understand the surrounding African American community and enrollment/retention experiences at Mission; b) Bring together key equity plan stakeholders during the strategic retreat to jumpstart the implementation plans for each equity metric

Action Step 2: Remove barriers and redesign systems for successful African American/Black students enrollment from outreach, application, financial aid, to course registration

- Resources: DC Design; Onboarding/Matriculation Work Group; Outreach; Welcome

- Center; Umoja Community; Mission Promise/AB 19; Enrollment Services; Counseling; District Information Systems; Marketing Office;
- Funding: a) Primary Sources: Student Equity & Achievement (SEA) Program; General Fund; State Chancellor’s Office Funding on Equity Initiatives [Basic Needs, Dual Enrollment/Early College, Outreach/Retention, LGBTQ+, Mental Health]; Land Corporation; WVMCCD Foundation] Strong Workforce Program funds; b) Additional Sources: Guided Pathways; Institutional Effectiveness Partnership Initiative (IEPI); Hanover Research; Perkins; COVID recovery block grant; Land Corp Online Education Resources (OER); Teaching/Learning Innovation Fund (TLIF); Special Projects; Lease Revenues
  - Activities: a) Incorporate recommendations from DC Design to redesign Steps to Success website; b) Partner with High School Black Student Unions and selected community based organizations, churches, or corporate affinity groups; c) Systems preparation for new year financial aid applications by November 2022; d) Develop additional instructional videos, guiding documents, and application workshops to help students complete CCC Apply; e) Train staff and student assistants to provide culturally responsive follow up to African American/Black Students; f) Consult with Counseling Dept. and Dean to develop a comprehensive strategy to increase the completion of ed plans for African American/Black students
  - Outputs: a) Clearer Steps to the “Apply” process for different student types; b) Deepen relationships with local African American organization or groups; c) Update systems for new Financial Aid application; d) Additional guidance to help students successfully complete CCC Apply; e) Increase in the number of African American/Black students completing the entire onboarding process; f) Increase the number of African American/Black students completing their Student Education Plans by the first year

### SUPPORT NEEDED

#### Support Needed

**Help Text:** The Chancellor’s Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor’s Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

#### Description of Support Needed

**Help Text:** You may use the space below to explain your selections. (2,500 character max)

- Continued support from the CCC Tech Center to implement MyPath



## Metric: Completed Transfer-Level Math & English

**Guidance:** Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

### Population Experiencing the Most Significant Disproportionate Impact:

Disability Support Programs & Services (DSPS) - Latinx Students

### TARGET OUTCOMES FOR 2022-25

#### Target Outcomes

**Help Text:** What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you would like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase Latinx students connecting with DSPS in 1 <sup>st</sup> year by 3%
Year 2 (2023-24)	Community of Praxis for Universal Design & Culturally Responsive Teaching with at least 10 members completing Training
Year 3 (2024-25)	Increase the percentage of Latinx DSPS students completing English and Math by 5%

### STRUCTURAL EVALUATION

#### STRUCTURE EVALUATION: Current Structure

**Help Text:** The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

**What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)**

- Students enrolled in DSPS are increasingly Latinx (approx. 60%) experiencing learning disabilities and secondly mental health challenges;
- Misunderstandings from faculty, classified professionals, and administrators on how the Learning Services (LSR) courses work in collaboration with transfer- level math & English courses;
- No Spanish speaking mental health specialist, DSPS tutors or dedicated Learning Development Specialist;
- Staying in compliance and implementing the new AB 1705 mandates requiring community colleges from recommending/requiring students to enroll in in pretransfer level English and Math courses.
- Students with disabilities are not adequately informed by the college early on during the onboarding process to connect with DSPS services.

### STRUCTURE EVALUATION: Ideal Structure

**Help Text:** Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Instruction   | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.) | <input type="checkbox"/> Other  |
| <input checked="" type="checkbox"/> Budgeting and Administration (HR, Purchasing, Processes, etc.)              |   |

### What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

- Embed Culturally Responsive Universal Design & Services Practices into Math, English and LSR courses in collaboration with the Math and English Success Team (AB 705).
- Connect students with learning disabilities to DSPS as early as possible to receive adequate resources and support.

## PLANNING & ACTION

### Intended Audience/Recipient:

**Help Text:** Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Administrator    | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty          | <input checked="" type="checkbox"/> Students            |
| <input checked="" type="checkbox"/> Classified Staff |   |

### Action Steps:

**Help Text:** How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

Action Step 1: Embed culturally responsive universal design and services practices

- Resources: English Department; Math Department; Math and English Success Team (AB 705); Community of Praxis; Stipends for professional learning; Reassign time for co-teaching and collaboration with Math, English, and LSR Departments; Funding for Spanish speaking mental health specialists and DSPS tutors
- Funding: a) Primary Sources: Student Equity & Achievement (SEA) Program; General Fund; State Chancellor's Office Funding on Equity Initiatives [Basic Needs, Dual Enrollment/Early College, Outreach/Retention, LGBTQ+, Mental Health]; Land Corporation; WVMCCD Foundation] Strong Workforce Program funds; b) Additional Sources: Guided Pathways; Institutional Effectiveness Partnership Initiative (IEPI); Hanover Research; Perkins; COVID recovery block grant; Land Corp Online Education Resources (OER); Teaching/Learning Innovation Fund (TLIF); Special Projects; Lease Revenues
- Activities: a) Work with the Math and English Success Team (AB 705) to incorporate culturally responsive universal design into transfer level math/English course curriculum; b) Hire Spanish speaking mental health specialist, DSPS tutors, and dedicated LD specialist; c) Request data and track Latinx DSPS students who are placed in transfer level math and English courses in their first year along with success rates
- Outputs: a) Increase in number of transfer level math/English sections incorporating culturally responsive universal design; b) Increased culturally relevant and language accessible services for Latinx DSPS students; c) Monitoring and tracking the performance of incoming Latinx DSPS students in transfer-level math and English courses

Action Step 2: Connect with Latinx-DSPS students early on during the onboarding process

- Resources: DSPS; Outreach; Marketing;
- Funding: a) Primary Sources: Student Equity & Achievement (SEA) Program; General Fund; State Chancellor's Office Funding on Equity Initiatives [Basic Needs, Dual Enrollment/Early College, Outreach/Retention, LGBTQ+, Mental Health]; Land Corporation; WVMCCD Foundation] Strong Workforce Program funds; b) Additional Sources: Guided Pathways; Institutional Effectiveness Partnership Initiative (IEPI); Hanover Research; Perkins; COVID recovery block grant; Land Corp Online Education Resources (OER); Teaching/Learning Innovation Fund (TLIF); Special Projects; Lease Revenues
- Activities: a) Campus trainings on how to connect students to DSPS via the student portal; b) Assess our onboarding process to better connect Students with Disabilities to DSPS services; c) Translation of information in Spanish
- Outputs: a) Increased number of Latinx DSPS students connected to DSPS services by their first year at Mission College

## SUPPORT NEEDED

### Support Needed

**Help Text:** The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research

- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

**Description of Support Needed**

*Help Text:* You may use the space below to explain your selections. (2,500 character max)

**Metric: Retention from Primary Term to Secondary Term**

*Guidance:* Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

**Population Experiencing the Most Significant Disproportionate Impact:**

Hispanic or Latinx

**TARGET OUTCOMES FOR 2022-25**

**Target Outcomes**

*Help Text:* What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Implementation plans for First Year Experience (FYE) program and Case Manager model in place
Year 2 (2023-24)	FYE program recommendations initiated; Hiring of Case Managers
Year 3 (2024-25)	10% increase in Latinx persistence term to term; Improved Latinx sense of belonging at Mission College

**STRUCTURAL EVALUATION**

**STRUCTURE EVALUATION: Current Structure**

*Help Text:* The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other

divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Instruction  | <input type="checkbox"/> General Operations (A&R, Parking, Campus Police, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services (Counseling, Support Programs, Text book programs, etc.) | <input type="checkbox"/> Other  |
| <input checked="" type="checkbox"/> Budgeting and Administration (HR, Purchasing, Processes, etc.)               |   |

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)**

- Lack of a program that addresses multiple barrier issues among general Latinx students to continue to the second term;
- Gap in faculty/staff/administrator knowledge about resources or how to help Latinx students who fall into in the inequity gap; lack of understanding of what cripples our current systems that results in Latinx inequities;
- Data is insufficient to identify student barriers (including part-time and online students who find these formats helpful because of work or family responsibilities);
- Lack of spaces that allow for all Latinx students to create connections with other students, faculty, and staff;
- Families are not included in the college onboarding process;
- Early Alert System is not being used across campus;
- Data for Hispanic Students disaggregated by country of origin is not made available;
- Lack of Latinx faculty representation, particularly in STEM

**STRUCTURE EVALUATION: Ideal Structure**

**Help Text:** Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Instruction  | <input checked="" type="checkbox"/> General Operations (A&R, Parking, Campus Police, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services (Counseling, Support Programs, Text book programs, etc.) | <input type="checkbox"/> Other   |
| <input checked="" type="checkbox"/> Budgeting and Administration (HR, Purchasing, Processes, etc.)               |  |

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)**

**Current Structures supporting our Latinx students at Mission College**  
HSI Grants; Puente; DSPS; Counseling/Student Services Personnel; Faculty Community of Praxis; Data/Research Analyst; Categorical Programs; Promise Scholarship; Family Resources; District I.S.

**Identify and support current programs that could fall under the FYE Umbrella**

- Support ongoing Guided Pathways work
- Umoja/Puente/MESA/EOPS/DSPS, etc.
- Counseling 005 Course
- Equity Pedagogy Community of Praxis
- Explore credit and non-credit offerings for FYE (i.e. noncredit summer bridge)
- Pasadena City College and Long Beach City College as FYE models
- Creation of Cultural Centers for Latinx students and other minoritized groups
- Involving families in the onboarding process

**Identify New Programs or Services to implement**

- Intentional Peer Mentorship
- Informal Learning Spaces dedicated to Latinx Students
- Summer Bridge Programs focused on building Community

**Case Management/ Support Specialists**

- Develop a Case Management Team that can follow up and support students throughout their journeys at Mission College.
- Support Implementation of Starfish as a tool for Faculty and Student Services/Case Managers to communicate about students' individual needs.

**PLANNING & ACTION**

**Intended Audience/Recipient:**

*Help Text:* Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Administrator    | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty          | <input checked="" type="checkbox"/> Students            |
| <input checked="" type="checkbox"/> Classified Staff |   |

**Action Steps:**

*Help Text:* How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

**Action Step 1: Implement FYE activities under one umbrella**

- Resources: Counseling; Student Services Division; Community of Praxis; Office of Research; Categorical Programs; Promise Scholarship;
- Funding: a) Primary Sources: Student Equity & Achievement (SEA) Program; General Fund; State Chancellor's Office Funding on Equity Initiatives [Basic Needs, Dual Enrollment/Early College, Outreach/Retention, LGBTQ+, Mental Health]; Land Corporation; WVMCCD Foundation] Strong Workforce Program funds; b) Additional Sources: Guided Pathways; Institutional Effectiveness Partnership Initiative (IEPI); Hanover Research; Perkins; COVID recovery block grant; Land Corp Online Education Resources (OER); Teaching/Learning Innovation Fund (TLIF); Special Projects; Lease Revenues
- Activities: a) Re-engage the First Year Seminar team to reimagine what a robust First Year Experience program would look like; b) Develop website for programs that fall under the



FYE umbrella and strategize program transparency for all students, particularly Latinx students;

- Outputs: a) New FYE team formed and develop FYE development plan; b) Forming race and intersectionality conscious FYE branding of all Mission College categorical programs

#### Action Step 2: Implement the Basic Needs Care Manager Model

- Resources: Student Services Division; Categorical Programs;
- Funding: a) Primary Sources: Student Equity & Achievement (SEA) Program; General Fund; State Chancellor's Office Funding on Equity Initiatives [Basic Needs, Dual Enrollment/Early College, Outreach/Retention, LGBTQ+, Mental Health]; Land Corporation; WVMCCD Foundation] Strong Workforce Program funds; b) Additional Sources: Guided Pathways; Institutional Effectiveness Partnership Initiative (IEPI); Hanover Research; Perkins; COVID recovery block grant; Land Corp Online Education Resources (OER); Teaching/Learning Innovation Fund (TLIF); Special Projects; Lease Revenues
- Activities: a) Identify funding sources for Case Managers; b) Identify roles, trainings, number of case managers needed and specific roles (i.e. retention specialist; success coaches, etc.); c) Starfish implementation
- Outputs: a) Hiring of Case Managers; b) Improved sense of belonging and knowledge of resources particularly for Latinx students; c) Translation of information in Spanish

## SUPPORT NEEDED

### Support Needed

**Help Text:** The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

### Description of Support Needed

**Help Text:** You may use the space below to explain your selections. (2,500 character max)

Field Guidance & Implementation: Authorize First Week Orientation and Workshop to be implemented immediately. Welcome orientation and activities to highlight school offerings: Organizations, Counseling Support, Program Certificates, Social Connection Opportunities

Technical Assistance/Professional Development: Approve funding for Faculty Development Community of Praxis Curriculum Development (see above)

Data & Research: Research Analysts to identify missing data; NACC Survey by USC Race and Equity Center

Technology Investments & Tools: Approve Starfish software, provide faculty training, Complete Guided Pathways Website by end of 2022—Introduce completed website by Spring 2023 to all

students

Pilots and Building Communities of Practice: First Year Experience (FYE) Pilot programs to be implemented by Fall 2023 (Peer mentorship program, First Year Seminar—similar to COU005, Faculty Development to teach first year seminar, social connection opportunities within FYE, promotion of academic and reading literacy. FYE is tailored for first year college students—including all Latinx students and students who would like to participate in FYE.

### Metric: Completion

**Guidance:** Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

**Population Experiencing the Most Significant Disproportionate Impact:**

Black or African American

### Areas of Completion

**Help Text:** Please select which areas of completion your college will be addressing for this population experiencing disproportionate impact.

- Adult Ed/Noncredit Completion
- Certificate Completion
- Degree Completion

### TARGET OUTCOMES FOR 2022-25

#### Target Outcomes

**Help Text:** What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Determine what the main concerns are for AA/B students; Identify existing strengths and support systems are for AA/B students; Create an Ethnic Studies Design Team; Create new courses and develop interest for an ethnic studies program/major that is CSU/UC transfer eligible
Year 2 (2023-24)	Students will feel heard; we will strengthen support systems and provide additional resources needed; Increase sense of belonging for students of color and build bridges between all students through learning of shared history
Year 3 (2024-25)	African-American/Black students will have the support and connection needed to complete a certificate or degree and meet their educational goals.

### STRUCTURAL EVALUATION

#### STRUCTURE EVALUATION: Current Structure



**Help Text:** The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Instruction   | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.) | <input type="checkbox"/> Other  |
| <input checked="" type="checkbox"/> Budgeting and Administration (HR, Purchasing, Processes, etc.)              |   |

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)**

CECE Survey and student focus groups suggest a lack of sense of belonging in/out of classroom for Black Students & Latinx students; Academic self-efficacy drops after first year for Black students, but not Latinx students.

- Lack of spaces for division and department wide data analysis and inquiry regarding completion gaps for Black/African Americans
- More data needed on students who select two or more race/ethnicities and other intersectionality analysis (ex: very little data on LGBTQIA+ students)
- More course-level data needed to determine if there are gatekeeper courses or programs that are more successful or less successful at graduating Black students. Are the gaps across the board or program specific?
- Current structures impeding equitable completion
  - Data gaps
  - Do completion rates vary by program
  - Curriculum & Pedagogy not reflective of African American experience/history
  - Lack of African American faculty/staff/administrator representation on campus
  - Number of African American students with ed plans

**STRUCTURE EVALUATION: Ideal Structure**

**Help Text:** Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Instruction   | <input checked="" type="checkbox"/> Budgeting and Administration (HR, Purchasing, Processes, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.) | <input type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.)                  |

Other

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)**

- Development of Ethnic Studies courses (African American; Native American; Latinx; AAPI)
- Increase outreach in community, with partners, and in high schools to recruit more African-American/Black students
- Observation of positive retention & completion rates since 2017 for African American students – What are we doing now that is working?
- Support and promote cohort-building opportunities including UMOJA, EOPS, MESA, TRIO, Puente, etc.
- College-wide/community building events that feature and celebrate Black excellence, increase visibility and support culture of belonging
- Increasing student employment of Black students (ex: in the welcome center, tutoring center, other student-facing jobs). More intentional recommendation, encouragement of students
- Recruit and retain more faculty and staff of color [diversity & training in hiring committees]
- Continue to offer incentives for faculty and staff to continue training and self-reflection into cultural humility, implicit bias, and anti-racist pedagogy [Community of Praxis, Caring Campus Initiative and any others] and then bring that back to department/department meetings
- Take a look at curriculum – look for and root out bias in our curriculum [look at who is represented and who isn't; decolonizing teaching methods; inclusion of intersectional identities]
- Have each department look at shared curriculum when we have access to course level data
- Space for departments to share data with other depts and what is working/not working

**PLANNING & ACTION**

**Intended Audience/Recipient:**

**Help Text:** Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Administrator    | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty          | <input checked="" type="checkbox"/> Students                       |
| <input checked="" type="checkbox"/> Classified Staff |  |

**Action Steps:**

**Help Text:** How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

- Action Step 1: Conduct an assessment of African American/Black experiences and sense of belonging at Mission College
- Resources: Office of Research; USC Race and Equity Center; Office of Student Equity and Success
  - Funding: a) Primary Sources: Student Equity & Achievement (SEA) Program; General

Fund; State Chancellor's Office Funding on Equity Initiatives [Basic Needs, Dual Enrollment/Early College, Outreach/Retention, LGBTQ+, Mental Health); Land Corporation; WVMCCD Foundation] Strong Workforce Program funds; b) Additional Sources: Guided Pathways; Institutional Effectiveness Partnership Initiative (IEPI); Hanover Research; Perkins; COVID recovery block grant; Land Corp Online Education Resources (OER); Teaching/Learning Innovation Fund (TLIF); Special Projects; Lease Revenues

- Activities: a) Conduct NACCC campus climate survey; b) Conduct focus groups of African American Students;
- Outputs: a) Gain a sense of the racialized experiences of African American/Black students at Mission College; b) Gain a more in depth understanding of what's needed to increase sense of belonging and degree completion for Mission College African American/Black students

Action Step 2: Develop an Ethnic Studies Department, Program, or Division at Mission College

- Resources: Office of Instruction, Dr. Mary Garcia - Ethnic Studies faculty, Office of Student Equity and Success; Curriculum Review Committee;
- Funding: a) Primary Sources: Student Equity & Achievement (SEA) Program; General Fund; State Chancellor's Office Funding on Equity Initiatives [Basic Needs, Dual Enrollment/Early College, Outreach/Retention, LGBTQ+, Mental Health); Land Corporation; WVMCCD Foundation] Strong Workforce Program funds; b) Additional Sources: Guided Pathways; Institutional Effectiveness Partnership Initiative (IEPI); Hanover Research; Perkins; COVID recovery block grant; Land Corp Online Education Resources (OER); Teaching/Learning Innovation Fund (TLIF); Special Projects; Lease Revenues
- Activities: a) Form an Ethnic Studies Program/Division design team; b) Identify existing and in-progress resources (current cross-listed courses, course curricula being prepared for review, faculty resources in other departments)
- Outputs: a) Development of direction and implementation plan of Ethnic Studies Department/Division; b) Look at existing curriculum and identify new curriculum that culturally responsive and affirming for African American/Black students; c) Plans to infuse culturally responsive curriculum into other disciplines

## SUPPORT NEEDED

### Support Needed

**Help Text:** The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

**Description of Support Needed**

**Help Text:** You may use the space below to explain your selections. (2,500 character max)

Creation and support of Ethnic Studies design team  
Professional Development and support to ensure courses use equity-based pedagogy; continue to support peer review/support at a department and college level

**Metric: Transfer**

**Guidance:** Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

**Population Experiencing the Most Significant Disproportionate Impact:**

Hispanic or Latinx;

**TARGET OUTCOMES FOR 2022-25**

**Target Outcomes**

**Help Text:** What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase rate of Latinx transfers by 10 students
Year 2 (2023-24)	Increase rate of Latinx transfers by 20 students
Year 3 (2024-25)	Increase rate of Latinx transfers by 30 students

**STRUCTURAL EVALUATION**

**STRUCTURE EVALUATION: Current Structure**

**Help Text:** The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Instruction   | <input checked="" type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.) | <input checked="" type="checkbox"/> Other  |
| <input type="checkbox"/> Budgeting and Administration (HR, Purchasing, Processes, etc.)                         |  |

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)**

- Lack of holistic transfer/career services;
- The college does not provide adequate and consistent information to Latinx students about the steps to transfer, and the campus resources available to them;
- Structural and societal barriers for mentorship for Latinx students on the transfer pathway;
- No cohort exclusively for Latinx students in the general student population, not attached to a class;
- Students want additional institutional support for transfer, starting with their orientation, and continuing through coursework, to receive holistic, comprehensive support from both student service and instruction;
- No current one-stop-shop for transfer-pathway Latinx students of any major/SES to receive these services;
- Students need assistance navigating our complex institutional processes and procedures.

**STRUCTURE EVALUATION: Ideal Structure**

*Help Text:* Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Instruction   | <input checked="" type="checkbox"/> General Operations (A&R, Parking, Campus Policing, etc.) |
| <input checked="" type="checkbox"/> Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.) | <input checked="" type="checkbox"/> Other  |
| <input checked="" type="checkbox"/> Budgeting and Administration (HR, Purchasing, Processes, etc.)              |  |

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)**

- Transfer Director, Dedicated Transfer Specialist, and transfer center with dedicated program budget;
- Cohort program to support Latinx transfer students
- Better communication and transparency around the transfer process and the necessary skills students need to succeed at the university
- Through more consistent information sharing about transfer process from the college, Latinx students see study skills, transfer, financial aid, and retention support as interconnected in their transfer success;

**PLANNING & ACTION**

**Intended Audience/Recipient:**

*Help Text:* Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

**Action Steps:**

*Help Text:* How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

Action Step 1: Create a transfer cohort for Latinx students to allow for individualized support, community, and student follow up.

- Resources: Transfer program staffing; technological resources (Banner; Starfish; SharePoint; Go Mission App); Categorical programs; Office of Research; Office of Instruction; Academic Senate
- Funding: a) Primary Sources: Student Equity & Achievement (SEA) Program; General Fund; State Chancellor’s Office Funding on Equity Initiatives [Basic Needs, Dual Enrollment/Early College, Outreach/Retention, LGBTQ+, Mental Health); Land Corporation; WVMCCD Foundation] Strong Workforce Program funds; b) Additional Sources: Guided Pathways; Institutional Effectiveness Partnership Initiative (IEPI); Hanover Research; Perkins; COVID recovery block grant; Land Corp Online Education Resources (OER); Teaching/Learning Innovation Fund (TLIF); Special Projects; Lease Revenues
- Activities: a) Identifying funding to staff a Transfer program; b) Hiring Transfer program personnel; c) Develop transfer mentorship program; d) Develop case management model to support Latinx transfer students
- Outputs: a) Development of a standalone Transfer Center (Transfer Center is currently co-located with the Counseling Office); b) Wrap around support for Latinx students transferring;

Goal 2-Improve COMMUNICATION AND TRANSPARENCY around the transfer process, and necessary academic skills to succeed in the University

- Resources: Transfer program staffing; technological resources (Banner; Starfish; SharePoint; Go Mission App); Categorical programs; Office of Research; Office of Instruction; Academic Senate
- Funding: a) Primary Sources: Student Equity & Achievement (SEA) Program; General Fund; State Chancellor’s Office Funding on Equity Initiatives [Basic Needs, Dual Enrollment/Early College, Outreach/Retention, LGBTQ+, Mental Health); Land Corporation; WVMCCD Foundation] Strong Workforce Program funds; b) Additional Sources: Guided Pathways; Institutional Effectiveness Partnership Initiative (IEPI); Hanover Research; Perkins; COVID recovery block grant; Land Corp Online Education Resources (OER); Teaching/Learning Innovation Fund (TLIF); Special Projects; Lease Revenues
- Activities: a) Counseling faculty training on culturally responsive education planning (removing racial bias in ed planning); b) Strengthened communication and resources for transfer when students need it; c) Faculty trained in transfer discourse; embedding study skills needed for upper division coursework within transfer-level curriculum

- Outputs: a) More transfer affirming ed plans for Latinx transfer students; b) Increased student knowledge and support on the transfer process; c) Student hearing directly from faculty on academic skills needed to become a successful transfer student

## SUPPORT NEEDED

### Support Needed

**Help Text:** The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

### Description of Support Needed

**Help Text:** You may use the space below to explain your selections. (2,500 character max)

- Sharing of model Transfer Centers structures throughout the state



## STUDENT SUPPORT INTEGRATION SURVEY (Optional)

**Guidance:** This section is optional; you may choose to respond to as many of the prompts below as you'd like. We recommend you use this space as an opportunity to share successes, note areas for improvement, and detail any college-specific plans to address the topics below. You may come back and add more details as your college designs and implements content discussed in this survey.

### GUIDED PATHWAYS

#### Alignment

**Help Text:** By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience. Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals. (2,500 character max)

In 2021, Guided Pathways, SEA, Caring Campus, and Mental Health & Wellness Committee came together to form True Community to collaborate on the priorities that overlapped. The Guided Pathways work at Mission has not changed institutional structures but has informed processes and how we serve students. Moving forward, the goal is to integrate Guided Pathways and equity efforts so that it isn't just checking boxes, but making institutional changes that are sustainable. For the 2022-2023 academic year, the college will be focused on the continuing projects: Program Mapper; required orientation; increasing educational plans; supporting students in their first year; and auditing and connecting with students at 30-45 unit milestone. For Program Mapper, the project is in its editing phase of program maps for both part-time and full-time students for all associate degrees and certificates. The goal is to have most program maps on public website by January 2023. These program maps will allow for prospective and current students to view samples of what is required for program completion and will work in tandem with an Educational Plan created by a counselor in DegreeWorks. The educational plan is a custom plan created for a student in an appointment and takes into consideration previously completed coursework and transfer requirements. The Orientation team will continue to work on increasing the number of students who complete the free online orientation. The counseling department will continue to pilot activities and reach out to students to see a counselor for an educational plan. For example, in the fall 2022 term, counselors will partner with English faculty who teach English 1AX (co-req course) to do class visits and build those relationships. This 2022-2023, there is a team that will pilot cohesive and intentional services and events to create a sense of belonging and support for students in their first year. Lastly, the college will continue to explore how to use existing tools such as DegreeWorks to do intentional outreach to students who have completed 30-45 units in an effort to improve retention/completion. In addition, the district will be moving Mission College to Starfish and planning and implementation will take place in 2022-2023.

### FINANCIAL AID

#### FAFSA Participation

**Help Text:** Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus. (2,500 character max)

1. Starting Fall 2022 semester, Mission College Financial Aid is providing intrusive services



to special cohorts like EOPS, CalWORKs, TRIO, and Umoja, and Year Up. We will be expanding to MESA as well.

2. Regular communication and coordination with program representatives on student cohort lists for follow-up which includes phone calls, scheduling one-on-one meetings, and zoom meetings.
3. Incorporating our equity framework in our daily practice as we meet with and serve students with the goal of increasing application take-rates, file completion and awarding.

### PELL Grant Participation

**Help Text:** Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus. (2,500 character max)

1. Using data for Pell Grant follow up for enrolled, Pell eligible students who are on academic disqualification. Staff are calling students to discuss disqualification status, and advising on financial aid appeal options.
2. Beginning Fall 2022, schedule alignment for in-person services across three core areas: Welcome Center, Admissions & Records, Financial Aid and Counseling.
3. Promoting Emergency Financial Aid Grants for students at the front counter, while their FAFSAs or California Dream Act Application is processed as a way to deliver timely emergency aid.

### Additional Aid for Students

**Help Text:** The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

- Yes  
 No

### Description of Additional Aid (2,500 character max)

Students submit their requests for emergency aid via an online application which is reviewed on a weekly basis. Aid is awarded to students in the form of \$250-\$1,000 depending on enrollment status and student request.

## BASIC NEEDS

**Help Text:** The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

### Basic Needs Center

**Help Text:** Has your college established a Basic Needs Center and designated a staff person as a coordinator?

- Yes  
 No

### Services

**Help Text:** What services are you providing or do you plan to provide in your college's Basic Needs Center? (2,500 character max)

Mission College has been providing various services across campus to address basic need concerns. The college has hired Basic Needs Ambassadors beginning in late Fall 2021 who serve two roles: a) providing student ID cards and VTA smart passes to students and b) promoting Mission College Basic Needs services listed on our Mission Cares website. In Spring 2022, we trained our Basic Needs Ambassadors to provide one-on-one student assistance in completing the Cal Fresh online application. The Ambassadors have been making classroom presentations to promote this services to students. We also developed a Cal Fresh Tutorial Video, a 13 minute video that provides step-by-step instructions on how to complete the Cal Fresh application.

Through Mission College Food Assistance Program, the college offers qualified students free eGift cards to Walmart twice per month. To be eligible, students must be enrolled in at least three units and complete the food request form each week by the given deadline. Students who qualify will receive \$60.00 Walmart eGift cards per distribution.

Mission College offers a new program which launched Fall 2021 called the Lunch on Mission. Students fill out the Lunch on Mission form to confirm eligibility. This program is designed to serve our students with the greatest need. Students who qualify will receive two lunch vouchers for the cafeteria each week during the semester.

The Office of Student Activities launched the "Hunger Free Campus Initiative" which is a program that provides students will free snacks and drinks at various locations around campus. Locations include the Campus Center Information desk, Welcome Center, TRiO Office, Counseling Office, and the STEM Center.

As of Spring 2022, Mission College recently memorialized a partnership with the Bill Wilson Center. The Bill Wilson Center is sending case managers to provide drop-in and appointment-based services to all MC students every Wednesday from 10am-2pm in SEC-118B. Services range from housing, emergency shelter, counseling, outreach, basic health care referrals, food resources, etc.

Mission College has the [MC Emergency Financial Assistance Program](#) where students can apply on a one-time basis for financial assistance. They can use these funds towards personal expenses such as housing.

Mission College offers students the Laptop/Wi-Fi Hotspot Loan program in coordination with Educational Technology Services department. Qualified students can sign up through our [Mission College Technology Services and Support Portal](#) and receive a laptop and/or Wi-Fi hotspot for one full semester. All technology loans are due back 10 days after students' final exam of the semester.

## Participation

**Help Text:** How do you plan on increasing participation in your college's Basic Needs Center? (2,500 character max)

Mission College has hired currently 2 additional Basic Needs Ambassadors to help promote all Basic Needs services here at Mission through classroom presentations (both in person and virtual). The Basic Needs Ambassadors main roles is to do in reach with current Mission College

students to help spread awareness through classroom presentations, tabling at various events, and providing face to face service to students located in the Campus Center front desk. The college is also taking necessary steps to have clear messaging (virtual and in person) across campus, build strong partnerships with all programs and divisions to ensure that the Basic Needs services provided here at Mission is transparent and easy to understand. The search has begun to hire a Basic Needs Program Analyst to oversee the college's Basic Needs services and the position should be filled before the end of the Fall 2022 term.

### **Food Pantry**

**Help Text:** The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs to receive SEA program funds. Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program. (2,500 character max)

Mission College is currently in the process of constructing the MC Food Pantry, which is ongoing for Summer 2022 with a projected rollout date of Fall 2022. A survey was sent out to the students of Mission College on a potential name and through majority vote, the pantry will be called The Mission Market.

## **ZERO-TEXTBOOK COST**

### **Zero-Textbook Cost Program**

**Help Text:** The 2021-22 Budget Act provided \$115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus. (2,500 character max)

The Academic Senate at Mission College formed a task force for ZTC. The task force is looking to move from the course level to department level adoption of ZTC. A librarian will continue as ZTC coordinator which includes data collection. The task force will move forward with restructuring the stipends to encourage more faculty to adopt OER. They continue to encourage departments/degrees to be completely ZTC such as Humanities. In Spring 2019, there were 42 course sections offering ZTC. In Spring 2020, there were 84 and in Spring 2021, there were 251 sections.

## **LGBTQ+**

### **LGBTQ+ Support**

**Help Text:** In 2011, [Assembly Bill 620](#) amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, [California Education Code Section 66271.2](#) also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated \$10 million in one-time funding to support LGBTQ+ students. Please discuss your plans or current efforts to support the LGBTQ+ population on your campus. (2,500 character max)

The designated employee is Brian Miller, a dean of Social Sciences and he is the contact for the Gender & Sexuality Alliance. Mission College submitted the LGBTQ+ plan on NOVA on 4/28/2022 and is in the development phase of creating an LGBTQ+ Center. Some of the challenges to work through are a lack of space and clear data on the student population. The college plans to hire student ambassadors and access/awareness to resources. Mission plans to continue an ally training and provide professional learning on LGBTQ+ topics to create a supportive and informed campus culture. Mission College has already begun making progress within this area through representation and visibility as allies. The College community marched and tabled for the first time in the Silicon Valley Pride Parade on August 28, 2022.

## MENTAL HEALTH

### Mental Health-Related Programs

**Help Text:** The 2021-22 Budget Act included ongoing funding of \$30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations. (2,500 character max)

The Mission College Student Health Services Office now provides Mental health and counseling support. Our caring, compassionate staff of interns and licensed clinicians provide free, confidential, solution-based options for our students. Mission offers up to 8 sessions per semester of free mental health counseling which can take place through phone, Zoom, or in person if the student is fully vaccinated. Sessions can be focused on anything the student wants to address including but not limited to relationship issues, grief, depression, anxiety, trauma history, and self-esteem related issues. Students can also find more about Mental Health Services through the Student Support Hub. The Wellness Central section within the Student Support Hub is a great resource for students to learn about various aspects of overall health and well-being, including mental health.

Under the Health Center, mental health services will continue to grow the intern program through a MOU with San Jose State Universities' MSW program by adding a fourth intern by 2023. The college will continue to offer enrolled students 8 mental health sessions per semester. The campus Mental Health and Wellness Committee will continue to provide Wellness Wednesday workshops on a monthly basis based on topics that students inquire with. The college will continue to host an annual Equity MINDset Conference every spring term along with other campus events such as the Send Silence Packing, annual Health & Wellness Fair, and substance use prevention events. The committee also has ongoing activities such as stress relief events, classroom presentations, and collaborations with other programs such as DSPS during Veterans Week. To elevate the student voice, they will continue to partner with student leadership programs and raise awareness for on and off-campus resources. Partnerships will continue by being active in local groups such as the Community College Collaborative (through Santa Clara County Behavioral Health).

## GENERAL ACCESSIBILITY

### Accessibility

**Help Text:** Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus. (2,500 character max)

The DSPS Office will continue to offer workshops for faculty during All College Week titled 'Who is in my classroom?' which reviews how to make Canvas, classroom tools and activities ADA

compliant. The district will continue with the ADA Advisory group which meets every semester. This team will develop Communities of Practice (CoP) that are discipline specific, to provide accessibility training, support, and peer course review.

They also plan to host Universal Design for Learning webinar and improve the procurement process to ensure instructional materials are evaluated for accessibility compliance. Lastly, the group will continue evaluation of VPATs and support of Equally Effective Alternate Access Plans.

## INSTITUTIONAL PLANNING

### Ongoing Engagement

**Help Text:** Please describe any efforts you Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period. (2,500 character max)

- Form the SEA program council in Spring 2023 (combining onboarding/**matriculation** and equity pedagogy workgroups) to drive and monitor efforts laid out in the new equity plan; recruit students to sit on the council to ensure ongoing student engagement with equity plan efforts
- Continue the Student Leadership and Engagement Institute and connect students with specific Equity Plan/Guided Pathways projects that are in the implementation stage
- Develop a Student Action Research program; build off the work of Jeff Cormier and Nicholas Barron to expand this program to have students conduct interviews/focus groups with other students determine students sense of belonging and success – They are looking to expand this work in Fall 2022, seeking funds and admin support to continue this work.
- Community dialogues were incorporated as many scholars have indicated their importance as a pedagogical tool for discussing sensitive topics, such as racial privilege, white normativity, and structural oppression of marginalized groups – building upon our community conversations with students.

### Integrated Budgeting

**Help Text:** Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals. (2,500 character max)

- Funding tied to equity initiatives incorporated into college general fund
- Leveraging equity-focused funding from MSI grants (HSI and AANAPISI) tied to equitizing the curriculum and aligned with the CCCCO “DEI in Curriculum Model Principles and Practices”
- College Professional Development funding prioritizes PD opportunities tied to Equitizing the curriculum and advancing equity across services

### Student Voice

**Help Text:** Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals. (2,500 character max)

- Conduct a racial climate survey via the National Assessment of Collegiate Campus Climates (NACCC) in Spring 2023 – this is part of our membership with the USC Race and

**\*\*\*Final draft as of 10/17/2022\*\*\***

Equity Center CA Community College Equity Alliance

- Based on results from racial climate surveys, conduct focus groups of African American, Latinx, and AAPI students in Spring 2023

## ADDENDUM

The 2022-25 Student Equity Plan Task Force identified a few materials you may find useful to review as you develop your plans. These materials may provide helpful context, research, or resources you may wish to reference as you engage your local teams in the process. This is not intended to be a comprehensive list.

### Planning Resources:

- [Diversity, Equity, Inclusion, and Accessibility \(DEIA\) Glossary of Terms](#), CCCCCO DEI Workgroup, November 2020
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Joint Analysis of the Enacted 2021-22 Budget](#), CCCCCO, July 2021

### Recommended Reading:

- [CCCCO June 2020 Call to Action](#)
- [CCCCO November 2020 Call to Action](#)
- [Improving Racial Equity in Community College: Developing a Plan, Implementing the Vision](#) (Felix, 2021)
- [Progress & Potential: Considering the Question of Racial Equity in CA AB705](#), USC Center for Race & Equity (Cooper, Kurlaender, & Bensimon, 2021)
- [Integrating Racial Equity into Guided Pathways](#), Student Success Center Network (Bragg, Wetzstein, & Bauman, 2019)
- [California Community College #RealCollege Survey](#), The Hope Center (Goldrick-Rab, Baker-Smith, Coca, & Looker, 2019)
- [The State of Higher Education for Latinx Californians](#), Campaign for College Opportunity (November 2021)
- [The State of Higher Education for Black Californians](#), Campaign for College Opportunity (February 2021)

### Recommended Viewing:

- [Nurturing a Student-Centered Campus Climate: Enrollment, Persistence, and Lessons from 2020](#) (November 2021 CCC Board of Governors Meeting)
- [Designing for Student Success: Building a Student-Centered Financial Aid and Basic Needs Ecosystem](#) (October 2021 CCC Board of Governors Meeting)
- [CCCCO Call to Action Webinar](#) (June 3, 2020)