

Mission College

West Valley-Mission Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	52.8%	54.5%	57.3%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	68.5%	73.4%	76.7%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	65.2%	64.8%	68.8%



ARCC 2011 Report: College Level Indicators

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Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	68.8%	70.7%	72.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	62.0%	64.6%	64.4%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	43.2%	42.6%	40.3%
Basic Skills Improvement Rate	54.2%	50.7%	54.1%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	.%	.%	.%



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College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	19,965	21,167	20,268
Full-Time Equivalent Students (FTES)*	6,808	7,732	7,786

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	12.6%	12.5%	14.7%
20 - 24	20.6%	19.8%	22.7%
25 - 49	49.8%	49.7%	46.2%
Over 49	16.7%	17.7%	16.2%
Unknown	0.3%	0.4%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	54.9%	54.7%	56.0%
Male	40.9%	40.0%	41.5%
Unknown	4.2%	5.4%	2.5%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Mission College

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College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	4.2%	4.0%	3.8%
American Indian/Alaskan Native	0.5%	0.4%	0.3%
Asian	33.9%	33.5%	32.3%
Filipino	8.4%	8.8%	7.8%
Hispanic	15.0%	14.8%	15.1%
Pacific Islander	1.0%	0.9%	0.8%
Two or More Races	.%	.%	0.8%
Unknown/Non-Respondent	12.5%	14.3%	17.7%
White Non-Hispanic	24.5%	23.4%	21.4%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

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West Valley-Mission Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	57.3	43.9	30.3	57.3	A6
B	Percent of Students Who Earned at Least 30 Units	76.7	70.2	57.8	80.0	B1
C	Persistence Rate	68.8	73.1	59.6	80.1	C6
D	Annual Successful Course Completion Rate for Credit Vocational Courses	72.9	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.4	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	54.1	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	40.3	43.0	0.0	67.2	G1

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



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College Self-Assessment

Located in the city of Santa Clara, Mission College serves the heart of Silicon Valley. Situated off the 101 corridor linking San Jose and San Francisco, Mission College not only serves the Western part of Santa Clara County, but also students from across the Valley. Mission College enjoys a diverse student body representative of its location, with over 60% of students with known ethnicity composed of under-represented groups. Mission College students also embody a broad spectrum of ages, with over 62% of students entering at the age of 25 or older, and over 16% entering at over the age of 49. Students under the age of 25, however, have been increasing relative to other ages, increasing by 5.1% in 2009-10 compared to the prior year.

Although the unduplicated count of students had been increasing in prior years, the total number of students decreased by 899 students in 2009-10. This may be due in part to a somewhat accelerated economic rebound in Silicon Valley compared to other regions within the state. Even as the unduplicated count of students decreased, however, the count of Full-Time Equivalent Students (FTES) increased by 54 FTES. Students are increasingly likely to carry a full-time load (up 8% compared to two years ago) and daytime classes now make up 62% of total enrollment compared to 33% in the evening—a significant shift for this historically evening-centered campus.

A review of Mission's college level performance indicators indicates both areas of strength and areas for improvement. On the positive side, the Student Progress and Achievement Rate has consistently increased over recent years, increasing by 5% relative to two years ago and representing the peer group high. Similarly, the percent of students earning at least 30 units shows a two-year increase of 9%, close to the peer group high.

The remaining indicators remained relatively steady or showed modest increases. Three indicators are a focus as each were below the peer group average: Persistence Rate, Improvement Rate for Credit Basic Skills Courses, and Improvement Rate for Credit ESL Courses.

Addressing the possible factors which contribute to student persistence, the College recently created a new Welcome Center and Student Ambassador program designed to assist students in navigating student services. During peak times, the Welcome Center serves as a "triage point" to get students the help they need. Additionally, the College has initiated K-16 Bridge programs and a new Summer Bridge program for first-time students, which includes a college survival course, as well as math and reading fundamentals.

Through the Basic Skills Advisory Committee and the assistance of external grants, Mission is focused on improving the long-term success of Basic Skill students. Although Mission faces the challenge of a particularly large basic skills population (over 6,000 enrollments in basic skills courses in Fall 2010), faculty and staff have been working to revise curriculum, better align content across programs and improve the assessment process.

Mission is proud of the success of its students, and is committed to using data to guide improvement.

