INSTITUTIONAL SELF STUDY REPORT
IN SUPPORT OF
REAFFIRMATION OF ACCREDITATION

SUBMITTED BY

MISSION COLLEGE
3000 MISSION COLLEGE BOULEVARD
SANTA CLARA, CA 95054

TO

ACCREDITING COMMISSION FOR COMMUNITY
AND JUNIOR COLLEGES OF THE WESTERN
ASSOCIATION OF SCHOOLS AND COLLEGES

NOVEMBER 2007
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CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

TO: Accreditating Commission for Community and Junior Colleges
    Western Association of Schools and Colleges

FROM: Mission College
       3000 Mission College Boulevard
       Santa Clara, California 95054

DATE: November 15, 2007

This Institutional Self Study Report is submitted for the purpose of assisting in the
determination of the institution’s accreditation status.

We certify that there was broad participation by the Mission College community, and we
believe the Self Study Report accurately reflects the nature and substance of this
institution.

West Valley-Mission Community College District

Mr. Chris Constantin, President
Board of Trustees

Mr. Stanley Arterberry, Chancellor
WVMCCD

Mission College

Dr. Harriett J. Robles, President
Mission College

Ms. Cathy Cox, President
Academic Senate

Ms. Vi Vu, Student Trustee, Mission
Board of Trustees

Dr. Harriett J. Robles
Accreditation Liaison Officer

Dr. Jonathan Brennan
Faculty Accreditation Liaison

Ms. Shoba Singh, President
Classified Senate
INTRODUCTION

HISTORY

Mission College is one of two colleges in the West Valley-Mission Community College District located in Santa Clara County. The District was established in 1963 as the West Valley Joint Community College District. The first college, West Valley, opened on a temporary site in Campbell in 1964 and moved to its permanent campus in Saratoga in 1968. In 1966-1967, 12 acres of land were purchased in Santa Clara, north of the Bayshore Freeway between Lawrence Expressway and Coffin Road for the construction of Mission College. The total 164-acre parcel was acquired in 1970. Between 1975 and 1979, a Mission College interim campus was located at the Jefferson Intermediate School, Santa Clara. The first phase of construction at the Santa Clara site was completed in 1979, and the college began its 1979-1980 academic year with 3,500 students, 8 administrators, and 73 instructors. In September 1985, the name of the district was changed to West Valley-Mission Community College District to reflect the status of Mission College.

Mission College is a comprehensive community college that offers 114 transfer, degree and certificate programs in lower division arts and sciences, as well as occupational education, basic skills and English as a second language, community education, and workforce and economic development programs. Currently more than 9,200 day, evening, and online students are enrolled. In Fall 2007, the college employed 163 full-time faculty, 109 classified and confidential staff, and 18 administrators and managers.

The service area of the West Valley-Mission Community College District is largely urban and suburban and includes portions of Santa Clara and Santa Cruz counties. The geographic boundaries of the District include the areas served by the Campbell Union High School, Los Gatos-Saratoga Joint Union High School, and Santa Clara Unified School Districts. Mission College is located in the northern end of the District, off a major highway in an urban area made up of high-tech companies such as Oracle, Yahoo!, Sun, and Google; hotels; a major amusement park; and a convention center. Most likely because of its location and the fact that many of its students are en route from home to work along the Highway 101 corridor, over 75% of the college’s enrollment comes from outside its service area.

The college serves an extraordinarily diverse region that has undergone significant economic change in recent years, which has posed challenges to the college as it attempts to assess and respond to the needs of the populations it serves. The dot-com collapse and the subsequent recession significantly and negatively impacted the college’s enrollment, especially its technology and manufacturing programs. In addition to the precipitous decline in enrollment, from which Mission College is only now beginning to recover, the college experienced a marked shift in the demographics of its student population. Once an older, mostly evening population, the college’s students are now younger, day students who are more transfer oriented.
The college has experienced other changes, as well. Since the opening of the Main Building in 1979, Mission College has added a number of new facilities. The Campus Center opened in November 2000. It houses Student Services, club rooms, conference rooms, a cafeteria, a bookstore, the District police, and a large computer lab facility. The Library and Telecommunications Center opened in Spring 2001. A new Child Development Center was completed in 2001-2002 and the Science Building, which houses Natural Sciences and Engineering, opened in 2003-2004. Phase II of the gymnasium, which includes weight rooms, lockers and showers, and offices, was completed in 2004. Altogether, Mission College has a total of 271,844 assignable square feet in eight permanent buildings and 30 portable classrooms. In addition to its structures, the college has outdoor athletic facilities, including three softball fields, a baseball field, and tennis courts. In spite of its urban location in the heart of Silicon Valley, the college is home to a protected species, the burrowing owl. A number of acres have been designated as protected habitat and serve as a living laboratory for students in the natural sciences.

In 2004, the District passed a $235 million facilities bond, $97 million of which was designated for Mission College projects which included infrastructure improvements, a renovation of the Hospitality Management building, and at least two additional buildings, one of which will replace the portable classrooms. The bond funds were held up in litigation for almost two years, but were finally made available in 2006. In addition to bond-funded projects, the college had submitted several proposals to the State to reconstruct the Main Building. However, in 2006, two engineering reports indicated that the scope and cost of the work necessary to meet new seismic requirements made reconstruction of the Main Building unfeasible. After researching the options, the college recommended and the Board approved the decision to replace the Main Building with new buildings, which will be partially paid for with Measure H funds. The college has selected an architect and begun developing a new master plan, scheduled to be completed in February 2008. The college intends to submit new project proposals to the State by July 2008.

Thus, the college is embarking on a significant next step in its evolution as a comprehensive community college in one of the most dynamic regions of the State. As much as there are challenges, there are also opportunities to explore new ways of teaching and learning and for Mission College to play a key role in shaping the future not only of individual students, but of the communities it serves.

**ORGANIZATION**

Mission College is one of two colleges in the West Valley-Mission Community College District. The responsibilities that are assumed by the colleges and those assumed by the District are defined in the WVMCCD mapping document (Appendix A).

The college has a strong tradition of participatory governance that is reflected in and supported by its organizational structure. The Governance and Planning Council (GAP) is the college’s highest participatory governance body, which serves as a planning body.
and an advisory group to the President. Represented on GAP are the college’s participatory governance groups, councils and constituencies: Academic Senate, Classified Senate, Associated Student Body, Division Chair Council, Student Services Council, Association of College Educators, and administration. The college has a College Budget Advisory Committee (CBAC), chaired by the Vice President of Administrative Services. This group reports to GAP.

The college’s organizational structure is based on a department and division structure wherein departments, programs and services are represented through the Division Chair Council and Student Services Council. These councils, in turn, advise the Vice President of Instruction and the Vice President of Student Services, respectively. Within Instruction and Student Services are division chairs, classified managers, coordinators, and directors who have responsibility for operations in their respective areas and who report either to deans or the Vice Presidents themselves. The Vice Presidents, the Director of Marketing, Public Relations and Graphic Design Services and the Staff Development Coordinator report directly to the President (See Organization of the Institution).

**DEMOGRAPHICS**

Mission College has a wide-ranging service area which includes the cities of Santa Clara, Milpitas, and parts of San Jose. With the college’s location just off of Highway 101 and its proximity to many Silicon Valley businesses, however, many students actually come from outside the identified service area; 76% of enrolled students came from outside the official service area in Fall 2007.

While the student population within K-12 is projected to remain relatively stable, the demographics within that population continue to change, with a significant increase in Hispanic student populations. Mission College has begun to see an increase in the percentage of students of Hispanic origin, and this is anticipated to continue as school-age children begin to enter the college systems. Statewide, the California Budget Project estimates that, within a decade’s time, 54% of K-12 enrollment will be of Hispanic background. In 2004, Hispanic students surpassed white students in the Silicon Valley region as the largest student group (as cited in the Silicon Valley Leadership Group’s 2007 Silicon Valley Projections). Additionally, the region continues to see high levels of English language learner students. While California represents 12% of the nation’s overall population, California also represents more than 40% of the non-native English language learner students. Tables 1 through 3 detail the projections for K-12, the success rates of Santa Clara High Schools, and projections for California community colleges.

It is significant to note that the projections for West Valley-Mission, as well as for community colleges overall, are significantly higher than at the K-12 level. The populations graduating at the high school level are being projected to enter community colleges at higher rates, many in order to continue their basic skills preparation.
### TABLE 1. K-12 EDUCATION PROJECTIONS

<table>
<thead>
<tr>
<th></th>
<th>PROJECTED CALIFORNIA GRADED PUBLIC K-12 SCHOOL ENROLLMENT BY SCHOOL YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>County of Santa Clara</td>
<td>254,169</td>
</tr>
<tr>
<td>State of California</td>
<td>6,208,831</td>
</tr>
</tbody>
</table>

### PROJECTED CALIFORNIA PUBLIC HIGH SCHOOL GRADUATES BY SCHOOL YEAR

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>County of Santa Clara</td>
<td>16,481</td>
<td>16,220</td>
<td>16,205</td>
<td>16,270</td>
<td>16,484</td>
<td>16,487</td>
<td>16,228</td>
<td>16,058</td>
<td>16,069</td>
</tr>
</tbody>
</table>

Source: California Department of Finance, Demographic Research Unit, October 2006.

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### TABLE 2. SANTA CLARA COUNTY HIGH SCHOOL EDUCATION

<table>
<thead>
<tr>
<th></th>
<th>Graduates</th>
<th>Graduates with UC/CSU Required Courses</th>
<th>4-Year Dropout Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>476</td>
<td>120</td>
<td>25.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>4,301</td>
<td>2,994</td>
<td>69.6%</td>
</tr>
<tr>
<td>Filipino</td>
<td>939</td>
<td>362</td>
<td>40.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3,762</td>
<td>857</td>
<td>22.8%</td>
</tr>
<tr>
<td>Native American</td>
<td>79</td>
<td>44</td>
<td>55.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>95</td>
<td>23</td>
<td>24.2%</td>
</tr>
<tr>
<td>White</td>
<td>5,237</td>
<td>2,813</td>
<td>53.7%</td>
</tr>
<tr>
<td>Multiple/No Response</td>
<td>401</td>
<td>172</td>
<td>42.9%</td>
</tr>
<tr>
<td>Total</td>
<td>15,290</td>
<td>7,405</td>
<td>48.4%</td>
</tr>
</tbody>
</table>

26.1% of all K-12 students enrolled in Santa Clara County are English-Learner students, with over half of these students (17.4% of enrollment) being of Hispanic background.

Source: Ed-Data, California Education Data Partnership, 2007 County Reports.
TABLE 3. REGIONAL COMMUNITY COLLEGE PROJECTIONS

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2010</th>
<th>Total Change</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>County of Santa Clara</td>
<td>42,561</td>
<td>60,795</td>
<td>18,234</td>
<td>42.8%</td>
</tr>
<tr>
<td>State of California</td>
<td>953,253</td>
<td>1,346,996</td>
<td>393,473</td>
<td>41.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2011</th>
<th>Total Change</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>County of Santa Clara</td>
<td>12,664</td>
<td>19,718</td>
<td>7,054</td>
<td>55.7%</td>
</tr>
<tr>
<td>State of California</td>
<td>330,046</td>
<td>566,081</td>
<td>236,035</td>
<td>71.5%</td>
</tr>
</tbody>
</table>


STUDENT CHARACTERISTICS AND ENROLLMENT

Mission College serves a highly diverse student population reflecting the wide range of cultural and ethnic backgrounds present in Santa Clara County and the Silicon Valley region. In terms of ethnicity and cultural background, student population is beginning to shift with an increase in the number of Hispanic students and a corresponding decrease in the number of Asian students. The result of this trend is that Mission College is becoming more accurately reflective of the population in the region.
Mission College has experienced a marked decrease in overall headcount, decreasing by 10.4% between Census Dates Fall 2001 and Fall 2007. While significant, it appears that declines have stabilized with the largest drop occurring prior to Fall 2003 and continued increase between Fall 2005 and Fall 2007. End of the semester totals for Full Time Equivalent Student (FTES) have also declined, but to a lesser degree (declining 10.8% between Fall 2001 and Fall 2006 versus 13.1% in headcount over the same timeframe\textsuperscript{1}).

\textsuperscript{1} It should be noted that FTES totals for Fall 2006 are impacted by the removal of Hours By Arrangement from classes after the close of the semester. This procedure did not occur in previous semesters and inflates...
Much of this decrease is attributable to changes with the Silicon Valley region. While many community residents may not work within the traditionally heralded technology companies, developments over the last several years have had a significant impact on the entire region. The Silicon Valley Leadership Group summarizes the key developments within its 2007 Silicon Valley Projections:

Over the years the Valley has been buffeted by the severe crosswinds of change:
- The Valley has become one of the costliest places in the United States—and the world—to do business
- Investment in infrastructure, housing stock, and education have lagged the growth and needs of the population and businesses
- The United States—and the Valley—have not produced the volume of engineering, scientific, math, and other core talent necessary to fuel the high technology engine
- Outsourcing—and off shoring—have blown through the Valley in successive waves of manufacturing, customer service, information technology, and shared services
- Looking at manufacturing, beyond certain capital intensive and logistics-sensitive processes, manufacturing activity has fled the Valley in waves to lower cost jurisdictions

These changes present a series of challenges and opportunities within education, including the preparation of workers for a global economy, reinforcement of core basic skills, and supporting students in competitive transfer pathways. Overall demand has gone down, but the need for education and services remains strong and is anticipated to continue to grow as the Silicon Valley economy continues to grow.

the extent of change from 2001. Comparing Fall 2001 and Fall 2005, FTES declined at a more modest 4.6%. Headcount in this same time frame declined by 17.1% (Fall 2001 to Fall 2005).
While the total number of individual students has gone down, FTES has not decreased at the same rate as unduplicated headcount. Comparing Fall 2001 to Fall 2005\(^2\), headcount decreased by 17.1% while FTES decreased by a much lower 4.6%. One significant reason for this is an increase in the number of students taking a full time load of 12 or more units, increasing by 3.0% over this timeframe and by 3.7% between 2001 and 2007 (see Table 4). Over the last six years there has also been a significant shift from serving as a primarily evening campus to a campus serving day students at a slightly higher rate than evening students.

### ENROLLMENT PATTERNS BY HEADCOUNT

<table>
<thead>
<tr>
<th></th>
<th>Spring 2001</th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Classes only</td>
<td>15%</td>
<td>38%</td>
</tr>
<tr>
<td>Evening Classes only</td>
<td>53%</td>
<td>27%</td>
</tr>
<tr>
<td>Day and Evening Classes</td>
<td>30%</td>
<td>26%</td>
</tr>
<tr>
<td>Other start times and Distance Education</td>
<td>2%</td>
<td>9%</td>
</tr>
</tbody>
</table>

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\(^2\) Fall 2006 totals are impacted by removal of HBA; totals still show less of a decline for FTES, with a 10.8% decline relative to a 13.1% decline in headcount.
Student characteristics are detailed in Table 4. Mission College students are increasingly likely to be younger as well as to be transfer oriented. The college lost a large number of adult learners who took evening classes during the tech boom, and current trends suggest a more balanced student body which is likely to lead to increased stability in enrollment numbers. In recent years, Mission College has experienced a small but significant jump in the percentage of students who are female (52.5 in Fall 2001 to 56.9 in Fall 2006). This is a trend true for many colleges, both two-year and four-year, throughout the country.

![Mission College Headcount by Gender of Student](image)

Source: WVMCCD P.A.R.I.S. Vital Stats Database.
<table>
<thead>
<tr>
<th>TABLE 4. STUDENT CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2001</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>FTES</td>
</tr>
<tr>
<td>Enrollment</td>
</tr>
<tr>
<td>Headcount</td>
</tr>
</tbody>
</table>

**Sex**

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>52.5%</th>
<th>51.7%</th>
<th>55.1%</th>
<th>54.6%</th>
<th>55.5%</th>
<th>55.5%</th>
<th>57.0%</th>
<th>56.3%</th>
<th>57.3%</th>
<th>56.6%</th>
<th>57.7%</th>
<th>56.2%</th>
<th>56.9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>47.5%</td>
<td>48.3%</td>
<td>44.9%</td>
<td>45.4%</td>
<td>44.5%</td>
<td>44.5%</td>
<td>43.0%</td>
<td>43.7%</td>
<td>42.7%</td>
<td>43.4%</td>
<td>43.2%</td>
<td>43.8%</td>
<td>43.1%</td>
<td></td>
</tr>
</tbody>
</table>

**Ethnicity**

<table>
<thead>
<tr>
<th></th>
<th>African Amer</th>
<th>4.2%</th>
<th>4.2%</th>
<th>3.9%</th>
<th>4.3%</th>
<th>4.4%</th>
<th>4.5%</th>
<th>4.6%</th>
<th>4.7%</th>
<th>5.0%</th>
<th>5.1%</th>
<th>5.5%</th>
<th>5.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Fil/Pac Isl</td>
<td>56.6%</td>
<td>56.1%</td>
<td>57.8%</td>
<td>57.3%</td>
<td>55.5%</td>
<td>54.5%</td>
<td>53.7%</td>
<td>53.8%</td>
<td>53.1%</td>
<td>51.9%</td>
<td>53.0%</td>
<td>53.6%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16.1%</td>
<td>16.6%</td>
<td>17.0%</td>
<td>16.5%</td>
<td>16.7%</td>
<td>17.0%</td>
<td>18.8%</td>
<td>18.5%</td>
<td>18.5%</td>
<td>18.7%</td>
<td>18.3%</td>
<td>18.0%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Native Amer</td>
<td>0.6%</td>
<td>0.4%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.6%</td>
<td>0.5%</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Other</td>
<td>1.5%</td>
<td>1.6%</td>
<td>1.4%</td>
<td>1.5%</td>
<td>1.4%</td>
<td>1.5%</td>
<td>1.5%</td>
<td>1.4%</td>
<td>1.3%</td>
<td>1.4%</td>
<td>1.5%</td>
<td>1.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>White</td>
<td>21.1%</td>
<td>21.1%</td>
<td>19.6%</td>
<td>19.8%</td>
<td>21.6%</td>
<td>22.0%</td>
<td>20.8%</td>
<td>21.1%</td>
<td>21.5%</td>
<td>22.4%</td>
<td>21.2%</td>
<td>21.2%</td>
<td>21.3%</td>
</tr>
</tbody>
</table>

**Age**

|       | < 21   | 18.0%  | 16.9%  | 17.2%  | 15.9%  | 19.3%  | 18.4%  | 21.1%  | 19.2%  | 20.9%  | 19.5%  | 20.8%  | 19.3%  | 21.1%  |
|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|       | 21-25 | 22.2%  | 22.2%  | 22.1%  | 23.0%  | 23.8%  | 24.9%  | 23.3%  | 24.1%  | 23.0%  | 23.2%  | 23.8%  | 24.3%  | 23.9%  |
|       | 26-30 | 19.2%  | 19.1%  | 19.3%  | 19.9%  | 18.3%  | 17.4%  | 16.7%  | 17.0%  | 16.6%  | 16.7%  | 15.9%  | 16.4%  | 16.1%  |
|       | 31-40 | 24.0%  | 24.3%  | 24.9%  | 23.6%  | 21.7%  | 21.5%  | 21.2%  | 21.7%  | 21.2%  | 21.3%  | 21.9%  | 20.4%  | 19.8%  |
|       | 41-50 | 11.5%  | 12.2%  | 11.5%  | 12.0%  | 11.3%  | 11.8%  | 12.0%  | 11.9%  | 12.1%  | 12.2%  | 12.8%  | 12.6%  | 12.3%  |
|       | 51-60 | 4.2%   | 4.2%   | 4.0%   | 4.5%   | 4.5%   | 4.7%   | 4.7%   | 5.0%   | 5.1%   | 5.3%   | 5.3%   | 5.5%   | 5.4%   |
|       | > 60  | 1.0%   | 1.1%   | 1.1%   | 1.1%   | 1.1%   | 1.3%   | 1.0%   | 1.1%   | 1.1%   | 1.2%   | 1.2%   | 1.4%   | 1.4%   |

**Unit Load**

<table>
<thead>
<tr>
<th></th>
<th>3 or fewer</th>
<th>30.9%</th>
<th>33.1%</th>
<th>31.2%</th>
<th>32.4%</th>
<th>32.5%</th>
<th>30.8%</th>
<th>29.3%</th>
<th>29.7%</th>
<th>29.7%</th>
<th>30.3%</th>
<th>29.5%</th>
<th>31.2%</th>
<th>29.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.5-6.0</td>
<td>25.4%</td>
<td>24.6%</td>
<td>25.8%</td>
<td>25.0%</td>
<td>26.4%</td>
<td>26.1%</td>
<td>24.6%</td>
<td>24.2%</td>
<td>24.5%</td>
<td>24.7%</td>
<td>23.8%</td>
<td>23.4%</td>
<td>24.0%</td>
</tr>
<tr>
<td></td>
<td>6.5-11.5</td>
<td>25.2%</td>
<td>23.9%</td>
<td>24.6%</td>
<td>25.0%</td>
<td>24.9%</td>
<td>25.9%</td>
<td>25.1%</td>
<td>25.4%</td>
<td>24.3%</td>
<td>23.9%</td>
<td>25.0%</td>
<td>25.0%</td>
<td>24.1%</td>
</tr>
<tr>
<td></td>
<td>12 or more</td>
<td>18.5%</td>
<td>18.4%</td>
<td>18.4%</td>
<td>17.6%</td>
<td>16.2%</td>
<td>17.2%</td>
<td>21.0%</td>
<td>20.6%</td>
<td>21.5%</td>
<td>21.1%</td>
<td>20.5%</td>
<td>20.2%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

Source: WVMCCD P.A.R.I.S. Vital Stats Database. FTES is the actual Full Time Equivalent Student total measured at the end of the semester, reflecting the enrollment activity of all classes offered (census-length, daily, unit, and positive attendance). Enrollment and headcount are measured at First Census; enrollment measures all enrolled activity whereas headcount is unduplicated.

*FTES totals for 2006-2007 are impacted by the removal of Hours By Arrangement from classes.
STUDENT INTEREST

Table 5 shows the top interests of students as shown through enrollment. Looking at enrollment through weekly student contact hours, English as a Second Language continues to be important for a large number of students. As a proportion of total enrollment, 10.7% of all enrollment at Mission College in Fall 2007 was in the area of ESL, up slightly from Fall 2001. ESL, Math, Physical Education, English, and Fire Protection Technology represent the “Top 5” enrollment categories for both 2007 and 2001. Comparing the “Top 10” areas for 2007 and 2001, Biological Sciences, Vocational Nursing, and Psychology have increased in popularity, not appearing in the grouping of “Top 10” in 2001 and replacing Business and Computer Applications (which still represent a healthy 2.3% and 2.5% of enrollments in 2007, respectively). This enrollment trend corresponds with community trends showing greater interest in Health Occupations and related science areas.

TABLE 5. TOP 10 AREAS OF INTEREST BY PROPORTION OF STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th>Area</th>
<th>Fall 2007</th>
<th>Area</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>10.7%</td>
<td>Physical Education</td>
<td>10.1%</td>
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<tr>
<td>Math</td>
<td>9.2%</td>
<td>ESL</td>
<td>9.4%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>7.8%</td>
<td>Math</td>
<td>8.7%</td>
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<tr>
<td>English</td>
<td>5.3%</td>
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<tr>
<td>Fire Protection Technology</td>
<td>4.2%</td>
<td>Fire Protection Technology</td>
<td>3.9%</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>3.5%</td>
<td>Business</td>
<td>3.6%</td>
</tr>
<tr>
<td>Accounting</td>
<td>3.0%</td>
<td>Computer Applications</td>
<td>3.1%</td>
</tr>
<tr>
<td>Art</td>
<td>3.0%</td>
<td>Accounting</td>
<td>3.0%</td>
</tr>
<tr>
<td>Vocational Nursing</td>
<td>3.0%</td>
<td>Music</td>
<td>3.0%</td>
</tr>
<tr>
<td>Music</td>
<td>2.7%</td>
<td>Art</td>
<td>2.9%</td>
</tr>
<tr>
<td>Psychology</td>
<td>2.7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: WVMCCD P.A.R.I.S. Vital Stats Database, based on proportion of College Weekly Student Contact Hours estimates at First Census.
STUDENT AWARDS AND TRANSFER

Mission College has experienced declines in both degrees and certificates awarded, although this is somewhat expected given declines in enrollment. Awards of certificates and degrees are listed in Table 6. Total number of degrees declined by 16% between 2001 and 2006, which is in line with enrollment trends. Numbers of certificates, however, dropped more dramatically—particularly due to a one-year drop in 2006-2007. This is largely due to a significant drop in Nursing Assistant certifications, which is by far the largest area of certificate issuance.\(^3\)

Overall transfer has declined since 2001-2002, although the level of decline is modest given the relatively larger declines in overall enrollment. Significantly, the most recent transfer numbers for both University of California (UC) and California State University (CSU) indicate slight increases over the previous year, suggesting that interest in transfer remains healthy and the declines have subsided. Overall transfers to the UC and CSU systems are listed in Table 7. The largest number of California State system transfers were to San Jose State University (161 in 2005-2006), followed by California State University East Bay (32 transfers in 2005-2006), and San Francisco State University (13 in 2005-2006). Within the UC system, UC Berkeley and UC Davis were highest with 12 and 11 transfers in 2005-2006, respectively.

---

\(^3\) Between 2005-2006 and 2006-2007, Certificates for Nursing Assistants dropped 54.7%, from 86 to 39. This is due to a change in procedure at the department level. Prior to this year, applications for the certificate were distributed to students through the department, thus encouraging completion of the paperwork. This did not occur in 2006-2007, although Health Occupations has resumed this practice for 2007-2008.
### TABLE 6. STUDENT AWARDS

<table>
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<tr>
<td><strong>Total</strong></td>
<td>636</td>
<td>512</td>
<td>497</td>
<td>598</td>
<td>572</td>
<td>532</td>
<td>461</td>
<td>388</td>
<td>357</td>
<td>370</td>
<td>340</td>
<td>201</td>
</tr>
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<td><strong>Sex</strong></td>
<td></td>
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<tr>
<td>Female</td>
<td>371</td>
<td>296</td>
<td>263</td>
<td>327</td>
<td>340</td>
<td>318</td>
<td>308</td>
<td>294</td>
<td>280</td>
<td>299</td>
<td>274</td>
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<td>265</td>
<td>214</td>
<td>232</td>
<td>266</td>
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<td>207</td>
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<td>103</td>
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<td>71</td>
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<tr>
<td>African American</td>
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<td>14</td>
<td>25</td>
<td>32</td>
<td>33</td>
<td>32</td>
<td>42</td>
<td>24</td>
<td>17</td>
<td>35</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Asian/Filipino/Pacific Island</td>
<td>369</td>
<td>267</td>
<td>259</td>
<td>304</td>
<td>280</td>
<td>257</td>
<td>272</td>
<td>243</td>
<td>217</td>
<td>215</td>
<td>217</td>
<td>90</td>
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<tr>
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<td>89</td>
<td>63</td>
<td>61</td>
<td>81</td>
<td>72</td>
<td>73</td>
<td>46</td>
<td>48</td>
<td>59</td>
<td>44</td>
<td>45</td>
<td>32</td>
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<td>Native American</td>
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<td>0</td>
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<td>5</td>
<td>1</td>
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<td>1</td>
<td>4</td>
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<td>9</td>
<td>4</td>
<td>5</td>
<td>1</td>
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<tr>
<td>White</td>
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<td>155</td>
<td>133</td>
<td>154</td>
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<td>116</td>
<td>91</td>
<td>66</td>
<td>51</td>
<td>61</td>
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<tr>
<td>Disability</td>
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<td>16</td>
<td>27</td>
<td>31</td>
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<td>32</td>
<td>26</td>
<td>10</td>
<td>5</td>
<td>20</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>No Disability</td>
<td>590</td>
<td>496</td>
<td>470</td>
<td>567</td>
<td>541</td>
<td>500</td>
<td>435</td>
<td>388</td>
<td>352</td>
<td>350</td>
<td>324</td>
<td>189</td>
</tr>
</tbody>
</table>

Source: WVMCCD P.A.R.I.S. Vital Stats Database.

### TABLE 7. STUDENT TRANSFER

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<tbody>
<tr>
<td>UC System</td>
<td>26</td>
<td>25</td>
<td>28</td>
<td>29</td>
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<td>CSU System</td>
<td>283</td>
<td>278</td>
<td>262</td>
<td>257</td>
<td>233</td>
<td>244</td>
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<tr>
<td>Total</td>
<td>309</td>
<td>303</td>
<td>290</td>
<td>286</td>
<td>266</td>
<td>not yet available</td>
</tr>
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</table>

Source: California Postsecondary Education Commission transfer pathways database.
STUDENT SUCCESS AND PERSISTENCE

Overall success rates have remained fairly consistent since 2001, ranging from a low of 65.2% in Fall 2006 to a high of 68.0% in Fall 2005, as detailed in Table 8. Rates vary somewhat more within groups, but also have remained mostly stable. Females consistently are successful at slightly higher rates than males, which is typical among college students nationwide. Among ethnic groups, white and Asian students have the highest success rates, while African American, Hispanic, and Native American students have the lowest rates.

Persistence for new, first-time students from the fall semester to the subsequent spring semester increased between 2001-2002 and 2006-2007, increasing from 51.4% to 57.0% (see Table 9 for details by group). Once again female students consistently perform better than male students, although the gap between the two groups narrowed to less than 1% difference. Variation among students based on ethnic background was higher, ranging from a low of 51.7% among African American students to a high of 62.1% among Native American students in 2006-2007. Not surprisingly, given typically different motivations for enrollment, the youngest students persisted at the highest rate each year.
### TABLE 8. STUDENT SUCCESS RATES

<table>
<thead>
<tr>
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<td>Total Grades</td>
<td>26,539</td>
<td>26,908</td>
<td>26,908</td>
<td>27,578</td>
<td>26,686</td>
<td>25,494</td>
<td>24,223</td>
<td>23,507</td>
<td>22,039</td>
<td>22,866</td>
<td>23,817</td>
<td>23,643</td>
</tr>
<tr>
<td>Overall Success Rate</td>
<td>67.1%</td>
<td>66.9%</td>
<td>66.7%</td>
<td>67.4%</td>
<td>66.3%</td>
<td>66.8%</td>
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<td>65.2%</td>
<td>65.3%</td>
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<tr>
<td><strong>Sex</strong></td>
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</tr>
<tr>
<td>Female</td>
<td>70.1%</td>
<td>68.8%</td>
<td>69.4%</td>
<td>70.6%</td>
<td>68.2%</td>
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<td>69.4%</td>
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<td>67.7%</td>
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<tr>
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<td>65.0%</td>
<td>63.4%</td>
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<td><strong>Ethnicity</strong></td>
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<td></td>
</tr>
<tr>
<td>African American</td>
<td>64.5%</td>
<td>61.6%</td>
<td>61.0%</td>
<td>63.6%</td>
<td>61.4%</td>
<td>62.4%</td>
<td>58.7%</td>
<td>60.8%</td>
<td>62.4%</td>
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<td>68.4%</td>
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<tr>
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<td>60.5%</td>
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<td>59.6%</td>
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<td>60.6%</td>
<td>63.5%</td>
<td>61.8%</td>
<td>60.5%</td>
<td>62.9%</td>
<td>61.9%</td>
<td>58.4%</td>
<td>58.0%</td>
</tr>
<tr>
<td>Native American</td>
<td>64.7%</td>
<td>65.2%</td>
<td>58.9%</td>
<td>72.3%</td>
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<td>64.2%</td>
<td>62.3%</td>
<td>64.5%</td>
<td>64.7%</td>
<td>64.7%</td>
<td>64.9%</td>
<td>69.1%</td>
<td>60.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>57.1%</td>
<td>60.4%</td>
<td>69.5%</td>
<td>55.2%</td>
<td>54.7%</td>
<td>55.7%</td>
<td>62.8%</td>
<td>62.9%</td>
<td>55.9%</td>
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<td>60.2%</td>
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</tr>
<tr>
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<td>74.6%</td>
<td>74.2%</td>
<td>71.9%</td>
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</table>

Source: WVMCCD P.A.R.I.S. Vital Stats Database. Total grades is the total number of grades awarded. Success rate is the total number of A, B, C, & CR grades awarded divided by total grades.
### TABLE 9. FIRST TIME STUDENT FALL TO SPRING PERSISTENCE RATES

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<td></td>
<td>Initial total</td>
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<td>Initial total</td>
<td>% achieving</td>
<td>Initial total</td>
<td>% achieving</td>
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<td><strong>Overall Persistence Rate</strong></td>
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<td>4904 53.5%</td>
<td>5565 51.7%</td>
<td>5194 55.4%</td>
<td>4940 56.1%</td>
<td>5107 57.0%</td>
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<tr>
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<td>1870 52.3%</td>
<td>2652 55.1%</td>
<td>3029 51.5%</td>
<td>2911 55.5%</td>
<td>2788 56.4%</td>
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<td>2202 55.4%</td>
<td>2076 56.0%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>152 44.1%</td>
<td>197 52.8%</td>
<td>237 48.1%</td>
<td>228 57.9%</td>
<td>238 56.7%</td>
<td>269 51.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>1535 52.2%</td>
<td>2041 53.8%</td>
<td>2190 54.5%</td>
<td>23 57.8%</td>
<td>1717 56.3%</td>
<td>1791 58.5%</td>
</tr>
<tr>
<td>Filipino</td>
<td>326 56.7%</td>
<td>506 56.7%</td>
<td>590 55.8%</td>
<td>1823 58.9%</td>
<td>522 58.4%</td>
<td>514 57.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>675 49.5%</td>
<td>986 53.2%</td>
<td>1046 48.8%</td>
<td>593 50.1%</td>
<td>1049 52.4%</td>
<td>1054 52.5%</td>
</tr>
<tr>
<td>Native American</td>
<td>15 86.7%</td>
<td>24 58.3%</td>
<td>22 36.4%</td>
<td>228 69.6%</td>
<td>32 56.3%</td>
<td>29 62.1%</td>
</tr>
<tr>
<td>Other</td>
<td>57 57.9%</td>
<td>69 50.7%</td>
<td>80 53.8%</td>
<td>1069 50.0%</td>
<td>58 48.3%</td>
<td>72 61.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>23 43.5%</td>
<td>27 55.6%</td>
<td>32 50.0%</td>
<td>72 55.6%</td>
<td>36 50.0%</td>
<td>36 58.3%</td>
</tr>
<tr>
<td>White</td>
<td>595 48.4%</td>
<td>815 50.7%</td>
<td>1039 46.8%</td>
<td>45 53.3%</td>
<td>873 54.1%</td>
<td>868 54.0%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 21</td>
<td>908 65.1%</td>
<td>1144 63.3%</td>
<td>1400 60.3%</td>
<td>1345 62.8%</td>
<td>1148 66.6%</td>
<td>1173 68.9%</td>
</tr>
<tr>
<td>21-25</td>
<td>709 51.1%</td>
<td>984 54.8%</td>
<td>1352 53.8%</td>
<td>1416 56.4%</td>
<td>1438 57.6%</td>
<td>1524 56.6%</td>
</tr>
<tr>
<td>26-30</td>
<td>639 42.1%</td>
<td>866 45.8%</td>
<td>852 44.8%</td>
<td>701 49.8%</td>
<td>680 50.7%</td>
<td>687 52.3%</td>
</tr>
<tr>
<td>31-40</td>
<td>767 47.1%</td>
<td>1140 50.0%</td>
<td>1088 15.6%</td>
<td>931 49.9%</td>
<td>898 48.4%</td>
<td>934 48.9%</td>
</tr>
<tr>
<td>&gt; 40</td>
<td>507 45.8%</td>
<td>766 51.4%</td>
<td>868 49.0%</td>
<td>801 52.3%</td>
<td>776 51.3%</td>
<td>788 53.7%</td>
</tr>
</tbody>
</table>

Source: WVMCCD P.A.R.I.S. Vital Stats Database. Values based on the percentage of new, first time students enrolled in a fall semester that return and re-enroll the subsequent spring semester (Note: students completing a short certificate during the fall semester are not included in the denominator).
STUDENT SUCCESS IN BASIC SKILLS

Student success rates in classes designated as basic skills have improved since 2001, ranging from a low of 50.8% in Fall 2002 to a high of 65.1% in Spring 2005 (see Table 10 for details). Looking fall to fall, overall basic skills success rates increased from 53.6% in Fall 2001 to 63.7% in Fall 2006. At the same time, overall enrollment in basic skills classes has risen by nearly 50%, increasing from 1,702 in Fall 2001 to 3,516 in Fall 2006.

Focusing on Mathematics basic skills classes specifically, success rates have increased, but not as strongly as overall basic skills success rates. Looking fall to fall, Mathematics basic skills success rates have increased from 40.6% in Fall 2001 to 44.1% in Fall 2006. For English in the same time frame, success rates have fluctuated within a range of nearly twelve percentage points, beginning with a rate of 61.0% in Fall 2001 and arriving at a rate of 59.9% in Fall 2006.
# TABLE 10. STUDENT BASIC SKILLS SUCCESS RATES

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Basic Skills Enrollments</strong></td>
<td>1,702</td>
<td>1,378</td>
<td>1,483</td>
<td>1,362</td>
<td>3,353</td>
<td>3,189</td>
<td>3,357</td>
<td>3,321</td>
<td>3,240</td>
<td>3,516</td>
</tr>
<tr>
<td><strong>Overall Basic Skills Success Rate</strong></td>
<td>53.6%</td>
<td>51.3%</td>
<td>50.8%</td>
<td>54.9%</td>
<td>58.9%</td>
<td>61.4%</td>
<td>59.5%</td>
<td>65.1%</td>
<td>64.0%</td>
<td>63.7%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Enrollments</td>
<td>734</td>
<td>601</td>
<td>619</td>
<td>553</td>
<td>555</td>
<td>502</td>
<td>545</td>
<td>651</td>
<td>795</td>
<td>605</td>
</tr>
<tr>
<td>Mathematics Basic Skills Success Rates</td>
<td>40.6%</td>
<td>39.9%</td>
<td>35.5%</td>
<td>43.2%</td>
<td>32.6%</td>
<td>38.3%</td>
<td>38.0%</td>
<td>43.2%</td>
<td>43.9%</td>
<td>46.0%</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Enrollments</td>
<td>400</td>
<td>317</td>
<td>393</td>
<td>340</td>
<td>370</td>
<td>360</td>
<td>346</td>
<td>281</td>
<td>293</td>
<td>250</td>
</tr>
<tr>
<td>English Basic Skills Success Rates</td>
<td>61.0%</td>
<td>58.7%</td>
<td>63.4%</td>
<td>60.3%</td>
<td>53.2%</td>
<td>50.0%</td>
<td>52.0%</td>
<td>60.5%</td>
<td>62.5%</td>
<td>56.8%</td>
</tr>
</tbody>
</table>

Source: California Community Colleges Chancellor's Office Data Mart. Total enrollments at the end of the term. Success rate is the total number of A, B, C, & CR grades awarded divided by total grades.
FACULTY AND STAFF

Tables 11 and 12 show gender and ethnicity for ongoing staff and faculty. Mission College ongoing staff consists of professional support staff at classified and confidential levels, supervisors, managers, and administrators in addition to full and part-time faculty. Looking at Spring 2007 totals, females make up the majority of Full Time Faculty (63%), Classified and Confidential Staff (78%), and Supervisors (100%) but are less represented among Managers and Administration (42%). Looking at staffing as a whole, the majority of faculty, staff and administrators are white (60%), followed by Asian, Filipino, and Pacific Islander employees as a combined group (23%).

### TABLE 11. MISSION COLLEGE STAFFING BY GENDER

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>102</td>
<td>61</td>
<td>163</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>133</td>
<td>131</td>
<td>264</td>
</tr>
<tr>
<td>Classified and Confidential Staff</td>
<td>81</td>
<td>23</td>
<td>104</td>
</tr>
<tr>
<td>Supervisors</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Managers and Administration</td>
<td>8</td>
<td>11</td>
<td>19</td>
</tr>
</tbody>
</table>


### TABLE 12. MISSION COLLEGE STAFFING BY ETHNICITY

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>American Indian/Alaskan</th>
<th>Asian/Filipino/Pac Isl</th>
<th>Hispanic</th>
<th>White</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>7</td>
<td>0</td>
<td>31</td>
<td>15</td>
<td>109</td>
<td>1</td>
<td>163</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>9</td>
<td>2</td>
<td>52</td>
<td>21</td>
<td>176</td>
<td>4</td>
<td>264</td>
</tr>
<tr>
<td>Classified and Confidential Staff</td>
<td>4</td>
<td>1</td>
<td>41</td>
<td>14</td>
<td>44</td>
<td>0</td>
<td>104</td>
</tr>
<tr>
<td>Supervisors</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Managers and Administration</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>19</td>
</tr>
</tbody>
</table>

In addition to Full Time Faculty, the college utilizes Part Time Faculty for instruction. This translated to approximately 212 Full Time Equivalent Faculty (FTEF) in the Spring of 2007, up from 201 FTEF in Fall 2001.

Mission College measures productivity in terms of the ratio of Weekly Student Contact Hours (WSCH) to Full Time Equivalent Faculty and through a similar expression of Full Time Equivalent Student (FTES) to FTEF. This ratio has ranged from a high of 678.4 WSCH/FTEF in Fall of 2003 to a low of 468.0 WSCH/FTEF in Fall 2006, at which time the removal of Hours By Arrangement greatly impacted the recording of enrollment activity.
ABSTRACT OF THE REPORT

Mission College is committed to student learning and success, as articulated in the opening line of its mission statement. It is also committed to meeting the needs of the communities it serves. It demonstrates that commitment by providing a broad array of educational programs and services; maintaining a culture that engages in continuous learning: systematically assessing, evaluating and improving its effectiveness; and embracing the diversity of its community.

Since 2001, the college has experienced significant change, as has the Silicon Valley. The collapse of the dot-com sector greatly affected the enrollment of the college and a number of the instructional programs, especially high tech programs. Just like Silicon Valley businesses and industries, the college has tried to determine future directions so that it can provide the educational programs that prepare its students for a changing economy. While challenging, these changes have also resulted in opportunities and reinforced the need for continuous assessment, planning, and evaluation at all levels of the institution.

Even as the college has coped with external change and internal challenges, it has managed to make significant progress in many areas. In 2004, the college received a $2.75 million Title V grant focused on serving Hispanic students and other under-represented groups. Also in 2004, the District passed a $235 million facilities bond, $97 million of which is earmarked for Mission College. In the last two years, the college has conducted program review for 100% of its programs and services, implemented student learning outcomes, revised its mission statement, updated its educational plan, and initiated a facilities master planning process that will result in an almost completely new campus design. In 2007, it celebrated its 30th anniversary of providing excellence in education. Since 2002 it has replaced 43% of its full-time faculty with new instructors who have brought fresh energy and innovation to the college. The enrollment decline of several years appears to be reversing. The college is thus poised to enter a new era in its evolution as an institution of higher learning.

The process of conducting this Self Study has confirmed Mission College’s belief that it is in substantial compliance with the requirements of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. For each standard, the college has described its current status and evaluated its performance. It has provided evidence to support its statements. The college has attempted to be candid in its self-assessment. It has noted those areas where there is room for improvement and has developed planning agendas to address them. In the course of writing this Self Study, the college was able to engage in sometimes lively but always productive dialogue and it did so in an atmosphere of collegiality and respect. All segments of the college community – faculty, staff, administrators, trustees and students – worked collaboratively to produce this study.
The Accrediting Commission has identified six themes that run throughout the standards. These themes are

1. Institutional commitment (t1)
2. Evaluation, planning, and improvement (t2)
3. Student learning outcomes (t3)
4. Organization (t4)
5. Dialogue (t5)
6. Institutional integrity (t6)

As the Self Study evolved, the college had an opportunity to assess its commitment to each of these themes. To ensure that the themes are tracked throughout the study, each is referenced with a notation (t1, t2, t3, etc.) when it is addressed.

Institutional Commitment: The college is committed to “providing high quality education congruent with institutional mission, to focusing on student learning, and to periodic reflection on the mission statement.” The college spent substantial time reviewing and revising its mission statement to reflect a common understanding of the college’s purpose and the means by which it intends to fulfill that purpose. Student learning and success are clearly articulated as the college’s first priorities. The mission statement is now widely distributed and more strongly integrated into the college’s planning processes. The college also reviewed, revised, and renewed its commitment to its core values, which are included in its recently updated educational plan.

Evaluation, Planning and Improvement: This theme emphasizes the need for an “ongoing and systematic cycle that includes evaluation, goal setting, resource distribution, implementation, and reevaluation,” which are fundamental principles for the type of strategic planning Mission College recognizes as necessary in order to ensure that it fulfills its mission. In fact, the college’s mission statement specifically states that the college is committed to “the systematic assessment, evaluation and improvement of student learning, educational programs and student support services.” Further, the college is committed to maintaining “an organizational culture that engages in continuous learning and uses the results of systematic assessment and evaluation to inform decision making, allocate resources, and improve institutional policies and procedures.”

All of Mission College’s instructional and non-instructional programs and services are current in terms of program review, which was a component of the 2005-2007 educational planning process that also included a component for student learning outcomes. The program review and educational planning processes are data driven, including internal data and external demographic and labor market information. Student surveys are conducted to assess services.
The college is clearly committed to on-going improvement of its planning processes. The college has revised its program review process twice since 2001 and is re-evaluating it again in 2007-2008 to ensure that it meets the college’s needs as a planning tool and to ensure that the process includes a link between program evaluation, major planning documents, and resource allocation. In accordance with its principles of participatory governance, all college groups have a voice in shaping the college’s planning processes. To strengthen assessment and evaluation, the Office of Institutional Research has been tasked with assisting the college in developing benchmarks and a mechanism for assessing student learning and institutional effectiveness.

In addition to the college’s internal planning processes, programs such as Extended Opportunity Program & Services (EOPS), Disability Instructional Support Center (DISC), and Title V conduct reviews to meet the requirements of external agencies such as the State System (Chancellor’s) Office and the U.S. Department of Education.

Student Learning Outcomes (SLOs): The standards require that colleges “consciously and robustly” demonstrate a commitment to student learning “by developing student learning outcomes at the course, program, certificate, and degree level.” The college’s mission statement makes clear that student learning and success are the college’s first priorities. At many points throughout the Self Study, there is discussion of the college’s progress in the development of student learning outcomes. Mission College began its work in earnest in 2004 when it received a Title V grant, which included as one of its components the development of student learning outcomes in basic skills and ESL. To date, the college has reviewed and revised most of its program outcomes and has developed learning outcomes for basic skills and ESL. Under the leadership of the Academic Senate, work continues to expand the development of SLOs, especially at the course level. In Spring 2007, the college completed the SLO matrix required by the Accrediting Commission and found it to be a very useful tool in measuring its progress. In addition, the college is beginning implementation of the Basic Skills Initiative, which will reinforce its efforts in this area.

Organization: Another theme throughout the standards is “organization as demonstrated in having adequate staff, resources and organizational structure (communication and decision making structures) to identify and make public learning outcomes, to evaluate the effectiveness of programs in producing those outcomes, and to make improvements.” The college’s organizational structure is intended to ensure that all programs and services are adequately supported. Its governance structures are intended to ensure that all constituencies have the opportunity to participate as appropriate in decision-making. Throughout its history, the college has experienced an unusually high turnover among administrative staff, particularly at the president’s level, which has in turn affected continuity of policies and procedures. Because of funding constraints, the college has had to reduce support staffing levels and finds itself hard pressed to meet increasing demands for support. The college has made some changes to its organizational structure since the last accreditation, but it is likely that it will need to revisit its structure again. This time, one of the guiding principles will be how an organizational structure can best support student learning. The District’s Chancellor has included among his 2007-2008 goals to evaluate the organizational structure throughout the District.
In respect to governance, the college has taken it upon itself to review its governance structures because there appears to be a lack of clarity about the roles and responsibilities of some of the governance groups. This situation may be partly due to the large number of new faculty, staff and administrators hired since the last review of the governance structure. The current review has been initiated by the Governance and Planning Council (GAP) with the support of the Academic Senate. There are specific planning agenda items in the Self Study aimed at this objective as well as the improvement of the ways in which groups document their activities and disseminate that information to the college community.

**Dialogue:** The purpose of dialogue as an accreditation theme is “a means to ongoing participation in institutional self-reflection based on reliable information about the college’s programs and services and evidence on how well the institution is meeting student needs.” The college is committed to improving student learning and overall institutional effectiveness and doing so based on data and information that are reliable and usable. While the District has no research and planning function, the college has a Research Analyst who provides data and information for qualitative and quantitative analysis for both formative and summative evaluation. This information is used in many planning initiatives such as program review, educational planning, facilities planning, implementation of the student equity plan, development of the faculty and staff diversity plan, grant applications, compliance reports, needs assessments, placement instrument validation, and student learning outcomes. This information is used to inform governance and planning groups, departments, programs and services in the process of program planning. The Research Analyst assists groups in developing research questions and collecting and analyzing data. With this information, faculty and staff have engaged in rich discussions about student learning and ways to make meaningful changes that result in improvement. Such discussions have occurred in many venues, including department meetings, division meetings, the Academic Senate, the Governance and Planning Council, Title V Advisory Committee, Student Learning Outcomes Committee, and in college-wide educational planning forums.

**Institutional Integrity:** A final theme is institutional integrity, “demonstrated by concern with honesty, truthfulness, and the manner in which the institution represents itself to all stakeholders, internal and external.” Mission College strives to present itself accurately both internally and externally. The college Catalog and schedules of classes are routinely reviewed and revised as necessary. The college regularly updates its web site. Information is provided in Spanish and Vietnamese. Faculty and student handbooks are regularly revised. The college has a marketing and public relations director who ensures that important information is made available through all forms of media – print, television, radio, and on-line. When the college discovers inaccuracies, it makes every attempt to correct them as quickly as possible and always with the primary intent of ensuring that students are not adversely affected.

The Board of Trustees (BOT) has established policies that ensure that it is an independent, policy-making body that reflects the public interest. Board policies promote integrity among the members of the Board as well as among the District’s faculty, staff and administrators.
Mission College embraces the themes that run through the accreditation standards; they are closely aligned with the college’s mission, philosophy, core values and goals. The college believes that it has demonstrated its commitment to the standards and the themes as evidenced in the accompanying Self Study. Where the college sees ways in which it can strengthen its commitment, it has developed planning agenda items to guide its progress and lead to continued improvement of student learning.
ORGANIZATION FOR THE SELF STUDY

Mission College’s preparation for the Self Study began in 2003 with the formation of the Mission College Accreditation Steering Committee (the Governance and Planning Council, GAP). This committee was co-chaired by the then Vice President of Instruction, Dr. Harriett Robles (now college President) and the faculty accreditation liaison officer, Dr. Jonathan Brennan, a faculty member appointed by the Academic Senate. Accreditation Steering Committee members represented a wide spectrum: classified staff, faculty, students, board members and administration, and included the college Research Analyst and Academic Senate president.

The Steering Committee met regularly from 2004 to 2007 and developed the Midterm Report in 2004 and Progress Reports in 2005, 2006 and 2007. In addition, the Steering Committee regularly shared information with the college community and requested feedback from constituents.

The faculty accreditation liaison officer met regularly with the Academic Senate from 2003-2007 to discuss the new accreditation standards, the importance of gathering specific evidence to support summary and evaluation items, student learning outcomes, and the progress of midterm and progress reports and the standard committees.

In Fall 2004, an initial group of standard team members was recruited. Some of the team members and Steering Committee members participated in an ACCJC Self Study training in Fall 2005. During the 2005-2006 academic year, Dr. Brennan was on professional development leave, and a replacement faculty member took temporary responsibility for Academic Senate reports, planning meetings with the college Vice President, and District accreditation meetings.

In 2005-2006 the accreditation process was impacted by an earlier District Academic Senate resolution and the subsequent “work to contract” environment. There were additional resolutions by the Academic Senate and the Classified Senate and the participation of the faculty and classified employees diminished significantly. The Accreditation Steering Committee continued to monitor the progress of the Self Study and provide leadership.

In Spring 2006, the Steering Committee, in conjunction with the West Valley-Mission Community College District’s Information Systems, established a district-wide institutional assessment database to support the measurement of institutional effectiveness and the colleges’ development of their self studies. The project established naming conventions for committee minutes and the creation of a searchable data base where meeting minutes and other documents could be uploaded. Additionally, Mission College developed Sharepoint, an accreditation Web site where team members could collaborate on drafts and the college community could participate in the formation of the Self Study.
In November 2006, a call for volunteers was issued by the Classified and Academic Senates and individuals were selected for the four standard teams. The four standard teams reflected a wide diversity of faculty (across a range of disciplines, both transfer and vocational), classified staff, administrators, students and Board of Trustee members.

The Self Study was drafted in Spring 2007. It was reviewed several times by GAP, the Steering Committee, as well as the Academic Senate throughout the Spring, Summer and Fall of 2007. Feedback was brought to the Steering Committee to be addressed in the draft. Printed copies of the draft were given to both Steering Committee members as well as members of the Academic Senate, and they were asked to share the drafts with their constituencies. Electronic copies were made available to the entire campus on the Sharepoint website.

DISTRICT COORDINATION

Because both Mission College and its sister college, West Valley College, were developing their self studies and hosting site visits at the same time, the District Joint Accreditation Steering Committee (DISJOINT), formed during the previous Self Study, was reconstituted in 2003. The team consisted of the college presidents, vice presidents of instruction, Academic Senate presidents, the District Vice Chancellor of Administrative Services, the Special Assistant to the Chancellor, and the faculty accreditation liaison from each college. The Research Analysts from the two colleges and the District Director of Information Services also provided support to the committee. DISJOINT coordinated the two self studies to ensure consistency on issues related to District services and the production of the reports while still maintaining the autonomy of each institution.

DISJOINT met regularly throughout the 2004, 2005, 2006, and 2007 academic years. The committee developed a style sheet to use for the Self Study and determined an editorial process for review of the final self studies of both colleges. The committee also decided to create an accreditation survey instrument to collect feedback from faculty, staff, and administrators. Surveys were completed in March 2007. The results were compiled under the direction of DISJOINT and distributed to both colleges. DISJOINT also oversaw the development of the District Mapping document.

COMMUNICATION

The accreditation co-chairs kept the college community fully informed regarding progress of the Self Study through a variety of methods: consistent updates at college-wide faculty/staff meetings, Board of Trustees meetings, GAP (Steering Committee) meetings, Academic and Classified Senate meetings, and management meetings. Additionally, the accreditation Web pages, both Sharepoint and Inside Mission, all campus accreditation e-mails, and discussions during team meetings served to ensure the wide distribution of information.
ACCREDITATION STEERING COMMITTEE

Co-Chairs

Dr. Harriett J. Robles  
President (former Vice President of Instruction) and  
College Accreditation Liaison Officer

Dr. Jonathan Brennan  
Faculty, English Department and  
Faculty Accreditation Liaison

Membership 2006-2007:

Harriett Robles, Mission College  
President
Cathy Cox, Academic Senate President
Daniel Peck, College Research Analyst
Jim Bracy, VP, Student Services (Interim)
John Williams, VP, Instruction (Interim)
Worku Negash, Dean of Admin. Servs.
Doug Masury, Classified Senate President
Juan Montoya, ASB President
Dan Sanidad, Dean of Student Services
Antoinette Wheeler, Dean of Instruction
Rachel Lowenberg, Division Chair Council
Phil Sienna, Academic Senate
Ray Charland, Academic Senate
Patrick Hudak, Academic Senate
Mina Jahan, Dean of IT&S
Bob Miller, Student Services Council

Membership 2007-2008:

Harriett Robles, Mission College  
President
Cathy Cox, Academic Senate President
Daniel Peck, College Research Analyst
Penny Johnson, VP, Student Services
John Williams, VP, Instruction (Interim)
Worku Negash, VP, Admin. Servs.
Shoba Singh, Classified Senate President
My Loi, Classified Senate
Jim Brodie, ASB President
Adam Black, ASB
Dan Sanidad, Dean of Student Services
Antoinette Wheeler, Dean of Instruction
Rachel Lowenberg, Division Chair Council
Monica Rivas, Division Chair Council
Haze Dennis, Academic Senate
Patrick Hudak, Academic Senate
Myo Myint, Academic Senate
Mina Jahan, Dean of IT&S
Rosalie Ledesma, Student Services Council
STANDARD COMMITTEE MEMBERS

Standard I Institutional Mission and Effectiveness

Peter Anning    Director of Marketing/Public Relations/Graphic Design Services
Rosalyn Chan   Coordinator of Student Health Services
Rosalie Ledesma Director, ACCESS Program
Daniel Peck Research Analyst
Thuy Trang    Counselor

Standard II Student Learning Programs and Services

Charity Bowles Program Coordinator, ACCESS Program
Jim Bracy      Interim Vice President of Student Services (2005-2007)
Jim Brodie     President, Associated Student Body
Pamela Couch   ESL Instructor
Pat Hernas     Librarian
Timothy Karas  Director of Library Services
Dan Sanidad    Dean of Student Support Services
Helen Sun      Supervisor of Technology Center
Antoinette Wheeler Dean of Instruction
Thais Winsome  Biological Science Instructor
Andrea Zirbes  Accreditation Support Specialist
Christine Ritz English Instructor

Standard III Resources

Aileen De Guzman Administrative Services
Judie Del Frate Division/Dept Chair Commercial Services/Computer Applications
Mina Jahan      Dean of Information Technology and Services
Elise Johnson   Counselor/Matriculation
Clement Lam     Division/Department Chair, Mathematics
Dianne McKay    Division/Department Chair, Communications/Reading
Worku Negash   Vice President of Administrative Services
Nancy Cornejo   Administrative Specialist, Personnel
Phil Sienna     Physical Education Instructor
Theresa Tran    Counselor for EOPS
Randy Wu       Instructional Desktop Support Technician

Standard IV Leadership and Governance

Linda Angelotti Executive Assistant to the President
Anna Brichko   Foreign Language Instructor
Jesus Casillas  Student
Cathy Cox      Librarian, Academic Senate President
Stephanie Kashima ESL Instructor/SLOs Task Force Chair
My Loi         Senior Office Coordinator
Buck Polk      Board of Trustees
SELF STUDY TIMELINE

Fall 2003
December
• Call for Accreditation Faculty Co-Chair from Academic Senate.

Spring 2004
January – May
• Accreditation Faculty Co-Chair regular planning meetings with Vice President of Instruction.
• Set up of Accreditation Web Pages.
• Regular updates to GAP (Accreditation Steering Committee).

Fall 2004
September – November
• Steering Committee began process of creating the ACCJC Progress Report.
• Board Approval of Midterm Report.
• District reconstituted the District Joint Accreditation Steering Committee (DISJOINT).
• Barbara Beno, special informational meeting.
• Steering Committee researched other college’s approaches to the organization of the Self Study.
• DISJOINT determined process for coordination of the two college’s self studies.

Spring 2005
January – May
• College focus on researching student learning outcomes project.
• DISJOINT approved three-year budget for accreditation Self Study for both colleges.

Fall 2005
August
• Steering Committee presented all campus SLOs writing meeting at Professional Development Day.

October
• College submitted Progress Report to ACCJC.
• Steering Committee members and other faculty and staff attended ACCJC training.

November
• Faculty Liaison began regular e-mail updates to college community.
Spring 2006
February – May
- Steering Committee established Self Study process.
- DISJOINT established District accreditation budget.
- DISJOINT determined organizational mapping mechanism.
- DISJOINT refined budget and timeline.
- DISJOINT approved accreditation survey instrument.
- Steering Committee collaborated with District IS to create a document collection and storage system that formed the basis for an institutional assessment database.
- Steering Committee developed District-wide naming conventions and uploaded identified participatory governance committee data.

Fall 2006
September – December
- Steering Committee completed Progress Report.
- All programs completed Program Reviews.
- DISJOINT continued development of college-wide survey instrument.

Spring 2007
February
- Work to contract ended.
- Standard Teams composed responses to the standards, created evaluation and action plan portions of the responses, and collected evidence sources to support the responses.
- Steering Committee reviewed drafts as submitted; created, compiled, and edited responses to previous recommendations and college identified goals; and created introduction to the Self Study.
- Faculty Accreditation Liaison met with standard teams to assess progress and edit drafts.
- College continued uploading of participatory governance documents.

March
- District Council approved District Mission Statement.
- College reviewed and updated the Mission College Mission Statement.
- College administered 2007 Accreditation Survey to college community.
- DISJOINT completed initial college and District mapping document.
- Steering Committee continued to coordinate document collection and storage.
- Steering Committee identified Self Study editor.

April
- Steering Committee continued to coordinate document collection and storage.
- Steering Committee and Standard Teams made changes to the Self Study.
May
- Steering Committee and Standard Teams made changes to the Self Study.
- Steering Committee reviewed Self Study and addressed missing information.
- Steering Committee prepared first edit of draft document.
- Academic Senate reviews Self Study.

June – August
- Steering Committee reviewed Self Study and addressed missing information.
- Steering Committee prepared second edit of draft document.
- Academic Senate reviews Self Study.

Fall 2007
September
- Steering Committee made final changes to the Self Study.
- Steering Committee presented final Self Study draft to the Academic Senate for endorsement.

October
- Steering Committee approved Self Study.
- Steering Committee presented final Self Study drafts to the Academic Senate.

November
- Board of Trustees approved Self Study.

December
- Steering Committee published Self Study report and supporting documentation.

Winter 2008
January
- College submitted Self Study to ACCJC.
CERTIFICATION OF CONTINUED COMPLIANCE  
WITH ELIGIBILITY REQUIREMENTS

1. Authority

Mission College’s authority to operate as a degree-granting institution is the result of continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the U. S. Department of Education (2007-2008 Mission College Catalog, p. 7).

2. Mission

In September 2007, the Board of Trustees (BOT) approved the most recent version of the college’s mission statement, which was adopted by the college’s Governance and Planning (GAP) Council in June 2007. The mission statement is consistent with the college’s legal authority, defines its educational purposes, its intended student population and its commitment to achieving student learning. The mission statement is published in the 2007-2008 College Catalog on page 7 and on the college’s web site at http://www.missioncollege.org/gen_info/gen_info.html.

3. Governing Board

The West Valley-Mission Community College District (WVMCCD) is governed by seven members elected at large for terms of four years. The Board also seats two elected student trustees, one from each college. The Board is responsible for the quality and integrity of the institution and for ensuring that the institution’s mission is carried out (District Policy 1.6.5). It is an independent policy-making body that reflects the interests of its constituents and the public (District Policies 1.5 and 1.6). The Board has a conflict of interest policy (District Policy 1.6.6). No member of the Board has an employment, family, or personal financial interest in the institution.

4. Chief Executive Officer

The District has a Chief Executive Officer who was appointed by the Board of Trustees (BOT) in 2002. The Chancellor’s duties are clearly defined in District Policy 2.3. The College has a president whose role is defined by District Policy 2.1.3: “Authority flows from the Board through the Chancellor to the executive staff and Presidents of the two Colleges. Each President, as college chief executive officer, is responsible for implementation of District policies at the college.”
5. Administrative Capacity

District Policies 2.1.1 and 2.1.2 state that “the organizational structure of the District shall reflect a multi-college system of cooperating colleges, each independently accredited, and designed to fulfill the District’s mission. Mission College, West Valley College, and the District Office shall be organized in the most efficient and effective manner to provide comprehensive educational services for the citizens of the District.” Mission College has 19 administrators and managers, who are selected and evaluated per Board policy (District Policy 2.17) and District procedures (Classified and Administrative Recruitment and Selection Procedures, 2006).

6. Operational Status

As of Fall 2007, Mission College has over 9,200 students who are enrolled with the intent of transferring to four-year institutions, completing degree and certificate programs, acquiring basic skills and English as a second language, and engaging in life-long learning through both credit courses and community education (IS Enrollment update, 10-26-07).

7. Degrees

Mission College offers 36 associate degrees and 78 certificates in both collegiate and occupational areas. Over 20 occupational programs are provided. All AA/AS degree programs and certificate programs are identified in the college Catalog, which describes each program, student learning outcomes, career options, if applicable, and specific requirements (2007-2008 Mission College Catalog).

8. Educational Programs

Mission College’s programs are consistent with its mission, based on recognized fields of study, and are of sufficient content and length. Quality and rigor are maintained through clearly defined curriculum review and approval processes as well as through contractually defined evaluation processes for all full- and part-time faculty (Curriculum Review Committee Handbook; ACE Contract).

9. Academic Credit

Mission College awards academic credit based on generally accepted practices in degree-granting institutions of higher education and adheres to Title 5 regulations regarding the awarding of academic credit. Academic standards are described in the Catalog and in District Policy 4.0, Educational Services (2007-2008 Mission College Catalog).
10. Student Learning Achievement

The college Catalog includes a statement for each program that describes the learning outcomes for students (2007-2008 Mission College Catalog).

11. General Education

The college Catalog clearly identifies the General Education (GE) requirements for the Associate Degree. General Education requirements fall into five areas: Language and Rationality, Natural Sciences, Humanities, Social and Behavioral Sciences, and Lifelong Learning. Students must fulfill either a General Studies AA major or other specialized major. In addition, students must meet basic competency requirements in reading, writing, oral communication, mathematics, and information competency (2007-2008 Mission College Catalog). The college’s GE requirements were reviewed by the Academic Senate most recently in Spring 2007 (Academic Senate minutes, May 2007).

12. Academic Freedom

Mission College adheres to and promotes the principles of academic freedom. District Policy 4.8, revised in 2003, clearly describes the District’s commitment to academic freedom as it applies to administrators and students, as well as faculty: “Academic freedom in the pursuit and dissemination of knowledge through all media shall be maintained at the District. Such freedom shall be recognized as a right of all members of the faculty, whether of tenure or non-tenure rank, of all administrative officers, and of all students.” Board policy is based on the California State University (CSU) system's statement on Academic Freedom. The CSU statement on Academic Freedom is, in turn, substantially based on the 1940 AAUP Statement of Principles of Academic Freedom and Tenure, while their statement on Professional Ethics is an exact transcription of the 1966 AAUP Statement on Professional Ethics.

13. Faculty

Mission College has 163 full-time and 264 part-time faculty (2007-2008 Position Control file). All meet the minimum qualifications for their disciplines. Equivalency is determined as necessary by a District committee of faculty and administration who follow state and local guidelines for minimum qualifications. Faculty responsibilities are described in the contract established between the District and the Association of College Educators (ACE) (ACE Contract). Both full-time and adjunct faculty are listed in the Catalog. Full-time faculty listings include their degrees and first year of employment (2007-2008 Mission College Catalog).
14. Student Services

Mission College is committed to student success and understands the importance of support services in assisting students to achieve their goals. The college provides an extensive network of support services that are aligned with the needs of the student populations the college serves and that reflect its mission statement and core values (2007-2008 Mission College Catalog).

15. Admissions

The college’s admissions policies are consistent with its mission and follow state law and District policies. Admission requirements are clearly stated for students in the college Catalog and in the schedule of classes (2007-2008 Mission College Catalog, pp. 171-72; Fall 2007 Schedule of Classes, pp. 5-9).

16. Information and Learning Resources

Mission College provides face-to-face and on-line access to information and learning resources and services to support the college’s mission and its instructional programs and student support services (2007-2008 Mission College Catalog, pp. 181-85; Summer/Fall 2007 Schedule of Classes, pp. 130-31, District Policies 5.0).

17. Financial Resources

The West Valley-Mission Community College District (WVMCCD) develops an annual budget that reflects Board priorities and serves to support the college’s institutional mission, goals, programs and services. The college has developed participatory processes to prioritize needs and allocate resources (WVMCCD Final Budget, 2007-2008; College Budget Advisory Committee Budget Allocation Model, 2007).

18. Financial Accountability

The WVMCCD undergoes annual audits conducted by an independent, outside auditor. The audit is conducted according to Governmental Accounting Standards Board Statements Number 34 and 35.
19. Institutional Planning and Evaluation

Mission College has instituted systematic planning and evaluation at a number of levels, including curriculum, technology, budget, facilities, student learning outcomes, student equity, programs and services, and staffing. The college has adopted mechanisms for evaluating a number of aspects of institutional effectiveness, including accreditation standards and Accountability Reporting for the California Community Colleges (ARCC) criteria. The college is engaged in a continuous process of identifying and implementing evaluation criteria for the purposes of improving institutional effectiveness and student learning (2007 Educational Master Plan; Technology Plan; College Budget Advisory Committee (CBAC) Budget Allocation Model; 2007-2008 Facilities Master Plan process and schedule; Student Equity Plan).

20. Public Information

The college produces an annual Catalog that provides current information about its mission, philosophy, admission and registration requirements and procedures, academic and occupational programs, student services, degree and certificate requirements, courses, fees, academic regulations and standards, academic calendar, discrimination policies, grievance procedures, and academic credentials of faculty and administrators. Essential contact information (address, telephone numbers, web site) is provided. Governing board members are listed. The Schedule of Classes, published twice a year (summer/fall and winter/spring) also includes much of this information, as does the web site (2007-2008 Mission College Catalog; Summer/Fall 2007 Schedule of Classes; www.missioncollege.org).

21. Relations with the Accrediting Commission

District Policy 1.4.2 states: “The District’s Colleges adhere to the eligibility requirements, accreditation standards, and policies and procedures of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The Colleges are committed to presenting themselves in a uniform manner to all their accrediting agencies, to communicating any changes in accredited status, and to disclosing information required by accrediting agencies in carrying out their accrediting responsibilities.” Mission College adheres to this policy (Midterm and Progress Reports; 2007 Self Study).
SUMMARY OF RESPONSES TO RECOMMENDATIONS

The 2001 evaluation team made nine recommendations in the areas of planning, personnel, institutional effectiveness, curriculum, organization, and Board policy:

Planning: The team made two recommendations related to planning. Recommendation 1 advised that the college should revise its planning summary from the Self Study to incorporate other major planning agenda activities, and distribute the revised summary to the college and to the Accrediting Commission. The complete list of activities was presented to the Governance and Planning (GAP) Committee on August 25, 2004. This list was distributed to the Commission as Appendix B of the Midterm Report sent to the Commission in October 2004. The college has responded to all 84 planning agenda items. The responses can be found in Appendix B. This recommendation has been met.

Also related to planning, the team recommended (Recommendation 4) that the college “develop, refine, and implement its program review and evaluation processes for both instructional and non-instructional programs to provide a tighter link to the planning goals and directions.” Since the visit, the college has revised its program review model twice and used the most recent model as the core of its educational master planning process. One hundred percent of instructional and non-instructional programs and services participated in program review, completed in Spring 2007. The Academic Senate is undertaking a review of the program review model in Fall 2007. One of the goals of this review is to ensure that program review is linked to resource allocation. This recommendation has been partially met.

Staff and Student Diversity: Recommendation 2 advised the college to “develop, implement, and regularly assess the results of its recruitment, retention, and success plan for underrepresented faculty, staff, and students.” The college is working with the District Faculty and Staff Diversity Advisory Committee (FSDAC) to write a diversity plan using the criteria from the Model Equal Employment Opportunity Plan and Guidelines for California Community Colleges/2006 (California Community Colleges System Office) as its starting point. The time line for a first draft of this plan has been pushed out by the State Chancellor’s Office pending completion of a workforce availability analysis. However, the FSDAC is continuing its work on un-impacted areas of the plan, with the expectation of having a first draft by June 2008. The college has been able to collect and analyze substantial existing data regarding the recruitment and retention of staff. This information was provided in April 2007 to the Accrediting Commission upon ACCJC’s request for additional information to support the 2006 Progress Report, which addressed this recommendation. Also provided to the Commission was an update on the college’s progress in the implementation of its Student Equity Plan and Title V grant. The Commission accepted this report at its June 2007 meeting. This recommendation has been partially met.
Institutional Effectiveness: The evaluating team recommended that the college “identify outcome measures or performance indicators and the means to assess those measures for its major college and program objectives” (Recommendation 3). Mission College has made strides toward this goal. The college’s newly revised mission statement specifically states that the college is committed to systematic assessment and evaluation. For example, since the 2004 Midterm Report, the college has made progress in developing and implementing Student Learning Outcomes (SLOs).

Mission College is committed to establishing outcome measures in areas beyond student learning. The college is in the initial phases of creating a college-wide, systematic process for measuring and improving institutional effectiveness. The recently completed program review process is an example. In addition, the new President has charged the Research Analyst to develop a research agenda that includes proposed models for benchmarking institutional performance, such as an institutional scorecard. Such a model should incorporate state accountability indicators as well as institutional indicators reflecting the college’s educational and master plan priorities. This recommendation has been partially met.

Curriculum: Three recommendations were made related to curriculum. Recommendation 5 advised the college to develop a process for the systematic review of curriculum; Recommendation 6 advised the college to review its General Education (GE) program; Recommendation 7 advised the college to re-examine spoken and written language competencies.

The college has made some progress toward implementing a curriculum review process that supports a systematic review of existing courses and programs. The program review model adopted in 2004 called for a review every five years. Because so many programs and services had not conducted program review as scheduled, the model was set aside in favor of a process that would make all programs and services current. This process was begun in 2005-2006 and completed in Spring 2007. Curriculum review was not included in that process because it would have been impossible for the Curriculum Review Committee (CRC) to manage a review of the entire curriculum at once. The Academic Senate is now revisiting the 2004 model, as well as the 2005-2007 EFMP, to make modifications. The intent is to implement a new version incorporating the best elements of both approaches in 2008-2009. In the meantime, a number of programs have submitted their curriculum for review as necessary but no systematic schedule has been developed. The President has charged the interim Vice President of Instruction with developing a schedule for periodic review with the CRC and also with implementing a process for review of vocational curriculum every two years. The implementation of an online Curriculum approval and management program, CurricUNET, will greatly assist the college in monitoring the status of its curriculum. This recommendation has been partially met.
Regarding General Education (GE), the college completed a review of its GE program in April 2007. A subcommittee of the Academic Senate determined that Mission's GE requirements meet the Title 5, Section 55022 requirements for the Associate Degree (R6.2, R6.4). In addition, the committee reviewed each GE area and the related courses, as listed in the Mission College Catalog (R6.5). This recommendation has been met.

The Mission College Academic Senate (MCAS) responded to Recommendation 7 in 2004 by forming a sub-committee to review the spoken and written language competencies for its degrees and certificates and the process by which these exit competencies would be evaluated. The committee forwarded recommendations to the Academic Senate that the new graduation requirement for the AA/AS degrees be raised to the transfer (English 1A) level and that students illustrate oral competency through completing Communication Studies courses or by passing a proficiency exam. The Academic Senate approved these requirements in Spring 2003 (R7.1). This recommendation has been met.

Organization: The visiting team recommended that the college review the administrative structure for academic programs to ensure adequate support. Since 2001, major changes in the organizational structure included reducing the number of direct reports to the President from seven to five, which resulted in more direct reports to the Vice President of Instruction. This re-structuring placed the Dean of Information Technology and Services and the Dean of Workforce and Continuing Education under the Vice President of Instruction. The Dean of Instruction position, also reporting to the Vice President of Instruction, was created and filled. The 10 Division Chairs, representing 48 departments, continue to report directly to the Vice President, as do a staff of 4, including the Research Analyst.

It remains to be seen whether this reorganization has been sufficient to ensure an appropriate and necessary level of support for instructional programs and services. The situation is further complicated by the fact that at this time, four key positions in the Office of Instruction are filled on an interim basis due to retirements and resignations. These include the Vice President of Instruction, the Dean of Workforce and Continuing Education, the Executive Administrative Assistant, and the Curriculum Specialist. This recommendation has been met but may require additional evaluation.

Board Policies: Recommendation 9 called for the establishment of processes for the regular review of board policies and for the assessment of board performance. After completing a comprehensive review and revision of its policies in 2003, the Board established a process for the regular review of its policies, which results in a comprehensive review of each of the six chapters of the District Policy Manual at least once per year. In 2006-2007, the Chancellor directed the appropriate administrators within the District to collect, review, update or develop, as necessary, the procedures called for in each chapter of existing policy. On an on-going basis, changes are proposed through the participatory governance process by staff, faculty, students, administrators, and Board members. Annual reviews always include the latest recommendations of the Community College League of California (CCLC) Policy and Procedure Service. This portion of the recommendation has been met.
In respect to its self-evaluation process, the Board has made several changes. In the 2005-2006 academic year, the Board substantially revised the questionnaire that was distributed to administrators and constituent group representatives in addition to the trustees themselves. All feedback is reviewed and discussed by the trustees in a meeting devoted to completing the evaluation. In Fall 2007, the Board began working with a consultant to further revise its self-evaluation process. This portion of the recommendation has been met.
RESPONSES TO RECOMMENDATIONS FROM 2001 ACCREDITATION REPORT

Recommendation 1: Mission College should revise the planning summary from the Self Study to incorporate major planning agenda activities identified in the Educational and Facilities Master Plan and other relevant planning documents and distribute this revised summary to the college community and the Accrediting Commission. (Responsive to all 2001 Standards)

The 2001 Self Study “provided extensive self-evaluation but did not include extensive discussion or identification of planning agenda items related to the issues or deficiencies raised.” Prior to the completion of the final draft of the Self Study, a decision was made to eliminate many of the planning activities under each standard in favor of the final 2 page planning summary of 19 items. Thus, many of the specific planning agenda items developed by the standards committees were not included in the Self Study.

In Spring 2004, the Vice President of Instruction located previous drafts with the original planning items and she merged these planning activities with those from the planning summary from the 2001 Accreditation Self Study and the recommendations from the 2001 Educational and Facilities Master Plan (2001 EFMP). The complete list of activities was presented to the Governance and Planning (GAP) Council on August 25, 2004 (R1.1) with the intent that as a first step in organizing the college’s planning agenda, the list be refined to eliminate redundancies and produce a more manageable list of activities for the college to pursue and monitor, including clear outcome measures and performance indicators. This list was distributed to the Commission as it was included in Appendix B of the Midterm Report submitted in October 2004 (R1.2). The complete list of planning agenda items from the 2001 Self Study with responses has been included with this Self Study (Appendix B). The 19 items included in the Self Study are addressed separately from the additional 65 planning items that were deleted from the report.

The college has recently completed another Educational and Facilities Master Planning process (EFMP 2007) (R1.3) and will be coordinating plan recommendations with the planning agenda items included in the 2007 Self Study, as well as those from the Student Equity Plan and other major planning documents such as matriculation and technology. With this information, the college will be in a better position to prioritize, implement, assess, and evaluate its goals and do so more efficiently.

This recommendation has been met.

Evidence:

R1.1 Governance and Planning (GAP) Coouncil Meeting Minutes, 08-25-04
R1.2 Mission College Midterm Report, Appendix B, 10-04
R1.3 Educational and Facilities Master Plan process (EFMP 2007)
**Recommendation 2:** The team recommends that Mission College develop, implement, and regularly assess the results of its recruitment, retention, and success plan for underrepresented faculty, staff, and students. (Responsive to 2001 Standards: 2.6, 4A.1, 5.7, and 7D.2)

As noted in the college’s progress report of October 15, 2006 (R2.1), Mission College determined that the most effective approach to the development of a recruitment, retention and success plan for its faculty and staff would be to develop its plan in collaboration with the District and the District Faculty and Staff Diversity Advisory Council (FSDAC). FSDAC is representative of numerous participatory governance groups and serves as an advisory group to the Associate Chancellor of Human Resources.

Noted in the April 2007 progress report (R2.2) was the fact that both colleges in the West Valley-Mission Community College District (WVMCCD) were operating under work-to-contract status, which had a major impact on the college’s progress since its October 2005 progress report. The Academic Senates implemented a resolution on March 14, 2006 (R2.3) that halted faculty participation on all committees, including accreditation, the college’s Student Equity Committee (SEC) and the District FSDAC. The Classified Senates also supported the resolution and suspended committee work effective March 15, 2006 (R2.4). Without full faculty and staff participation, many activities and initiatives came to a halt. Faculty participation in committees did not resume until after November 2, 2006 (R2.5). The Classified Senate did not lift its participation in the resolution until February 7, 2007 (R2.6). Many committees were not able to schedule and resume their activities in the time remaining in the fall semester and only resumed their activities beginning in February 2007. In spite of the work-to-contract environment, the college was able to continue its data collection efforts and was therefore prepared to move forward when the committees reconvened. Developing a recruitment, retention, and success plan, however, proved difficult without full participation of faculty and staff.

Although creating a plan for the recruitment and retention of faculty and staff did not occur during the time of the work-to-contract stipulation, the college was able to collect and analyze the information that already existed to assess its current state regarding the recruitment and retention of students. This information was included in the Spring 2007 progress report that was submitted to the Commission. Readers are referred to the 2007 Progress Report for a detailed description and analysis of the data (R2.2).

At its February 5, 2007 meeting, FSDAC established subcommittees to work on different diversity-related activities. One group was assigned to draft an updated diversity plan using the criteria from the Model Equal Employment Opportunity Plan and Guidelines for California Community Colleges/2006 (California Community Colleges System Office) as its starting point. The time line for a first draft of this plan has been pushed out by the State Chancellor’s Office pending completion of a workforce availability analysis. However, FSDAC is continuing its work on un-impacted areas of the plan, with the expectation of having a first draft by June 2008. A second group was tasked to work with Human Resources to devise standardized and easy-to-read formatting for data reports. A third group was assigned to draft a diversity survey for distribution to the full District community, with the possibility of targeted focus groups following this survey. Finally, college researchers were assigned to work on further and expanded updates to this report (R2.7).
In Spring 2005, the college completed its Student Equity Plan (R2.8), which identified the college’s on-going campus interventions for student success. Goals were developed to address recruitment and retention issues of under-represented and underserved student populations. These goals are:

1. **Access:** Increase access for the most underserved populations (Hispanic by 5% and African-American by 3%) based on 2002-2003 data.
2. **Course Completion (Retention):** Increase retention in basic skills. Increase Hispanic and African-American retention to achieve benchmark numbers based on the 1992-2000 composite data. Benchmarks as listed in Student Equity Plan: Basic Skills 61% and All Courses 67%.
3. **ESL & Basic Skills:** Improve completion rates for the following: (1) Math completion rate by 10% for African-American, Filipino, and Hispanic students; (2) ESL completion rates by 5% for males.
4. **Degree & Certificate Completion:** Increase number of awards (degrees for all students and certificates for male students) so that males represent 75% of females who earn certificates based on 2003-2004 data.
5. **Transfer:** Increase the number of Hispanic and African-American students transferring to the UC and CSU systems based on 2001-2002 data. For the UC and CSU systems, within the Hispanic transfer-seeking population, increase transferring students to 45 students annually for years 2006 through 2008 and to 55 students annually for years 2009 and 2010. Within the African-American transfer-seeking population, increase transferring students to 14 students annually for years 2006 through 2008 and to 16 students annually for years 2009 and 2010.

In April 2007, the college reported its progress on student equity to the Accrediting Commission as part of the follow-up report to its 2006 progress report. This report describes in detail the status of the equity indicators as well as future plans based on the data that have been collected. This information has been used by the Committee to develop action plans for each of the goals. These plans are also included in the April 1, 2007 report to the Commission.

The awarding of the Title V Hispanic Serving Institution (HSI) grant in 2004 to Mission College has allowed the institution to place more emphasis on recruiting Hispanic and African American students and improving the success of all under-represented students. The benchmarks for the Title V grant are:
Outreach
• Hispanic participation in Orientation/pre-enrollment assessment will increase 5% over Fall 2004

Student Satisfaction
• 80% of students surveyed will indicate a high degree of satisfaction with improvements so far.
• Ability to track and monitor student outcomes through college and/or District data bases will be increased by 30%.

Pedagogy
• 100% of ESL and math basic skills instructors will be able to use student learning outcomes (SLOs) to evaluate improvements to track student cohorts.
• Success rates for ESL and math will increase over Fall 2004; success rates will increase by 2% over Fall 2003.
• Cohorts in first ESL and math pilots will persist to next level at a 5% higher rate than other students
• Semester-to-semester persistence of Hispanic 1st time freshmen will increase 3% over 2004-2005 baseline.
• One-year retention of Hispanic students will increase by 3% over Fall 2003 (R2.9).

The data show that since 2005, the enrollment of Hispanic students increased by 6% in Fall 2006 over Fall 2004. The Welcome Center and student ambassadors work one-on-one with first time freshmen to ensure they understand the steps to matriculate into classes and complete their educational goals. Title V provided funding to expand the college’s telephone registration system and financial aid materials so they are now also available in Spanish. Increasing the number of Hispanics who attend Orientations and take the pre-enrollment assessment is also a goal of Title V. The percentage of Hispanics who completed assessment and Orientation increased by 22% in Fall 2006 over Fall 2004. The number of African-American students who participated in Orientation and assessment during this time period also increased by 21.5% (R2.10).

This recommendation has been partially met.

Evidence:
R2.1 Mission College Progress Report, 10-15-06
R2.2 Mission College Progress Report, 04-07
R2.3 District Academic Senate Minutes, 03-14-06
R2.4 E-mail, Doug Masury, 03-15-06
R2.5 Mission College Academic Senate Minutes, 11-02-06
R2.6 Doug Masury, 02-07-07 (Classified Senate Resolution)
R2.7 FSDAC meeting agenda, 02-05-07
R2.8 Student Equity Plan, 03-03-05
R2.9 Title V Grant Award 2004
R2.10 Title V update email, Lin Marelick, Grant Director, 02-20-07
**Recommendation #3:** The team recommends that Mission College identify outcome measures or performance indicators and the means to assess those measures for its major College and program objectives. (Responsive to 2001 Standard 3C.1)

Since the 2004 Midterm Report, the college has made progress in developing and implementing Student Learning Outcomes (SLOs). The SLOs Task Force was convened by the Academic Senate in Fall 2005 and has met regularly to define goals and processes related to implementing college-wide SLOs (R3.1). One outcome of this effort is an annual report documenting the progress of all college programs, and courses within programs, in meeting SLOs goals. In 2006-2007, the Academic Senate produced a report summarizing college-wide SLOs activities (R3.2).

The college has identified and approved program-level SLOs for 31 out of the 55 programs leading to certificates and/or degrees, which represents 56% of programs and has implemented them in requirements for major and General Education (GE). Outcomes for many programs were updated and revisions were incorporated into the 2007-2008 Catalog.

In respect to course-level SLOs, the college has developed SLOs for a total of 14 of its courses in the following disciplines: English, English as a Second Language (ESL), Mathematics, and Reading. This number comprises only 1% of the total number of courses (1,051 in 2006-2007) offered by the college (R3.2). The assessment of the SLOs in all of the 14 courses has been completed. The results of the assessment have been analyzed in eight of those courses, all of which are in the ESL and mathematics departments. These results have led to improvements in pedagogy and learning in all eight of these courses (R3.2).

The college also completed the SLOs matrix required by the Accrediting Commission in Spring 2007. The report proved to be a useful measure of the college’s progress.

In November 2007, the college has planned two SLOs activities. First, representatives from each division are being recruited to attend SLOs sessions sponsored at the Community College League of California (CCLC) conference held on November 15-16. Then on November 30, the college has scheduled an all-college day focused on writing course-specific SLOs. Faculty will have an opportunity to interact with their colleagues and will also be provided with clear guidance, examples, and assistance in writing course SLOs. The goal is to have one course per program completed in Fall 2007. In addition, Math will complete the writing of SLOs for all its basic skills courses during the Fall 2007 semester (R3.2). Then on Flex Day, February 19, 2008, a follow-up workshop is scheduled to focus on the assessment and implementation component of SLOs (R3.3).
One barrier to progress with SLOs and other assessment tools has been a lack of key personnel. In Fall 2004, the college hired a full-time, certificated Assessment Coordinator. Unfortunately, the person hired to fill the position left in 2005. The position has remained vacant since 2005-2006, in part because it was felt the job description needed revising. This required working with the Association of College Educators (ACE), the faculty union. The job description was finalized early in 2007. The major duties of the Assessment Coordinator include the planning, coordination, and organization of the assessment functions and processes of the college, including SLOs (R3.4). However, the position remains unfilled at this time since the college did not fill all of its vacant faculty positions for 2007-2008. Without a person in this position to take the lead and coordinate various college activities related to assessment, responsibility for continued progress on SLOs and other assessment tools has fallen back on the SLOs Task Force, and thus continued progress has been slow. The position will be reconsidered during the Fall 2007 prioritization of faculty positions for 2008-2009.

Within the curriculum review process, all new and revised curricula must link course objectives with the specific assessment tools (exams, papers, oral presentations) used to evaluate student performance according to established general guidelines for student learning outcomes (e.g. analytical skills, written communication skills) (R3.5). In addition, new and revised courses must provide specific examples of the assignments used to demonstrate mastery of course objectives. One recommendation of the SLOs Task Force was that the curriculum forms for all new and revised courses include a section for explicit statement of SLOs and the tools used to assess them. The Curriculum Reviews Committee (CRC) began meeting in late April and May 2007 to begin a wholesale review and revision of all facets of curriculum review, including the addition of SLOs (R3.6).

Five student support services programs have SLOs printed in the 2007-2008 Mission College Catalog (R3.7) (EII.B4.1) (t1,4,5,6). They are the Career Center, Disability Instructional Support Center (DISC), Career Placement Center, the Learning Assistance and Tutorial Center (LATC), and Student Health Services.

The college is committed to establishing outcome measures in areas beyond student learning. The college’s newly revised mission statement specifically states that the college is committed to systematic assessment and evaluation. The new President has charged the Research Analyst to develop a research agenda that includes proposed models such as an institutional scorecard for benchmarking institutional performance. Such a model should incorporate state accountability indicators as well as institutional indicators reflecting the college’s educational and master plan priorities. In September 2007, the Research Analyst presented some examples to the Governance and Planning (GAP) Council for its review (R3.8).

This recommendation has been partially met.
Evidence

R3.1 Mission College Academic Senate minutes, 09-29-05; Mission College Report on SLO Activities, 04-16-07
R3.3 E-mail, Cindy Vinson, Staff Development Coordinator, 10-15-07
R3.4 Assessment Coordinator Job Description Approved, 02-15-07
R3.6 Curriculum Review Committee Minutes, Spring 2007
R3.7 Mission College Catalog 2007-2008
R3.8 Governance and Planning Council Summary, 09-19-07

Recommendation #4: The team recommends that Mission College develop, refine, and implement its program review and evaluation processes for both instructional and non-instructional programs to provide a tighter link to the planning goals and directions. (Responsive to 2001 Standards: 3A.3, 3A.4, 4D.1, 5.10, 6.7, 9B.6, and 10C.4)

In response to recommendations from the 2001 accreditation team visit, the college began work in 2002 on an improved format for program review. Non-instructional programs and services had completed a program review in 2001, but instructional programs lacked a workable model. In December 2002, the Academic Senate accepted a draft version of what eventually came to be known as Program Master Planning (PMP) (R4.1). Over the 2003 academic year, Senate subcommittees worked with the administration to refine the design and scope of PMP, and in October 2003 the Academic Senate presented the final version to the Board of Trustees (BOT) (R4.1-2). Although this model was never implemented, it is necessary to describe it in detail because the college is committed to revisiting this model in 2007-2008.

At the core of PMP was a forward-looking approach that aligned the retrospective Self Study with future planning goals and directions. PMP also sought to integrate each program’s review with college-wide services such as facilities use, budget modeling, faculty recruitment, and full-time equivalency (FTE) allocation. One important aspect of PMP was its ability to identify student service programs that serve a number of different instructional programs and which as a consequence, might be in need of additional support.

PMP was designed to operate on a 5-year cycle for each department or service area. Each year, 7 academic departments, 3 student service units, and 1 administrative service area would be scheduled to develop a 5-year master plan. Part of the master plan for each department or service area is a list of 5 goals accompanied by an implementation timeline.
PMP reports were to be reviewed by the Forum, a 10 member group drawn from each college decision-making body. Throughout the planning process, forum members review draft portions and provide feedback to planners. Completed plans would then reviewed by the Forum. Once validated, each group must provide the Forum with an annual update in which completed goals would be noted and new ones added. These updates would then provide college decision-making groups with the most up-to-date information possible on the status of each department and service area.

PMP was originally scheduled for launch in Spring 2004, with a small sample group of departments and service areas. The key faculty member who developed the 2003 PMP format retired, resulting in the loss of impetus and follow-through. The implementation of the process, including Phases II and III of the non-instructional program review, were delayed one semester, to Fall 2004. In Fall 2004, in consultation with the Academic Senate, it was determined that too many instructional programs were not current in terms of program review and that the 5-year sequencing of the new model would result in further delays. Thus, it would take several years for all programs to be reviewed. Given the abrupt demographic changes in the region, it was felt that a process should be implemented that would bring all programs up to a current level of review. It was also determined that if properly designed, a new process could address other planning initiatives, such as the need for a current educational and facilities master plan and SLOs. Thus, the PMP was temporarily set aside in favor of a comprehensive Educational and Facilities Master Plan (EFMP) process.

EFMP was an approach to get all departments involved at the same time (R4.3). The EFMP process began in Academic Year 2005-2006 as a project of the Academic Senate and the Governance and Planning Council (GAP). This process was unique in that it integrated several planning initiatives into one process: program review, SLOs, and the update of the college’s educational plan in preparation for the development of a facilities master plan. As part of this process, all departments and services at the college were asked to complete a series of three “assignments” looking at past trends, SLOs, and future expectations. The third assignment of the EFMP process laid the foundation for linking planning and resource allocation. An EFMP Core Group, with diverse representation of faculty, staff, students, and administrators, was created to review the assignments, solicit additional information as necessary, and recommend programs and services that warranted additional review on the part of the college.

Starting on March 2, 2007, a series of five college-wide forums were held with presentations and discussions on a wide range of topics and issues related to the future of the college. The first forum focused on visionary topics related to future directions in the employment sector, growing and emerging programs, and new approaches to the delivery of education. Internal and external factors – planning assumptions – were considered, including regional economic and demographic trends. The next three forums focused in turn on vocational and community education programs, traditional academic programs, and student and support services. The fifth forum was designed as a synthesis and review of key areas discussed in the previous four forums. As a result of this discussion, 10 core recommendations were developed to guide overall services and facilities planning.
1. Pursue opportunities in Health Care and Wellness
2. Pursue green opportunities in Engineering and technology
3. Improve global information competency
4. Develop detailed plans of action for existing programs with significant challenges: Computer Information Systems (CIS), Computer Networking Electronics Technology (CNET), and Manufacturing
5. Support potential growth of Hospitality Management
6. Support potential growth of Chemistry, Biology, and Health Occupations
7. Review current systems and staffing
8. Review and support training needs
9. Review and support student tutorial needs and basic skills services
10. Pursue enhanced learning opportunities for students (R4.4)

As agreed, the PMP is being revisited in Fall 2007 by the Academic Senate (R4.5) and implementation of regular program review should begin by Fall 2008.

Mission College believes that educational planning should drive facilities planning. With direction from the Board of Trustees (BOT) to pursue new academic buildings to ultimately replace the existing Main Building, a series of facilities-specific forums were scheduled to follow the educational planning phase. These forums were held in April and May of 2007 to program two new buildings to replace the first/third floors and second floor of the Main Building (R4.6). In August 2007, an architectural firm was hired to develop a full facilities master plan based on the educational plan. That planning process is underway and the final plan is scheduled to be presented to the Board in Spring 2008 (R4.7).

This recommendation has been partially met.

Evidence

R4.2 Mission College Academic Senate Minutes: 12-05-02, 10-23-03, 05-15-03, 09-25-03, 03-11-04
R4.3 EFMP Documents, 2005-2007
R4.4 EFMP Core Recommendations Spring 2007
R4.5 President Harriet Robles e-mail, 10-16-07
R4.6 Mission College Main Building Forums and Discussions on Paris Intranet, http://paris/mc/predidents_office/index.html; Paris → Main Building Discussion Documents → Emails or Discussion (Q & A)
R4.7 Master Planning Process and Schedule
**Recommendation #5:** The team recommends that Mission College implement a process for the systematic, periodic review of its existing courses. (Responsive to 2001 Standard 4D.6)

Overall, the college has made incremental progress toward implementing a curriculum review process that supports a systematic review of existing courses and programs. The educational and master planning process, described above, included components for program review and student learning outcomes, but did not ask programs to conduct a complete review of their curriculum. Since every program and service was completing the process in order, it would not have been possible for the Curriculum Review Committee (CRC) to process a curriculum review for every instructional program at once. Although the Academic Senate is currently reviewing and revising the program review model, the President has nonetheless charged the interim Vice President of Instruction to move forward with the CRC to develop a schedule for the systematic review of curriculum and to initiate the process, which can be incorporated into the new model.

In 2004, the Vice President of Instruction initiated the development of a model process for a two-year review process for vocational programs. A subcommittee of the Division Chair Council (DCC) was created and faculty researched models used by other colleges. The model is nearly complete but with the change in administration, the model has yet to be finalized or implemented. The President has charged the interim Vice President of Instruction to complete this process in addition to the development of a schedule for the regular review of all curriculum.

Impedance to progress in this regard has been due to continued rapid turnover of administrators in charge of oversight of instructional programs, as noted in the 2004 Midterm Report, coupled with an ad hoc, unstructured approach to curriculum review on the part of both the administration and the Academic Senate (R5.1-2). Courses and programs continue to be reviewed only when the departments themselves bring them forward, and there has been no tracking process in place to identify and assist departments that experience problems in conducting their scheduled curriculum review. Additionally, the Academic Senate Resolution beginning on March 14, 2006 suspended faculty participation on most committees, including Curriculum, for a period of 9 months. During this time all review of existing and new curricula came to a halt.

Despite these challenges, there has been progress in curriculum review since 2004, and a number of departments and programs have completed full review of their curriculum, including Computer Applications (CA), Marketing and Art (R5.3). In September 2004, the CRC discussed strategies for serving as an overview committee to facilitate systematic review of curriculum (R5.4). The committee now sends out an email at the start of every semester that informs all campus personnel of the deadline for submitting curriculum and includes additional deadlines for those departments that are up for curriculum review as part of their cycle. In Fall 2006, Mission College implemented “CurricUNET,” an online service for the creation and review of curriculum and programs (R5.5-6). CurricUNET represents a major step forward in helping the college to meet the
The objective of this recommendation. The online format greatly streamlines the process, from uploading new and revised course outlines to obtaining the required signatures for approval. The online process also improves recordkeeping and accountability measures by highlighting courses and programs that have become “stuck” somewhere in the development and approval pipelines. Moreover, with CurricUNET, the administration can easily identify and provide assistance to those departments and programs that have not carried out their scheduled, periodic review of curriculum. In Spring 2007, the CRC began to discuss a process to review and revise the existing curriculum review process to better meet this needs of ongoing program review efforts (5.7).

In a related effort to introduce a more systematic approach to curriculum review, the Academic Senate convened a new subcommittee to review the entire General Education (GE) curriculum for content and articulation status (see Response to Recommendation 6).

This recommendation has been partially met.

**Evidence**

R5.1 Mission College Midterm Report, 10-04
R5.3 Programs and departments that have carried out full reviews of their course offerings since 2004 include: CA 2005 (CRC Minutes 10-31-05), MKTG 2007 (CRC Minutes 04-16-07), ART/GDES 2007 (CRC Minutes 04-16-07)
R5.4 Curriculum Review Committee Minutes, 09-13-04
R5.5 Curriculum Review Committee Minutes, 10-24-05
R5.6 Mission College Academic Senate Minutes, 02-01-07
R5.7 Curriculum Review Committee Minutes, 04-16-07, GE Review of Subcommittee Recommendations, 05-07

**Recommendation 6**: The team recommends that Mission College undertake a review of its General Education program to ensure that the requirements reflect newly defined values of the college and the needs of the students. (Responsive to 2001 Standards: 4C.2 and 4C.4)

The college has undertaken a review of its General Education (GE) program. In April 2007, the Mission College Academic Senate (MCAS) formed the Subcommittee to Review the GE pattern (R6.1). This committee consisted of faculty members from several departments and the Mission Articulation Officer. The committee members used Title 5 guidelines to determine whether courses were appropriate for GE (R6.2). In addition, when undertaking the review, the committee considered the Mission College Core Values, including: "Provide an educational environment that prepares all students to communicate clearly, think analytically and critically, work collaboratively and utilize technology effectively" (R6.3).
The committee determined that Mission College’s GE requirements meet the Title 5, Section 55022 requirements for the Associate Degree (R6.2, R6.4). In addition, the committee reviewed each GE area and the related courses, as listed in the Mission College Catalog (R6.5):

Process Areas
- Communicating, Solving Problems, Clarifying Values

Content Areas
- Language and Rationality:
  - English Composition
  - Communication and Analytical Thinking
- Natural Sciences
- Humanities
- Social and Behavioral Sciences
- Lifelong Learning

The committee recommended a number of changes to the CRC. These changes consisted mainly of courses to be added to the GE Program and courses to be reviewed for correct placement within the GE areas. Furthermore, the committee recommended that courses in the GE Program be updated and revised every five years to ensure compliance with Title 5 regulations. Finally, courses not offered within any five-year time period should be removed from the GE Program effective Fall 2008 (R6.4, R6.6).

The committee also recommended that the Academic Senate consider adding a Multicultural Studies requirement (R6.4, R6.6). This would entail looking at existing courses rather than adding units to GE requirements. This discussion will continue in Fall 2007. With the inclusion of this requirement, the college’s Core Value of promoting "cross-cultural understanding among and between students, faculty, and staff" will be more closely realized (R6.3).

One additional change occurred in 2003, when the Academic Senate voted to approve information competency as a proficiency requirement for graduation (R6.7). The District Board of Trustees (BOT) approved the new requirement on May 19, 2005 (R6.8). This requirement provides further realization of the Mission College’s Core value to help students “utilize technology effectively.”

This recommendation has been met.

**Evidence**

R6.1 Mission College Academic Senate: Call for Subcommittee Members e-mail, 03-15-07
R6.2 Title 5 Approval of Associate Degree Requirements
R6.3 Mission College Core Values
R6.4 GE Review of Subcommittee Recommendations, 05-07
R6.5 Mission College Catalog, 2006-2007
R6.6 Mission College Academic Senate Meeting Minutes, 05-17-07
R6.7 Mission College Academic Senate Meeting Minutes, 03-13-03
R6.8 WVMCCD Board of Trustees Meeting Minutes, 05-19-05
**Recommendation # 7:** The team recommends that Mission College re-examine the spoken and written language competencies for its degrees and certificates and the means by which these exit competencies will be assessed. (Responsive to 2001 Standard 4B.5)

The Mission College Academic Senate (MCAS) responded to this recommendation in 2004 by forming a sub-committee to review the spoken and written language competencies for its degrees and certificates and the process by which these exit competencies would be evaluated. To this end, the committee forwarded recommendations to the Senate that the new graduation requirement for the AA/AS degrees be transfer level English (English 1A) and that students illustrate oral competency through completing Communication Studies courses or by passing a proficiency exam. The Academic Senate approved these requirements in Spring 2003 (R7.1).

In addition to addressing written and spoken language competencies, the college has instituted a requirement for information competency. In Spring 2005, the Information Competency Committee (ICC) recommended that students be required to take a one-unit Information Competency Course (Library 10) as a pre-requisite or co-requisite to English 1A or complete an adaptation of the OASIS online tutorial program from San Francisco State University (R7.2).

At the March 10, 2005 MCAS meeting, the Senate voted to require students to take a one-unit Information Competency course, Library 10, in order to fulfill the graduation proficiency requirement for Information Competency (R7.3). The MCAS approved the implementation plan on April 14, 2005 (R7.4). At the May 19, 2005 West Valley Mission College District (WVMCCD) Board of Trustees (BOT) Meeting, the Board approved the Mission College Graduation Proficiency Requirement for Information Competency, effective Fall 2006.

As of Fall 2006, students must fulfill a graduation proficiency requirement for Information Competency. They can satisfy this requirement in three ways:

1. Take the one-unit Library 10 course, Basic Information Competency.
2. Pass either the Mission College Information Competency Proficiency Exam or the Credit by Exam.
3. Take a course that has been deemed equivalent to Library 10 at another college or university.

Three sections of Library 10 were offered in Fall 2006, and four were offered in Spring 2007. For Summer 2007, one section will be offered, and in Fall 2007, there will be two online sections as well as two eight week face to face sections (R7.5). In the future, the institution will increase the number of courses offered as dictated by the demand.
Ongoing stages: 2007-2008:

- Offer Library 10 and English 1A as a Learning Community
- Evaluate the implementation plan and revise as necessary
- Track student results and success

This recommendation has been met.

Evidence

R7.1  MCAS minutes, 02-06-03, 02-27-03, 03-13-03, 03-27-03
R7.2  Information Competency Task Force Committee (ICTF) minutes, 10-13-05
R7.3  MCAS minutes, 03-10-05
R7.4  MCAS minutes, 04-14-05
R7.5  Mission College Catalogs 2006-2008

Recommendation 8: The team recommends that during its planned review of organizational structure Mission College focus on the administrative structures for academic programs to ensure that any new organization structure provides adequate support for college-wide planning, assessment, and operational management of academic programs. (Responsive to 2001 Standards: 4A.4 and 10B.3)

In 2001, the administrative structure for the college had 7 direct reports to the college President, including 2 Vice Presidents, 3 Deans and a Director. Academic programs were structured under the Vice President of Instruction, and divided into 45 departments represented by 10 Divisions, in addition to the Library. The Vice President had 4 direct staff reports: a Manager of Special Projects, Executive Assistant, and 2 Administrative Specialists, 1 handling course content and schedule/catalog production, and 1 handling personnel and hiring procedures (R8.1). The manager of special projects retired and the position was not filled and eventually converted to a Dean of Instruction.

In 2003 some minor shifting of departments within divisions occurred but the reporting structure remained the same (R8.2).

In 2005, the administrative structure for the college reduced the number of direct reports to the President from 7 to 5 and now included the college’s Staff Development Coordinator. This re-structuring increased the number of reports to the VP of Instruction by 3: the Dean of Information Technology and Services, the Dean of Workforce and Continuing Education, and the newly created Dean of Instruction (initially filled on an interim basis). The Director of the Library moved under the Dean of Information Technology and Services. Academic programs remained under the VP of Instruction and included 48 departments represented by 10 divisions. Institutional Research was also moved under the direction of the VP of Instruction (R8.3). Although the Vice President of Instruction gained more direct reports as a result of the 2005 reorganization, this reporting restructure was intended to allow the Vice President of Instruction to focus on “the big picture” issues, such as accreditation, curriculum, and strategic planning, while leaving more operational matters under the guidance of the Dean of Instruction.
Also as part of the 2005-2006 reorganization, the position of evening and weekend supervisor was revised and expanded to include emergency services. Titled Director of Evening, Weekend and Emergency Programs and Services, the new position was aligned under the Dean of Administrative Services. The first search failed to attract a sufficient pool, but the second search, conducted in Spring 2007, was successful and the position was permanently filled in May 2007.

In May 2006, the position of Dean of Instruction was filled permanently. The Dean of Workforce and Continuing Education retired but was retained on a limited contract to continue to manage Continuing Education and the Institute of International Studies. While the position was being filled, the remaining duties were reassigned to existing administrators. The Workforce component was assigned to the Dean of Instruction and some tasks were assigned to the Dean of Student Support Services. A search was begun for a permanent replacement for the Dean of Workforce and Continuing Education, but that search failed in December 2006 and again in 2007 because of an inadequate pool of qualified applicants. The duties were again reallocated among existing administrators with the Workforce component being assigned to the new interim VP of Instruction and Continuing Education to the Dean of Instruction. The new President decided to open an internal search for a full-time, interim to fill the position. That search was successfully concluded in November 2007 with the appointment of an interim through June 2008 (R8.4).

In June 2007, the Dean of Administrative Services was upgraded to VP of Administrative Services in order to address increased responsibilities for fiscal management, facilities planning, and emergency preparedness.

Staffing in the Office of Instruction remains problematic. When the permanent VP moved to the interim Presidency in August 2006, an interim VP of Instruction was hired for Fall 2006. The interim VP did not return in Spring 2007 and another interim was hired. Currently, the interim VP of Instruction supervises all the Deans, the Division Chairs, the Research Analyst, and the 3 staff members within the Office of Instruction (Admin. Asst., Admin. Specialist for Instruction & Admin. Specialist for Personnel). Two of these critical staff positions—Administrative Assistant and Administrative Specialist for Instruction—are vacant and filled with interim employees.

All these changes have resulted in the use of interims and the reallocation of duties in order to cover the gaps. Thus, it has been difficult to assess the effectiveness of the 2005 reorganization. Currently, indications are that the organization in the instructional area is not meeting the needs of the instructional programs nor providing sufficient support for college-wide instructional planning. The increased responsibilities of the college in terms of strategic planning at all levels as well as the need to ensure sufficient support for all aspects of the instructional programs will require the college to reassess its organizational structure. The Chancellor has indicated in his 2007-2008 goals his intent to “conduct an organizational review of District/Colleges’ management structure, reporting lines, and responsibilities” (R8.5). The President has likewise indicated her priority to fill vacant positions and to work with the Chancellor in such an organizational review at the college level (R8.6).
Evidence

R8.1 2001-2002 Organizational Chart
R8.2 2003-2004 Organizational Chart
R8.3 2005-2006 Organizational Chart
R8.4 WVMCCD Board of Trustee Meeting Minutes, 11-01-07
R8.5 Chancellor’s Goals, 2007-2008
R8.6 Mission College President’s Goals, 2007-2008

Recommendation 9: The team recommends that the board establish a regular review of board policies and processes for assessing its performance in order to ensure that it is providing effective and appropriate leadership for the college. (Responsive to 2001 Standards: 10A.2, A.3, and A.5)

Following completion of a comprehensive review and revision of District policies in March 2003 (R9.1), all management employees were provided hard copies of the entire District Policy Manual in uniform binders for easy identification in offices (R9.2). The entire manual was also placed on the District Web site in order that all employees and members of the public have access to the policies at any time (R9.3). A District Web administrator has been hired and is responsible for the timely uploading of all revisions to the policy manual on an as-needed basis.

The District subscribes to the Community College League of California (CCLC\textsuperscript{1}) Policy and Procedure Service. Since joining the service, staff members have utilized the model policies and procedures and their semi-annual updates to revise existing policies and procedures and create new ones as indicated by the passage of new laws and regulations. The Board has committed to a comprehensive review of each of the six chapters of the District Policy Manual at least once per year (R9.4). The Special Assistant to the Chancellor works with the Board on the review, which is structured so that a chapter is reviewed and approved every other month. Despite a lapse in the process during 2006 because the Board decided it would not consider another change to any policy until the Chancellor had ensured that administrative procedures called for in existing policies were in place, the Board resumed Board review of policy revision in 2007, adopting a revised Chapter 1 in January (R9.5). The Chancellor, for his part, assigned procedures called for in each chapter of existing policy to the appropriate administrators within the District, and those procedures were collected and reviewed in the Spring and Summer of 2007 (R9.6). On an on-going basis, changes are proposed through the participatory governance process by staff, faculty, students, administrators, and Board members. Annual reviews always include the latest recommendations of the CCLC\textsuperscript{1} service.
Since 2003, the Board had used standardized questionnaires (true/false and rating sheets) in the process of completing its annual self evaluation (R9.7). In the 2005-2006 academic year, the Board eliminated the true/false questionnaire and revised the rating questionnaire substantially (R9.7). The same questionnaire was distributed to administrators and constituent group representatives in addition to the trustees themselves. This represented the first time in recent memory that the Board solicited input and feedback from staff in the evaluation process. All feedback is reviewed and discussed by the trustees in a meeting devoted to completing the evaluation (R9.8).

On October 4, 2007, the Board held a special meeting to discuss its evaluation process. An external consultant has been hired to provide guidance in this process. Trustees are establishing measurable criteria for evaluation, defining the values and priorities upon which they are to be evaluated using the CCLC\textsuperscript{1} Trustee handbook, WASC accreditation handbook, and other appropriate resources (R9.9).

This recommendation has been met.

\textbf{Evidence}

R9.1 WVMCCD Board of Trustee Meeting Minutes, 03-03
R9.2 WVMCCD Board Policy Binders
R9.3 http://www.wvmccd.cc.ca.us/board/policies/index.php
R9.4 Records, Office of the Special Assistant to the Chancellor
R9.5 WVMCCD Board of Trustee Agenda, 01-18-07
R9.6 E-mail from Chancellor to College Presidents, 12-06
R9.7 Records, Office of the Special Assistant to the Chancellor
R9.8 Records, Office of the Special Assistant to the Chancellor
R9.9 WVMCCD Board of Trustee Agenda, 10-04-07
STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

1A. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

1A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Summary

Mission College’s first priorities are student learning and success. The college serves the ever-changing educational and economic needs of Santa Clara, Silicon Valley, and the larger community. To accomplish its mission the college provides transfer, degree and certificate programs...community, career and vocational education, and educational opportunities in basic skills and English as a Second Language.

(excerpt from Mission College mission statement, 2007)

Mission College’s first priorities are student learning and success (EI.A1.1). Student learning programs and services are aligned with the college's mission statement, its character, and its student population (t1). (Notation of themes appears throughout the standard as follows: t1, t2, t3, t4, t5, t6). (A list of acronyms and definitions is available on page 388).

The mission statement emphasizes that the college is a comprehensive community college. The college offers 78 certificates of proficiency and completion and 36 AA and AS degrees. The college offers over 20 vocational programs, including programs in health occupations, business, computer applications and science, fire protection technology, graphic arts, graphic design, real estate and retail floristry (EI.A1.2). Community education provides a wide array of programs and courses designed to meet the needs of older adults, prospective parents, the developmentally disabled, those needing to meet court mandates, and those seeking personal enrichment (EI.A1.3). The college offers basic skills courses in reading, writing and math, and instructional support through such services as the Learning Assistance and Tutorial Center (LATC), the English as a Second Language (ESL) Lab, the Reading Lab, and the Mathematics Learning Center (MLC).
One of the college’s largest programs is ESL, which serves the Silicon Valley’s substantial ESL population with beginning to advanced level courses in listening, speaking, grammar, reading and writing. The college also has a unique Institute for International Studies and an International Students Center that provide international students with the English instruction necessary to pass the Test of English as a Foreign Language (TOEFL) and enter Mission College. The college’s commitment to a diverse and global student population is confirmed in its mission statement, which articulates the college’s commitment to diversity and global stewardship (t1).

The college’s programs and services reflect the needs of the diverse communities it serves. To ensure that student learning programs and services are aligned with its purposes, its character, and its student population, the college relies on data and information provided by the college’s Office of Institutional Research (OIR). Using such information, the college has established new services aligned with its changing student population. For example, in 2004 Mission College was able to establish eligibility and qualify as a Hispanic serving institution. As a result, the college applied for and received a $2.75 million Title V grant (EI.A1.4). Its purpose is to enhance outreach, recruitment, and retention, in particular for the Hispanic community (EI.A1.5). The Title V grant has enabled the college to establish a Welcome Center and several satellite offices (t1, t2, t6). Another example is the use of data to support program review. The college’s Research Analyst provided demographic, enrollment, and where applicable, labor market data for programs to analyze and guide their reviews (EI.A1.6).

In addition to instructional programs, student services programs have been established to meet the needs of the student population. Services such as the Disability Instructional Support Center (DISC), Extended Opportunity Program and Services (EOPS), Career Placement, Counseling, CalWorks, ACCESS, and MESA are listed in the college Catalog and in the Schedule of Classes each semester (EI.A1.2, EI.A1.7). In 2006-2007, a Student Services planning template was created and all programs were asked to develop annual goals and objectives, relating them to the college’s mission statement. Student Services departments, including Counseling, Admissions and Records (A&R), and Student Health Services, completed an annual review of their programs in Spring 2007 (EI.A1.8). The Student Services Council (SSC) regularly met in 2006–2007 to discuss program planning and goal setting (t2).

In Spring 2007, the college completed an update of its educational plan through a series of college-wide meetings led by the Academic Senate. The college mission statement was actively discussed during these meetings to ensure that the plan and mission were in alignment. The program review process was included as an integral component of the Educational and Facilities Master Planning (EFMP), as were program-level student learning outcomes (t3). The draft of the educational plan produced in Spring 2007 will be reviewed and finalized in Fall 2007 and thereafter submitted to the Board for approval (EI.A1.6).
Evaluation

The 2007 mission statement guides the college’s student learning programs and services to ensure they are aligned with its purposes, character, and student population. The mission statement is found on the website, in the college Catalog, in the Schedule of Classes, and in some college planning documents. The revised mission statement has been widely disseminated and is central to current educational and facilities planning efforts (t1).

The Academic Senate is addressing the implementation of a continuous program review process to ensure that student learning programs and services are aligned with the college’s mission and the students it serves. Planning should be linked with the college’s process for resource allocation. The college President has advised both the Academic Senate President and the Vice President of Administrative Services, who oversees the college’s budget processes, that the next evolution of program review must directly link program planning and resource allocation (t2).

Planning Agenda

- PA1.1 The Academic Senate will assess the program review process and in collaboration with other participatory governance groups, assist the college in developing a systematic, integrated planning process that is in alignment with the college’s mission and values and links the outcomes of assessment and evaluation of its programs and services with the allocation of financial, physical and human resources.

Evidence

- EI.A1.4 Title V Grant Award Notification, 06-27-07
- EI.A1.5 2005 Annual Performance Report Mission College: Title V
- EI.A1.6 Mission College Educational Master Plan, 06-18-07
- EI.A1.8 Mission College Student Services Summary Reports, 2006-2007
1A.2. The mission statement is approved by the governing board and published.

Summary

The college’s revised mission statement, unanimously approved by the Governance and Planning (GAP) Council and the college President on July 11, 2007, was given its first review by the District’s Governing Board on August 16, 2007 (EI.A2.-2). The second review and final vote to accept the revised mission statement was made on September 6, 2007 (EI.A2.3) (1).

The mission statement is published in the college’s annual Catalog (EI.A2.4) and can be found on the college’s website (EI.A2.5). There are plans to post the mission statement in classrooms and offices and it will be included in the Spring 2008 Schedule of Classes. The college President has taken action to publish and widely disseminate the latest revised mission statement on the campus through such means as printing it on business-size cards that have been distributed throughout the college and developing a template for meeting agendas that incorporates the mission statement and that can be used by committees throughout the college (EI.A2.6).

Evaluation

This standard has been met.

Planning Agenda

None.

Evidence

EI.A2.1 Governance and Planning Council Summary Notes, 07-11-07
EI.A2.2 WVMCCD Board of Trustees Agenda, 08-16-07
EI.A2.3 WVMCCD Board of Trustees Agenda, 09-06-07
EI.A2.4 Mission College Catalog, 2007-2008 (7)
EI.A2.5 Mission College website (http://www.missioncollege.org/gen_info/gen_info.html)
EI.A2.6 Governance and Planning Council Agenda, 10-04-07
1A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Summary

The previous mission statement was adopted along with a set of core values and goals in Fall 2000. A formal review of this mission statement was initiated through the Governance and Planning (GAP) Council in 2004-2005 (EI.A3.1). The Academic Senate President agreed to lead a subcommittee to review the statement and, if the committee felt it was warranted, draft a new or revised statement. The mission statement review was folded into the overall Educational & Facilities Master Plan (EFMP) process (EI.A3.2) to provide direction for the process, with a planned college-wide vote to determine the final mission statement. In Fall 2005, the Academic Senate President brought forth four proposals (including the existing statement) for consideration by GAP and the Academic Senate (EI.A3.3). The EFMP process, including the mission statement vote, was placed on hold in Spring 2006 due to passage of the Academic and Classified Senate resolutions for work to contract (t1).

The process resumed in Fall 2006 with GAP narrowing the mission statement choices to two, one being new and one being the existing statement (EI.A3.4). A college-wide vote was announced through a series of emails and conducted via an on-line survey open to all college community members (EI.A3.2). The initial vote resulted in an exact tie, and voting was extended twice—both times also resulting in an exact tie. GAP membership decided to break the tie through a vote of GAP members; however this vote also resulted in a tie situation. Further consultation with college and District leaders resulted in a final decision to keep the existing mission statement due to a lack of clear consensus. GAP and the Academic Senate agreed that the mission statement should be reviewed again as part of the EFMP process. This review was completed in Spring 2007. GAP approved a revised statement on July 11, 2007 (EI.A3.5), and the Board of Trustees (BOT) approved it on September 6, 2007 (EI.A3.6) (t5).

Evaluation

The college has reviewed its mission statement through a participatory governance and decision-making process that included all constituencies. This process, however, did not initially lead to consensus on a revised statement. This lack of consensus reflected differences in perception as to the purpose of a mission statement. In revisiting the statement, GAP reviewed state and accreditation guidelines for mission statements as well as examples of mission statements from other California community colleges and shared this information with their constituencies (EI.A3.7). While Mission College did review and revise the mission statement during this time frame, no permanent policy for routine review and revision has been established.
Planning Agenda

• PA1.2  In the design of a systematic and integrated planning process, the college will ensure that the process include a scheduled review of the mission and values statements, and that the values and mission be visible and incorporated into decision-making processes.

Evidence

EI.A3.1  Governance and Planning Council Summaries, 03-24-04, 10-13-04, 03-02-05, 11-08-05, 11-16-05
EI.A3.2  Email Announcements for Survey Participation, 03-13-07, 03-14-07, 03-19-07, 03-22-07
EI.A3.3  Mission College Academic Senate minutes, 11-10-05, 11-17-05
EI.A3.4  Governance and Planning Council Summaries, 08-16-06, 10-11-06, 10-25-06, 11-15-06
EI.A3.5  Governance and Planning Council Summary, 07-11-07
EI.A3.6  WVMCCD Board of Trustees Agenda, 09-06-07
EI.A3.7  Governance and Planning Council Summary, 06-06-07

1A.4. The institution's mission is central to institutional planning and decision making.

Summary

The college’s previous mission statement, revised in 2001, served as the basis for many of the college’s planning efforts. For example, individual division chairs have utilized the mission statement to inform their department’s planning (EI.A4.1). The Grant Advisory Committee (GAC) requires that the request for funding be aligned with the mission statement (EI.A4.2). The Academic Senate, Governance and Planning (GAP) Council, College Budget Advisory Committee (CBAC), Division Chair Council (DCC), Classified Senate, and the Title V Grant Committee have not always consistently or explicitly referred to the language and content of the mission statement during their meetings, but the nature of their planning and decision-making has revolved around students’ academic success, which is a core value expressed in the mission statement (t1, t2).

The college began a review of the 2001 statement in 2005 and over the course of many discussions, the college’s mission statement received much greater attention than it had previously. As the college moved ahead with program review and educational planning, the mission statement was revisited many times to determine whether it accurately reflected the college’s understanding of its purpose. Eventually the college was able to reach final consensus on the newly revised and approved statement. On July 11, 2007, GAP members unanimously approved the draft of the mission statement that has been under consideration. The President reported this outcome to the entire Mission College community through an email on July 13, 2007 (EI.A4.3) (t5).
The college’s mission statement is now more visible and a more explicit part of the college’s planning processes than in the past. The college’s budget allocation process requires that proposals indicate the relationship of the request to the college’s core values and goals, which are directly related to the college’s mission statement (EI.A4.4).

**Evaluation**

There is a heightened awareness of the mission statement now that the college has completed an extensive review and revision. The mission statement has been explicitly incorporated into the decision-making processes, including educational planning and resource allocation.

**Planning Agenda**

None.

**Evidence**

EI.A4.1 Mission College Technology Division Agenda & Minutes, 09-28-04
EI.A4.2 Grants Advisory Committee application form, 03-01-06
EI.A4.3 College President Update, email, 07-13-07
EI.A4.4 CBAC approved Budget Request Form, 2007-2008

**1B. Improving Institutional Effectiveness**

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

**1B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Summary**

The shift in focus from teaching to learning and the increased emphasis on student learning outcomes (SLOs) have reinforced and given shape to the college’s historical commitment to student learning. In 2004 the college began an intensive dialogue about improving student learning through the use of SLOs, as well as taking significant action to begin their development and use. Initially, several faculty attended training in SLOs through support from the Title V grant (EI.B1.1) (t1).
In October 2005, the Academic Senate created an SLOs Committee comprised of the Academic Senate President, the Assessment Coordinator, and three faculty members (EI.B1.2). Each program head was asked to write a Program Level Outcome statement collaboratively with other members of the program. SLOs presentations were made by faculty at various campus forums, and an assignment was incorporated into the Educational and Facilities Master Planning (EFMP) process, which ensured that student learning was a fundamental component of the college’s new Educational Master Plan (EI.B1.3) (t3).

During Spring 2006, Title V faculty in Math and ESL piloted courses with newly written SLOs. Fifty-six percent of programs submitted an SLOs statement for review. The final drafts were submitted and some met the deadline to be included in the 2006-2007 college Catalog, and additional changes were added to the 2007-2008 Catalog (EI.B1.4).

During the 2006-2007 academic year, course-level SLOs continued to be developed in math, reading and English. The Reading and English Departments received training in SLOs statement writing from in-house faculty trainers and external faculty trainers. They each wrote SLOs statements with assessments for their separate lab courses. The Math Department piloted several courses with new SLOs, and developed a learning community with one of these courses, Math 903 (Elementary Algebra). The Reading and English departments piloted new labs, and the English Department alone saw over 900 students participate in their new lab course in Spring 2007 (EI.B1.5).

In April 2007, the college was required by the Accrediting Commission for Community and Junior Colleges (ACCJC) to submit an update on its progress in the development and implementation of SLOs. This matrix provided the college with an assessment of its progress and will serve as a benchmark and road map for continued work on SLOs (EI.B1.6). This report was discussed and accepted by the Academic Senate (EI.B1.7)

Basic skills are another area in which the college is engaging in dialogue about improvement of student learning. The college has been able to build upon the work it has done under the Title V grant in relation to basic skills, and the current Basic Skills Initiative from the State has increased dialogue and planning in this area. On September 28, 2007, the college sent a large team of faculty and staff to training for implementation of the Basic Skills Initiative. The team included the college President, the Academic Senate President, the Vice President of Student Services, basic skills faculty, counseling faculty, student support services staff, the Research Analyst, and the Director of Community Education. The team attended an all-day workshop that resulted in a list of challenges the college needs to address and the beginning of action plans to implement the initiative (EI.B1.8) (t5).
The college uses feedback to ensure that its continuing dialogue on student learning leads to improvement. This feedback includes measures of student success such as student engagement and satisfaction. The college conducted an internal student satisfaction survey in Fall 2001 and 2003 and conducted the Noel-Levitz Student Satisfaction Inventory (SSI)™ in Fall 2005 and 2006 (EI.B1.9). The Noel-Levitz Student Satisfaction Inventory (SSI)™ is administered to a representative sample of students and asks students to rate both the importance of and satisfaction with over 100 items related to services and experiences at the college (EI.B1.10). Presented through the Governance and Planning (GAP) Council and the Title V Grant Advisory Group, responses are grouped with national responses from other participating community and junior colleges and allow for the college to identify areas of strength and areas needing attention, as experienced by the student body. Other student surveys have also been conducted, including Winter session Surveys (EI.B1.11) and surveys on specific student service programs (EI.B1.12). Surveys for student satisfaction with Counseling and Library services are in the planning stages and the new Vice President of Student Services is reviewing other instruments for possible use.

The college has taken steps to improve internal processes in order to be more effective, efficient, and ensure that faculty and staff can focus on student learning. For example, the Curriculum Review Committee (CRC) acquired CurricUNET, an online curriculum review and process application, which was implemented in 2006. This software facilitates a reviewable, step-by-step process that is open, documented and clear. There is extensive training for faculty to utilize CurricUNET (EI.B1.13).

The colleges have also been able to recover the wait list function, which was lost in the conversion to Datatel. Wait lists have proven to be a valuable tool in ensuring that the Schedule of Classes meets students’ needs. The college has also been working on refining its enrollment reports used by the Performance Goals Committee (PGC) and the Office of Instruction to track FTES and make plans for the allocation of FTEF resources (EI.B1.14). As one of her first acts, the new President hired a consulting firm to assist the college in mapping its curriculum and scheduling processes in order to identify ways in which the college could streamline those processes and reduce inefficiencies (EI.B1.15). The results of this project will be available in Fall 2007 for college review and consideration. Should this approach prove beneficial, other internal college processes may be included (t2).
The new President has made documentation and improvement of institutional effectiveness one of her goals. The Research Analyst has participated in the state’s implementation of the new accountability model, Accountability Reporting for the California Community Colleges (ARCC). The college’s response to the 2007 ARCC findings (E1.B1.16) lists several areas where Mission College has undertaken steps to address issues such as developing new programs and adding class sections in high-demand subjects. The Research Analyst has been charged with creating a research agenda in 2007-2008 that incorporates the ARCC indicators. Further, the Analyst has been asked to research institutional scorecards used by other community colleges and make recommendations to the college for an approach that will allow the college to more easily and visibly monitor its performance in key areas. In September 2007, the Research Analyst made a presentation to GAP and provided samples of institutional scorecards for consideration as one approach to measuring effectiveness (E1.B1.17).

**Evaluation**

Ongoing, self-reflective dialogue about the continuous improvement of student learning and institutional processes takes place at Mission College, as described above. One of the challenges to maintaining an ongoing, collegial self-reflective dialogue is the lack of documentation through published minutes. Major participatory governance groups, such as GAP and the Academic Senate, have agendas and minutes, but a number of smaller committees do not publish agendas nor keep minutes. The smaller committees generally have an agenda that is distributed at the beginning of their meetings, but these are not recorded, filed nor passed down from chairperson to chairperson. In some cases, no staff or committee members are assigned to take minutes, so the decisions and progress of these committees are left to the memory of the participants (t5).

There is currently no Assessment Coordinator to direct the assessment planning process, and no release time for faculty to lead the activities. This presents a challenge in ensuring an ongoing, self-reflective dialogue about the continuous improvement of student learning. The new President has included among her 2007-2008 goals to support the hiring of a coordinator to facilitate student learning assessment, planning and implementation, and the replacement of the Assessment Coordinator needs to be the highest priority in the next hiring cycle.

**Planning Agenda**

- **PA1.3** To support college-wide dialogue for the purpose of improving student learning and institutional effectiveness, the college will ensure that minutes for all participatory governance groups, major committees and task forces be recorded and tied to agendas, then filed in a centralized, searchable online repository where they can be accessed and reviewed.

- **PA1.4** To facilitate on-going, institution-wide discussion and activities for the improvement of student learning, the college will make the replacement of the Assessment Coordinator the highest priority in the next hiring cycle.
Evidence

EI.B1.1 Mission College Academic Senate Minutes, 04-29-04
EI.B1.2 Mission College Academic Senate Minutes, 10-06-05
EI.B1.3 Mission College Educational Master Plan, 06-18-07
EI.B1.5 Mission College Report on SLO Activities, 04-16-07
EI.B1.6 Mission College Progress Report, 04-07
EI.B1.7 Mission College Academic Senate Minutes, 04-26-07
EI.B1.8 Information and website for Basic Skills Initiative, http://www.cccbsi.org/
EI.B1.9 Noel-Levitz Student Satisfaction Inventory (SSI)™ results, Fall 2005
EI.B1.10 Student Satisfaction with Academic & Student Support Services, 04-27-04
EI.B1.12 DISC Surveys Fall 2005 and 2007, Math Learning Center Satisfaction Assessment Summary, 05-02-06
EI.B1.14 Performance Goals Committee minutes, 2006 and 2007
EI.B1.15 Proposal and contract with Phoenix Group, August 2007
EI.B1.16 ARCC 2007 Report: College Level Indicators Self-Assessment, Mission College West Valley/Mission Community College District Response
EI.B1.17 Governance and Planning Council Summary, 09-19-07

1B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Summary

The college’s statement of Core Values and Goals, initiated in 2001 by a previous President (EI.B2.1), constitutes an important framework of “stated purposes” that address this standard. The Core Values, each with a set of goals, are:

1. Culture of the Institution
2. Teaching and Learning
3. Comprehensive Student Services
4. Community Connections
5. High Performance Educational Institution
6. Diversity
7. Planning and Institutional Effectiveness
8. College Facilities
In 2003, the former President attempted to revise the Core Values and Goals with the assistance of the Governance and Planning (GAP) Council; however, little progress was made (EI.B2.2). On February 26, 2004, the Core Values and Goals were introduced to the Academic Senate by the Senate President. Senators were asked to “consider to what degree cuts will impact those goals, consider if the goals are truly operational and realistic, and how should the Academic Senate proceed” (EI.B2.3). After queries to appropriate constituencies—committee chairpersons, Division Chair Council (DCC), Student Services, GAP, and the Academic Senate—and a subsequent review of meeting minutes and documents, it was determined that the overall majority of constituent groups were not explicitly using the Core Values and Goals as a guide to improving institutional effectiveness. In fact, most queried were not aware of the Core Values and Goals. However, because the Core Values and Goals are so broad, some constituents, by default, had articulated a vision that is in line with some of the Core Values and Goals (EI.B2.4) (t1).

Despite an apparent lack of consistent application across the college, at least two committees, the College Budget Advisory Committee (CBAC) and the Grants Advisory Committee (GAC) have taken a leadership role in championing the Core Values and Goals by using them as a guide in their planning processes.

Many individual programs or departments address the Core Values and Goals when they begin the process of submitting a funding request to CBAC. In a college-wide email, the Vice President of Administrative Services sends instructions electronically on how faculty and staff can make their budget needs known. The budget form requires that the budget requesters link their request to the college’s Program Review and Core Values and Goals. This information is evaluated by CBAC in determining funding priorities (EI.B2.5).

The GAC requires that those planning to submit a grant must first follow the grants review process (effective 03-01-06) which necessitates that applicants “describe how [your] program would benefit students and align with the mission and core values of the college” (EI.B2.6).

**Evaluation**

Until recently, the awareness and implementation of the Core Values and Goals has been limited. Incidental alignment with the core values and goals or the focus on a few of the goals within a core value has been more the norm. Because of the breadth and complexity of the 8 Core Values and 53 Goals, implementation and follow through have been difficult.
However, in Spring 2007, the GAP Council reviewed the core values and goals as part of the educational planning process. It was determined that the core values were still viable but that some updating of the goals was necessary. GAP made and approved the revisions and they are included in the draft of the educational plan (EI.B2.7). Combined with the revised mission statement, the values and goals provide a foundation for strategic planning. Given the renewed focus on planning, it is anticipated that the values and goals will be more visible and more integrated into planning decisions (t2).

In order to improve the utility of the goals as a planning tool, there need to be measurable objectives developed for each goal so that the degree to which they have been achieved can be determined and discussed by the college community. The college has become more knowledgeable about developing outcomes measures with the implementation of student learning outcomes and the training that has taken place in the construction of effective, measurable outcomes statements. This knowledge will be used to incorporate measurable outcomes throughout institutional planning processes.

Planning Agenda

- PA1.5 The college will ensure that the Core Values and Goals be visible and incorporated into decision-making processes.

- PA1.6 The college will develop measurable outcomes for its goals.

Evidence

EI.B2.1 Mission College Core Values and Goals,
http://www.missioncollege.org/gen_info/pdf/mc_coreValuesGoals.pdf
EI.B2.2 Governance and Planning Council Summary, 09-10-03
EI.B2.3 Mission College Academic Senate Minutes, 02-26-04
EI.B2.4 Rosalie Ledesma statement RE: conversation with Clement Lam, Division Chair, 05-17-07
EI.B2.5 CBAC approved Budget Request Form, 2007-2008
EI.B2.6 Mission College GAC: Mission College Grants Review Process, 03-01-06
EI.B2.7 Mission College Education Master Plan, 06-18-07

1B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Summary

In 2003, the Academic Senate approved a new model for program review, called the Program Master Planning process (PMP). The model and its development are described in detail in the college’s 2004 progress report to the Accrediting Commission (EI.B3.1). For various reasons noted in the Responses to Recommendations in this Self Study, implementation of this model was delayed to Fall 2004.
In Fall 2004, in consultation with the Academic Senate, it was determined that too many instructional programs were not current in terms of program review, and the 5-year cycle called for in the model would result in unacceptable delays in reviewing many programs (EI.B3.2). Given the abrupt demographic changes in the region, it was felt that a process should be implemented that would bring all programs up to a current level of review and that this process could also address other planning initiatives, such as the need for a current Educational and Facilities Master Plan (EFMP) and student learning outcomes (SLOs). Thus, PMP was temporarily set aside in favor of a comprehensive EFMP process intended to get all departments involved at the same time (t2).

The EMFP process was begun in 2005-2006 and was completed in Spring 2007 (EI.B3.3). The EFMP included elements of program review that were beyond a standard EFMP, as well as a student learning outcomes component. The third “assignment” of the EFMP process laid the foundation for linking planning and resource allocation (t5).

As agreed, the PMP process is being reviewed in Fall 2007 by the Academic Senate with the intent of beginning an ongoing cycle of regular review by Spring 2008 (EI.B3.4).

The college is engaged in on-going assessment focused on improving institutional effectiveness as evidenced by the draft of a new Educational Master Plan and by the program review processes outlined above (EI.B3.3). Efforts to improve effectiveness are not only college-wide but also occur within specific college areas. At the Division Chair level, for example, each Division Chair holds an individual pre-evaluation conference with the Vice President of Instruction to set goals (EI.B3.5). Goals for the DCC are set through communication from the Vice President of Instruction, who bases their goals on those of the President, who bases her goals on those of the Chancellor. As noted in the response to 1B.1, the college has acquired software tools to monitor and improve effectiveness and the President has instituted process mapping as an approach to increase institutional effectiveness and efficiency (t4).

The college uses both quantitative and qualitative data to inform decision making. The college Research Analyst provides trend information on enrollment, student success, and student demographics for instructional programs, as well as labor market data and community scan data to inform program review and educational planning. Student service areas are provided similar data, where possible. This data was extremely valuable during the EFMP process as evidenced in the final draft of the Educational Plan (EI.B3.3). Qualitative data from student assessments were shared with college leaders for Fall 2003, Fall 2005, and Fall 2006. In addition, qualitative data has been collected for specific programs and services, including the Disability Instructional Support Center (DISC) and Math Learning Support Center (MLSC).
Class Tracks, a new software program, provides departments with historical data to assist in the scheduling of classes. In addition, an online database, PARIS Vital Stats, provides formatted reports with key enrollment and success metrics updated on a semester by semester basis. State accountability data, student equity data, and placement data are also utilized for planning purposes. The college’s Marketing Director is investing funds into market research that will help the college target its marketing efforts and make the best use of limited funding (EI.B3.6).

The college’s new President has made planning a priority for the college with the intent that the college’s existing processes be integrated into “an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.” For 2007-2008, the college President has directed the Academic Senate President and the Vice President of Administrative Services (who oversees the college’s participatory budget process) to work collaboratively to ensure that the new program review model has such a link (EI.B3.4). Further, the college’s budgeting model has been revised to begin the process earlier so that programs and services can know what funds they have available and can expend them in a timely manner (EI.B3.7).

**Evaluation**

Overall, the college is at the beginning phase of a resurrected cycle of systematic evaluation, implementation and re-evaluation. In spite of administrative turn-over and resulting changes in administrative focus and priorities, and in spite of delays created by a work-to-contract situation, the college has made impressive strides in institutional planning. Since 2006, all programs and services have completed program review, the mission statement and core values and goals were updated, an educational plan was completed, and progress was made in the implementation of SLOs (t2).

In addition, the college made a significant decision regarding the future of the physical plant, recommending that the main building be replaced by new facilities. The Board of Trustees (BOT) accepted this recommendation in Fall 2006 (EI.B3.8). A master planning architect was selected in Summer 2007 to complete the college’s master plan by Spring 2008. The educational plan will appropriately drive the facilities plan. The college’s next step is to integrate the educational and facilities master planning processes and forge a direct link with resource allocation.

The college’s research capability is constrained by limited staffing, lack of a fully functioning data warehouse, limited reporting tools, and lack of a District research and planning office to provide additional support. The District’s Chancellor has made it a goal of 2007-2008 to establish a research and planning office at the District level and proposed a model to the District Council in Fall 2007 (EI.B3.9). District Information Systems has been working with the college’s Research Analyst to select a computer applications vendor for the design of a comprehensive data warehouse with enhanced reporting capabilities. Information Systems has identified this vendor and is currently updating data servers in preparation for installation of software and the subsequent creation of the data warehouse (EI.B3.8) (t4).
Planning Agenda

None.

Evidence

EI.B3.1 Mission College Midterm Report, October 2004
EI.B3.2 Mission College Academic Senate Minutes, 05-15-03
EI.B3.3 Mission College Educational Master Plan, 06-18-07
EI.B3.4 Mission College Academic Senate Minutes, 09-13-07
EI.B3.5 Clement Lam, Division Chair, Math, conversation, 05-17-07
EI.B3.6 Mission College Academic Senate Minutes, 09-27-07
EI.B3.7 Mission College Budget Allocation Models, 05-05 & 05-07
EI.B3.8 WVMCCD Board of Trustees Meeting Agenda, 11-16-06
EI.B3.9 Chancellor’s Goals, 2007-2008

1B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Summary

All key college planning committees, such as the Governance and Planning Council (GAP), the College Budget and Advisory Committee (CBAC), and the Facilities Safety Committee (FSC) are broad-based and offer opportunities for input by appropriate constituencies. The Academic Senate produces a list of all committees and their members with their departments. The charge of each committee and the term length are included in this list, which is posted on the campus intranet (t2, t3, t4, t5, t6) (EI.B4.1). Members are solicited through the participatory governance structure, and membership is representative of administration, faculty, classified, and students whenever possible (t5).

The college resource allocation process is primarily carried out through budget requests made following the processes outlined in the college budget allocation model (EI.B4.2). CBAC decides on financial allocations to departments and programs, through a prioritization process developed through participatory governance. Budget requests submitted to CBAC are reviewed and prioritized at several levels by various participatory governance groups before CBAC makes a final recommendation to the GAP. There is a “Last Resort” subcommittee of CBAC that decides on emergency funding for special needs. The budget allocation model is reviewed biannually, and in Fall 2007 the Academic Senate began a review to tie it more closely with the college’s program review process (EI.B4.3).
New faculty position requests are jointly prioritized and ranked by the Academic Senate and the Division Chair Council. Positions other than faculty are normally presented by programs and services during the budget allocation process, prioritized by CBAC, and forwarded to GAP, which, in turn, makes recommendations to the President (EI.B4.4-6) (t4).

During much of 2006, “work to contract” resolutions hindered the progress of and broad-based participation on many of the key committees. Even during this difficult period, planning processes at Mission College showed a strong commitment on the part of the administration to gathering input from the broadest possible range of participants, as demonstrated by the forums held to discuss facilities planning during Fall 2006 (EI.B4.7) (t5).

**Evaluation**

To ensure institutional effectiveness, the college has in place planning structures to ensure that all constituencies have an opportunity to participate in planning decisions, including resource allocation. As noted in the summary, there is a good cross-representation of the college in most of the key committees. There are many faculty, however, who participate in committees at a very minimal level, while there are others who are on multiple college committees. The report resulting from the Technical Assistance Visit in September 2006 revealed that many faculty/staff lack clarity about their roles on committees and their responsibilities to communicate with their constituencies (EI.B4.8). The Presidents of the Academic and Classified Senates and the college President are discussing ways in which to encourage and support broader participation in committees (t5).

Institutional effectiveness may be diminished by committees that do not record meeting minutes. Communication between major committees needs to be strengthened, which could be enhanced by improved distribution of minutes. Many college and District committees do not send their meeting minutes outside of their own committee membership. The Academic Senate actively provides thorough minutes of each meeting and posts them in e-mail messages, as well as providing print copies (EI.B4.9) (t2).

While the Academic Senate’s committee list shows that nearly all committees encourage student participation, few college committees actually have active student representatives (t4, t5, t6) (EI.B4.1). College-wide decisions are discussed and prioritized in the Student Services Council (SSC) and the Division Chair Council (DCC). Their recommendations are given to GAP. Some individuals have reported their concern that their representatives do not distribute or actively solicit information. In August, 2007, GAP initiated a review of its purpose with the intent of clarifying roles and responsibilities (EI.B4.10).
Planning Agenda

• PA1.7 Participatory governance and standing committees will annually review their charge and membership, set goals and conduct an evaluation at the end of each year, following the example and model of District Council.

• PA1.8 The District and college will explore and implement ways to encourage and support the active participation of all employees, especially classified, in college and District governance.

Evidence

| EI.B4.1 | Academic Senate Committee List, 2006–2007 |
| EI.B4.2 | Mission College Budget Allocation Model, 05-07 |
| EI.B4.3 | Mission College Academic Senate Minutes, 09-06-07 |
| EI.B4.4 | Student Services Council Planning Templates 2005 |
| EI.B4.5 | Academic Senate Meeting Minutes, 11-02-06, 10-26-06 & 10-10-06 |
| EI.B4.6 | PGC Agendas & Minutes 12-06-06, 11-20-06, 10-09-06, & 09-25-06 |
| EI.B4.7 | Mission College Main Building Forums and Discussions on Paris Intranet, http://paris/mc/predidents_office/index.html; Paris ➔ Main Building Discussion Documents ➔ Emails or Discussion (Q & A) |
| EI.B4.9 | Mission College Academic Senate Minutes, available online at http://www.missioncollege.org/senate/agendas_minutes.html |
| EI.B4.10 | Governance and Planning Council Summary, 08-29-07 |

1B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Summary

Based primarily on the work from the Office of Institutional Research (OIR), student satisfaction and campus climate surveys (EI.B5.1-4) have been conducted, documented and communicated to appropriate constituencies, including the Governance and Planning Council (GAP), the Academic Senate, academic divisions, student support services and the Title V Grant committee. In addition, standard performance indicators such as the Partnership for Excellence Summary were previously utilized and communicated to the campus community through email announcements and website postings (EI.B5.5-11) (t3, t5). Since Partnership for Excellence was suspended as a statewide assessment, these reports are no longer created. The new statewide assessment, Accountability Reporting for the California Community Colleges (ARCC), was implemented in Fall 2006 and results of this assessment were communicated through the President’s Council, GAP, and the Academic Senate (EI.B5.7) (t2).
PARIS Vital Stats (the college intranet) includes automatically-generated reports on key performance indicators at the college, department, and course level. Vital Stats reports are accessible year-round through the internal PARIS website, updated each Fall and Spring semester, and include information on enrollment, student success, student retention, grading variability, student awards, and more. Summaries of these reports were distributed through part of the Educational and Facilities Master Plan (EFMP) process (EI.B5.6).

Academic departments, such as Math, have utilized these assessments (EI.B5.4) and the PARIS Vital Stats online data system to guide their course planning and inform their student learning outcomes. Based on enrollment trends, student surveys and other internal data from the institution, the Technology Advisory Task Force created in February, 2004 re-examined its technology course offerings to guide the future of the curriculum (EI.B5.12) (t1, t3, t5).

The OIR is currently researching models for an institution-wide “scorecard” which can be distributed annually to all academic departments and core student services. This “scorecard” will provide feedback and assessment on a regular basis to supplement the EFMP review processes. Models for the template were shared and discussed with GAP in September of 2007, and will be taken to the Academic Senate, the Classified Senate, and other constituencies for consideration (EI.B5.13).

**Evaluation**

The college uses documented assessment results with the intention to improve institutional effectiveness. However, the process could be conducted in a more consistent and systematic manner that would encourage participation by all academic departments. Documented assessment results have been used and communicated to departments since 2001, but there has not been a clearly defined cycle of evaluation. As noted in the response to Standard 1.B.1, the college’s lack of an Assessment Coordinator at present also poses difficulties in efforts to develop and utilize effective assessments. Moreover, the college’s ability to assess and document institutional effectiveness and progress are constrained by the lack of a District research and planning function, the lack of a fully functioning data warehouse, and limited staffing to support college research (t6).

**Planning Agenda**

- **PA1.9** As part of a systematic and integrated planning process, the college will establish benchmarks for all components of institutional effectiveness and develop assessment, evaluation and reporting strategies and tools.

- **PA1.10** To support the planning processes and improvement of student learning, the college will develop an institutional effectiveness website through the Office of Institutional Research.
Evidence

EI.B5.1 Noel-Levitz Student Satisfaction Inventory (SSI)™ results, Fall 2005
EI.B5.2 Student Satisfaction with Academic & Student Support Services, 04-27-04
EI.B5.4 Math Learning Center User Satisfaction Assessment Summary Details, 05-02-06
EI.B5.5 Mission College Partnership for Excellence Status, 04-25-04
EI.B5.6 Mission College EFMP binder 2007
EI.B5.7 ARCC 2007 Report: College Level Indicators Self-Assessment, Mission College West Valley/Mission Community College District Response
EI.B5.8 PARIS online data system (Intranet only: http://paris/)
EI.B5.9 Student Equity Plan, 03-03-05
EI.B5.10 Student Equity Documents 2007
EI.B5.11 Mission College Staff Demographics 05-07
EI.B5.12 Mission College Technology Division Task Force, 08-24-06
EI.B5.13 Governance and Planning Council Summary, 09-19-07

1B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Summary

The college is committed to systematic review and revision, as necessary, of its planning processes to ensure their effectiveness. As noted in the response to standard I.B3, the Academic Senate is currently evaluating the program review process and assessing ways to integrate the results of this process with the resource allocation process (EI.B6.1). This is the third review of the program review process since 2001 (t2).

The resource allocation process at Mission College is primarily conducted through the budget request process carried out annually by the Office of Administrative Services through the efforts of the College Budget Advisory Council (CBAC). The college’s current budget allocation model was established in 2001 (EI.B6.2) and contains a provision for biannual review and revision. Revisions must be approved by the Academic Senate. The most recent revision was adopted in Spring 2007 (EI.B6.3).

The College and District Budget Advisory Committees (CBAC and DBAC) evaluate and adjust the resource allocation processes as necessary. Prompts for such adjustment may include one-time funding from the State, enrollment shifts, or budget shortfalls. The participatory governance composition of both committees, with balanced representation from faculty, staff, students and administration, ensures a balance of interest and input in these matters.
Mission College has an Office of Institutional Research (OIR), staffed by one Research Analyst who reports to the Vice President of Instruction (EI.B6.4) and sits on the President’s Council. The need for institutional research is driven by many factors: annual enrollment cycles, market/outreach analysis, grant report data requirements and Board requests. Periodic reporting such as the Accountability Reporting for Community Colleges (ARCC), the Educational and Facilities Master Plan (EFMP) process, and other efforts, drives the need for institutional research and requires adjustments to workload and focus of the research staff (EI.B6.5-6). Research data is acquired through a number of approaches, including the registration computer system, student and staff surveys, and county demographic reports.

**Evaluation**

The college engages in systematic review of its planning and resource allocation processes and modifies them as necessary and appropriate. As noted throughout this Self Study, the college’s goal is to develop a more systematic and fully integrated planning process that directly links planning with resource allocation (t2).

The college recognizes the importance of basing planning on data and information and attempts to ensure data-driving decision making within the constraints of limited resources. Institutional and other research efforts were advanced by the hiring of a permanent Research Analyst in August 2005 after a one-year vacancy in the position. Discussions began in Fall 2005 with District Information Systems on the creation of a comprehensive data warehouse which would greatly enhance reporting capabilities (EI.B6.7). Subsequent informal discussions have been held in various forums, including the Governance and Planning Council (GAP), regarding the need for a District research and planning function, as well as support staff for the existing college research office and the need for equipment and software to warehouse data. As noted above, the resources available to the OIR are limited and may impact the overall effectiveness of the review of these processes (t4).

**Planning Agenda**

- **PA1.11** The college will evaluate the staffing and resources available to its Office of Institutional Research to ensure that the office is able to provide the data and information necessary for systematic planning and continuous improvement of student learning.
1B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Summary

The college has a series of evaluation mechanisms for improving effectiveness of programs and services, both formal and informal.

The Student Services Council (SSC) oversees the wide-scale evaluation of services. In 2004, an initial plan for annual reporting of accomplishments and evaluations of program effectiveness was initiated, but not fully adopted due to difficulties with the reporting document. Members of the SSC consulted with the college Research Analyst in Fall 2005 to create a revised version of this annual report (EI.B7.1). The revised report was completed by all Student Services areas for 2005-2006; goals identified in this report will serve as the basis for future evaluation. This report serves as a report of activities, review of progress to date, and opportunity to set new goals. The SSC will review the effectiveness of this report each year and revise the reporting instrument as needed (t2).

In addition to the annual report of the SSC, several areas within student services conduct their own department-level evaluations. Many programs which receive outside funding submit annual reports to the State Chancellor’s office and follow mandated guidelines, and several other support services also prepare annual reports (EI.B7.2.). Student Health Services also collects information through a Customer Satisfaction Survey given following services, which is reviewed by all staff on an annual basis, with the survey last having been revised in 2002 (EI.B7.3). Student Health Services also has an Advisory Committee, including students, which meets on a biannual basis to advise the Coordinator of Health Services on recommended changes in programs and services as well as to provide support in securing necessary resources (EI.B7.4).

The Library also prepares reports on an annual basis, and has instituted a series of specific goals beginning in 2005 as part of the Educational and Facilities Master Plan (EFMP) process (EI.B7.5). Evaluation of activities and programs is reviewed during departmental staff meetings and during annual retreats.
For all courses utilizing placement tests (ESL, English, and Math), evaluation instruments used for placing students into classes have been reviewed, and in some cases replaced by alternate tests. All assessments used for placement are listed on the state's list of approved instruments, and instruments have been reviewed by area faculty working with the college Research Analyst or Assessment Coordinator to meet all components of the assessment cycle at the college level (EI.B7.6).

Instruction as a whole is reviewed through the EFMP process as well as through Program Review. Both of these processes have been revisited and revised through the leadership of the Academic Senate (EI.B7.7-9). Various individual departments also have internal methods of evaluation, primarily through ad hoc discussions at the departmental level.

**Evaluation**

While there are a wide range of evaluation mechanisms in place at Mission College, core evaluation activities are largely overseen at the department level with some additional activities conducted through representative governing committees. Many services have revised their evaluations as a result of departmental discussions and incremental modifications. Most areas lack systematic coordination as well as documentation of guidelines for reviewing evaluation mechanisms. The use of an institutional scorecard, introduced at the GAP in September 2007 (EI.B7.10), is one promising approach for achieving the goal of systematic evaluation.

As noted in the response to Standard 1B.5, as part of a systematic and integrated planning process, the college plans to establish benchmarks for all components of institutional effectiveness and develop assessment, evaluation and reporting strategies and tools that are informative, easily updated, user-friendly, and widely available to all college planning groups.

**Planning Agenda**

None.

**Evidence**

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<thead>
<tr>
<th>EI.B7.1</th>
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STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

2A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

2A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

2A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Summary

Mission College uses data and information to ensure that its programs are consistent with the educational preparation, diversity, demographics and economy of its communities. As noted in the introduction to this Self Study, the college serves a highly diverse region and is beginning to reflect a major demographic shift with an increase in Hispanic student enrollment. In anticipation of this shift, the college in 2004 applied for and was awarded a 5-year, $2.75 million Hispanic Serving Institution (HSI) Title V grant, for the purposes of improving outreach, retention and learning outcomes in basic skills for Hispanic and other under-served populations (t1). (Notation of themes appears throughout the standard as follows: t1, t2, t3, t4, t5, t6). (A list of acronyms and definitions is available on page 388).
The Title V Grant has supported research and analysis at many levels. In 2006, Mission College contracted with Garcia Research to conduct surveys with members of the Hispanic community and Focus Groups with Hispanic students and potential students to identify student learning needs (EII.A1a.1). Title V has also funded the Noel-Levitz Student Satisfaction Inventory (SSI)™, which has been conducted each fall since 2005 (EII.A1a.2). Title V efforts have also focused on reviewing basic skills success rates (EII.A1a.3) and pilot program data. In addition, English, ESL, reading and math basic skills classes have written course level student learning outcomes for their basic skills courses and are in the process of validating those using the Student Learning Outcomes Assessment Cycle (SLOAC) process. Further focusing on basic skills analysis, the college has created a broad-based team of faculty, staff and administrators to implement activities recommended through the new state-wide Basic Skills Initiative. This team attended an Orientation and information session in September 2007. Key to this initiative is the review and analysis of the breadth and effectiveness of the college’s basic skills needs and offerings (t3).

In 2005-2006, the college began to update its educational plan through the Educational and Facilities Master Planning process (EFMP). This process included program review and a student learning outcomes component. As part of this process, each instructional program was provided with internal data regarding enrollment trends and student success, as well as with external labor market data, where applicable, and information about major trends in the Silicon Valley. Programs used the data to assess the state of their curriculum and to project future needs and directions (t2) (t3).

When this process was completed in Spring 2007, the plan contained ten recommendations that reflected the changing needs of the region. These recommendations identified new and expanded directions, including health care, basic skills, math and science, emerging technologies such as alternative energy and convergent technologies, and global competency. The recommendations also identified current programs that needed to reassess their curriculum based on the changing needs of business and industry. Finally, the recommendations addressed the need for enhanced systems, organization and training to support instructional initiatives (EII.A1a.4). In the belief that academic needs should drive planning, the college is using the educational plan to guide the development of its facilities master plan (t2).

The college takes into account the economy of the communities it serves. Since the last accreditation report in 2001, Silicon Valley has experienced a significant recession, as described in the introduction to this report. Especially hard hit were the high technology and manufacturing sectors. In addition, housing costs continue to be exceptionally high. The Valley is beginning to recover, however, as outlined in the Silicon Valley Leadership’s Groups 2007 projections, subtitled: “Touch Challenges Hopeful Signs” (EII.A1a.5). New directions are emerging in healthcare, biotechnology, and alternative energy.
The college was greatly impacted by the region’s economic changes, experiencing a significant decline in enrollment, especially in its high tech and manufacturing programs. It has attempted to respond to these changes. For example, in 2004, a Technology Task Force was created to assess the college’s technology programs and make recommendations for changes (EII.A1a.6). In 2007, the college updated its educational plan and made recommendations for new program directions, including health care, alternative energy, engineering, and global competency. In addition, the college confirmed the need to continue to provide basic skills instruction and ESL to respond to the needs of the region’s diverse population (EII.A1a.4).

The college offers a broad range of instructional programs providing basic skills preparation, career and vocational training, transfer preparation, and opportunities for lifelong learning. Programs routinely review their curriculum and programs for relevancy and currency, and this process is augmented by program review. In 2007, the statewide Accountability Reporting for the California Community Colleges (ARCC) was established to provide colleges with a framework for evaluating performance relative to other colleges and state-wide educational outcomes. The college reviewed student progress indicators within ARCC in Spring 2007 (EII.A1a.7-8), and will continue to do so, tracking changes across time (t2).

For the 2006-2007 Catalog, 20 out of 55 academic programs included detailed program-level Student Learning Outcomes (SLOs) statements. For the 2007-2008 Catalog, that number has increased to 31 programs out of 55. Student services programs are also developing learning outcomes. None had SLOs statements in the 2006-2007 Catalog, but in the 2007-2008 Catalog, 12 out of 25 programs have SLOs statements (EII.A1a.9). Development of SLOs statements which include direct measurable outcomes will continue through the efforts of the Academic Senate, SLOs Committee, and Office of Institutional Research (OIR). At this time, not all departments require students to demonstrate overall achievement of learning outcomes, although some areas (the English Department, for example) have developed board-graded final exams (EII.A1a.10). As stated earlier, English, ESL, reading and math have developed course level SLOs which they are currently assessing using the SLOAC process. In General Education (GE), students must demonstrate proficiency in writing, reading, information competency, and mathematics to graduate with an associate degree. The proficiency requirements may be met through academic skills assessment or by completing specified courses (EII.A1a.11). In many occupational areas, such as Allied Health programs, competency in specific skill sets must be demonstrated prior to passing the student on to the next course or level of instruction (t3).

The college relies upon research and analysis to diagnose student learning needs and to assess progress toward achieving stated learning outcomes through the SLOs activities that began in 2004 when numerous faculty received training in SLOs through support from the new Title V Grant. Faculty and staff members met in 2005 and produced an SLOs training manual as an instrument to instruct faculty how to compose assessment plans, which included SLOs objectives for courses and programs (EII.A1a.12) (t3).
Evaluation

In the 2007 ARCC report, Mission College is above the peer group average for 4 out of 6 indicator areas, including student progress and achievement rates, percent of students who earned at least 30 units, annual successful course completion rates for credit basic skills courses, and improvement rate for basic skills courses (EII.A1a.8). Annual successful course completion rates for credit vocational courses were below, but very near, the peer group average. Compared with peer schools who share similarities in factors such as geography, setting, and population density, Mission College is doing as well as peer schools, although Mission College does not have the peer group high score for any indicator area.

Of the 6 indicator areas, the 1 area in which the college is notably below average is the Fall-to-Fall persistence rate, for which Mission College has a rate of 63.1 relative to the peer group average of 69.3. This may reflect that, until recently, Mission College served an older adult working population that largely enrolled in evening classes to upgrade specific job skills rather than participate in continuing programs of study. Also, although the college is not performing as well as the peer groups on average, the college did improve its Fall-to-Fall persistence rate over the three years included in the study, going from 61.7% in Fall 2002-Fall 2003 to 63.1% in Fall 2004-Fall 2005.

Reviewing data with the ARCC report, rates have remained relatively stable over recent years, with the largest change occurring within improvement rates for credit basic skills courses. Basic skills improvement rates improved from 52.7% in 2001-2002 to 2003-2004 to 57.1% in 2003-2004 to 2005-2006. These improvements coincide with the activities of the Title V grant, in which basic skills are a primary focus. In addition, the initial draft of the Student Equity Plan in 2005 led to several changes likely to improve basic skills success (t2).

The college has made significant progress in developing SLOs. Combined with analysis provided through Title V, ARCC, the Basic Skills Committee, and Student Equity updates, the college will continue to connect analysis with student learning needs and progress (t3).

Planning Agenda

None.

Evidence

EII.A1a.1  Garcia Research Focus Groups Community Survey Report, 12-20-05
EII.A1a.2  Noel-Levitz Student Satisfaction Inventory (SSI)™ results, Fall 2005
EII.A1a.3  Basic Skills Success and Completion Rates
EII.A1a.4  Mission College Educational Plan, 06-18-07
EII.A1a.5  2007 Silicon Valley Projections, Silicon Valley Leadership Group, 2007
EII.A1a.6  Technology Task Force Report, 05-09-04
2A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Summary

Mission College offers a variety of delivery systems and modes of instruction. Since 2001, the college has greatly increased the use of computer-assisted instruction and other types of technology in the classroom. Instructors have adopted a variety of collaborative learning activities designed to increase the amount of interpersonal interaction in the classroom; for example, the use of active learning strategies such as the jigsaw or pair-shared discussion in some of the English, ESL, and Math courses. These approaches have had a positive, synergistic effect on the quality of instruction. The driving force behind this change has been the need to adapt existing modes of instruction to better serve the needs of our unique student population. Many of our students are first-generation college students, while others are the exact opposite—working professionals who are seeking certificates or other job-related skills, or who are pursuing a second degree (EII.A1b.1).

The college maintains dedicated computer labs for instruction in computer science, computer applications, computer-assisted drafting and manufacturing, graphic design and multimedia. Seven labs in the Science Building are also equipped with desktop or laptop computers that run laboratory simulations designed to enhance the more traditional “hands-on” laboratory exercises in physics, chemistry and biology. The college currently has 19 “smart” classrooms, which are equipped with computer projectors that enable instructors to use PowerPoint and various web-based tools as a part of their lectures (EII.A1b.1). Many instructors use their personal faculty websites and the web based ANGEL course management system to post their PowerPoint lectures and other materials for students to download (EII.A1b.2). In conjunction with the Staff Development Office, the Office of Instructional Technology and Distance Learning provides a number of training opportunities for instructors seeking to increase their use of computer-assisted methods of instruction. For example, in June 2007 the Office of Instructional Technology hosted an all-day “Technology Boot Camp,” in which participants developed initial skills in adapting pod casting and other new technologies to their courses (EII.A1b.3) (t4).
In addition to encouraging instructors to experiment with various methods of computer-assisted instruction, the college has made a commitment to improving the retention of students in courses. One innovative technique designed to enhance student interest, participation and retention is the Learning Community (EIIA1b.4). Learning Communities enroll groups of students in small clusters of classes organized around an interdisciplinary theme. This approach enhances student retention and success by helping students forge intellectual links between courses as part of a community of students with whom they share the same goals. Examples of past and current learning communities include “Fulfilling Your American Dreams,” which connected an (ESL) reading course, a developmental level writing course, and a study skills course, and served as a bridge for students making the transition from ESL to English. “Survival on Success Island” combined developmental reading and writing courses and a counseling course that teaches strategies for academic success. In Fall 2006, the college launched a new learning community entitled “Working for Change” that combined courses in Reading, Information Competency, and Career Counseling (t1).

In Fall 2006, and Fall 2007, the college offered contextualized learning communities combining developmental English, reading, math and counseling in partnership with the Johnson Foundation, Santa Clara County Social Services and Work to Future. The intent of this project was to aid emancipated foster youth in their transition to college and the workforce (EII.A1b.5).

For students requiring additional assistance in learning, the college has continued to add new tutorial programs and to improve existing programs. A number of programs that employ individualized tutoring/mentoring have been developed that specifically address the needs of at-risk students. Among these is the Math Achievement Pathway to Success (MAPS) program that provides tutoring and support for students struggling with the basic skills mathematics courses (EIIA1b.6). Another example is ACCESS, an award-winning program that seeks to improve graduation and transfer rates among first generation, low-income, and/or students with disabilities by providing them with a study skills course (Counseling 102) and support services tailored to their unique needs (EIIA1b.7) (t2).

While most instruction continues to occur in a traditional, face-to-face classroom setting, the college offers an ever-increasing number of teleconference and distance learning courses. As of 2006, Mission College offered a total of 172 distance learning courses serving 4,000 students (EIIA1b.8). Approximately 53% of these courses were online, and the rest were telecourses. This represents about 10% of the total FTES at Mission College. An increasingly popular type of course is the online-hybrid, in which a portion of the course is taught online, but the students also meet in the classroom or lab at regularly scheduled times. To support the continued growth in online and online-hybrid courses, the Office of Instructional Technology and Distance Learning has adopted Angel Learning as the course management software, and has developed a comprehensive faculty and student training package for new and advanced users, including face-to-face training, user groups, and online resources. Angel is also increasingly used as a course management system by faculty not teaching distance learning courses because it enables students to download course materials, check their grades, and communicate with each other and with their instructor (EIIA1b.8).
Evaluation

Mission College has continued to expand its technological infrastructure to serve students by providing them with computer labs and other computer-assisted instructional aids that promote their learning and add to the overall quality of the college’s instructional delivery. For example, all 6 Physics and Chemistry laboratories are currently equipped with computers and employ a number of instructional software tools. The Biology department is in the process of acquiring computers and currently borrows college computer facilities to run instructional software in a number of courses, including Physiology for nursing majors, General Biology for non-majors, and Cell and Molecular Biology for biology majors.

The college has made progress in providing faculty with ongoing training in pedagogy and new technologies. The Staff Development Office coordinates training sessions in various topics related to instruction, and also publicizes conferences and other activities focused on education that are sponsored by the State Academic Senate, the Faculty Association of the California Community Colleges, and other groups (EIIA1b.12). In conjunction with the Staff Development Office, the Office of Instructional Technology and Distance Learning offers a number of faculty training sessions for distance learning and computer-assisted instruction (EIIA1b.8-12). However, there remains a need for a more formal, comprehensive approach to faculty training in pedagogy, especially for new instructors with only a few years of experience in the classroom.

Although the college has made a strong effort to adopt delivery systems and modes of instruction that meet the diverse needs of its students, additional progress needs to be made in assessing the efficacy of these systems. Due to budget cuts and other constraints, quantitative measures of student success and retention, such as those that have been established for learning communities and programs such as MAPS, EOPS, and ACCESS, are not available for many of the distance learning courses (EIIA1b.10).

The recent Noel-Levitz Student Satisfaction Inventory (SSI)™ results indicated that Mission College students assign the quality of instruction to the category of “high importance/high satisfaction” (EIIA1b.13). They also give the college high marks for faculty understanding of students’ unique life circumstances and for the promotion of intellectual growth and student success. If these results are any indication, then Mission College is on the right track with respect to serving its diverse student population. Nonetheless, the same survey identified areas where improvements could be made. Most of our students have moderate-to-heavy work schedules and other time commitments that require course formats to be flexible. Overall, the college has continued to maintain its commitment to working students by providing evening and weekend courses. In addition, Winter session and Summer session courses provide opportunities for students to complete coursework outside of the regular semester schedule.
Planning Agenda

• PA2.1 The college will regularly assess and improve its professional development activities for faculty and classified staff, ensuring widespread participation in training on District procedures, instructional technology, and teaching/learning strategies.

Evidence

EII.A1b.1 IT&S Instructional Computer Inventory, 10-07
EII.A1b.3 June 2007 Technology Boot Camp, 06-22-07
EII.A1b.5 WVMCCD Board of Trustees Meeting Agenda, 07-20-06
EII.A1b.8 Distance Learning Report Fiscal Year, 2005-2006
EII.A1b.10 Technology Committee End-of-Year Report Academic Year, 2005-2006
EII.A1b.12 Mission College Technology Committee minutes, 02-07-06, 04-17-07, 05-01-07
EII.A1b.13 Noel-Levitz Student Satisfaction Inventory (SSI)™ results, Fall 2005

2A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Summary

As discussed in detail in Standard 1B.1, the college has made progress in developing, assessing and making improvements in student learning outcomes (SLOs) for its courses and programs, including programs leading to certificates and degrees. SLOs training activities for faculty started in 2004. In Fall 2005, SLO-trained faculty in math and ESL began writing SLOs statements, instructional activities, and assessments for three ESL courses and one math course (EII.A1c.1). In addition, the SLOs Committee created a template with instructions and a checklist for the rest of the college to use. At Flex Day
in Fall 2005, each program was asked to write Program Level Outcome statements (t3). As of 2007, the college has developed course-level SLOs for approximately 1% of the courses offered at Mission College, including courses in English, English as a Second Language, Mathematics, and Reading. The college has also identified and approved program-level SLOs for 31 out of the 55 programs leading to certificates and/or degrees, which represents 56% of programs (EII.A1c.2) (t3).

The SLOs in most of those courses have been assessed, and the results have been analyzed in 8 of those courses in the ESL and mathematics departments. These results have led to improvements in pedagogy and learning in all 8 of these courses (EII.A1c.2) (t3).

The SLOs and Staff Development Coordinators are currently working on methods to train faculty throughout the college in the writing of course-level SLOs statements. In November 2007, 1 faculty member from each division will attend workshops on SLOs and then return to the college to become a trainer of other faculty members. In February 2008 a flex-day activity will build on this training to help faculty write SLOs statements for courses throughout the college (EII.A1c.3) (t3).

In Fall 2007, the SLOs committee provided training to the entire college on writing course-level SLOs statements. According to this plan, the SLOs Coordinator will assist each program in writing SLOs and assessments. The goal is to have one course per program completed in Fall 2007. In addition, Math will complete the writing of SLOs for all its basic skills courses during the Fall 2007 semester (EII.A1c.1) (t3).

Reflecting the relatively new status of student learning outcomes at the college, indication from the college as a whole also suggests that research and evaluation tied to SLOs is lacking at the college. When asked, more staff, faculty, and administrators at the college indicated disagreement (35%) than agreement (27%) with the statement, “the college uses research and analysis to assess student achievement of student learning outcomes and uses the results to make improvements” (EII.A1c.4). As SLOs become more institutionalized, measurement and evaluation will be an important component for ensuring effectiveness, but at the moment is not fully implemented (t3).

Evaluation

A sizable number of programs have not yet developed program-wide or course-specific SLOs. The college is working to implement an SLOs-based approach to pedagogy and curriculum that will lead to changes in teaching and learning. A plan is being developed for programs to begin the SLOs-writing process. The college is in the process of institutionalizing a plan for the on-going SLOs assessment cycle process (t3).
Furthermore, as noted in the response to Standard I, the college does not currently have an Assessment Coordinator. This position is a key component in evaluating the effectiveness of SLOs-driven changes to courses and programs, and the lack of this critical position has adversely affected the college’s ability to complete the outcomes statements at all levels (institutional, programmatic, and course-level) as well as to develop appropriate assessment tools to measure SLOs. The Assessment Coordinator will be a key component in evaluating the effectiveness of SLOs-driven changes to courses and programs, and this position will be addressed in the next hiring cycle (see PA1.4). The hiring of an Assessment Coordinator should also enable more regular and effective communication of progress in SLOs planning and implementation (t3).

**Planning Agenda**

- PA2.2  The college will create and implement a strategic plan for Student Learning Outcomes (SLOs).

**Evidence**

| EII.A1c.1 | Mission College Report on SLO Activities, 04-16-07 |
| EII.A1c.3 | SLOs Announcement, 11-30-07 |
| EII.A1c.4 | Noel-Levitz Student Satisfaction Inventory (SSI)™ results, Fall 2005 |
2A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

2A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Summary

The Board of Trustees (BOT) has agreed to rely primarily on the recommendations of the Academic Senate in all eleven areas listed in Title 5, including curriculum and program development and program review (EIIA.2a.1). The Curriculum Review Committee (CRC) is a standing subcommittee of the Mission College Academic Senate (MCAS). The charge of the CRC is laid out in Article V, section 2 of the MCAS Constitution and Bylaws (EIIA.2a.2), which among other things describes the responsibility of the CRC to:

- review program changes, additions, and deletions to determine the impact on the total curriculum and make recommendations to the Senate;
- check the accuracy and completeness of submitted data and its compliance with institutional procedures;
- monitor curriculum evaluation and assume responsibility for dissemination of accurate and up-to-date information on curriculum matters, state-wide, and locally;
- review and make recommendations to the Senate concerning the General Education (GE) requirements, certificate and degree program requirements, and requirements for graduation from the college;
- conduct a regular review of the entire college curriculum approval process and make recommendations to the Senate.

In consultation with the Academic Senate, Mission College has established procedures for the design, approval, administration, delivery and evaluation of its courses and programs, and these processes ensure faculty play the central role. In respect to design and approval, all new instructional courses and programs are initiated by discipline faculty who first seek approval for proposals from their Department Chair, CRC Representative, Division Chair, Articulation Officer, and if the proposal includes a
distance learning component, the Distance Learning Coordinator. In 2006, the college implemented CurricUNET, a web-based program that allows faculty to create, revise and submit proposals on-line. The system also allows for electronic approval of proposals. Information and guidelines for the curriculum development process are available on the Curriculum website where faculty can access a list of current CRC Representatives, the current semester Deadline and Meeting Schedule, CRC Agendas and Minutes, the link to CurricUNET, as well as links to resource documents such as the State’s Program and Course Approval Handbook. The CRC provides faculty with training in CurricUNET and the curriculum process (EII.A2a.3). All curriculum must be approved by the Academic Senate before it is submitted to the BOT for approval.

The primary responsibility for the administration and delivery of courses and programs rests with the discipline faculty and their department chairs, who ensure that teaching faculty have copies of the course outlines, for example. The departments are also responsible for developing the class schedule and ensuring that courses are appropriately scheduled to meet students’ needs. Division Chairs coordinate the development of the schedules in collaboration with their departments. The Office of Instruction provides worksheets, timelines and administrative support to finalize the schedule.

The evaluation of courses and programs occurs through several avenues. Courses and programs are evaluated through the CRC when they are first proposed (after evaluation and approval in their respective department and division), or when they are submitted for revision. Curriculum may also be reviewed during the program review process. In all cases, faculty play the key role in these processes.

**Evaluation**

With the implementation of CurricUNET, the college has standardized and systematized its curriculum development and approval process. The use of the web-based software permits faculty to more easily collaborate on the creation and refinement of curriculum proposals and streamlines the approval process, which previously was extremely labor and paper-intensive. In Spring 2007, the CRC requested and received $12,000 from the Land Corporation to hire a person to facilitate training and development for the new online curriculum process.

With respect to evaluation, the college can improve. Not all curriculum has been systematically reviewed every five years. The program review process approved by the Academic Senate in 2004 has never been fully implemented, although the Educational and Facilities Master Planning (EFMP) process accomplished a basic review of all academic programs at Mission College (as well as all non-instructional programs and service areas). The Academic Senate has made implementation of program review a priority for 2007-2008, and has created a task force to gather information and make recommendations back to the Academic Senate on program review (EII.A2a.4) (t2).
The college has been working on a process to evaluate vocational programs every two years, but it has not yet been implemented. The lack of a permanent Vice President of Instruction since Summer 2006 has been one factor, and the amount of time spent addressing issues related to Hours by Arrangement (HBA) has been another.

Planning Agenda

- PA2.3 The Vice President of Instruction, in collaboration with the Curriculum Review Committee, will establish and follow a schedule for the systematic review of all curricula.

Evidence

EII.A2a.1 District Policy Manual, 3.3.4.b
(http://www.wvmccd.cc.ca.us/board/policies/index.php)

EII.A2a.2 Mission College Academic Senate Constitution and Bylaws, revised and adopted 05-24-07

EII.A2a.3 Emails from Kara Chambers Re: Schedule of Curricunet Trainings Fall 2007, 09-12-07 & 09-18-07

EII.A2a.4 Mission College Academic Senate minutes, 09-13-07

2A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Summary

Mission College relies on faculty expertise and the assistance of advisory committees to identify competency levels and measurable student learning outcomes for courses, certificates, and programs, including general and vocational education. In the area of vocational education, the college has long-standing relationships with industry advisory committees. These relationships have supported the college in identifying the rapidly changing competencies required for students who are enrolled in our programs, especially certificate students seeking training in newly developed technologies.
Our faculty have participated in and directed the Engineering Manufacturing and Technology Alliance (EMTA) since 1995 (EII.A2b.1). The college has also worked with the Silicon Valley Engineering Council (SVEC), with faculty serving as board members. We have provided membership on the Central County ROP Foundation. The college hosted a national STRUT meeting with the Semiconductor Industry Association. Very recently, one faculty member has served as a member of the Milpitas Engineering Technology Program (EII.A2b.2).

These industry relationships have also allowed the college to seek and secure grant funding for projects benefiting our students. Grant programs such as Quick Start and IDRC have allowed the college to ensure equipment and training, as well as develop relationships with industry partners that are future employers of our students (EII.A2b.3).

The college has also developed collaborative and advisory relationships with other educational institutions, such as the Milpitas High School Engineering Technology Advisory Committee, and a partnership and regular meetings with tech programs at San Jose State University (EII.A2b.4).

Faculty regularly evaluate and improve courses and programs, ensuring that the college will continue to meet the changing educational requirements of its students and the surrounding community at large. The Curriculum Review Committee (CRC), a subcommittee of the Academic Senate, is responsible for verifying that curriculum meets the numerous academic and legal standards as set forth by both the college and the State. Each division of the college is represented by a faculty appointee to CRC. The Academic Senate and the BOT must approve all new, amended and deleted curriculum (EII.A2b.5). Faculty expertise in this process is also discussed in detail in Standard 1B.1.

Degree and certificate requirements for all programs are described in detail in the college Catalog. For most vocational and occupational programs, student competence is measured and documented through conventional grading. For example, the Vocational Nursing program which is offered through the Allied Health program requires that all students earn a score of 75% or better in each required course before they can advance to the next course and graduate (EII.A2b.6). Many vocational and occupational programs have standardized tests, usually developed by state boards of certification such as the California Board of Vocational Nursing and Psychiatric Technicians, which measure student competence.

Vocational programs host community advisory committee meetings to review programs, certificates, courses, and learning outcomes. Advisory committees such as that for the Business, Management, and Marketing Department suggest possible alignment of courses with professional certification programs or with the needs of particular fields of employment (EII.A2b.7-8).
The college assesses student progress through a variety of means. The college Research Analyst has participated in the state’s implementation of the new accountability model, Accountability Reporting for California Community Colleges (ARCC). The college’s response to the 2007 ARCC findings lists several areas where Mission College has undertaken steps to address issues such as developing new programs and adding class sections in high-demand subjects. The Research Analyst has been charged with creating a research agenda in 2007-2008 that incorporates the ARCC indicators. Further, the Analyst has been asked to research institutional scorecards used by other community colleges and make recommendations to the college for an approach that will allow the college to more easily and visibly monitor its performance in key areas (EII.A2b.9). The institution’s efforts in assessing student progress in achieving learning outcomes are also discussed in detail in Standards 2A.1.a and 2A.1.c (T3).

Evaluation instruments used for placing students into classes have been reviewed, and in some cases replaced by alternate tests, for all courses utilizing placement tests (ESL, English, and Math). All assessments used for placement are listed on the state’s list of approved instruments, and instruments have been reviewed by area faculty working with the college Research Analyst or Assessment Coordinator to meet all components of the assessment cycle at the college level (EII.A2b.10). As of Fall 2007, the position of Assessment Coordinator at the college is not filled.

**Evaluation**

Instruction as a whole is reviewed through the Educational and Facilities Master Plan (EFMP) process as well as through Program Review. Both of these processes have been revisited and revised through the leadership of the Academic Senate during this accreditation cycle. There are no additional college-level mechanisms of assessment, although various individual departments also have internal methods of evaluation (primarily through ad hoc discussions at the departmental level). Currently, there is no Assessment Coordinator to direct the assessment planning process, and no release time for faculty to lead the activities.

Although the majority of college programs (56%) have developed program-level SLOs, SLOs are not completed for all courses. The SLOs Coordinator is consulting with the Staff Development Coordinator to determine the best way to encourage faculty to write SLOs for their classes (EII.A2b.11).

In Spring 2007, the Academic Senate formed a task force to review the General Education (GE) pattern and make recommendations for change to the Academic Senate. The subcommittee made 9 recommendations, including the recommendation that, in order for the college’s GE program to accurately reflect its offerings, courses not offered within 5 years be removed from the GE program effective Fall 2008. It was also recommended that the GE program be reviewed every 5 years by a subcommittee of the Academic Senate and that courses included in the GE program be updated/revised every 5 years to ensure compliance with Title 5 regulations (EII.A2b.12).
Planning Agenda

• PA2.4 Vocational programs will establish active advisory committees.

• PA2.5 The Office of Instruction will ensure that vocational programs and curricula are reviewed on a regular and ongoing schedule.

Evidence

EII.A2b.1 Engineering Manufacturing and Technology Alliance minutes, 1999-2003
EII.A2b.2 Milpitas Engineering Technology Program minutes, 12-11-03, 05-27-04
EII.A2b.3 Quick Start Brief, 06-01-06; Industrial Driven Regional Collaboratives Brief, 07-19-07
EII.A2b.4 SJSU follow-up email, 05-07
EII.A2b.6 Mission College Catalog, 2007-2008 (159-60)
EII.A2b.8 Mission College BUS/MKT/MSMT Department Advisory Committee Planning for the Future Event, 01-25-07 (http://www.missioncollege.org/depts/bus/AdvisoryCommitteeMtgNotes 01-25-07.doc)
EII.A2b.9 ARCC 2007 Report: College Level Indicators Self-Assessment, Mission College WVMCCD Response
EII.A2b.10 Placement Tests for Mission College with Activities, 2001-2006
EII.A2b.12 Mission College Academic Senate minutes, 05-17-07 (http://www.missioncollege.org/senate/archives/2006-07/20070517min.pdf)

2A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Summary

The responsibility for the quality of instruction, including appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning, begins with the faculty of the college. The Curriculum Review Committee (CRC) has broad-based faculty membership (EII.A2c.1). The CRC is responsible for assisting faculty with the development of revised and new courses, certificates and degrees. In addition, the CRC’s charge includes approving prerequisites and other related matriculation requirements, reviewing courses for inclusion in the General Education (GE) pattern, confirming that courses meet the expected level of rigor, systematically reviewing all curriculum, and articulating curriculum with West Valley College (EII.A2c.2).
The CRC strives to stay current with Title 5 and other requirements by sending the Chair to the Academic Senate’s Curriculum Institute and participating in available training, most recently for the approval of stand-alone courses. The Dean of Instruction is assigned to assist the CRC and to ensure that curriculum is compliant with applicable regulations.

The college’s Articulation Officer works to ensure that all courses seeking articulation with CSU and UC meet and maintain the standards of rigor and breadth necessary for those institutions. In addition, through the Dean of Workforce Development and Tech Prep, articulation agreements are created and maintained in vocational programs between high schools, Mission College and receiving universities (EII.A2c.3).

The college also ensures appropriate rigor and focus on student learning through the development and implementation of student learning outcomes and program review. The college has undertaken the revision of student learning outcomes (SLOs) for all programs under the leadership of the Academic Senate and the SLOs Committee. This committee is chaired by the Vice President of the Academic Senate. Program review is another means of ensuring high-quality instruction. The Educational and Facilities Master Plan (EFMP) process completed in 2007 included both program review and a Student Learning Outcomes element (EII.A2c.4). Course level outcomes have been developed and implemented for a number of courses in the basic skills areas and the college is now in the process of developing and implementing course-level SLOs in other disciplines. The college’s Staff Development program is providing support for faculty to attend SLOs workshops at the annual Community College League conference in mid-November 2007. Those faculty will then assist in training additional faculty at a college-wide training session for SLOs scheduled in late November (EII.A2c.5) (t3).

Department and division chairs play a key role in supporting the proper sequencing of courses in their programs. As one example, in 2002 the ESL division re-aligned the sequencing of courses to ensure that students exiting one level of the ESL curriculum met the entrance requirements for the next level of study, and finally exited the highest level of ESL with the skills necessary to enroll in English 905 (EII.A2c.6). Math courses have undergone similar evaluation. Department chairs also play a role in ensuring a schedule of classes that optimizes student access according to need. The college has recently acquired a software program, Class Tracks, which provides substantial information about scheduling trends. Prior to each schedule development cycle, Counseling provides “front line” information regarding student needs and demand. The college recently recovered the wait list function that had been lost in the conversion to Datatel, and this information has proven invaluable in determining how many sections of a course to offer and what times would best serve the needs of students (t1).
Finally, the college ensures high-quality instruction through the evaluation process for faculty, which is described in the contract between the District and the Association of College Educators (ACE), the faculty bargaining agent. The contract states that the primary goal of the appraisal process is “improvement of the quality of the educational program. Excellence in performance is crucial to maintain and extend the learning presently shown by students at Mission and West Valley Colleges.” Regular members are fully evaluated once every three years. The process for tenure track contract faculty is a four-year process. Associate faculty are also regularly evaluated and may earn re-employment preference if they receive three consecutive satisfactory evaluations within six semesters. The process for all members, regular and contract, includes student appraisal surveys and site observations (EII.A2c.7).

**Evaluation**

The college has in place the systems to ensure that instruction is of the highest quality. These systems, which are faculty driven, include the curriculum development and approval process, student learning outcomes, scheduling, program review, and evaluation. The CRC is appropriately configured to ensure a thorough review of curriculum proposals. When departments bring forward curriculum for revision, the course outlines are updated, but review of all curricula needs to be more systematic. The college is taking steps to ensure that regular review occurs. As indicated in PA2.5, the Vice President of Instruction is being charged to work with the CRC to develop a schedule to ensure that all curricula are reviewed every five years and vocational curricula are reviewed every two years to ensure continuous improvement of the quality of the educational program (t2).

As described in detail in the response to Standard 2A.1.a, the college is making progress in the development and implementation of SLOs, which will further ensure the quality of instruction and the learning process (t2).

The faculty evaluation process is a critical means of ensuring quality instruction. The process is explicitly designed to ensure continuous improvement of instruction. While the process is not easily administered, efforts are made to ensure that evaluations are completed as scheduled. The President has made the timely completion of all evaluations a high priority for the college.

**Planning Agenda**

None.
Evidence

EII.A2c.2 Mission College Curriculum Committee Homepage, http://salsa.missioncollege.org/curriculum
EII.A2c.3 Articulation Agreements
EII.A2c.4 Mission College Educational Plan, 06-18-07
EII.A2c.5 SLOs Announcement, 11-30-07
EII.A2c.6 ESL minutes, 01-21-02, 04-01-03
EII.A2c.7 ACE Contract: Article 26A Performance Appraisal Regular Tenured Faculty, 07-01-04—06-30-05, Article 26B Performance Appraisal Tenure Track Contract Faculty, 07-01-04—06-30-05, Article 100 Summer & Winter Assignments, 09-20-05, Article 112 Performance Appraisal Associate Faculty, 07-01-04—06-30-05

2A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Summary

Mission College supports the belief that a variety of instructional approaches must be provided to enhance the learning of students who have diverse academic and cultural backgrounds, different learning styles and who have demanding schedules, with work and family responsibilities.

The college is aware that the nature of its student body is diverse. Ethnic and language diversity affect approximately 80% of the population. Other types of diversity include those with family responsibilities and full-time jobs. To accommodate this diversity, the college takes a variety of approaches. For second language learners the college offers a very large and extensive ESL program and support for language learning through the English and reading programs. The college has also expanded its offering at the beginning levels of ESL to accommodate increasing numbers of students who wish to access the community college for this instruction.

The college schedules its classes at times most convenient for students. Through examination of enrollment trends and through surveys and focus groups, the college determines high-demand hours, usually evening and morning hours, and on weekends, and schedules the majority of its sections during those time periods (EII.A2d.1).
Classroom instruction is designed to meet the needs of our non-traditional, at-risk student population. Most instructors use a variety of teaching techniques to make classes interactive. These include collaborative learning strategies, group projects and discussion, field trips, guest lectures, and digital resources. In addition, all faculty are aware of students with learning and physical disabilities which affect learning. At Mission College, students with disabilities are mainstreamed and present in all classes. Faculty work closely with the Disabilities Instructional Support Center (DISC) to accommodate a variety of approaches and support for students who need assistance. In addition, DISC ensures that all materials and instructional approaches meet ADA standards (EII.A2d.2).

The institution offers additional assistance to enhance students’ learning through a variety of tutoring labs, such as the LATC, Math Lab, and Foreign Language Lab. These labs offer an individualized and tailored approach to learning. The LATC has been especially innovative in tutoring, using a variety of formats to offer tutoring to students both on and off campus. The LATC course sections, English 940A-940F, provide students with experience in practicing their writing (and related) skills, and students can earn .5 units for every 24 hours of lab time. The LATC offers various modes of delivery for students including text, audio/visual, and interactive multimedia. The lab faculty meet with each student separately to choose instructional materials that accommodate individual needs and learning styles. The LATC also offers individual and small group instruction, including specialized workshops on a variety of topics. For those students unable to come to campus for tutoring, the center offers online asynchronous and synchronous tutoring (EII.A2d.3).

There are a variety of course packages such as full semester 16 weeks, late start 14 weeks, summer courses 4 and 6 weeks, Winter session, and on occasion, independent learning courses. The institution also offers evening, weekend, and Community Education Courses (EII.A2d.1).

Since Spring 2006, all classes and faculty at Mission College have access to an automated course management system (Angel). While the system has been in place for just over a year, many faculty are regularly using this technology to enhance their face-to-face classes as well as offer more classes for students at a distance. Faculty are using a variety of teaching practices that allow for students with diverse needs to access learning materials 24/7, collaborate on projects without having to meet face-to-face, communicate with each other and the instructor, take practice quizzes with immediate feedback, and check their grades. Some faculty have begun creating and sharing digital materials with their colleagues in the same department or who teach the same course by creating “libraries” of digital resources that can be copied or linked to course sections. The growing distance learning program offers those students who cannot be physically present on campus or require more flexibility in their schedule the option of taking online courses, telecourses, or courses combining several modes of instruction (EII.A2d.4).
The institution currently offers a total of 78 teleconference and distance learning courses. The online courses allow students to enroll in an instructor-led course via an Internet connection. Telecourses can be viewed live, videotaped for viewing at a later date, viewed in the Library, or rented. Many of the Distance Learning courses can be taken to satisfy a degree, certificate, or for transfer to California State University or the University of California (EII.A2d.5).

The week before the first day of classes for the Spring and Fall terms, faculty attend a 1-day Flex Professional Development Day in which there are frequently small group training sessions on pedagogy and learning issues. In 2000, the college began offering mandatory pedagogical training to new faculty in weekly forums. These training sessions have been lauded by new faculty as great opportunities for evaluation and learning.

**Evaluation**

Mission College uses a variety of delivery modes and teaching methodologies to address the diverse needs of students at the college. The use of technology has allowed some faculty to provide for a virtual environment for classes, thus enabling access to learning resources available 24/7. Other faculty have been slower to adopt the new technology. This technology will become increasingly important especially as we add new buildings to our campus and retire some of the existing classroom space.

A wide variety of student services exist to support the diverse needs of the student population at Mission College. While this support is beneficial, there is a continual need to increase services for our students. Through our outreach efforts, we draw increasing numbers of minority students who are the first in their family to attend college and come to Mission College with limited English proficiency and experience in an academic environment. We are committed to making this college experience successful for these students. Staff development, increased support services, and learning technologies are some of the strategies used to bridge the gap to assist students in meeting their personal and educational goals (t1).

**Planning Agenda**

- **PA2.6** The college will pursue the institutionalization of the effective practices and services that have been implemented through the Title V grant.

**Evidence**

- **EII.A2d.2** DISC web site, http://www.missioncollege.org/depts/dsps/DSPS.html
- **EII.A2d.4** Distance Learning Report Fiscal Year, 2005-2006
2A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Summary

As indicated in the response to Standard 1.B3, the college has used an ongoing systematic program review process for many years, and sought to develop a more effective model in 2002. In 2003, the Academic Senate approved a new model for program review, called the Program Master Planning (PMP) process (EII.A2e.1). The model and its development are described in detail in the college’s 2004 progress report to the Accrediting Commission. The implementation of the process was delayed, and in Fall 2004, in consultation with the Academic Senate, it was determined that too many instructional programs were not current in terms of program review to effectively implement the process.

PMP was temporarily set aside in favor of a comprehensive Educational and Facilities Master Plan (EFMP) process begun in 2005-2006 and was completed in Spring 2007. As a result of the EFMP process, every program and department at Mission College was reviewed to assess their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. A revised Education Plan for the college was presented to the Board in June 2007 (EII.A2e.2) (t2).

During Flex Day activities in Fall 2005, a Program Review assignment was addressed. Also, at the January 26, 2006 Flex Day Program EFMP update, Program Review and PMP was discussed (EII.A2e.3). The PMP process is being reviewed in Fall 2007 by the Academic Senate so that it can be implemented on a regular, ongoing cycle in Spring 2008 (EII.A2e.4).

Curriculum sent for approval to the Curriculum Review Committee (CRC) is required to incorporate student learning outcomes (SLOs), and the SLOs coordinator and the Staff Development Coordinator are working together to provide widespread training for faculty in writing measurable outcomes for student learning as described in the response to 2A.2.c (t3).

Evaluation

The college has a series of evaluation mechanisms for improving effectiveness of programs, both formal and informal. While many areas have revised their evaluations, these changes have occurred as a result of departmental discussions and incremental modifications. Most areas lack systematic coordination as well as documentation of guidelines for reviewing evaluation mechanisms. The college needs to strengthen and improve its processes to ensure that review occurs in an ongoing and systematic manner. The Academic Senate needs to take action on the program review model, endorsing it in its current form or developing a more effective model, then setting timelines for its implementation as outlined in PA1.1.
**Planning Agenda**

None.

**Evidence**

<table>
<thead>
<tr>
<th>Evidence Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>EII.A2e.1</td>
<td>Mission College Task Force Program Master Planning Design 2003, 05-13-03</td>
</tr>
<tr>
<td>EII.A2e.2</td>
<td>Mission College Education Master Plan, 06-18-07</td>
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<tr>
<td>EII.A2e.3</td>
<td>Mission College EFMP Flex Day Presentations, 08-26-05 &amp; 01-26-07</td>
</tr>
<tr>
<td>EII.A2e.4</td>
<td>Mission College Academic Senate Minutes, 09-06-07</td>
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</tbody>
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2A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

**Summary**

As described in Standards 1B.3 and 2A.2.e, the program review process for the college was completely revised and updated in 2003 to include full reviews of every department on a 5-year rotating cycle. The new process, called Program Master Plan (PMP), was intended to be used as an ongoing, systematic tool for evaluation and planning of courses, certificates, programs and degrees (EII.A2f.1). The Educational and Facilities Master Plan (EFMP) process, begun in 2005-2006 and completed in Spring 2007, also included elements of program review as well as a student learning outcomes (SLOs) component (EII.A2f.2) (t2). During this period, beginning in Fall 2004, SLOs were being developed for programs throughout the college. By Spring 2006, 56% of programs had developed SLOs, which were included in the 2006-2007 college Catalog (EII.A2f.3) (t3).

Student persistence and success rates are available for departments and courses via the online PARIS Vital Stats website, updated each Fall and Spring semester. The State Chancellor’s Office also conducts cross-campus research on these and related topics, and makes the results available through the Chancellor’s Web site (under the CCCO DataMart). These data allow faculty and departments to ensure that course completion rates and student success rates for their courses are consistent from year-to-year and fall within generally accepted norms for the community college system (EII.A2f.4).

A review of the college’s General Education (GE) program was completed in Spring 2007, and recommendations for revision were accepted by the Academic Senate (t2).
Evaluation

There is a perception of a lack of widespread evaluation within the college, which is made evident in the results of a recent campus-wide survey of staff, faculty and administrators. The responses to two specific questions suggest insufficient levels of evaluation. Responses were nearly even (39% disagreed/35% agreed) to the statement “the college has clearly defined processes for establishing and evaluating its courses and programs regardless or means of delivery.” 51% of respondents disagreed that “the college regularly evaluates all courses and programs for relevance and currency in meeting student needs,” with 10% neutral and 28% agreeing with the statement. These results suggest a clear perception that consistent evaluation is lacking, even if isolated programs or periodic review activities do occur (EII.A2f.5).

As discussed in the response to 2A.2.e, the college needs to improve its ability to conduct ongoing, systematic evaluation of programs, and to integrate that evaluation with planning. The program review process approved by the Academic Senate in 2004 has never been fully implemented, although the EFMP process accomplished a basic review of all academic programs at Mission College (as well as all non-instructional programs and service areas). As noted above, the Academic Senate has made implementation of program review a priority for 2007-2008, and has created a task force to gather information and make recommendations back to the Academic Senate on program review (EII.A2f.6). The hiring of an Assessment Coordinator should also improve the college’s ability to evaluate and assess programs and has been addressed by PA1.4.

Planning Agenda

None.

Evidence

EII.A2f.1 Mission College Task Force PMP Design 2003, 05-13-03
EII.A2f.2 Mission College Midterm Report, October 2004
EII.A2f.4 EFMP documents, All Departments; California Community Colleges Chancellor’s Office Data Mart, http://www.cccco.edu/divisions/tris/mis/reports.htm
EII.A2f.5 Noel-Levitz Student Satisfaction Inventory (SSI)™ results, Fall 2005
EII.A2f.6 Mission College Academic Senate minutes, 09-13-07 (http://www.missioncollege.org/senate/archives/2007-08//20070913min.pdf)
2A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Summary

Departmental faculty are responsible for ensuring that exams are appropriate to student learning and are free of test bias (EII.A2g.1-3). For the most part discussions occur at department faculty meetings, or in smaller groupings of instructors getting together to discuss best practices. Maintaining a clear and shared understanding of student learning, enhancing student success in learning, and approaches to minimize bias in the classroom are regular topics for department faculty meetings. Recent activities related to the creation and refinement of student learning outcomes (SLOs) have also contributed to a greater focus on student learning as departments have worked together to identify key SLOs for every program (t3).

With the exception of a few programs, the majority of instructional classes do not share program or course-wide exams or activities. One exception is Vocational Nursing, in which students participate in a “mock” Licensed Vocational Nurse exam, the National Council Licensure Examination-Practical Nursing (NCLEX-PN), to evaluate their knowledge across primary nursing functions. In addition, Health Occupations students use an on-line program known as Meds Publishing that assists students in learning how to think critically and problem-solve. While math does not have a standardized exit exam, faculty have developed some common questions with standardized grading rubrics which have been utilized in a pilot program of Math 903 courses. The Accounting program does not have course-wide examinations, but does utilize a course-wide term project in Accounting 1A which was developed jointly by accounting faculty.

The English department developed and implemented a holistically scored common final exam for English 108A, which is one level below the transfer composition class. The department has engaged in frequent norming sessions to ensure that English department faculty scorers are consistently applying the criteria from the scoring rubric. The students are given a prompt and essay criteria. All essays are blind-read and scored twice. Though not a formal, validated exit exam, the board graded final exam does assist faculty in determining the students’ ability to meet the measurable learning outcomes that are indicated for a successful transition into English 1A (t3).

Through the Title V grant, the Math and ESL programs have both held workshops for faculty which have focused on improving student learning, as well as brought in expert speakers to share best practices. Discussions have centered on standardization of classroom activities, reducing grade variability, supporting diverse learning styles, and creating a more cohesive experience as students progress through the programs. The Basic Skills Committee (BSC) is planning similar workshops and speakers for additional programs. Additional opportunities for training and discussion occur during Faculty Development Days, which occur on an annual basis.
Also through the Title V grant, Math, ESL, Reading and English have all developed pilot classes or labs which incorporate common assessment questions and grading rubrics, as well as a series of formative assessment activities. Faculty teaching these pilot sections work closely together, typically meeting weekly, to share experiences and stay on similar tracks. Data on student success and progression for these pilot programs is collected through the Office of Institutional Research (OIR) and shared with departmental faculty. Practices identified as successful are shared with all faculty at Department meetings.

**Evaluation**

The NCLEX-PN utilized within the Vocational Nursing program is developed and tested through outside vendors for accuracy and lack of bias. Beyond Nursing, departmental program and course evaluations are not used, although departmental faculty do work together to minimize teaching bias and reduce grading variability.

**Planning Agenda**

None.

**Evidence**

EII.A2g.1 Mission College Assessment Center Placement Cut Scores & Recommendations, Summer & Fall 2005
EII.A2g.2 Assessment Center Stats, 2001-2007
EII.A2g.3 Placement Tests for Mission College with Activities 2001-2006

2a.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

**Summary**

Student learning outcomes (SLOs) and program objectives are clearly stated in the Catalog for degree and certificate programs offered at Mission College (EII.A2h.1). Each course within a program carries its own stated objectives and methods of evaluation on the course outline. The Curriculum Review Committee (CRC) assesses each new and revised course for content level, rigor, and currency of textbooks and other materials (EII.A2h.2). In addition, the CRC scrutinizes the amount of credit and the course evaluation methods to ensure that they meet accepted norms for the community colleges and transfer institutions. The college Articulation Officer serves an important role in this regard as advisor to the Curriculum Committee on current norms and equivalencies (t3).
The Office of Instruction maintains a file cabinet of all active course outlines. Each course outline includes a section showing the units awarded for the course. Most of these are also now accessible through the online CurricUNET curriculum management system (EII.A2h.3). Each semester, the Office of Instruction reminds departments and each instructor of the requirements for the syllabus, including course objectives and requirements, grading policy, and methods of student evaluation. Instructors are required to distribute their syllabi at the first or second class meeting of each semester (EII.A2h.4). Each division office maintains copies of all syllabi.

The college grading system is published annually in the Catalog and in each semester’s Schedule of Classes and follows established norms for awarding credit (EII.A2h.5). Full units of credit for a course are awarded if the student completes the stated learning objectives of the course with a passing grade (generally D or better, or a grade of “Credit” for Credit/No Credit grading options). Grades of “F” or “No Credit” earn zero unit credits. The exceptions to this policy include credit by examination, Advanced Placement (AP) credit, and the College Level Examination Program (CLEP). Credit by examination may be awarded to a student who passes a challenge examination administered by the department. Students may get credit for college-level classes based on AP examinations taken in high school in particular subject areas (e.g. math, English). Credit is based on getting a score of 3, 4, or 5. The CLEP program allows students to take a series of exams to earn credit toward General Education requirements for work and military experience. Both of these exceptions are described in detail in the Catalog and follow policies and norms common to the California Community Colleges, the CSU system and the UC system (t3).

**Evaluation**

The college Office of Instruction works closely with the CRC and the Articulation Officer to ensure that courses offer units of credit that are consistent with comparable courses offered within the California Community College System, the California State University system, and the University of California system (EII.A2h.2). In turn, both the Office of Instruction and the CRC rely on state and federal statutes (e.g. Title 5) for guidelines regarding the minimum and maximum number of semester hours each course can carry, which then determines the number of units awarded for completion of the course (EII.A2h.6).

The college conducts no additional assessments of courses with respect to the units of credit they award, save for the assessment that occurs during a course revision or program review process. Departments or divisions change the units awarded for a particular course or group of courses to reflect new program requirements, to bring a particular course more in line with established norms, or to achieve articulation with transfer institutions. For example, in Fall 2007 the Biology Department will revise its Marine Biology course to increase the units from 3 to 4 to align this course with similar courses offered at other institutions and to allow the course to satisfy the Science requirement for transfer (EII.A2h.7)
As with most colleges and universities, Mission College students earn all the units offered if they achieve a passing grade in the course and none if they don’t. The college’s Office of Institutional Research (OIR) annually publishes course retention rates and student success rates (grades of C and higher) for all courses, and makes the results of this research freely available to the campus community via the PARIS Web site. The State Chancellor’s Office also conducts cross-campus research on these and related topics, and makes the results available through the Chancellor’s Web site. These data allow faculty and departments to ensure that course completion rates and student success rates for their courses are consistent from year-to-year and fall within generally accepted norms for the community college system (t6).

**Planning Agenda**

None.

**Evidence**

EII.A2h.3 Mission's CurricUNET web site, http://www.curricunet.com/mission/
EII.A2h.4 Mission College Faculty Handbook 2005-2006 & 2006-2007 (Section 3 Pages 6 & 8, Section 4 Page 7, Appendix G-1)
EII.A2h.5 Mission College Class Schedules, 2006-2008, Mission College Catalogs, 2006-2008
EII.A2h.6 California Education Code, http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&codebody=&hits=20
EII.A2h.7 Biology Department Meeting Notes, 05-16-07

2A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

**Summary**

Degrees and certificates are awarded based on completion of courses of study approved by the Curriculum Review Committee (CRC), articulated with 4 year universities, and/or approved by the State Chancellor’s Office as appropriate. The course and achievement requirements for each degree and certificate are clearly delineated in the Catalog (EII.A2i.1). Course requirements have clear learning and/or performance objectives stated on each course outline. Only students completing all requirements for the degree or certificate are awarded them (t3).
Every department program description and course outline identifies the desired objectives for students taking a specific course or program. These objectives are similar, but not identical, to the accepted norm for student learning outcome statements (SLOs). In addition, both course outlines and instructors’ syllabi describe the process used to evaluate student learning and award credit. The CRC assess courses for content level and rigor and ensures that the proposed grading system is both clearly stated in the course outline and meets the norm for similar courses in surrounding community colleges and 4-year institutions (EII.A2i.2) (t3).

Course syllabi that delineate the requirements, student evaluation, grading policy, and learning outcomes of the course are distributed to students at the first or second class meeting. Copies of these course syllabi are kept in each division office. The grading system is published regularly in both the Catalog and the Schedule of Classes. For 2006-2007, they are found on pages 160-161 of the Catalog. Although objectives for individual courses are not delineated in the college Catalog, the general objectives and desired learning outcomes for students completing a program or sequence of courses is printed for most disciplines (EII.A2i.3).

**Evaluation**

The college complies with all Title 5 and State Chancellor’s requirements for awarding of degrees and certificates. In addition, all course and performance objectives are met before a degree or certificate is awarded. All certificates of more than 16 units are submitted and approved by the State Chancellor’s Office before they can be offered and awarded. The college has also adjusted its graduation requirements for the Associate Degree to meet or exceed the Title 5 changes for English, mathematics, and information competency (EII.A2i.1).

**Planning Agenda**

None.

**Evidence**

- EII.A2i.1 Mission College Catalogs, 2006-2008
- EII.A2i.3 Mission College Catalog, 2006-2007 (160-61)
2A.3. The institution requires of all academic and vocational degree programs a component of General Education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the General Education curriculum by examining the stated learning outcomes for the course.

2A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Summary

The Mission College General Education (GE) requirements were established to guarantee that graduates would possess enhanced communication and analytical skills and experience a breadth of learning. As outlined in the college Catalog (EII.A3a.1), the GE requirements for an Associate Degree meet the Title 5, Sections 55805-55806 requirements for the Associate Degree (EII.A3a.2). The GE requirements are also listed in the class schedule each semester (EII.A3a.3). The taxonomy of disciplines at the college is organized as follows:

- Process Areas
  - Communicating, Solving Problems, Clarifying Values

- Content Areas
  - Language and Rationality:
    - English Composition
    - Communication and Analytical Thinking
  - Natural Sciences
  - Humanities
  - Social and Behavioral Sciences
  - Lifelong Learning

The 3 areas of content knowledge specified in this standard (Natural Sciences, Humanities, Social and Behavioral Sciences) are covered in the GE areas of the college. In addition, the college offers a wide variety of fine arts courses, including art appreciation, art history, and classes dealing with artistic expression.

The GE courses are designed to help students develop the skills and knowledge to become effective learners both during their academic studies and in the future. In addition, each course must have a cultural pluralism component. The Curriculum Review Committee (CRC) evaluates the course outline of every GE course to ensure that these criteria are included.
Evaluation

The college undertook a review of its GE program in 2007. The Mission College Academic Senate (MCAS) formed a subcommittee to review the GE pattern (EII.A3a.4). This subcommittee consisted of faculty members from several different departments and the Mission College Articulation Officer. The committee judged that the overall GE program is in compliance with Title 5 (EII.A3a.5). In addition, the committee reviewed the GE areas listed in this standard and the courses offered within them. Following this review, the committee made recommendations to the CRC for changes in the placement of specific courses and removal of courses not offered within five years (EII.A3a.5) (t2).

Planning Agenda

• PA2.7 The college will implement the recommendations from the Academic Senate’s review of the General Education curriculum.

Evidence

EII.A3a.1 Mission College Catalog, 2006-2007 (10)
EII.A3a.2 Approval of Associate Degree Requirements; Title 5, http://www.curriculum.cc.ca.us/Curriculum/LocalCurCommittees/CurCommRoles.htm#Approval%20of%20Associate%20Degree%20Requirements
EII.A3a.3 Mission College Class Schedule, Spring 2007 (113)
EII.A3a.4 Mission College Academic Senate: Call for Subcommittee Members, E-mail, 03-15-07
EII.A3a.5 GE Review Subcommittee Recommendations Report, 05-07

2A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Summary

Courses fulfilling the General Education (GE) requirements for associate degree programs are clustered under 6 major areas: the process area (communication, problem solving, and clarifying values), and 5 content areas (language and rationality, natural sciences, humanities, social and behavioral sciences, and life-long learning). The 6 areas and the courses accepted within each area are described in detail in the college Catalog (EIIA3b.1).

All GE courses must be reviewed and approved by the Curriculum Review Committee (CRC) (EII.A3b.2). All approved courses, regardless of content area, must include components that address both writing and critical analysis/logical thinking skills. Each course outline must also include a section demonstrating a commitment to cultural pluralism and the means by which the course will meet the cultural pluralism criteria.
The GE program at Mission College follows accepted norms for the community college system. At the core of the GE program are the basic competency requirements, which include communication skills (reading, writing, and oral communication), mathematics, and information competency. The latter includes a computer literacy component. These requirements must be fulfilled before a student can earn the Associate Degree. A student may either satisfy the requirement by passing a standardized proficiency exam or by completing one or more courses.

Basic competency requirements in reading/writing and mathematics are standard throughout the community college system. In addition, Mission College requires proficiency in oral communication and information competency. For example, oral communication skills are taught and refined in Public Speaking (COMM 001), a course which requires students to conduct traditional and Web-based research on a topic and then present an analysis of their results in an oral format (EII.A3b.3). Information competency can be satisfied by taking LIB 010, a course that teaches students how to acquire and process information using a variety of means, including the World-wide Web and other electronic resources (EII.A3b.4).

In addition to the mathematics skills addressed as part of the basic competency requirements, the college requires that students fulfill the Natural Sciences content area as part of their GE program. The goal of this content area is scientific literacy. Students take courses in anthropology, biology, chemistry, and the physical sciences that are designed to introduce them to the scientific method and to enable them to process scientific information in a critical manner (EII.A3b.5).

Life-long learning is one of the five content areas addressed in the GE program. The goal of life-long learning is self-understanding and self-development. Courses include interpersonal communication, issues in health and lifestyles, human growth and development, the psychology of personal growth, and the sociology of marriage and the family (EII.A3b.6). An important component of life-long learning is the acquisition of a conceptual toolkit that will enable students to continue their process of self-development long after they leave the classroom.

**Evaluation**

Mission College has primarily relied on the CRC process and the efforts of individual departments to review, revise, and improve the GE curriculum. College-level review of the curriculum was carried out by the Academic Senate in 2001-2002 (EII.A3b.7). In April 2007, the Academic Senate once again convened a sub-committee charged with the task of reviewing the entire GE program (IIA.3b.8). Graduation requirements for the Associate Degree have been upgraded to include English 1A, Intermediate Algebra, and information competency.

**Planning Agenda**

None.
Evidence

EII.A3b.1  Mission College Catalog, 2006-2007 (10-14)
EII.A3b.2  Mission College Curriculum Manual,  
EII.A3b.3  Mission College Catalog, 2006-2007 (44)
EII.A3b.4  Mission College Catalog, 2006-2007 (111)
EII.A3b.5  Mission College Catalog, 2006-2007 (10, 11, 26, 34, 39, 136)
EII.A3b.6  Mission College Catalog, 2006-2007 (10, 12, 44, 45, 69, 142)
EII.A3b.7  Mission College Academic Senate Minutes, 12-13-01, 02-07-02; available  
online at http://www.missioncollege.org/senate/agendas_minutes.html;  
2001-2002 curriculum review
EII.A3b.8  Mission College Academic Senate Minutes, 04-05-07, 04-12-07, 04-19-07 
available online at  
http://www.missioncollege.org/senate/agendas_minutes.html, General  
Education sub-committee, 04-07

2A.3.c.  A recognition of what it means to be an ethical human being and  
effective citizen: qualities include an appreciation of ethical  
principles; civility and interpersonal skills; respect for cultural  
diversity; historical and aesthetic sensitivity; and the willingness to  
assume civic, political, and social responsibilities locally,  
nationally, and globally.

Summary

Mission College’s Associate Degree requirements are in line with Title 5 regulations  
(EII.A3c.1) and are reflected in the Philosophy and Criteria for Associate Degree and  
General Education (GE) (EII.A3c.1). The GE courses are designed to equip students  
with a variety of means through which they comprehend the world:

• Students completing their Associate Degree must be able to use this knowledge  
when evaluating and appreciating the physical environment as well as the culture  
and the society in which they live.

• It is desirable that GE programs involve students actively in investigating values  
inherent in suggested answers to significant social issues.

• Students shall be aware of diverse cultures and times.

• Students shall acquire insights gained through experience in pondering ethical  
problems.

• Students shall develop the capacity for self-understanding.

• Students shall occupy satisfactory depth in a particular field of knowledge to  
contribute to lifetime interests (EII.A3c.2).
As part of the Global Studies Department’s curriculum, students are required to present through civil debates and in-class discussions diverse points of views regarding major and controversial current global issues and conditions. As a core part of the curriculum, students also submit a term paper focusing on one condition in one or more foreign countries as well as comparing and contrasting two or more cultures/countries in regards to specific features (EII.A3c.3). In addition, examples of respect for cultural diversity are evident through the multiple campus activities supported by the Associated Student Body (ASB) such as Diversity Day, Cinco de Mayo celebrations, and the many ethnic clubs and celebrations that meet and occur regularly. Opportunities for students to assume civic, political and social responsibilities abound, including student leadership classes. Students are encouraged to lead clubs and activities (t1).

The Global Education Committee (GEC) at Mission College is comprised of faculty, classified staff, students and administrators, and sponsors speakers and events to promote a more enlightened intercultural understanding (EII.A3c.4).

**Evaluation**

Mission College meets accepted standards in the community college system for student development into ethical human beings and effective citizenship. The college could expand or institute more opportunities for students to engage in service learning activities. These activities would give a broader opportunity for understanding and improving citizenship within the individual student.

**Planning Agenda**

- PA2.8 The Academic Senate will assign a task force to assess the efficacy of the current Cultural Pluralism requirement.

**Evidence**

EII.A3c.1 Approval of Associate Degree Requirements; Title 5, §55805. Philosophy and Criteria for Associate Degree and General Education; Title 5, §55805.5 Types of Courses Appropriate to the Associate Degree; Title 5, §55806 Minimum Requirements for the Associate Degree; http://www.curriculum.cc.ca.us/Curriculum/LocalCurCommittees/CurComRoles.htm#Approval%20of%20Associate%20Degree%20Requirements


EII.A3c.3 Mission College Catalog, 2006-2007 (94-95)

EII.A3c.4 Mission College Catalog, 2006-2007 (7)
2A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Summary

There are clearly defined Graduation Requirements for the Associate in Arts (AA) and Associate in Science Degrees (AS). Students graduating with an AA or an AS Degree must complete a minimum of 60 units (EII.A4.1) of study, including the General Education (GE) requirements listed in the Mission College Catalog. The minimum number of GE requirements is 24 units (EII.A4.1). Each major discipline mandates that students successfully finish a sequence of courses that focus on the area of inquiry that is directly applicable to the major discipline (EII.A4.2).

Evaluation

Mission College offers a wide range of degrees. The college’s Student Educational Plan assists students in selecting a specific educational goal within a reasonable period of time after admission. Once the student selects a specific educational goal, the college affords the student the opportunity to develop a student educational plan delineating the student’s responsibilities, course requirements, and student support services available to achieve the desired goal. In addition to these educational and student support service components, the curriculum satisfies the cultural pluralism, oral, and written communication skills requirements.

Planning Agenda

None.

Evidence

EII.A4.1 Mission College Catalog, 2006-2007 (11)
EII.A4.2 Mission College Catalog, 2006-2007 (28-155)

2A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Summary

The degree and certificate requirements of all vocational and occupational programs are described in detail in the college Catalog (EII.A5.1). For most programs, student competence is measured and documented through conventional grading. For example, the Licensed Vocational Nursing (LVN) program requires that all students earn a score of 75% or better in each required course, demonstrating mastery of each course competency, before they can advance to the next course and graduate (EII.A5.2). Nursing and other program graduates from areas such as Child Development and Real Estate have licensure exams that apply an external standard, usually developed by State Boards of Certification, by which to measure student competence (EII.A5.3).
Other vocational programs have adopted their own, unique demonstrations of competence. The Graphic Design Program requires that its graduates produce a professional portfolio of work that will serve as their demonstration of skills and abilities to prospective employers (EII.A5.4).

Many of the college’s vocational and occupational programs also engage in active partnerships with their respective industries. These partnerships provide constructive feedback to the college on the quality of its programs and its graduates, and also provide internships for students and training for faculty seeking to update their skills. For example, the LVN program recently secured a $500,000 grant from the State Chancellor’s Office to establish an LVN-RN program at Mission College to enable LVN’s to earn their RN degrees (EII.A5.5). The Nursing department is working closely with its industry partner to ensure the quality of the program and make sure its graduates are prepared for the State Board licensing exams.

**Evaluation**

Vocational and occupational programs document student competence through academic assessment tools, practical exams, and through the feedback gained from employers, industry groups, and the graduates themselves.

The vocational and occupational programs have advisory committees comprised of faculty, staff, and industry partners who provide oversight and guidance to the program. The Office of Workforce and Economic Development coordinates these committees, as well as a number of programs that provide labor market research and other services to assist the college in addressing student competence assessment in the development of new programs and improvement of existing programs (EII.A5.6). For example, the Mission College Corporate Education and Training program works with the Regional Health Occupations Resource Center (RHORC) to coordinate state and private funding sources to provide instructional support for departments teaching high-demand courses serving the allied-health majors (EII.A5.7). To obtain funding, the content and level of rigor provided by these courses must meet State guidelines.

**Planning Agenda**

None.
Evidence

EII.A5.1 Mission College Catalogs, 2006-2008
EII.A5.2 Mission College Catalog 2007-2008; Vocational Nursing Program Requirements (159-60)
EII.A5.3 Course and Program Outlines, LVN and Childhood Development Program Requirements
EII.A5.4 Mission College Catalog, 2007-2008 (108)
EII.A5.5 Mission College Academic Senate Minutes, 10-18-07, http://www.missioncollege.org/senate/agendas_minutes.html
EII.A5.7 RHORC mission statement and guidelines

2A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

2A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Summary

The college Catalog has a section entitled “Transfer Programs” which describes in detail all credit transfer policies adopted by the college (EII.A6a.1). This information is reviewed and updated annually, with each publication of the Catalog. The college also maintains the Career/Transfer Center as a separate office within the Counseling Center (EII.A6a.2). A number of counselors are assigned on a full- or part-time basis to the Career/Transfer Center, where they assist transfer-oriented students with their education plans, college applications, and transcripts. The Career/Transfer Center maintains a collection of catalogs from colleges and universities across the country, as well as summary sheets of transfer requirements for both CSU and UC schools. These summary sheets are also available in the Counseling Office and are published in each Class Schedule. Finally, the Career/Transfer Center maintains a Web site with information on transfer policies, links to relevant sites, and a calendar of upcoming events for students seeking to transfer (t1).
Mission College participates in “assist.org,” a database that lists the courses accepted for transfer credit by the UC and CSU campuses. This state-wide internet database is a tool that students find particularly useful as they search for the UC or CSU transfer institution that best meets their needs. This database is open to all students and can easily be accessed from any computer with an Internet connection.

The college Admission and Records office (A&R) is responsible for the evaluation and certification of transcripts submitted by those students wishing to transfer credits to Mission College. If an inter-college articulation agreement is not already on file, A&R forwards the student’s records to the discipline faculty for review. The college accepts no credit from non-accredited institutions.

The college has a half-time Articulation Officer, whose responsibilities include maintaining articulation of courses for transfer credit throughout the California Community College system and the CSU and UC systems. As a part of her duties, the Articulation Officer works with the college Transfer Counselor and Transfer Admission Agreement (TAA) Counselor to develop and maintain TAA’s with a number of CSU, UC and private universities. A current listing of these agreements, along with their G.P.A. and course requirements, is maintained in the Career/Transfer Center. The Articulation Officer also participates in the curriculum review process for transfer-applicable courses and ensures that new and revised curriculum continue to meet all criteria for transfer credit, including comparability of student learning outcomes (SLOs), and are assigned the appropriate California Articulation Number (CAN) (EII.A6a.3). This level of oversight prevents courses from “drifting” away from the criteria established for transferability.

The college also maintains a number of similar agreements with high schools, whereby students can complete college courses as part of their high-school graduation requirements. For example, the college maintains a program known as Middle College, whereby high school students with demonstrated aptitude enroll part-time at the college and part-time at their high schools and attend their high-school as well as college classes on the Mission College Campus.

**Evaluation**

Mission College has implemented a series of checks and balances coupled with appropriate oversight to ensure that students do not experience difficulties as they seek to transfer coursework between institutions. Where problems arise, each student’s case is dealt with individually to resolve the problem (EII.A6a.4). The curriculum review process is designed to preserve the core content of each transferable course. One curriculum area in which transferability issues have been identified is the distance learning curriculum, primarily because there are no established norms for assessment of content and rigor. The college Curriculum Review Committee (CRC) is aware of this problem and will be taking it under review in 2007-2008 (EII.A6a.5) (t2, t6).
Planning Agenda

None.

Evidence

EII.A6a.1  Mission College Catalog, 2006-2007 (15)
EII.A6a.2  Career/Transfer Center Web site,
           http://www.missioncollege.org/student_services/career/careertransfer.html
EII.A6a.3  Mission College Curriculum Manual,
EII.A6a.4  E-mail correspondence dated 05-03-07 between Yolanda Coleman,
           Articulation Officer, and student, “Lauren”
EII.A6a.5  Mission College Curriculum Committee Minutes, 03-05-07

2A.6.b. When programs are eliminated or program requirements are
        significantly changed, the institution makes appropriate
        arrangements so that enrolled students may complete their
        education in a timely manner with a minimum of disruption.

Summary

According to Title 5, Section 51022, "College districts are required by current regulation
and statute to develop a process for program discontinuance and minimum criteria for the
discontinuance of occupational programs." Although Mission College has not
discontinued a program recently, the college has met this requirement by developing a
process and policy for program discontinuance. Written by the Mission College
Academic Senate (MCAS), the "Policy and Process for Program Discontinuance"
provides criteria and guidelines in the event that a program needs to be discontinued
(EII.A6b.1). It was not designed as a method for targeting programs for discontinuance,
but rather as a tool for the decision-making process. The Program Discontinuance Policy
went through many revisions and was shared with the Research Analyst, the Division
Chairs, and the Vice President of Instruction before it was approved by the Academic
Senate in May 2001 (EII.A6b.2) (t6).

The Program Discontinuance Policy is in accordance with Title 5, Section 51022, and
takes into account the following guidelines provided by the Academic Senate for
California Community Colleges (ASCCC):

- negative effects on students
- college curriculum balance
- educational and budget planning
- regional economic and training issues
- collective bargaining issues
This policy also references the Program Review, the Educational and Facilities Master Plan (EFMP), and other strategic planning activities as sources of data for the college to consider.

The Mission College Curriculum Manual outlines the procedure for significant changes made in programs and course offerings (EII.A6b.3). The discussion begins with the faculty and department chairs and continues to the Office of Instruction, the Curriculum Review Committee (CRC), and the Board of Trustees (BOT).

When changes are made in a program or degree, the individual instructors and Counseling Department take primary responsibility for explaining these changes to students. Every effort is made to ensure that students are able to complete their courses of study in a timely manner despite changes to program requirements. When the number of a program’s offerings has been decreased (for example in manufacturing), sufficient sections are maintained to ensure that currently enrolled students may finish their courses of study. The Articulation Officer and a college counselor sit on the CRC and provide the Counseling Department with information about courses and programs. These changes are usually listed on the department website and fliers posted around campus as well as in the Catalog.

Mission College students have "Catalog rights," which means that they may follow the program or requirements listed in the Catalog for the year they enrolled, provided that they remain enrolled. If students drop a program and re-enter more than one year later, they will need to fulfill new program requirements (EII.A6b.4).

**Evaluation**

Mission College has not eliminated a program in many years. However, there is a policy and process in place to guide a discussion should it be needed in the future. Changes in program requirements are communicated to students through a variety of methods, including print, the Internet, faculty, and counselors and sufficient sections are maintained in order for them to complete their studies without undue delay.

**Planning Agenda**

None.

**Evidence**

- EII.A6b.1 MCAS Policy and Process for Program Discontinuance, adopted 05-17-01
- EII.A6b.2 Mission College Academic Senate Meeting Minutes, 03-29-01, 04-26-01, 05-10-01, 05-17-01, 11-20-03, 02-12-04
- EII.A6b.4 Mission College Catalog, 2006–2007 (161)
2A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Summary

The college has 3 major avenues of communication with the public: the Mission College Catalog (EII.A6c.1), the Schedule of Classes (EII.A6c.2), and the Mission College web site (http://www.missioncollege.org) (EII.A6c.3). Under the direction of a full-time Public Information Officer, the college’s Marketing and Public Relations (M&PR) Office is responsible for the production of the college Catalog, the Schedule of Classes, public service announcements, advertisements, and newspaper feature stories. The college website is designed and maintained by a full-time Webmaster within the Office of Instructional Technology, under the oversight of the Office of Instruction (t6).

The comprehensive Mission College Catalog is published every year and approximately 5,000 copies are distributed to prospective students, college faculty and staff offices, California high schools and colleges, and other institutions and agencies throughout the State. Catalogs are also distributed during promotional functions such as college and job fairs. The Mission College web site provides comprehensive information on student services, instruction (academic departments, degrees and certificate programs, and faculty Web pages), campus facilities, the Library, faculty and staff directories, and links to relevant websites outside the college. The college publishes the Schedule of Classes in April for Summer and Fall, and in November for Winter and Spring. Copies are sent by mail to students registered at the college during previous terms, as well as most residents within its service area. Copies are also distributed to all campus offices and departments, local high schools, area libraries, and local shopping malls. Both the Catalog and Class Schedule are available online from the web site as downloadable files. The Class Schedule can also be accessed online as part of the college MyWebServices enrollment management system.

The college publishes a number of brochures that publicize the college’s mission and goals and describe the various academic programs (EII.A6c.4). These brochures are available at a number of locations on campus and are sent by mail to prospective students. Individual classes, workshops and other special events are also advertised by means of e-mail to the District community or by posting fliers on campus and in the community (t1).

Every semester, the college provides a comprehensive Orientation program to new students that includes distribution of an Orientation Handbook and a number of other materials designed to acquaint the student with all Student Services, campus facilities, and programs (EII.A6c.5). These materials are also available on campus year-round to all prospective and current students.
**Evaluation**

The Office of Instruction has primary responsibility for the content of all major college publications and the website. When the college was unable to fill its position of full-time Webmaster, some features of the website such as directories became out of date. In 2006 the college again hired a full-time Webmaster, who has been systematically re-designing and improving the website. Faculty are given autonomy to post their course material as they see fit on their personal Web pages, but all college academic departments and program offices must submit their designs and content to the college Webmaster for approval.

Currently, all college departments and program offices review their respective sections of the Catalog and make all necessary updates and corrections. With respect to the Class Schedule, all constituent groups and individuals review the content of the Schedule prior to publication to ensure that it is current and accurate. The Marketing and Public Relations Office oversees the design and printing of both the Catalog and Class Schedule, and coordinates proofing and fact-checking of both documents by constituent groups and individuals.

It is the responsibility of the M&PR Office to ensure that the college represents itself to the general public in a clear and accurate manner. All press releases, news feature stories, and notices for major campus events are screened and vetted by the M&PR Office before distribution to ensure their accuracy. This office has a very small staff with a number of time constraints, but whenever possible news releases and promotional materials are publicized at the regional, statewide and national level (t6).

**Planning Agenda**

None.

**Evidence**

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<tr>
<td>EII.A6c.2</td>
<td>Mission College Schedule of Classes, 2006-2008</td>
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<tr>
<td>EII.A6c.4</td>
<td>Sample Brochures of Mission College Programs and Services</td>
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<tr>
<td>EII.A6c.5</td>
<td>Orientation Handbook Fall 2006, Counseling 900 Presentation 03-17-04, Online Orientation <a href="http://www.missioncollege.org/depts/coun/orientation/index.html">http://www.missioncollege.org/depts/coun/orientation/index.html</a></td>
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2A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

2A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Summary

Mission College faculty, administration, and staff support a learning environment that advances the free exchange of ideas by both staff and students. The District Policy Manual includes a District policy concerning controversial issues (EII.A7a.1), which promotes freedom to study controversial topics in the classroom. The District and college’s academic freedom policy is included in the Faculty Handbook, Appendix A-2 (EII.A7a.2). In addition to affirming the faculty rights to freedom of expression, it also supports the right of students to access objective information in the classrooms.

The District Policy Manual and Faculty Handbook state: “Their [faculty] primary responsibility to their subject is to seek and to state the truth as they see it,” and “faculty devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.” The statements affirm the District and college’s commitment to faculty presentation of fair and objective information (t6).

Evaluation

The Mission College Academic Senate (MCAS) adopted the American Association of University Professors (AAUP) Ethics Statement in 1987. This statement, along with an expanded discussion of its application to California community colleges, is outlined in the Faculty Handbook (EII.A7a.2). The statement on professional ethics affirms that instructors accept their obligation to present fair and objective discipline data and information (t6).

The District policy on controversial issues (EII.A7a.1) gives a set of criteria to follow when instructors are selecting issues for study. It is a general statement that intends to protect the instructor’s freedom to choose the topics to be covered in his/her classroom.

Students who feel that a faculty or staff member has violated any college policies may file a grievance. The grievance process is formalized and clearly outlined in the 2006-2007 college Catalog (EII.A7a.4) and in the District Policy Manual 5.21 (EII.A7a.5).

The District and college both use and make public policies and practices with regard to academic freedom and the presentation of data and information fairly and objectively. The Faculty Handbook is updated and distributed annually to full time and part time faculty, and faculty Orientations introduce the handbook.
Planning Agenda

None.

Evidence

EII.A7a.1 District Policy Manual (4.8.1), http://www.wvmccd.cc.ca.us/board/policies
EII.A7a.3 District Policy Manual (4.8.3), http://www.wvmccd.cc.ca.us/board/policies
EII.A7a.4 Mission College Catalog, 2006-2007 (166)
EII.A7a.5 District Policy Manual (5.21), http://www.wvmccd.cc.ca.us/board/policies

2A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Summary

The Mission College policy on cheating is available to students in the 2006-2007 Mission College Catalog (EII.A7b.1), and the definition of cheating is explained in detail. The same section of the Catalog outlines a list of classroom-related disciplinary sanctions that may be implemented when the instructor has reasonable proof that cheating has occurred in his/her class. To protect the rights of students to due process, the policy allows for students to be informed of the charges against them, to be given an opportunity to refute the charges, and to be permitted to appeal any decision. The college Catalog also asserts the confidentiality of disciplinary procedures and their outcomes.

The Faculty Handbook also outlines the sanctions instructors can implement in the classroom (EII.A7b.2). Additionally, it explains the obligation of instructors to prevent academic dishonesty by ensuring that students do their own work and by instructing students in the proper academic behavior required in the respective academic disciplines. In the same section, the Faculty Handbook asserts the obligation of faculty members to maintain their own academic honesty and to teach and lead by example.

Faculty are expected to include clear notice in course syllabi of consequences for academic dishonesty. The college has a subscription and faculty have access to Turnitin.com, a website where students submit assignments that are assessed for plagiarism.
**Evaluation**

The policy on cheating that appears in the college Catalog is clearly written and broad enough to include all types of cheating. It makes evident the definitions of cheating and the sanctions that may be associated with it. The college Catalog is available on-line (EII.A7b.3) and it can be purchased through the college bookstore for a small fee. The Catalog is accessible to on-campus, satellite and distance learning students, and others.

Both full-time and associate faculty members are given a Faculty Handbook during new faculty Orientations, and faculty members are strongly encouraged to list the cheating policy on their syllabi, along with the specific sanctions that they will follow in their classes and instructional laboratories. Additionally, flex day workshops have been presented to instructors on the cheating policy and on the use of Turnitin to prevent plagiarism. Most instructors include the policy in their syllabi and they review it with their students in class. Instructors who are unsure of the policy or their rights generally contact the Vice President of Student Services or the Vice President of Instruction for clarification (f6).

**Planning Agenda**

None.

**Evidence**

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<tr>
<th>Code</th>
<th>Description</th>
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<tr>
<td>EII.A7b.1</td>
<td>Mission College Catalog, 2006-2007 (160)</td>
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<tr>
<td>EII.A7b.2</td>
<td>Mission College Faculty Handbook Section 6, 2005-2006 &amp; 2006-2007</td>
</tr>
<tr>
<td>EII.A7b.3</td>
<td>Mission College Catalog <a href="http://www.missioncollege.org/catalog/catalog.html">http://www.missioncollege.org/catalog/catalog.html</a></td>
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**2A.7.c.** Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

**Summary**

The college has codes of conduct for faculty, administrators, staff, and students. Prior notice is given of such policies, as described in the following instituted directives:

- 2005-2006 Mission College Faculty Handbook (EII.A7c.1), Section 6, 6.2 Affirmative Action, 6.3 Freedom of Inquiry and Expression, 6.4 Drug Free School and Community Act, and 6.14 Sexual Harassment Policy;
- District Policy Manual (EII.A7c.2), 2.6 Non-Discrimination and Unlawful Discrimination Policy, 2.7 Sexual Harassment and Sex Discrimination Policy;
• 2006-2009 Service Employees International Union (SEIU) Local 521 Contract, Article 21 (EII.A7c.3);
• 2004-2005 Association of College Educators (ACE) Contract (EII.A7c.4);
• 2006-2007 Mission College Catalog, Right To Know section (EII.A7c.5).

**Evaluation**

Since Mission College is a publicly-funded college, no specific codes of conduct, other than those mentioned in the above paragraph, are required. The college does not affirm any at-large world view or set of proscribed beliefs.

**Planning Agenda**

None.

**Evidence**

- EII.A7c.1 Mission College Faculty Handbook, 2005-2006
- EII.A7c.3 Collective Bargaining Agreement between Local 521 SEIU and WVMCCD, 07-01-06—07-30-09 (Article 21)
- EII.A7c.4 Agreement between ACE and WVMCCD, 07-01-04—06-30-05
- EII.A7c.5 Mission College Catalog, 2006-2007 (163-66)

**2A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

**Summary**

The college does not currently offer any curricula in foreign locations to students other than U.S. nationals.

**Evaluation**

This standard is not applicable to Mission College.

**Planning Agenda**

None.

**Evidence**

None
2B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

2B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Summary

Mission College believes in providing opportunities for lifelong learning to its varied community populations by being an open-access institution. To meet this goal, the college addresses the needs of students who have diverse academic and cultural backgrounds, different learning styles, demanding schedules, and work and family responsibilities. The college prides itself in serving a diverse population of students (EII.B1.1). This effort allows the college to enhance achievement of its mission through providing “comprehensive academic and technological resources, a variety of culturally enriching experiences that embrace the diversity of the college community,” and improving “student support services” (EII.B1.2) (t1).

This diversity, which has become a trademark of the college, enriches campus life through the intermingling of cultures, sharing of experiences, and acknowledgement of different views and perspectives. Mission College strives to actively pursue opportunities that contribute not only to the college’s diversity but also to the overall diversity in higher education. Through targeted outreach and recruitment efforts, the college encourages the enrollment of historically underrepresented student groups (EII.B1.1) (t1).

Mission College is committed to providing quality support services to all of its students, both traditional and nontraditional. Promoting academic success and creating dynamic, innovative student services programs that address the richness of the student population and community are core values of Mission College (EII.B.1.1) (t6). The college Student Services Council (SSC), composed of representative student development leaders, meets bi-weekly to discuss the development and improvement of student support services with the Vice President of Student Services (EII.B.1.3). Because the college intends to assure that the services offered support student learning, student needs for services are identified through numerous methods: the admissions process, assessment testing, Orientation sessions, surveying, individual counseling appointments, and appropriate referrals by faculty and staff. Services specifically designed to meet the various needs of Mission College’s students are provided through the Office of Student Services. Each service conducts regular staff meetings and engages in training and other staff development activities (t1).
All student services have greatly improved their websites since the hiring of the new Webmaster in 2006, most with student involvement. On the website, which is Americans with Disabilities Act (ADA) compliant, student can get updates on activities and deadlines and can download applications for selected special programs such as EOPS and ACCESS, the college’s TRIO program (EII.B1.4). Students and alumni can secure employment leads on the Career Placement Center page of the website (EII.B1.5). Electronic newsletters are also made available (t2).

All services and programs are designed to assist, guide, develop, support, retain, and encourage students in the pursuit of their educational and career goals. Additionally, instructional support is provided via Orientations, assessment testing, progress reporting, learning assistance labs, tutoring, the library and instructional materials collections, and other specialized programs. All of this support helps students successfully matriculate. Finally, admissions applications are available in English and Spanish, and Orientations are offered in English, Spanish and Vietnamese (t1).

Student Services can be accessed by telephone or via Mission College’s website. Students can complete and submit a change of address request, register for classes, and check grades by visiting the website. They may also register for classes over the telephone through Tel-Reg in English and Spanish. Phones and computers are available for student use near the Admissions Office during registration periods, as well as in the Library and Technology Center. Students can access pre-recorded Health and Student Services information over the telephone by calling the InfoLine. All Student Services offices are open 4 nights a week until 7 p.m. and operate half-days on Fridays (EII.B1.4).

The student support services offered at the college are wide-ranging and comprehensive, and the following program descriptions demonstrate how they support and enhance student learning, as well as supporting the mission of the college to prioritize student learning and success (EII.B1.4) (t1):

- **ACCESS Program**: Student Support Services Program funded by the Department of Education offering academic and personal assistance support to qualified students who are enrolled in nine units and are first generation, low income, or students with disabilities. Services include: priority registration; academic and personal counseling; additional tutoring; textbook and laptop computer loans; scholarship searches; transfer and goal development activities; career exploration; grant aid; cultural and social activities; university visits; and assistance with degree requirements, transfer applications, transcripts, and financial aid forms. Students utilize the ACCESS office for studying and computer resources and stay connected using the message board, and a monthly newsletter about program, college and community activities (EII.B1.4).

- **Admissions and Records (A&R)**: Guides students through the application process, including requirements such as completing applications and registration; maintains student course records; transcript submittal; skills assessment; and referral for counseling appointments prior to registration. It also handles the collection of fees and sale of parking permits (EII.B1.4).
• **Assessment Center:** Conducts Academic Skills Assessment tests. Placement test scores are one of the multiple measures that are used by counselors to determine and recommend appropriate placement in English, English as a Second Language (ESL), Reading and Mathematics courses as well as other transfer courses. Other testing services available are proficiency, Ability-To-Benefit (ATB), and make-up test proctoring (EII.B1.4).

• **Mission College Welcome Center (formerly Avanzar):** A Title V federally-funded grant whose purpose is to effect long-term institutional improvements in the areas of access, services, and teaching. The program is all-inclusive while still placing emphasis on the Hispanic and other Underserved Students. Program key goals consist of: I) Outreach, II) Improving Learning Outcomes for Hispanic and Other Underserved Students, III) Developing a more Welcoming and Supportive Environment for Hispanic students. The Center provides new and first-time students a supportive entry into the college including: staff and student ambassadors; academic intervention; counseling; and individualized assistance with admissions, registration and financial aid processes. Activities include student focus groups, family days, and sponsorship of functions which promote multi-cultural awareness and build student community (EII.B1.4).

• **Career/Transfer Center:** The Career Center provides a variety of services to assist students with the career exploration and decision-making process. Students gain an understanding of the occupational outlook, salary, and qualifications related to various careers. The Eureka Career Information System (a computerized, up-to-date library of occupational and education information) and other career-related books and pamphlets are readily available. The Transfer Center provides a variety of services to assist students interested in transferring to four-year colleges and universities. Services include admissions application workshops, Transfer Admissions Agreements (TAAs), appointments with visiting university representatives, articulation services and major preparation advising. Along with the Career Center, the Transfer Center sponsors the Annual College Day each Fall semester (EII.B1.4).

• **CalWORKs:** Provides educational support and resources to help students obtain the skills needed to be placed in and retain family supporting employment. Students currently served are: CalWORKs participants, students receiving Temporary Aid to Needy Families (TANF) cash aid, or Workforce Investment Act (WIA) program participants. Services available to students include: educational, academic and personal counseling; book vouchers; priority registration; childcare payments; job readiness skills; and coordinated referrals for campus and community resources, among many more. CalWORKs also offers on-campus work study in collaboration with other departments (EII.B1.4).

• **Child Development Center Services (CDC):** Provides child care for the children of students in the college and encourages exploration, provides nurturing supportive relationships, adapts to each individual child’s learning styles and needs, and offers many opportunities for play. The CDC provides fee-based services as well as subsidized care to qualified families through state preschool and CalWORKs
programs. Working closely with families, parents are invited to join the Parent Advisory Council (PAC). The PAC advises and helps guide the center toward the future and helps to evaluate different aspects of the center (EII.B1.4).

- **Cooperative Work Experience Education:** Affords students the opportunity to apply their education to their tasks at work. Many students work in various departments and programs on campus. Credit is granted based upon learning that takes place in an employment or volunteer/internship setting. Students benefit by learning to use classroom skills in a "real world" setting and enhance their knowledge of their chosen career (EII.B1.4).

- **Counseling Services:** The primary goal is to provide opportunities for students to clarify their values and goals, to make decisions, and to develop self-confidence, self-direction and self-esteem. Academic, vocational, transfer, career and personal counseling are offered in addition to outreach/support for incoming high school students, international students, and students on probation and dismissal. Education plans are a crucial service provided to students. Counseling courses assist students in making career and educational decisions, enhancing study skills, and staying motivated. Counselors are available by appointment, walk-in service, and evening hours. Multiple counselors are bi-lingual (EII.B1.4).

- **Disability Instructional Support Services (DISC):** The program's goal is to support students with disabilities in entering campus life, and engaging in college programs and activities. DISC emphasizes student self-advocacy while providing reasonable accommodations to minimize the effects of a disability and maximize student potential. Students with a verified disability are eligible to receive specific accommodations that provide equal access to the learning environment. Students with learning disabilities are provided assistance with identifying learning strategies that match their learning style. Also available through DISC is support and information for mainstream class instructors to ensure students’ success. DISC encompasses these main areas: academic support services for mainstream classes (such as priority registration, note-takers, or test-taking arrangements), learning disability assessment, compensatory strategies classes, and assistive technology assessment and instruction. Academic counseling is also available. Staff members are actively involved throughout the decision-making process in departments and committees, especially the Distance Learning Committee and Instructional Technology Department. The hiring of new staff has allowed an increasing number of video media in the library to be closed captioned (EII.B1.4).
• **Extended Opportunity Program and Services (EOPS):** Offers educational support services and grants to students who have historically been underrepresented in higher education due to economic, social, and/or language disadvantages. The program objectives are to assist students to achieve their educational goals by increasing access, retention, and transfer. Educational support services available include: academic, career, and personal counseling; priority registration; educational planning; monitoring of progress; tutorial assistance; peer advising; help with applying for Financial Aid and grant aid; book service; limited assistance with transportation and child care costs; emergency loans; transfer assistance; motivational workshops; cultural activities; and the Cooperative Agencies Resources for Education (CARE) program for single parents (EII.B1.4).

• **Financial Aid Office:** Provides current and potential students with complete information on the various student financial assistance options available. These come in the form of local, state and federal programs, grants, fee waivers, work study, scholarships, loans, and others as they may be established. Other special programs available to eligible students include veterans’ benefits and the Bureau of Indian Affairs Grant Programs. Online workshops are available and financial aid staff is available to explain the processes and procedures required to qualify for aid (EII.B1.4).

• **Institute for International Studies (IIS):** Provides international students with the English instruction they need to pass the Test of English as a Foreign Language (TOEFL) and enter Mission College. It also issues all of the legal documents that are necessary for the F-1 International Student Visa. IIS students enjoy extended application deadlines to Mission College as well as several TOEFL-waived options (EII.B1.6).

• **Job Placement Center:** Provides employment related services to all students and alumni and receives thousands of job listings each year, representing all fields. Other services include: on-line job search assistance; resume critiques; labor market research assistance; career advising; information on job fairs; and workshops on resume writing, interviewing and job hunting. The Center coordinates the annual Mission College Job Fair with more than 60 employers and is free to the public (EII.B1.4).

• **The Learning Assistance and Tutorial Centers (LATC):** The courses and services in the LATC are designed to enable students to succeed in the regular college program. Specialists are available to help students diagnose the academic problems they may be having in their courses. The services provided by the LATC are as follows: offers skills development and support in the areas of English, ESL, Communications and Reading. Programs and courses offered are individualized and the hours of attendance are by arrangement. Material is available to accommodate the student’s mode of learning. Tutoring is available to students in both academic and vocational subjects (EII.B1.4).
• **The Math Achievement Pathway to Success (MAPS):** Offers students a team approach to success, particularly for those who have had difficulty in previous math courses. Instructors, counselors and tutors/mentors collaborate to help students complete their mathematics requirements. Students take Elementary Algebra in the fall semester and Intermediate Algebra in the spring semester. The MAPS Program serves a diverse group of students and recruits from several programs, including EOPS, ACCESS, Avanzar, CalWORKs, and DISC. In addition, the program actively seeks to include students from those groups who have traditionally had poor success in basic skills and transfer-level college math courses. The MAPS team of instructors and counselors meets on a weekly basis to plan program activities and discuss concerns related to students’ achievement in the class (EII.B1.4). With Title V assistance, MAPS has an updated Math lab (EII.B.1.7).

• **Math Engineering Science Achievement (MESA):** Provides support to educationally disadvantaged students who are majoring in math, science, engineering and nursing so they excel academically and transfer to four-year institutions. The program includes: student study, tutorial, and computer centers; academic and professional development workshops; campus and industry tours; leadership retreats; transfer assistance; career advising; links with student and professional organizations; priority registration; internships; MESA program positions; scholarship assistance; and on-going support throughout students’ college careers (EII.B1.4).

• **The Mathematics Learning Center (MLC):** Provides educational support by offering numerous resources and services to all students with specific needs in the subject of Mathematics. Math resources which are available to students of all math courses include: drop-in and group tutoring; math study skills workbooks and exercises; current math textbooks; lecture and learning videos and DVDs; solution manuals; math and graphing computer software; study guides; graphing utility instruction; reference textbooks; and Internet resources. Tutoring is conducted in several languages by faculty, staff, and trained peers who have excelled in Mathematics (EII.B1.4).

• **Orientation:** Orientation is required for all new, transfer, and returning non-exempt students (exemptions are listed under Matriculation in the college Catalog). Orientation is offered in various formats such as a short video (independent study), a semester-length course, online, and a one-day lecture combined with Counseling 900 and assessment testing. It provides information on college programs, services, academic expectations, procedures and campus facilities. Orientation packets are provided for each student which includes a workbook, schedule, program brochures and registration materials (EII.B1.8). In-person Orientations are offered in English, Spanish and Vietnamese.
• **Outreach and Recruitment:** The Outreach Office mission is to inform students, increase access to educational opportunities, and connect students to critical resources by providing services to attract more students from the local community, especially the underserved student populations. The Ambassador program has been resurrected recently, thus increasing contact with local high school principals and campus visits. The Outreach Team is in contact with high schools, community organizations, local businesses, students, and parents. The Outreach office has recently hired a Coordinator in 2007 which expands the capabilities of the team, and the office has been relocated to the main building on the first floor (EII.B1.4).

• **Scholarship Program:** Administered by the Financial Aid Office. Scholarship funds are provided by the Mission College ASB, the West Valley-Mission College Foundation, and various organizations and individual donors. Applications are available in January and February and awards are made the following fall semester (EII.B1.9).

• **Student Government and Activities:** To foster participation by students, 2 distinct and identifiable programs are offered: Student Government and Student Activities. Student Government is represented by the Associated Student Body (ASB) organization providing a dynamic, collective student voice and acting as a liaison between the students, academic departments, and student services. The ASB annually elects its own administrative officers, elects a student trustee to the District Board of Trustees and participates in various college-wide committees and task forces. It provides students with practical training and education in government and leadership functions. Student Activities programs provide opportunities for students to participate in the planning, development and implementation of a wide variety of educational, cultural, social and recreational activities (EII.B1.10).

• **Student Health Services:** Promotes optimal physical, social, and emotional well-being of students in order to support student retention and success. A team of health professionals, including registered nurses, consulting physicians, mental health counselors, and other health care specialists, provides services. Services include: confidential health and personal counseling and advisement; limited clinical services and first aid; limited medical evaluation and treatment; screening procedures for tuberculosis, blood pressure, vision, hearing, cholesterol, and pregnancy; and health promotion and educational programs, such as health fairs and wellness events. Health assessment, education, and referrals to community resources are available daily. The staff members are actively involved in campus committees, especially Facilities and Safety (EII.B1.4).
• **The Summer Transition Entrance Program (STEP):** A summer program designed for first-time college students to provide a plan for maximizing the Mission College experience. This includes: completion of Counseling 1: College Survival Skills; Orientation including college admission; financial aid; counseling; important information regarding Associate Degrees and professional certificates; faculty, counselor, and staff mentors; networking with other new students; and learning valuable leadership and team building skills (EII.B1.4).

• **Veterans Affairs:** Located within the Admissions and Records (A&R) offices, veterans may determine eligibility for benefits from the Veterans Administration (VA). Most, but not all, of the courses at the college are approved for payment of VA benefits. Students can access services pertaining to eligibility for benefits, application procedures, and other veterans' matters. All academic and personal advising services are referred to the VA specialist in the Counseling Office.

In addition to the services above, Mission College offers many additional services that increase student success including: the Help Desk; STRUT laptop computer loans; scholarship, graduation and transfer recognition ceremonies; intercollegiate sports; brown-bag lunches with the college President; food services; the bookstore; and access to cultural events on and off campus (t1).

**Evaluation**

Through assessment testing, Orientation sessions, drop-in counseling, and individual counseling appointments, Mission College identifies the educational support needs of its student population. In addition, the development of the Student Orientation Handbook, recently revised in 2006, focused specifically on the improvement of communication about student services, especially academic success and educational planning (EII.B1.8).

The Student Development Division is very active in promoting its programs and services. To ensure quality programs, Student Services utilizes program review and summary reports as evaluation tools. Students have easy access to these services because of the physical layout of the campus and the centralized location of the majority of student support services in the main building. All student services programs have a page on the Mission College website that describes their offerings in detail. This is an effective vehicle for keeping current students informed, and a strategic marketing tool for attracting new students to enroll (EII.B1.4) (t2).

A strong emphasis is placed on the comprehensiveness of college services. Mission College does deliver appropriate, reliable services that address a myriad of student needs. More could be done to provide multi-lingual services in registration and financial aid. In order to mitigate duplication of services and redirect resources where they are needed, programs like CalWORKs, MESA, ACCESS and EOPS actively coordinate education plans, workshops, and other events. Weekly meetings ensure that information is shared between counselors in all programs and the counseling department. The strategy of integrating counselors into academic area offices improves communication about course demands and student challenges (t4).
The ASB, as a governing organization, is an important component of campus life that contributes to the personal development of students and the mission of the college. The ASB directs its efforts at promoting self-government, leadership, and scholarship, and it further asserts its involvement in college policy-making through representation on various councils, committees, and boards. Students on the Mission College campus are actively involved in student government, tutoring at the LATC, student activities through a variety of clubs and service organizations, institutional governance, and serve as assistants to the teaching staff in the CDC.

Organizations that are currently active include: Black Student Union, Coalition of Young Filipino Americans, Fire Science and EMT Club, French Club, Humane Society, International Students American Friends, International Youth Fellowship, Latino Student Union, Muslim Student Association, Native American Association, Students with Vision and Purpose, Vietnamese Student Association, and the Mission College Health Occupations Club (EII.B1.11).

**Planning Agenda**

- PA2.9 The college and Student Services will enforce the Orientation requirement for all non-exempt students.

**Evidence**

EII.B1.1 Mission College General Information web site, [http://www.missioncollege.org/gen_info/about.htm](http://www.missioncollege.org/gen_info/about.htm)
EII.B1.2 Mission College Catalog 2007-2008 (7) Mission Statement
EII.B1.5 Mission College Job Placement Center web site, [http://www.missioncollege.org/student_services/career/jobcenter.html](http://www.missioncollege.org/student_services/career/jobcenter.html)
EII.B1.6 Mission College International Student Center web site, [http://www.missioncollege.org/community/iis/default.html](http://www.missioncollege.org/community/iis/default.html)
EII.B1.9 Mission College Scholarship Application Package 2007-2008
2B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

2B.2.a. General Information
- Official Name, Address(es), Telephone Number(s), & Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Summary

Mission College publishes a general college catalog for its constituencies on an annual basis that is precise, accurate and contains current information about the college’s instructional programs and services. The Catalog is available in the college bookstore at a cost of $4.00 or can be downloaded from the website for free. Inaccuracies are corrected through the Office of Instruction and a new revised Catalog published annually. Located on page one of the Catalog are the college mailing address, telephone number and website (also printed in bold on the front cover of the Catalog) (t6).

The 2006-2007 college mission statement located in the Catalog (7) describes Mission as “serving the ever-changing educational and economic development needs of Santa Clara, Silicon Valley and the larger community.” Its equal opportunity and nondiscrimination policy written in English, Tagalog and Spanish (6) are consistent with this stated mission. The academic calendar and length of each session for Summer, Fall and Spring are also listed (2). The academic freedom of inquiry and expression is clearly described (166) (t6).

General information needed for effective educational planning is also provided in the Catalog. There is also a description of course programs and offerings, including a description of course numbering and transfer as well as course requisites and challenges to those requisites (20).

The Catalog describes all approved courses at Mission College (21-155), and additional information about campus resources, including learning resources, such as the Learning Assistance and Tutorial Centers (LATC) and Mathematics Learning Center (MLC) (169). Information about student financial aid (168), and scholarships (170) is also made available for potential and currently enrolled students. Names and degrees of administrators and full-time faculty are also included in the Catalog (172-78) (EII.B2a.1). The names of the WVMCCD Governing Board members are included in the current 2007-2008 Catalog (5) (EII.B2a.2).
Evaluation

In order to ensure the accuracy of Catalog information, a review of its content takes place on an annual basis and input is solicited from all campus constituencies, including faculty, division and department chairs, and related departments and programs. This is initiated by the Office of Instruction.

Planning Agenda

None.

Evidence

EII.B2a.2 Mission College Catalog, 2007-2008

2B.2.b. Requirements
  • Admissions
  • Student Fees and Other Financial Obligations
  • Degree, Certificates, Graduation and Transfer

Summary

The Mission College Catalog contains information about how students, including high school students (156-57), may satisfy requirements for enrollment in the college (156), including fees and other costs for attendance (159). Prospective students are directed to apply online (156) (EII.B2b.1). Admission requirements and standards posted in the Catalog are consistent with the 2007 Mission College Matriculation Plan that was approved by the California Community College Chancellor’s office (EII.B2b.2). College admission requirements are reviewed and updated as mandated by the State to ensure that all admission requirements comply with District and state regulations and policies.

A comprehensive review of student fee requirements took place during the Fall 2006 semester. Admissions and Records (A&R) staff, with direction from the “Student Fee Handbook” (first edition), published by the California Community College Chancellor’s Office, made needed changes to the student fee schedule contained in the Catalog. Health fees (159) and non-resident updated fees (156) are discussed in the Catalog. Information about fee exemptions for non-resident students contained in AB540 (156) is also printed in the Catalog (EII.B2b.2). Student enrollment fee changes that were approved by the legislature (lowered from $26 per unit to $20 per unit) and went into effect in January 2007 are in the 2007-2008 Catalog (EII.B2b.3). Information about the fee change was highly publicized on campus on television monitors and class schedules, and can be found on the front page of the college’s website under “Apply and Register” followed by the “Registration and Fee Info” link.
Mission College provides recent, precise and accurate information about requirements students must satisfy in order to qualify for degree, certificates, graduation and transfer. The college’s Articulation Officer works collaboratively with the Curriculum Review Committee (CRC) to review, modify and update graduation requirements for degrees and certificates. Any proposed changes are reviewed by the college and later presented to the District Board of Trustees (BOT) before changes are posted in the Catalog. The Articulation Officer communicates with CSU, UC, independent and some out-of-state colleges before listing transfer information in the Catalog. Students are informed about the total number of units required for certificates (9), degrees (11) and/or transfer (15) along with General Education and major or certificate requirements (listed at the beginning of each academic program subsection). Graduation requirements are also explained (10) (EII.B2b.3) (1).

**Evaluation**

The college publishes detailed information about admission and enrollment procedures for all students, including procedures for high school, resident, nonresident, and international students.

**Planning Agenda**

None.

**Evidence**

EII.B2b.2 Mission College Non-Credit Matriculation Plan, 04-07,  
Mission College Credit Matriculation Plan, 04-07  
EII.B2b.3 Mission College Catalog, 2007-2008

### 2B.2.c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty  
- Nondiscrimination  
- Acceptance of Transfer Credits  
- Grievance and complaint Procedures  
- Sexual Harassment  
- Refund of Fees

**Summary**

A section of the Catalog entitled “academic regulations and standards” (160-62) contains information about faculty/student responsibilities, discipline process, academic honesty policy, academic probation and dismissal. The college makes every effort to make students feel welcomed at its campus and this is reflected in its nondiscrimination policy (6). The college Catalog also addresses the matter of student “right to know” (163-66). The information provided goes beyond traditional information about crime rates and
statistics. Specific information is included about the college’s AIDs policy, sexual harassment, and sex discrimination (163) while student privacy rights, student rights and responsibilities and the college’s status as a drug-free campus are also included in the student “Right to Know” section (164). The Catalog also states that Mission College is a “smoke-free” campus (8, 14, 102, 113, 127, 135, 150, 159 and 170). As part of Orientation, students are apprised of important information about college behavioral expectations in the classroom and at college-sponsored events contained in the “Right to Know” subsection: “Code of Student Conduct” (165). Students are encouraged to adhere to all West Valley Mission Community College District (WVMCCD) policies and procedures. Classroom behavior that may result in suspension by an instructor is explained (165). Published student disciplinary actions are consistent with District policies and are located in the Catalog. Additionally, information is provided to students about the process for filing a complaint or grievance and the appropriate college official to contact (166) (1).

The Vice President of Student Services and the Dean of Student Support Services communicate with the California Community College Chancellor’s office staff to keep information contained in the college Catalog current with regard to student rights. Students are informed of their “right of assembly” on campus and “freedom of inquiry and expression” (166). The Catalog includes information explaining how college credit from other accredited colleges and universities may be transferred to Mission College and appropriate credit applied for graduation and transfer purposes (156). The Catalog also contains information that directs students to the current schedule of classes for information about fee refunds (159).

The college’s equal opportunity and nondiscrimination policy is published in English, Tagalog, and Spanish. Requirements associated with enrollment fees and other related costs are contained in the Catalog and the student fee structure is reviewed regularly to ensure that all charges are appropriate (EII.B2c.1).

**Evaluation**

The major Mission College policies are contained in the Catalog. Students are made aware of the college nondiscrimination policy, code of student conduct, right to know, rights of assembly and free speech regulations.

**Planning Agenda**

None.

**Evidence**

EII.B2c.1 Mission College Catalog, 2006-2007
2B.2.d. Locations or publications where other policies may be found.

Summary

The Catalog serves as one of the primary sources used by students to gain information about the college and the available educational programs, student support services, mission, goals, values and most importantly how potential students can enroll for classes. The Mission College Catalog contains information that directs students to other resources, locations and publications, and other policies, procedures and regulations may be found as well (156-70). The college’s website (URL is printed on the Mission College Catalog Front Cover) offers students the opportunity to obtain additional and updated information about the institution and its services (EII.B2d.1). The Schedule of Classes also contains information on campus and District policies (EII.B2d.2).

Evaluation

The Catalog indicates locations or publications where other policies may be found.

Planning Agenda

None.

Evidence

EII.B2d.1 Mission College Catalogs, 2006-2008
EII.B2d.2 Mission College Schedule of Classes, Spring 2007

2B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

2B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Summary

The college offers a wide range of services that go beyond the immediate campus. The Community Education Office at Mission College provides lifelong learning and enrichment opportunities for the community by offering classes and programs that are designed for rapidly shifting community needs (a class on foreclosure, for example, addresses the challenges faced by the Silicon Valley’s homeowners). To ensure that such services are accessible, the classes are conveniently scheduled, low cost with easy enrollment, and can keep learners current with today’s trends and technologies. For the non-traditional student, the scheduling, marketing and enrollment support services provided by Community Education office ensure equitable access and appropriate services that promote student learning (EII.B3a.1).
All Mission College academic programs, assessment and support services are also available to local employers through the college's Corporate Training and Economic Development program. Classes and services may be delivered at the workplace or on campus to upgrade employee skills and education; retrain workers for new jobs requirements; cross train and broaden communication and critical reasoning skills for team members; and improve basic English and math skills. Courses carry full college credit and are scheduled according to employer requirements (EII.B3a.2).

The college also offers courses and student services at local adult and high schools. In Spring 2007 the Counseling Department initiated a half-unit Orientation class that is offered at local high schools (EII.B3a.3). The high school, Orientation-class students are encouraged to utilize other college resources, and the services provided in the high school Orientation class include assessment, Orientation, admission support and financial aid introduction.

The college has also offered a satellite class at an adult school, a Reading 960 course designed to encourage those who are enrolled in adult education courses and who wish to improve beyond the adult school’s academic training level, together with others who elect to enroll in the satellite class rather than an on-campus section of the course (EII.B3a.4). Before offering the satellite class in Fall 2006, an assessment was conducted by the adult school staff to identify their students’ need for college services. The course instructor provides additional office and tutorial support at the satellite campus.

The college’s distance learning courses consist of stand-alone, web-based classes, televised courses and hybrid (distance learning and on-campus class activity) courses, including a course to teach distance learning success skills (EII.B3a.5). Stand-alone, off-campus classes provide the opportunity for students to use admission, enrollment, Orientation and limited tutorial services via the internet, but wider services are not offered (EII.B3a.6). Students also in courses offered on the main campus can receive the full range of campus services, as well as those who enroll in televised classes and who watch broadcast class sessions, but who elect to check out the taped class-session copies from the college campus’s library. Far fewer students from outside of the county enroll in the college’s distance learning classes.

Additionally, college services and programs are responsive to the range of times and days the college offers its classes. Service offices open at 9 a.m. and remain open until 6 p.m., sometimes later, most days of the week (EII.B3a.7). Also, the admissions, counseling and financial aid offices host Saturday office hours to support students who require those activities during the enrollment calendar cycle; the college library, technology center, tutorial services and assessment center host Saturday hours throughout the fall and spring terms (EII.B3a.8). Services are available at peak times prior to school starting for evening and weekend registration. As positions open in Financial Aid, emphasis will be given to hiring bi-lingual staff because of the college’s student language diversity. The college’s Title V grant used the Noel-Levitz Student Satisfaction Inventory (SSI)™ to acquire feedback on the students’ learning needs and satisfaction (EII.B3a.9). Some student services and program offices determine student support needs through an independent-service survey (EII.B3a.10). The Research Analyst administers a survey during the Winter session term to identify both needs and satisfaction of students (EII.B3a.11).
The college’s Assessment Center helps identify student placement in English/ESL, Mathematics and other discipline courses. The Counseling Department, disabled student services, EOPS and other similar services/programs assess, advise and refer students through individualized drop-in and appointment services. The Noel-Levitz Student Satisfaction Inventory (SSI)™ and Winter session surveys are presented to the President’s Council (the President’s administrative staff), and the Noel-Levitz Student Satisfaction Inventory (SSI)™ is discussed in the Title V advisory board meetings, the college’s Governance and Planning (GAP) Council (the main committee representing college participatory governance), the Division Chair Council (DCC: the academic discipline administrators), and the Student Services Council (SSC: the student services and program coordinators). Results of survey information have led to the college’s hiring of additional Vietnamese and Spanish-speaking counselors. The college-wide use of assessment in planning and implementation occurs as a process of committee decision and recommendation to the President (t2).

Those distance learning students who participate in hybrid course activities can participate in Noel-Levitz Student Satisfaction Inventory (SSI)™ activities, while the web-based courses, together with the televised courses that are broadcast, allow students to participate in the Noel-Levitz Student Satisfaction Inventory (SSI)™ only if they participate in on-campus activities (the Noel-Levitz Student Satisfaction Inventory (SSI)™ is administered through a sampling of the student population). The Title V grant’s spending authorization requires that the grant’s practices are institutionalized after funding expires. The survey of students’ needs and satisfaction is a component for institutionalization.

**Evaluation**

Student surveys help to identify student need and customer satisfaction, they direct student-learning-need activity, and they help define appropriate services and programs. Completed student surveys support the finding that the college is meeting the needs of most students, and generally provides equitable service access to its students. The college recognizes that improvement is necessary for ensuring equitable access to all students, regardless of service location, and it must prepare to address the range of student/customer satisfaction results (t2).

The college also recognizes that it could offer more comprehensive student and multilingual services for evening/weekend students, that the financial aid office currently has no Spanish speakers, that there are no online multilingual nor counseling services, and that distance learning students do not currently have the ability to register solely online for distance learning courses.

**Planning Agenda**

- PA2.10 Student Services will develop and implement a plan to increase access to student services for distance learning students.
Evidence

EII.B3a.1  Mission College Community Education web site, 
http://www.missioncollege.org/community/comm_ed/index.html
EII.B3a.2  Mission College General Information web site, 
http://www.missioncollege.org/gen_info/about.html
EII.B3a.3  Counseling 900 course flier, Spring & Summer 2007
EII.B3a.4  Reading 960 Course Outline, 09-01-04; Course Revision, 09-16-04; Email 
Regarding Reading 960 Schedule for Spring 2006 dated 08-30-05; Reading 
960 Course Syllabus, Spring 2007
EII.B3a.5  Mission College Catalog, 2006-2007 (49)
Apply and Register Web site, 
http://www.missioncollege.org/admissions/admis.html; Mission College 
Orientation Online at 
http://www.missioncollege.org/depts/coun/Orientation/index.html
EII.B3a.7  Mission College Student Service Office Hours, Fall 2007
EII.B3a.8  Mission College Library Service Hours, Summer & Fall 2007
EII.B3a.9  Noel-Levitz Student Satisfaction Inventory (SSI)™ results, Fall 2005 
EII.B3a.10 Student Service Office Customer Service Evaluations, 11-04-05; SSC 
Program and Department Evaluation Excellence Scale, Fall 2004 
EII.B3a.11 Mission College Winter session Surveys, 2005 & 2006

2B.3.b.  The institution provides an environment that encourages personal 
and civic responsibility, as well as intellectual, aesthetic, and 
personal development for all of its students.

Summary

The college offers instructional program and student-organized opportunities to develop 
personal and civic responsibilities. Instructional program opportunities include class-
structured projects, identified by the instructional faculty, and personal development 
topics, including life skills training, as a result of the college’s approved curriculum. 
Class-structured projects addressing civic and cultural responsibility, for example, 
include an Anthropology 003 class, where students assisted the college’s Black Student 
Union (BSU) in planning, hosting and celebrating a Kwanzaa recognition event. The 
counseling personal-development classes (Counseling 1, 3, 5) provide personal 
responsibility development strategies to support student success in college (EII.B3b.1).

The student-organized opportunities occur in numerous forms, and assessment of 
learning support needs is an outcome of the activity. Initially, students are encouraged to 
elect Associated Student Body (ASB) officers through an annual campaign and voting 
process. ASB/Student Activities work to get out the vote through campaigns that involve 
campus circulation and distribution of voting and informational materials. Engaging in a 
wider civic responsibility, students participated in the District’s campaign to pass its 
2002, Measure H construction bond, the ASB-supported passage of the state’s AB 982 
and the local Measure E initiatives in 2002, and these opportunities for involvement were 
initiated through student discussion and interest in implementation (t1).
A march at the State government offices in Sacramento involved organizing others and coordinating bus transportation by the college’s ASB (EII.B3b.2). A related initiative recognizing future students who would be unable to attend community colleges because of increased fees, the Missing Student Project, gained momentum by student input and ASB involvement. Annually, ASB, its clubs and Student Activities provide labor and funds in support of a Blood Drive, and ASB provides support for food drive initiatives (EII.B3b.2). Student discussion, comment and initiative create and define the student-organized opportunities, as well as assist the college in understanding student needs and addressing those needs (EII.B3b.3). ASB members also assume greater college responsibility by sitting on some of the college’s participatory governance committees.

Intellectual, aesthetic and personal development is encouraged by the college, too. ASB has provided monetary support for campus and District activities such as the Olympiad of the Arts, the Mission College Performing Arts Series, the Communication Department’s speech and debate tournaments, sponsored poetry slams, and speaker presentations, including funds to bring Tommie Smith, a 1968 US Olympic Team, black-power-sign protester to campus. Again, these opportunities were gained through student discussion and comment and interest initiatives (EII.B3b.4).

The students’ attendance at conferences offers collective growth and experience of another’s campus in comparison to one’s own, as well. Students annually attend the California Community Colleges’ Student Advisors Association Fall Leadership Conference, and the conference workshops provide information and experience with topics like better student government, the Brown Act and student recruitment. Other student conferences attended by Mission College student leaders include the San Diego State University’s Leadership Institute Conference, California Student Association of Community Colleges (CalSACC) conferences, Student Senate for California Community Colleges General Assembly and the American Student Association of Community Colleges National Conference. Conference attendance and experience is noteworthy for offering students the opportunity to improve their environmental and community surroundings, and it encourages student participants to inform others and organize for change (EII.B3b.4).

The awarding of scholarships in the amount of $30,000 is a powerful experience for both the college’s scholarship recipients and the ASB leadership. Student recipients feel a tremendous sense of support, encouragement, and recognition for their efforts, since many find the college experience to be a financial challenge as well as a great opportunity. The ASB leadership recognizes the personal struggle, accomplishment and persistence of fellow students, and they value the experience of identifying the most deserving applicant. This long-standing tradition continues today, as a result of the student body recognizing the large number of low-income and immigrant peers (EII.B3b.5).
**Evaluation**

The college provides an encouraging civic and personal development environment through student discussion and comment, student-initiative implementation and faculty support of student directions, but involvement in campus life activities is often limited for many students. There are many factors affecting the lack of student involvement, like working adults who travel from distant residential locations for employment, the need for younger students to work and help support their parent’s household and single or married parents who raise young children, in addition to working in an expensive local environment. There is a smaller cohort of students who participate in ASB elections and the various activities hosted by the college. This finding is common within the Bay Area community colleges and universities.

A significant effect is the lack of student involvement on various college committees. A small number of the student body has become the voice to inform decisions on policy and programs that are intended for all, and more should be encouraged to participate.

**Planning Agenda**

- PA2.11 The college will bring together students, faculty and staff to research, recommend and implement activities to increase student involvement across the campus.

**Evidence**

EII.B3b.1 Counseling class syllabi (Couns 001, 003, 005, 012, 2006-2007)
EII.B3b.2 ASB Elections and Civic Activity Documents, 2002-2007
EII.B3b.3 Student Survey and Suggestion Documents, 2006
EII.B3b.4 Personal Growth and Development Documents, 2003-2007
EII.B3b.5 Program Support Documents, 2002-2007

2B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

**Summary**

Mission College offers counseling/academic advising services through the Counseling Department and categorical programs and services (CalWORKs, EOPS, DISC, etc.), including grant-funded initiatives. The Counseling Department manages varied service activities, including its instructional curriculum and Orientation activity, and the categorical programs and services manage their own offerings. In categorical programs, students are provided evaluation cards, or other survey instruments to provide service delivery feedback, and the counseling-related classes provide the standard, instructional evaluation and instructor-developed surveys (EII.B3c.1). The Counseling Department manages individualized scheduled and drop-in advising activity, as do many of the
categorical programs and services, and it supplements the categorical programs’ services when funding limits the range of services or the level of service needed (EII.B3c.2). Annual and/or bi-annual pre and post-tenure review and adjunct-hiring/rehiring review are a part of the faculty training and evaluation process, and categorical program directors evaluate classified employees who provide their non-academic advising.

The Counseling Department’s academic-advising activity centers on satisfying the California Community Colleges’ matriculation requirements, and the college’s definition of student success. Those regulations govern student Orientation, assessment, pre/co-requisite and course advisory rules, counseling service and follow-up activity. The college defines its goals and activities based on Title 5 regulations, and it seeks to measure intervention results to assess goal achievement. Development and tracking of students’ educational goals also occur within the counseling services, and students’ academic success and course progression is tracked as a part of the counseling and matriculation activity. Some of the categorical programs are funded to mirror the Counseling Department’s matriculation and academic advising activities, and assessment of student retention occurs within the Counseling Department, within categorical programs themselves, and college wide, through research and reporting activities.

The Counseling Department staff meets weekly to discuss student success; it is an opportunity for evaluating service delivery, discussing student success, and training/establishing common practice among counselors. Generally, discussion begins with topics that suggest a need for department-wide, service-delivery adjustment or the planning of new initiatives. Instructional department chairs attend the meetings to present their department’s activity and inform the counseling staff of changes in curriculum, to introduce new degree/certificate programs and to clarify the Counseling Department’s procedures (EII.B3c.3). The counseling staff visit transfer classes in some departments (English) to inform students of academic options, transfer opportunities and counseling department services, and recently, the visitation program has expanded to include counseling faculty liaison assignments; the counseling faculty are assigned to instructional departments to improve coordination and service to students, while informing the Counseling Services Department and extending training opportunity (EII.B3c.4). The categorical programs that provide the foundational academic and matriculation advising utilize the appointment evaluation cards/surveys that help generate staff meeting discussion (t5).

**Evaluation**

Academic advising, related to the matriculation process and educational planning, has been in place for many years; however, the Counseling Department’s evaluation process and college-wide evaluation practices are not always consistently managed. The revision of service practices occurred on an ongoing, informal basis through the weekly Counseling Department meetings. Categorical program evaluation regularly occurs as a condition of funding; their evaluation and revision of services have remained consistent and reliable, as a result. Since the last accreditation cycle, the Counseling Department has hired additional counseling faculty.
Generally, the non-categorical program students who seek academic advising benefit from services, and students who are reluctant or unaware of services do not take advantage of the advising benefit. Part-time and less senior Counseling Department faculty often deliver the basic, core services, while the senior counselors offer both the department's basic and specialized services. Currently, the Counseling Department leadership includes a recently tenured, senior faculty and a coordinator of matriculation who was hired in 2006 as the Dean of Student Support Services; the two have worked together to re-invigorate a pattern of research and development in support of student success. The college’s matriculation plan, previously approved in the 2000 academic year, was updated and approved at the end of the Spring 2007 semester, as an example (EII.B3c.5).

**Planning Agenda**

- **PA2.12** Student Services will assess the outcomes of student services success interventions, and coordinate all academic advising and success intervention activities to ensure that more students receive these services.

- **PA2.13** The Academic Senate and college will reactivate the Student Success Committee.

**Evidence**

- EII.B3c.1 EOPS Student Evaluation Documents, Fall 2006
- EII.B3c.2 Mission College Educational Plan, 11-04
- EII.B3c.3 Counseling Meeting Minutes and Agendas, 2002-2006
- EII.B3c.4 Counseling Classroom Visitation Plan, 2006
- EII.B3c.5 Mission College Matriculation Plan, revised 04-07

2B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

**Summary**

The Associated Student Body (ASB) Senate provides a formal venue to promote diversity initiatives. Informally, students share their interest through ASB/Club meetings, mixers, instructional class activity and participation in the Student Activities Committee. A sampling of current and recent clubs includes: Black Student Union (BSU), Coalition of Young Filipino Americans, French Club, International Students and American Friends (ISAF), Muslim Student Association, Latino Student Union (LSU), Vietnamese Student Association (VSU), Punjab Student Association, and the Iranian Cultural Club.
The college’s ASB provides funding to all formally recognized clubs, promoting a diverse range of activities, and Student Activities initiates events and supports others’ events/activities, including instructional class projects. The funding has provided speakers, performers, club gatherings, ceremonies, presentations and conference workshops. Together, ASB and/or Student Activities have presented, sponsored or co-sponsored the events/activities that follow: Celebrating Diversity, Kwanzaa, Islamic Awareness Day, Persian New Year, Iranian Cultural Event, Diwali Festival, Polynesian Dance, Vietnamese Cultural Show, Kente Strips (awarded to graduates), Negro Leagues baseball history guest speaker, Holi Festival, Cinco de Mayo, Mexican Fiestas Patrias, No War on Iraq, Great African writer tribute, Martial Arts, Luau, Lunar New Year Celebration, and speaker Imam Jamil. There is interest in developing a club devoted to Gay, Bi-sexual and Trans-Gender students, but the formal process has not been completed. The college’s Title V federal grant, its Global Education Program, and its instructional classes, especially Global Studies, Sociology, Foreign Language and Anthropology, either partner with Student Activities or individually sponsor events/activities promoting student understanding and appreciation of diversity (EII.B3d.1) (t1).

At the curricular level, the Curriculum Review Committee (CRC) requires that each course outline submitted address Cultural Pluralism, and there has been some discussion about the efficacy of this requirement in promoting an understanding and respect for diversity, especially as it pertains to the college mission of developing “community leaders” who “become global stewards.”

**Evaluation**

Looking at campus activities and programs as a whole, evidence suggests the majority of campus staff, faculty, and administrators feel that the campus is doing a good job of providing programs which encourage understanding of diversity. When asked, 75% of participants in a Spring 2007 inventory indicated they agreed with the statement, “The college provides programs and services that enhance understanding and appreciation of diversity on campus,” with 30% indicating strong agreement (EII.B3d.2). The college’s focus on encouraging and promoting student understanding and appreciation of diversity is effectively administered. The college faculty and staff work together encouraging and supporting student efforts. A diverse range of projects, events and activities are provided guidance and support through ASB, and the college administration participates and shows their support of the diverse, student body activities. Continued funding for the Welcome Center and other Title V-funded programs is being pursued. Though the overall campus activities appear supportive of an understanding and appreciation of diversity, the efficacy of the cultural pluralism requirement is unclear and needs further research and assessment (see PA2.8).

**Planning Agenda**

None.
Evidence

EII.B3d.1  Student Diversity Documents, 2002-2007
EII.B3d.2  WVMCCD Spring 2007 Accreditation Survey Summary Results

2B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Summary

Those who qualify for admission into the college, based on California Community College regulations, are admitted without the use of additional criteria. The District's Curriculum/Student Team meets monthly to discuss and coordinate admissions and other issues, and the college's Director of Admissions meets weekly with the West Valley College Director of Admissions and the District's IS supervisor to review admissions policy and implement adjustments (EII.B3e.1). The Admissions Office staff are trained and re-trained on policy and procedure through weekly meetings, and discussion of exceptions is reviewed and resolved. The admission effectiveness practices for international students are similar (EII.B3e.2).

Course placement, utilizing assessment and pre/co-requisite and advisory designation, is the primarily focus for discussion. At Mission College, reviews of the placement tests resulted in a recommendation to use new placement instruments for English, Reading, and Math. As a result of the recommendation's decision, the College Test for English Placement (CTEP) placement test replaced the Diagnostic Test for Language Skills (DTLS) in 2004 for use in English and Reading. Similarly, the Math Division replaced the Diagnostic Test of Mathematic Skills (DTMS) with the Mathematics Diagnostic Testing Project (MDTP), beginning in Fall of 2004. The ESL Division continues to use the Combined English Language Skills Assessment (CELSA), however ESL is moving towards an electronic format, with a new placement test (Compass) expected to be implemented in Spring 2008 (EII.B3e.3). ESL also uses a writing sample to inform, but not determine, placement. Appropriate review of the writing sample occurred concurrently with review of the CELSA assessment (t2).

All placement tests have completed or are in the process for the appropriate stages of review for content validity, cultural sensitivity, consequential validity, and disproportionate impact. A summary of the college's current placement tests and dates of review is found in Table 1, below. Evidence of review activity completion is available through letters and reports to the California Chancellor’s Office for California Community Colleges (EII.B3e.4-6).
### Table 1: Mission College Assessment Center Placement Tests

<table>
<thead>
<tr>
<th>MIS CODE</th>
<th>NAME OF TEST</th>
<th>STATE APPROVAL THROUGH</th>
<th>MISSION BEGAN USE</th>
<th>CONTENT VALIDITY REVIEW</th>
<th>CULTURAL SENSITIVITY REVIEW</th>
<th>CONSEQUENTIAL VALIDITY REVIEW</th>
<th>DISPROPORTIONATE IMPACT REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1007</td>
<td>UC/CSU MDTP Elementary Algebra (Form EA50C86)</td>
<td>February 2012</td>
<td>Fall 2004</td>
<td>January 2004</td>
<td>February 2004</td>
<td>Fall 2007</td>
<td>Fall 2007</td>
</tr>
<tr>
<td>1008</td>
<td>UC/CSU MDTP Intermediate Algebra (Form IA45C86)</td>
<td>February 2012</td>
<td>Fall 2004</td>
<td>January 2004</td>
<td>February 2004</td>
<td>Fall 2007</td>
<td>Fall 2007</td>
</tr>
<tr>
<td>1009</td>
<td>UC/CSU MDTP Pre-Calculus Readiness (Form PC60C86)</td>
<td>June 2012</td>
<td>Fall 2004</td>
<td>January 2004</td>
<td>February 2004</td>
<td>Fall 2007</td>
<td>Fall 2007</td>
</tr>
<tr>
<td>1010</td>
<td>UC/CSU MDTP Algebra Readiness (Form AR50/90)</td>
<td>February 2012</td>
<td>Fall 2004</td>
<td>January 2004</td>
<td>February 2004</td>
<td>Fall 2007</td>
<td>Fall 2007</td>
</tr>
<tr>
<td>1071</td>
<td>CTEP Reading Comprehension</td>
<td>June 2012</td>
<td>Spring 2004</td>
<td>February 2003</td>
<td>December 2003</td>
<td>Fall 2004</td>
<td>Fall 2004</td>
</tr>
</tbody>
</table>
A report detailing the specific tests, and student placement results, across the 2001 to 2007 semesters is available for review (EII.B3e.7). Among the information is a view of the terms, and the final results of the DTLS and DTMS, as well as the beginning results for the CTEP and MDTP tests (the transition activity from the previous to the present placement test(s) is presented). Additionally, a report detailing the count of students taking each test across the 2001-2002 Academic Year through the 2006-2007 Academic Year, including the number of Pre-requisite Challenge Forms processed during the 2006-2007 Academic Year is available (EII.B3e.8).

**Evaluation**

Mission College regularly reviews the governing, California Community College admission regulations, and it follows the state’s admission criteria and practices. The college trains its admissions and international students admissions staffs, it re-trains staff and identifies exceptions, and it reviews and understands changes before implementation. Also, the college actively evaluates its placement instruments and practices to validate their effectiveness and eliminate bias. There has been greater lag than is preferred between assessment instrument review stages due to the unfilled positions, in turn, of the college Research Analyst and then the Assessment Coordinator. Both positions were vacant for at least 12 months, and the Assessment Coordinator position is still unfilled. The Assessment Coordinator position will be addressed in the next hiring cycle (see PA1.4).

**Planning Agenda**

None.

**Evidence**

- EII.B3e.1 WVM Curriculum/Student Team Agenda, 05-15-07
- EII.B3e.2 Registration Workgroup Meeting, 05-10-07
- EII.B3e.3 Mission College Assessment Center Placement Tests
- EII.B3e.4 Letter from College Research Analyst to Chancellor’s Office, 04-15-04
- EII.B3e.5 CELSA Assessment Validation Report, Fall 2004
- EII.B3e.6 CTEP Assessment Validation Report, Fall 2004
- EII.B3e.7 Mission College Assessment Center Placement Cut Scores & Recommendations, Summer & Fall 2005
- EII.B3e.8 Assessment Center Stats 2001-2007
2B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Summary

The college’s Admissions and Records Office manages the use and storage of student records. The office is aided by the District’s Information Systems (DIS) when it communicates with others, manages data integrity and stores the college’s electronic files. The Admissions and Records (A&R) leadership (Director and Supervisor), together with the sister college’s A&R Director and IS, coordinate the electronic record activity on a weekly time schedule. Information updates, data and database system edits, together with computer system problems are discussed and resolved. Review and resolution of issues related to the maintenance and use of students’ electronic records is a major portion of the meeting’s activity. It is this coordination that helps to ensure that electronic records are maintained permanently, securely and with attention to students’ confidentiality. The college’s physical-document files are managed by the A&R Office. A full backup of the Datatel Colleague system is taken daily on a quiet system. The portions of the database that contain confidential information are encrypted before storing both on tape and on a SAN. Backups of opening day, first census, and first day of each month are archived. Nightly backup and archival tapes are stored in fireproof cabinets and rotated off-site in two different external locations (EII.B3f.1-2) (t6).

All of the students’ physical-document records are stored for five years’ time, as specified by California Education Code, and they are shredded and destroyed after the requirement is met (EII.B3f.3). The college manages physical-document storage through implementing the practices that follow:

- Official class rosters are collected from each individual instructor, and they are stored in the A&R Office. Grade changes or the assignment of an incomplete grade, which is completed on a separate form, are stored in the office, after receipt from the instructor of record. Rosters and grade change forms are the only proof accepted for verification of the student’s grade. The documents are kept available for review.

- Other forms or physical documents, such as Add/Drop, Application, Audit, and Concurrent Enrollment forms, are stored in the A&R Office, and kept available for review.
The college’s release of student record policies, including Family Educational Rights & Privacy Act (FERPA), 1974 regulations, are published in the college Catalog (EII.B3f.4), and the Catalog is made available to students through the college bookstore, library and online website. Written requests are required for access to student transcripts and other records (submitted to the A&R Office). Student requests are approved and documents are transferred after proof of identity is established. Others who seek student records are held to rules requiring the student's written consent. The student’s written consent policy is extended to both present and former students.

The office’s leadership and staff attend admissions and records-related conferences and training opportunities annually (EII.B3f.5), and they reference the education code and other guides, such as FERPA and Health Insurance Portability and Accountability Act (HIPPA) guidelines, when addressing student questions, assisting college/District staff in their duties or addressing external reporting requirements. The Catalog specifies how students’ records are released for their review. These practices are discussed and re-emphasized in staff meetings and training opportunities and evaluation of the office’s current procedures occurs regularly.

**Evaluation**

The college manages and maintains the security and confidentiality of students’ electronic and physical-document records. The college’s A&R Office coordinates the storage, integrity and use of electronic data that is housed in the District’s information system, and it stores and supervises the physical-document files. Further, the A&R Director meets weekly with the DIS Supervisor to discuss regulation practices, identify policy or regulation change and define methods for adjusting to the changes. The A&R Office trains its staff in California Education Code, FERPA regulations, etc. related to student records, and it reviews the different regulations, regularly, and seeks to understand and inform staff of all changes (EII.B3f.6).

Currently, the A&R Office has run out of storage space for maintaining its physical-document records. The office’s rosters are stored on top of filing cabinets and available desks. The lack of storage space has become a challenge in maintaining record security. The college has plans to address this issue in Spring 2008 (EII.B3f.7).

**Planning Agenda**

None.
2B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Summary

Five student support services programs have Student Learning Outcomes (SLOs) printed in the 2007-2008 Mission College Catalog (EII.B4.1) (t1,4,5,6). They are the Career Center, Disability Instructional Support Center (DISC), Career Placement Center, the Learning Assistance and Tutorial Centers (LATC), and Student Health Services (t3).

The college Student Services Council (SSC), composed of representative student development leaders, meets bi-weekly to advise the Vice President of Student Services on matters of mutual interest and importance. Agenda items include: annual goals, plans and reports; outreach; personnel updates; performance evaluations and customer service; the District Leadership Institute; planned activities; and staff development and training (EII.B4.2) (t5).

By Spring 2007, all 22 programs within the SSC completed summaries of the 2006-2007 academic year and submitted them to the Vice President of Student Services. Included were program vision statements, overviews of activities and accomplishments, and up to five programmatic goals based on their vision statements. Each goal was to be specific, have measurable activities and outcomes, target dates for accomplishment, and indicate whether the accomplishment satisfied a college goal as indicated in the Accreditation Plan, Educational and Facilities Master Plan (EFMP), Student Equity Plan, Matriculation Plan or other planning document (EII.B4.2) (t3).

The Student Development Division and related programs conduct a number of other surveys, reports and studies to evaluate program effectiveness. The results are then incorporated into future programmatic planning efforts (t2).
Examples of recently conducted studies, reports or surveys include:

- Reports and surveys generated by Avanzar (EII.B4.3), ACCESS (EII.B4.4), Counseling (EII.B4.5), EOPS (EII.B4.6), Student Health Services (EII.B4.7), MESA (EII.B4.8), and CalWORKs (EII.B4.9) to determine the effectiveness of the programs and their value to the students who use them;
- The Child Development Program’s annual reports to the state (EII.B4.10);
- Participation by all components of the Student Development Division in development of the EFMP (EII.B4.11);
- Distribution of a student satisfaction survey to randomly selected classes by the Office of Institutional Research (OIR) in 2003 (EII.B4.12);
- Distribution of the Noel-Levitz Student Satisfaction Inventory (SSI)™ to randomly selected classes by the OIR in 2005 (EII.B4.13);
- Distribution of a campus-wide student survey regarding Winter sessions in 2005 and 2006 (EII.B4.14); and
- Distribution of a District-wide accreditation survey to faculty, staff, and administrators in 2007 (EII.B4.15).

Updated unit plans address service deliveries and alignment with the EFMP (EII.B4.11). Categorical programs are evaluated by state and federal agencies. The Chancellor’s Office evaluates the DISC, MESA, and EOPS programs (EII.B4.16). ACCESS is completely evaluated every four years by the Department of Education and files a program review report each year (EII.B4.4). MESA submits midyear and annual program reports (EII.B4.8). CalWORKs submits annual reports to the state and reports to the Santa Clara County Department of Social Services monthly, quarterly, and yearly with annual audits (EII.B4.9). In addition, students are involved with the evaluations that are conducted in EOPS (EII.B4.6), Avanzar (EII.B4.3), Health Services (EII.B4.7) and other support programs on an ongoing basis as well as through periodic surveys and exit interviews. The surveys aid the college in identifying students’ needs and assess program quality and effectiveness ($t^2$).

**Evaluation**

The OIR conducts surveys regarding enrollment, retention, special populations, and student satisfaction, among others (EII.B4.14). The college is committed to implementing SLOs and is making progress in defining, analyzing and applying the assessment results to improve student support services (EII.B4.17). When surveys and reports are conducted, services are enhanced, added, and tailored to support student learning outcomes. However, formalizing a student satisfaction assessment tool and incorporating the results into the college’s program review process as well as the college’s EFMP process is recommended ($t^2$).
While not a direct measure of success, perception at the faculty, staff, and administrator level suggests that student support and tutoring services are having a positive impact on student success. Response to two questions in a Spring 2007 survey reveal a significant majority agreement that services are effective. When asked if “student support services make significant contributions to student success (e.g., retention, transfers),” 79% agree and only 7% disagree (with the remainder neutral or indicating they don’t know). Similarly, 83% agree that “tutoring services provided by the college support the attainment of student success,” with only 4% disagreeing with the statement (EII.B4.15).

**Planning Agenda**

- PA2.14 Student Services will further develop and implement assessment methods to measure student learning outcomes at all levels of the Student Services Division (t1, 2, 5).

**Evidence**

EII.B4.1 Mission College Catalog, 2007-2008
EII.B4.3 Avanzar documents, 2005-2006
EII.B4.4 ACCESS documents, 2001-2006
EII.B4.5 Counseling documents, 1996-2007
EII.B4.6 EOPS documents, 2006
EII.B4.7 Student Health Services documents, 2002-2007
EII.B4.8 MESA documents, 2004-2006
EII.B4.9 CalWORKs documents, 2000-2005
EII.B4.10 Child Development Program documents, 2003-2007
EII.B4.11 Educational and Facilities Master Plans documents, 2005
EII.B4.13 Noel-Levitz Student Satisfaction Inventory (SSI™ results, Fall 2005
EII.B4.14 Student Survey Winter session Reports, 2005 & 2006
EII.B4.15 WVMCCCD Spring 2007 Accreditation Survey Summary Results
EII.B4.16 http://www.cccco.edu/
2C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

2C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

2C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Summary

Mission College provides numerous learning support services which facilitate educational offerings. Most of these services combine student support with instructional support under the guidance of faculty and other learning support professionals to enhance the achievement of the college’s mission, which states “Mission College's first priorities are student learning and success” (EII.C1a.1) (t1).

Disability Instructional Support Services (DISC): The program's goal is to support students with disabilities entering campus life, college programs, and activities. Students with learning disabilities are provided assistance in identifying learning strategies that match their learning style, while mainstream class instructors can receive support and information to ensure the success of their students. DISC provides note takers and test-taking arrangements, learning disability assessment, compensatory strategies classes, and assistive technology assessment and instruction. Academic counseling is also available. Faculty and staff are actively involved throughout the decision-making process in departments and committees, especially the Distance Learning Committee (DLC) and Instructional Technology Department, to ensure that appropriate accommodations are available to help students succeed (EII.C1a.2) (t1).
Extended Opportunity Program and Services (EOPS): Offers educational support services and grants to students who have historically been underrepresented in higher education due to economic, social, and/or language disadvantages. The program objectives are to assist students to achieve their educational goals by increasing access, retention, and transfer rates. Educational support services available include: academic, career, and personal counseling; priority registration; educational planning; monitoring of progress; tutorial assistance; peer advising; help with applying for Financial Aid and grant aid; book service; limited assistance with transportation and child care costs; emergency loans; transfer assistance; motivational workshops; cultural activities; and the Cooperative Agencies Resources for Education (CARE) program for single parents (EII.C1a.2).

The Math Achievement Pathway to Success (MAPS): Offers students a team approach to success, particularly for those who have had difficulty in previous math courses. Instructors, counselors and tutors/mentors collaborate to help students complete their mathematics requirements. Students take Elementary Algebra in the Fall semester and Intermediate Algebra in Spring. The MAPS Program serves a diverse group of students and recruits from several programs, including EOPS, ACCESS, Avanzar, CalWORKs, and DISC. In addition, the program actively seeks to include students from those groups who have traditionally had poor success in basic skills and college math courses. The MAPS team of instructors and counselors meets on a weekly basis to plan program activities and discuss concerns related to students’ achievement in the class. With Title V assistance, MAPS has an updated Math lab. All students enrolled in this project were previously unsuccessful in Math 903 (they did not pass the class). Math 903 historically has a success rate between 48% and 52% (data from the past 5 years with an occasional success rate at 59%). In Fall 2006, the Math 903 class started with 24 students. Three dropped out: the retention rate was 87.5%. Of the 21 students who completed the class, 81% passed with a "C" grade or better, a drastic improvement by any measure (EII.C1a.3) (t1).

Math Engineering Science Achievement (MESA): Provides support to educationally disadvantaged students who are majoring in math, science, engineering and nursing so they excel academically and transfer to four-year institutions. The program includes: student study, tutorial, and computer centers; academic and professional development workshops; campus and industry tours; leadership retreats; transfer assistance; career advising; links with student and professional organizations; priority registration; internships; MESA program positions; scholarship assistance; and on-going support throughout students’ college careers (EII.C1a.2) (t1).

Mathematics Learning Center (MLC): Provides educational support by offering numerous resources and services to all students with specific needs in the subject of mathematics. Math resources which are available to students of all math courses include: drop-in and group tutoring; math study skills workbooks and exercises; current math textbooks; lecture and learning videos and DVDs; solution manuals; math and graphing computer software; study guides; graphing utility instruction; reference textbooks; and Internet resources. Tutoring is conducted in several languages by faculty, staff, and trained peers who have excelled in the subject of mathematics (EII.C1a.2) (t1).
**Library:** The Mission College Library enhances the achievement of the college’s mission by selecting and maintaining educational materials and equipment that support student learning (t1).

In May, 2001, a new library building was completed. The library has 22,500 square feet, including dedicated group study rooms and an instructional room. Over 60 computer workstations are available for student use. A/V equipment is available for students to view videotapes or DVDs.

The library has a collection of 49,000 volumes, including circulating, reserve, and reference titles, 3,932 media items, 175 print periodical subscriptions, 9,376 ebooks and 42 subscriptions to journal, magazine, and newspaper databases (EII.C1a.4). Students have ready access to over 7,691 full-text periodicals, which may be emailed, downloaded, or printed. Electronic resources, both ebooks and databases, are available to students from any computer on-campus as well as from off-campus locations via a proxied server, 24 hours per day, 7 days a week (t4).

A group of 5 full-time faculty librarians and five full-time classified staff are responsible for reference desk assistance, circulation services, instruction, acquisitions, technical services, and collection development. Classified staff maintain, order and process library materials, as well as assisting students with the circulation of materials.

Collection development is a faculty-driven process within the library. The librarian responsible for this area produces a yearly collection development plan for the library (EII.C1a.5). The plan allocates funding targets by Library of Congress (LC) subject areas, identifies priority areas for weeding of outdated materials, and identifies which full-time librarians are lead subject area selectors. Material selection decisions are based on published reviews, discipline-specific faculty requests, student questions and course assignments. Materials are selected for inclusion in the library’s collections based on the published goals of the library, which state (t1):

- Mission College Library shall be a repository of information resources organized to satisfy the diverse needs of students, faculty, and the community.
- The Library shall acquire and maintain a collection of print and non-print materials, and license and organize a set of electronic resources, to support, augment, and supplement the curriculum and course assignments of Mission College and to serve as an information source for community members.
- In addition, the Library shall provide instruction, staff, facilities and equipment to serve a variety of learning styles (EII.C1a.6).
In 2002 the library established the Asian American Collection and Speaker Program with a grant from the Robert N. Chang Charitable Foundation. The collection showcases writings by and about Asian Americans, with an emphasis on Chinese Americans. The collection includes 1500 books as well as audio-visual materials. The speaker program provides a platform to bring Asian American authors and poets to campus to share their personal experiences and perspectives, and for culturally enriching experiences that embrace the diversity of the college community (EII.C1a.7, EII.C1a.1) (t1).

Learning Assistance and Tutorial Center (LATC): The LATC has three full-time learning assistance faculty members, one coordinator and two lab faculty specialists. The LATC faculty are the primary decision makers regarding instructional materials and equipment and purchase quality materials that are pedagogically sound and facilitate student learning. The faculty also work directly with the Instructional Technology department and the Technology Committee to determine appropriate computer equipment needs and purchases (EII.C1a.8). Faculty from the ESL, Reading, and English departments are often consulted for purchases, and the LATC classified staff are also asked for suggestions and ideas (t5).

The LATC offers students an extensive library of current learning materials which respond to a variety of student learning modalities and styles. Materials are available for different course levels and vary in depth and breadth to respond to student needs. The software offerings for ESL and English are especially large, encompassing topics in grammar, writing, pronunciation, speaking, listening, study skills, vocabulary, and reading. The English resources continue to be used for English students who access tutoring through the LATC. The LATC also offers students learning resources for science and engineering, including computer software, texts, and handouts. Additionally, multimedia, audiovisual, and text materials are available for students to improve study skills (EII.C1a.9).

In addition to traditional one-on-one tutoring sessions, diverse learning activities give students more options to best fit their needs and to improve their attainment of course concepts (EII.C1a.10). For instance, French and Spanish conversation groups provide an immersion-learning environment for foreign language learners. Accounting study groups allow students to strengthen their application skills in case study analysis and practical projects (t3).

Online tutoring for accounting courses was initiated in Fall 2006, and it has served many students who could not receive tutoring assistance on campus due to schedule conflicts or their full-time jobs. An extensive LATC website provides links to many online resources that are available to support students both on and off campus, including resources to help students with ESL, reading, and writing skills (EII.C1a.11) (t4).

In 2006-2007, college basic skills funds were allocated to the LATC to upgrade all computers, computer furniture, student chairs, TV/DVD/VCR players, and CD/cassette players. As of this writing, computers and furniture have been ordered (EII.C1a.12).
The Technology Center, Instructional labs and Television and Audio-Video/Visual (TAV) service: Faculty and Staff in the Technology Center, the instructional labs and the TAV service area work with a team of professionals in the Instructional Technology Department to support student learning and enhance the achievement of the mission. They seek faculty input and guidance from the Technology Committee, consisting of faculty members from college-wide constituents, to select and maintain the educational equipment and materials.

The Instructional Technology and Services Department, led by the Dean of Instructional Technology and Services, has a team of three lab faculty specialists, one distance learning coordinator and six classified professionals. All members work as a team to provide technology services to the college, including selection and maintenance of educational equipment and materials.

The Technology Committee is primarily a sub-committee of the Mission College Academic Senate (MCAS). It has nineteen members, mostly faculty. The Technology Committee collects input and makes recommendations for technology planning, selection and maintenance (EII.C1a.13).

The Technology Committee created a Technology Plan in 2003 (EII.C1a.14). The Technology Plan is a blueprint for college-wide technology related projects, recommendations and policies, which include the selection and maintenance of educational equipment and materials. The Technology Plan is reviewed and updated every three years. The Instructional Technology and Services Department faculty and staff also reference Total Cost of Ownership (TCO) guidelines from the State for selection and maintenance of equipment and materials.

The college upgraded many labs and instructional equipment in Summer and Fall 2007 with the release of over $800,000 of funds from various sources, such as the Instructional Equipment Fund, Vocational Education Fund and other college funds. The TV studio will be upgraded with the latest broadcasting and delivering technologies when money from the 2004 bond fund is released (EII.C1a.15).

Evaluation

According to the Mission College Accreditation Survey, 84% of the responses strongly agreed or somewhat agreed with the statement that “Tutoring services provided by the college support the attainment of student success” (EII.C1a.16). This seems to indicate an overall satisfaction with tutoring services offered by the college. While the LATC is the primary source of general tutorial services, tutoring is also available from the MAPS program, MESA, EOPS, the MLC, and other programs (t5).
Library: 73% of the 2007 Accreditation Survey responses strongly agreed or somewhat agreed that “library resources are sufficient to meet the needs of students” and 79% strongly agreed or somewhat agreed that “the library is responsive to faculty input” (EII.C1a.16).

In response to the college fiscal crisis in the 2001-2002 academic year, all library materials budgets, including books, periodicals and electronic resources, were cut by 60%. The library has been operating with this reduced budget since 2002-2003 (EII.C1a.17). Inflationary costs of books and periodicals have further eroded the library purchasing power. The library is dependent on one-time Instructional Equipment and Library Materials (IELM) and Telecommunications & Technology Infrastructure Program (TTIP) funds to purchase adequate support materials for students. To provide needed resources, the college budget allocation model guarantees the library 25% of college IELM funds. Even with this dedicated allocation, the library’s book budget is significantly below Title 5 standards of approximately $96,000 for colleges above 5,000 FTES (EII.C1a.18). The total book budget for the library was approximately $30,000 in academic year 2005-2006. In 2007 the library submitted proposals to augment ongoing base funding for books and periodicals through the College Budget Advisory Committee (CBAC) process (EII.C1a.19). That proposal was not funded (t4).

The Asian American collection has been a great success for the library. This collection has a circulation rate higher than the general collection. This collection is solely funded by a grant from the Robert N. Chang Charitable Foundation. The library is in the process of securing a third two-year grant to support this collection. For the long-term viability of this collection, a permanent source of funding will need to be identified (EII.C1a.20).

There is a persistent student demand for both traditional services, such as print resources and reference services, and new information formats, including ebooks and online full-text periodicals. Circulation and usage statistics follow enrollment trends. However, there has been a significant increase (over 30%) in the use of online databases and a modest increase in circulation of print and reserve materials (EII.C1a.21).

Each year the collection development librarian produces a collection development plan. The plan outlines faculty selection assignments, provides a timeline and identifies areas needing priority for selection or weeding. The plan is discussed at librarians’ meetings periodically throughout the year (EII.C1a.22). The library has detailed processes and procedures to track materials by collection and format through acquisition, cataloging and technical processing (EII.C1a.23). The overall collection development plan and associated processes have not been comprehensively reviewed or evaluated for several years (t2).

In 2001 the new library facility opened with new instructional equipment. Equipment and computer replacements are discussed at regularly scheduled librarians’ meetings. In 2005, the library began systematically replacing student workstations at the rate of approximately 25% per year (EII.C1a.24). Decisions to purchase new audio/visual equipment are made on an ad hoc basis (EII.C1a.25).
Learning Assistance and Tutorial Center (LATC): Computers and other equipment being used in the center are outdated and often do not function properly. Some electrical problems will be resolved with additional funding from the State Basic Skills Initiative, as will accessibility issues with some of the current furniture. The new funding should allow the LATC to offer a more positive learning environment for students in the future. As of September 2007, computers and furniture have been ordered (EII.C1a.12).

The Technology Center, Instructional labs and Television and Audio-Video/Visual (TAV) service: The college’s instructional technology faculty and staff, with the involvement of faculty throughout the college, select and keep the equipment and materials updated to support student learning (EII.C1a.13).

The equipment and materials in the Technology Center and other instructional labs generally meet the needs of faculty and students. Many of the college’s labs have state-of-the-art equipment. For example, the college’s graphic arts, ESL, science labs and Technology Center have adequate and up-to-date computer equipment and software that provide students with excellent resources (EII.C1a.26). Multimedia classrooms are very popular with instructors who find them helpful in presenting their class materials. With the remodel of the third floor in the Main Building, the number of multimedia classrooms has increased from twelve to eighteen, a big step in meeting the demands of faculty. However, there is still much more demand for these multi-media classrooms than can currently be accommodated. As the campus is built-out, every new classroom will be a “smart classroom,” which will enhance teaching and learning (EII.C1a.27).

TAV equipment is being updated and augmented regularly to support faculty and students. However, equipment and materials throughout all areas are constantly being outdistanced by the newest technology. Some labs, such as those for Unix and CNET, need to be upgraded to enable their departments to teach the latest technology. This is difficult because there is no ongoing budget for upgrading equipment in the Technology Center, instructional labs or TAV services. Equipment has been upgraded sporadically based on unpredictable one-time funds. Stable on-going funding is needed for regular maintenance and replacement of outdated equipment. With the increasing usage of technology in teaching and learning, it is challenging to meet the increasing demand on resources (EII.C1a.28-29).

Planning Agenda

- PA2.15 The Library will conduct a comprehensive review of the Library’s collection development policy and procedures.
Evidence

EII.C1a.1 Mission College mission statement
http://www.missioncollege.org/gen_info/gen_info.html

EII.C1a.2 Mission College Student Services website,
www.missioncollege.org/student_services/student.html

EII.C1a.3 MAPS documents: Mission College Success Rate Mathematics & Math
903, 03-12-07; email from Alma Garcia, 02-20-07; Fall 2006 MAPS
Retention Stats

EII.C1a.4 Mission College Library Services Magazine and Journal Databases Web

EII.C1a.5 Collection Development Plan 2006-2007, 09-07-06

EII.C1a.6 Mission College Library: Materials Selection, Revised November 21,
2005 (http://www.missioncollege.org/lib/select.html)

EII.C1a.7 Asian American Grant Progress Report, 05-05, 12-05, 06-06

EII.C1a.8 Technology Committee minutes, 04-12-05, 09-20-05, 09-14-07 showing
items relating to LATC computers and technology.

EII.C1a.9 LATC: ESL Self-Study Program, Grammar Mastery, Composition Skills,
and High-Level ESL Transition Topics handouts, 08-30-07

EII.C1a.10 Mission College Catalog 2006-2007: Interdisciplinary Studies pg. 108-09,
ESL pg. 80-83, Reading pg. 142-43, 2006-2007, Accounting Online
Tutoring & Study Group Flier 2006

EII.C1a.11 Mission College LATC website,
http://www.missioncollege.org/depts/latc/latc.html

EII.C1a.12 Basic Skills Budget Request Itemization, 2006

EII.C1a.13 Technology Committee Meeting Minutes 11-21-06, Mission College
Technology Plan 2003-2006

EII.C1a.14 Mission College Technology Plan for Instructional and Administrative
Technology, 2003-2006

EII.C1a.15 Mission College Technology Committee minutes, 09-04-07, 09-18-07,
Mission College Technology Committee End-of-Year Report, Academic
Years, 2005-2006 and 2006-2007

EII.C1a.16 WVMCCCD Spring 2007 Accreditation Survey Summary Results


EII.C1a.18 California Administrative Code Title 5 Section 58722,
http://weblinks.westlaw.com/Find/Default.wl?DB=CA%2DADC%2DTO
C%3BRVADCCATOC&DocName=5CAADCS58722&FindType=W&A
P=&fn=_top&rs=WEBL7.09&vr=2.0&spa=CCR-1000&trailtype=26

EII.C1a.19 CBAC approved Budget Request Forms, 2006-2007: Associate Librarian
Budget (CBAC Approved 10-04-06) & MC Library Base Periodical and
Book Budget Augmentations and Re-establish Media Budget (CBAC
Approved 10-04-06)

EII.C1a.20 The Asian American Collection & Speaker Program Phase III: Longevity
Grant Proposal, September 2006

EII.C1a.21 Library Statistics Annual Reports 2001-2006
2C.1.b. **The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

**Summary**

Beginning in Spring 2002 library faculty actively promoted information competency to Mission College through presentations to the Mission College Academic Senate (MCAS) and President’s Council and faculty workshops. Over the next several months the Mission College librarians developed a 1-unit Basic Information Competency course which was approved by the Curriculum Review Committee (CRC) in Fall 2002—the same semester that the MCAS created an Information Competency Task Force (ICTF) to explore adding information competency as a proficiency requirement for graduation (EII.C1b.1).

On March 13, 2003, based on a report from the ICTF, the MCAS passed a motion which made information competency a proficiency requirement for graduation. The ICTF was charged with determining how best to implement the new requirement (EII.C1b.2). After considering several models and based on broad-based faculty input, the Task Force returned to the Academic Senate in Spring 2005 and recommended that students be required to take a 1-unit class or pass an Information Competency Proficiency exam in order to fulfill the information competency proficiency graduation requirement, a recommendation the Academic Senate voted to accept (EII.C1b.3) (r5).

At the Board of Trustees (BOT) meeting on May 19, 2005, the Mission College Information Competency Graduation Proficient Requirement was approved, to be effective Fall 2006 (EII.C1b.4). Students entering Mission College in Fall 2006 and later must complete LIB 010, Basic Information Competency, or pass the Information Competency Proficiency exam in order to graduate. LIB 10 is transferable to both CSU and UC. Three classroom sections of LIB 010 were offered in Fall 2006 and four were offered in Spring 2007. By Fall 2007 an online version of LIB 010 was developed and offered (EII.C1b.5).
Library faculty provide ongoing instruction which develops students’ information competency skills by assisting individual students in accessing, navigating, and evaluating information resources and by providing class Orientations. During all open hours, a librarian is available at the Information Desk to assist library users. These one-on-one informal sessions are considered optimal “teaching moments” and allow the librarian to work with students to refine thesis questions, learn how to narrow or broaden topics, select specific print or electronic sources of information, and evaluate search results. Supporting the growing numbers of distance learners, librarians also provide similar research help to students via the telephone.

Classroom instructors are also encouraged to schedule Orientation sessions for their classes (EII.C1b.6). Each Orientation is tailored to fit the specific needs of the area of study and assignment(s) and covers topics such as using the library catalog, interlibrary loan via Link+, using specialized print holdings, and selecting and searching subscription databases.

**Evaluation**

According to the Mission College Accreditation Employee Survey, 79% of the responses strongly agreed or somewhat agreed that “the library provides ongoing instruction for its users” and 74% strongly agreed or somewhat agreed that “the library assists faculty and students in developing information competency skills” (EII.C1b.6).

From Fall 2001 through Spring 2006, the average annual number of librarian interactions with students at the Information Desk (either in person or on the telephone) was 12,386. The number of interactions for the 2005-2006 academic year was above average at 12,917. From Fall 2001 through Spring 2006, the average annual number of librarian-provided class Orientations was 103. The number of class Orientations for the 2005-2006 academic year was above average at 106 (EII.C1b.7) (t4).

To assess skill levels, students take a self-survey and a pre-test to access their information competency skills at the beginning of LIB 010. The same survey and pre-test are taken again at the end of the course and the scores compared. In addition to the official college evaluation form, the students are asked to fill out an anonymous course survey evaluating the course content and delivery. The survey is given directly to the instructors and used to assess the course and make any adjustments as needed.

As the number of sections of LIB 010 expand, it is likely that additional Full-Time Equivalent Faculty (FTEF) will need to be allocated to the Library to support demand for the class.

**Planning Agenda**

- **PA2.16** The college will assess and address student needs for services and access in the Library and Technology Center, including weekend/evening hours.
Evidence

EII.C1b.1 Mission College Academic Senate Meeting Minutes, 11-21-02, http://www.missioncollege.org/senate/agendas_minutes.html
EII.C1b.2 Mission College Academic Senate Meeting Minutes, 02-06-03 and 03-13-03, http://www.missioncollege.org/senate/agendas_minutes.html
EII.C1b.3 Mission College Academic Senate Meeting Minutes, 04-14-05, http://www.missioncollege.org/senate/agendas_minutes.html
EII.C1b.4 WVMCCD Board of Trustees Meeting Agenda, 05-19-05, http://www.wvmccd.cc.ca.us/board/calendar.php
EII.C1b.5 Mission College Schedule of Classes, Fall 2007
EII.C1b.6 WVMCCD Spring 2007 Accreditation Survey Summary Results
EII.C1b.7 Library Statistics Monthly Reports 2001-2006

2C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Summary

Mission College provides numerous learning support services which facilitate educational offerings. Many of these services combine student support and instructional support under the guidance of faculty and other learning support professionals. Both students and the personnel responsible for these programs and services have extensive access to learning support services, whether they are on or off campus.

Major programs providing learning support to students and faculty campus-wide include the Disability Instructional Support Center (DISC), the Library, the Learning Assistance and Tutorial Center (LATC), and the Technology Center. Other programs available which support specific departments or programs include the Math Achievement Pathways to Success program (MAPS), the Math Learning Center (MLC), the Writing Lab, and various instructional computer labs such as those used for ESL, foreign language, and computer courses (EII.C1c.1).

Disability Instructional Support Center (DISC): The goal of DISC is to support students with disabilities entering campus life, college programs, and activities. Students with learning disabilities are provided assistance in identifying learning strategies that match their learning style, while instructors in mainstream classes receive support and information to ensure the success of their students with disabilities. DISC provides note-takers and test-taking arrangements, learning disability assessment, compensatory strategies classes, and assistive technology assessment and instruction. Academic counseling is also available. DISC faculty and staff are active participants throughout the college in committees, especially the Distance Learning Committee (DLC) and Instructional Technology Department, working to ensure that appropriate accommodations are available to help students succeed (EII.C1c.2) (t1).
**Library:** The library is open 56 hours, Monday–Saturday, both Fall and Spring semesters. The library is open reduced hours Monday–Thursday during Winter and Summer sessions. All services are available to students, faculty, staff and administrators during open hours. There were over 170,100 total visits made to the library during 2005-2006 (EII.C1c.3).

The library has over 65 student workstations which provide access to the Internet, CDROMs, Microsoft Office Suite, media players, and 23 workstations which have DVD viewing capabilities (EII.C1c.4). All student workstations provide network printing utilizing the GoPrint System. Media equipment is also adequate with 18 TV/VCR players and 3 TV/DVD players, each with closed captioning features, 5 audiocassette players, 1 slide viewing machine and 2 CD players. The library uses the Innovative Interfaces Millennium integrated library system to offer public access to the catalog and to manage circulation, acquisitions, cataloging, and interlibrary loan.

The library has 3 computer workstations with priority given to disabled students. In addition to the common software package installed on all student workstations in the library, these workstations provide Kurzweil, JAWS, ZoomText and Dragon Dictate software to assist students with disabilities. One workstation has an attached scanner, and the library also has a Community College Television (CCTV) to magnify printed text for students with visual disabilities. Closed captioning is an available feature on VCR and DVD players located in the library. Instructional media housed in the library is being retroactively closed captioned. The closed captioning process is coordinated by the DISC program. Every attempt is made to ensure new instructional media being purchased by the library is closed captioned (EII.C1c.5).

The library has a comprehensive website that provides 24/7 access to the library catalog and subscription databases. Any on-campus computer connected to the Internet has unrestricted access to subscription databases, the catalog and website. Off-campus access to subscription databases is restricted to registered students and college employees. The integrated library system authenticates users through a proxy server utilizing their college ID number to provide off-campus access to subscription databases, to log users into their library account online, or to request items via interlibrary loan. The subscription databases are heavily used by students and faculty, with 113,533 searches carried out during 2005-2006 (EII.C1c.3).

Mission College and West Valley College libraries also participate as a district in LINK+, a statewide library resource-sharing service. LINK+ allows students, faculty and staff to easily borrow books unavailable from the two libraries from a consortium of over 30 California academic and public libraries. West Valley and Mission College libraries are proudly the first California community college libraries to become LINK+ consortia members. LINK+ books are delivered daily by courier, with the average time between a request and delivery being two to four days. LINK+ library cardholders may also visit many of the LINK+ consortia libraries around the State to check out books on the spot as a visiting patron after presenting their Mission College I.D. card (EII.C1c.6).
Students have access to all Distance Education television programs by either renting the entire series for the semester or checking out a reserve copy of each episode and viewing it in the library. Both of these services are provided at the library circulation desk. The library is in the process of migrating from VHS tapes to DVDs. The television and audio visual department provides the telecourse materials to the library.

**Learning Assistance and Tutorial Center (LATC):** Professionally qualified faculty, classified, and hourly employees provide user support in the LATC. There is one full-time coordinator, 2 full-time instructors, and associate faculty hours allocated by the ESL and Reading departments. Classified and hourly help includes two full-time instructional lab technicians; one 50 percent permanent office assistant (shared by LATC and DISC); one full-time office coordinator (also shared by LATC and DISC); hourly tutors as needed for specific content areas; and four to six federal work-study students as available for clerical functions (EII.C1c.7).

LATC services are accessible to students in a variety of ways. Students can use the facilities, materials, and equipment in the LATC by enrolling in one of the LATC courses listed in the college Catalog. Changes in the LATC tutorial services have also improved accessibility in recent years. The computerized appointment management system, AccuTrack, and its online scheduling/cancellation feature offer students a flexible and convenient way to access tutor schedules 24 hours a day and seven days a week so that they can arrange a session with a tutor at their convenience. The LATC is open 44 hours per week, allowing student access on days, evenings, and Saturdays. The center has study stations for 124 individuals at a time. Some online tutoring is available, particularly in the areas of English and ESL (EII.C1c.9).

**The Technology Center, Instructional Labs and Television and Audio-Video/Visual TAV service:** The Technology Center is located on the second floor of the Campus Center, and offers students access to over 90 computers (PC and Macintosh) as well as group-study rooms. Each group-study room has a PC with an oversized 42 inch flat panel monitor and is able to accommodate student laptop computers. A partitioned area is set aside for class presentations and training and another area is dedicated as an English Writing Center, staffed by faculty who meet minimum qualifications in English (t4).

The Technology Center is open a total of 45 hours per week, including Friday and Saturday. The Technology Center is open reduced hours Monday–Thursday during winter and summer sessions. The center serves about 2,500 students each semester who make more than 21,000 visits annually. All services are available to students, faculty, staff and administrators during open lab hours. Faculty Specialist and hourly student lab assistants provide service and technical support to students and faculty (EII.C1c.9).

The Technology Center has three computer workstations for disabled students. These workstations are loaded with assistive technology software so that students with disabilities can access the same instructional tools and materials as other students. The Technology Center also houses over 25 instructional servers that support classroom instruction and student learning 24/7.
Over 30 instructional labs across the campus are designed to support students enrolled in particular courses or departments. Each lab is equipped with anywhere between 5-65 computers for student hands-on interactive learning. The computers used in these instructional labs include PC’s, Macintoshes and Unix workstations loaded with various types of software. Many of the labs are used as classrooms for instruction as well as for general access to computers (EII.C1.c.10).

There are some instructional servers, such as the Unix server and Oracle servers, which can be accessed from off campus locations. Faculty and students can access instructional materials from home via remote access.

The TAV Service Center is located in a state of the art building that occupies 5,000 square feet, and provides comprehensive services to the college. It features an auditorium-style telemedia conference center, a television studio, a teleconference room, a central telemedia control room, an audiovisual maintenance and service area and a faculty multimedia development center.

Mission College originates cable television programming in campus production facilities. Twenty-six hours per week of college-by-television classes are cablecast from Mission on two Community College Network channels (EII.C1.c.11). Mission College provides broadcast head-end services to Evergreen College, San Jose State, and the County Office of Education. TAV services also creates original programming, and produces Orientation, training, and lecture media for use in online, distance learning, community education, and on-campus courses. Audiovisual, television, and laptop computer equipment are available for check out by instructors for use in the classroom. In addition, 18 multimedia demonstration rooms throughout the college are fully equipped for multimedia as well as online presentations to students (EII.C1.c.12).

**Evaluation**

Mission College delivers appropriate, reliable services that address a myriad of student needs. In order to mitigate duplication of services and redirect resources where they are needed most, programs like MESA, ACCESS and EOPS actively coordinate education plans, workshops, and other events. Weekly meetings ensure that information is shared between counselors in all programs and the counseling department (t5).

The library has a highly qualified and experienced staff to provide service and support to students and faculty in their use of information resources. The college recognizes the critical need for increased staffing in the library. In the 2001 Educational and Facilities Master Plan (EFMP), the college made it a top priority to add two librarians and two library media technicians, which would have brought the library to seven librarians and nine classified positions. Due to State budget cuts in 2002, this plan was never fully implemented. Currently, the library has five librarians and six classified staff (EII.C1c.13).
Although students have requested longer library hours, these staffing constraints have made it difficult to extend library hours to meet student demands (EII.C1c.14). As part of the 2005-2007 EFMP process, the library identified the need for an additional full-time library media technician and librarian (EII.C1c.15). In 2005, the library submitted a full-time faculty position request (EII.C1c.16). The position was not funded. There has been significant growth in the library credit instructional program. The number of sections taught per semester has risen from one in 2001 to five in Fall 2007. Finding librarians to teach these courses has become a priority for the library (t2).

Maintaining Saturday hours presents a separate challenge in terms of staffing. Full-time librarians are not required to work on Saturdays. Traditionally, associate librarians have worked these hours, but in 2005 all on-going funding for associate librarians was eliminated from the budget. Since 2005, the library has been dependent on repeatedly securing one-time funding to offer Saturday service (EII.C1c.17).

There are sufficient faculty and staff, as well as sufficient space, to support the students and functions of the LATC. The computerized appointment system has made it much easier for students to schedule appointments and for the staff and faculty to manage the appointments.

The LATC has created two new lab courses in Interdisciplinary Studies which are focused on improving language arts, science and technology skills (EII.C1c.18). The current student body seems to be younger and more interested in multimedia and online content than in the past. In response, the LATC faculty plan to create an online version of their college study skills course and to develop a number of learning objects that can be deployed via the Angel course management system. The faculty also plan to increase the number of subjects for which online tutoring is offered (t1).

In 2002, after a college-wide budget cut, the student hourly budget for the Technology Center and for instructional labs was reduced by 60%, making it difficult to maintain the level of service and technical support that faculty and students need. Faculty and staff in the Technology Center, instructional labs and TAV services areas are highly qualified professionals. They provide critical learning support services to the college. However, currently the level of staffing is insufficient to meet increased demand for technology services and support throughout the learning programs, including distance learning programs in the college. Staffing constraints have also made it difficult to extend Technology Center hours to meet student demands (EII.C1c.19) (t4).

The television services department has one full-time television producer-director who works with faculty and staff to develop taped video and audio materials for the entire college. The TV producer coordinates the cable broadcasting, interactive videoconferencing, and televised distance learning classroom activities of the college. The AV service has one full-time technician who provides design, service and support for all AV equipment. This level of staffing appears to be adequate at the present time.
According to the Mission College Accreditation Employee Survey, 63% of the responses strongly agreed or somewhat agreed that “Instructional Technology and Services responds to service requests with adequate speed” (EII.C1c.20).

**Planning Agenda**

- **PA2.17** The LATC will improve online access to instructional support services.
- **PA2.18** The college will expand delivery options of educational support media.

**Evidence**

EII.C1c.1  Student Services website,  
http://www.missioncollege.org/student_services/student.html  
EII.C1c.2  Disability Instructional Support Center website,  
http://www.missioncollege.org/depts/dsps/students.html  
EII.C1c.3  Library Statistics Monthly Reports 2001-2006  
EII.C1c.4  Library website, http://missioncollege.org/lib/internet.html  
EII.C1c.5  Library Collection Development Plan, 2006-2007  
EII.C1c.6  Mission College Library Website, with link to LINK+,  
http://www.missioncollege.org/lib/lib.html  
EII.C1c.7  LATC website, http://missioncollege.org/depts/latc/contactus.html  
EII.C1c.8  LATC website, http://missioncollege.org/depts/latc/latc.html  
EII.C1c.9  Technology Center usage statistics, 08-01-05 through 08-01-06  
EII.C1c.10  IT&S Instructional Computer Inventory, 10-07  
EII.C1c.11  Mission College Distance Learning Class Schedules Web site,  
http://www.missioncollege.org/distlearn/dl_schedules.html  
EII.C1c.12  Instructional Technology website,  
http://www.missioncollege.org/technology/VidConf.html  
EII.C1c.13  Mission College Library Staff Web site,  
http://www.missioncollege.org/lib/staff.html  
EII.C1c.14  Student requests file for extended library hours  
EII.C1c.15  EFMP Assignment #3 Future Direction: Library Instructional Programs,  
Library Non-Instructional Serv, Library Administrative Office 2005  
EII.C1c.16  CBAC approved Budget Request Forms, 2006-2007: Associate Librarian Budget (CBAC Approved 10-04-06) & MC Library Base Periodical and Book Budget Augmentations and Re-establish Media Budget (CBAC Approved 10-04-06)  
EII.C1c.17  2007-2008 Budget Request for associate faculty funding for Saturday service  
EII.C1c.18  FY-03 CBA.st HaveList.xls  
EII.C1c.19  CurricUnet Database IS 50 and IS 60 Courses  
EII.C1c.20  WVMCCD Spring 2007 Accreditation Survey Summary Results
2C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Summary

Both campus and District Information Systems (DIS) staff are responsible for security and maintenance of computer and network resources. DIS is responsible for installing and maintaining all staff computers and for network security and reliability. Mission College Instructional Technology Services (ITS) staff install and maintain all student computers and printing. The ITS staff work with DIS staff to ensure the security and reliability of instructional networks, equipment and materials. Firewalls and security software are implemented to prevent viruses and other security threats. All student computers have security software installed, including a software package called “DeepFreeze” which ensures stable and clean startup configurations for users. Laptops for faculty checkout have the same configuration.

The college has over 1200 instructional computers, printers and other equipment that are supported by ITS (EII.C1d.1). Computers and equipment are checked regularly when student workers do their rounds. Staff and student employees work diligently to resolve any problems, giving classroom issues highest priority. Computer software in the Technology Center and the instructional labs is upgraded at the request of faculty to meet anticipated instructional needs (EII.C1d.2).

Security gates at the entrance to the library prevent theft of materials. All library materials have security strips inserted to trigger alarms if they are removed without being properly desensitized. A librarian serves as the system administrator for the integrated library computer system, and is responsible, in coordination with her counterpart at West Valley College, for upgrading and maintaining software for the system and the web-based library catalog. The systems administrators of the two college libraries work together to maintain the remote patron authentication feature of the library system. Access to electronic resources from off-campus is controlled by a proxy server, which is part of the system, and remote access is restricted to students, faculty and staff of the District (EII.C1d.3).

The Learning Assistance and Tutorial Center (LATC) employs a variety of security measures for instructional materials and equipment. The STAR computer check-in system links each student’s name and ID number with material checked out for use in the LATC. Students are not allowed to remove materials from the lab areas. Videos, DVDs, cassettes, and software are kept in locked cabinets. Only legal copies of these materials are checked out to students in the lab areas. Computers are monitored each day for theft or vandalism. The Instructional Technology department is called when computer viruses or software malfunctions are suspected. Faculty and staff computers use passwords. Faculty who wish to check out materials must sign for them in a logbook to ensure that materials are returned.
The Technology Center, instructional labs and Telecommunication and A/V (TAV) service areas are well maintained and secure. The Technology Center moved to the new Campus Center building in 2000, and TAV services moved to a new building in 2001. Being relatively new facilities, the Technology Center and TAV services have not experienced major maintenance issues.

The Technology Center is staffed at all times during open hours. At night and Sundays, the Technology Center has security alarms with sensors monitoring the front door, emergency exit and the server room. Computers in the instructional labs have locks to prevent theft and tampering. Equipment and software in the Technology Center, instructional labs and TAV services are maintained by the Instructional Technology Department staff and student workers. Equipment and software are routinely checked, maintained and updated.

**Evaluation**

The library facility and the Technology Center are both relatively new and have not experienced any major facility maintenance challenges. The library receives excellent custodial support, and there are only minor facility maintenance challenges. There have been minor roof leaks in the library that are currently being addressed by the maintenance department, and parts of the interior have needed routine touch-up painting. Both the Technology Center and the library have had minor lighting challenges that have needed service by the maintenance department and outside vendors.

Computers, equipment and the technology infrastructure are well maintained and secure. The DIS staff are responsible for the campus networks and employ firewalls and security software to prevent viruses and other security threats. DIS also supports staff computers, which are configured to prevent unauthorized installation/downloading of programs. The college ITS staff is responsible for student workstations. Student workstations throughout the college are secured using Deep Freeze, a security software package which prevents changes being made to computer hard drives. Instructional labs located throughout the college require different levels of maintenance and support depending on their services.

The District maintains regular scheduled data backups of the library systems server, located at the DIS building on the West Valley College campus. The library system is rarely down. Library personnel are responsible for installing upgrades and providing support for the library system. There has been an increasing demand on technology services and limited support staff. Instructional Technology faculty and staff utilize automated tools and systems to assist in equipment maintenance and support of instructional labs and computers, including those in the library and Technology Center.
In the LATC, the process for checking out CD ROMs to students is outdated and should be revised. It would be preferable to load all software on a server so that students would have consistent and dependable access to the applications. Computer malfunctions often occur because students do not know how insert or remove CDs properly after ending a program. Additionally, books and other text materials are located on shelves but not well secured. Many are stolen each year. It would also be desirable to install a security system at the door, similar to that used in the library, so that students would not be able to walk out with books (t2).

Planning Agenda

- PA2.19  The LATC will investigate both a server-based delivery system for CD-ROMs and a library-like security system.

- PA2.20  The college will increase the use of automated solutions to facilitate routine equipment and software maintenance of equipment in the instructional support service areas.

Evidence

EII.C1d.1  IT&S Instructional Computer Inventory, 10-07

2C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Summary

Disability Instructional Support Center (DISC): Mission College DISC has contracts and agreements with a variety of agencies to provide alternate media. Alternate media allows students with print disabilities an accessible format. An accessible format may be a textbook, workbook, course reading packet, other instructional material and library resources in Braille, large print, electronic format or audio format. Since DISC provides the accommodation of alternate media to an average of 53 students (2006-2007) with disabilities, the need for outside resources is necessary. DISC purchases a yearly
subscription to the Recordings for Blind and Dyslexic (RFBD) for students who learn best through auditory processing. The State Chancellor’s Office for the California Community College system financially augments a repository (Alternate Text Production Center - ATPC) of alternate formats. Since Mission College is part of the system, it is a free, quick and reliable resource. Other materials not provided through the above are done in house. Of the 53 students accommodated in 2006-2007, there were 71 books made available to these students. RFBD sent 14 books, ATPC sent 25 books, and 32 books and other materials were produced in house. A part-time alternate media specialist produces the alternate media and also produces closed captioned videos.

**Library:** The Mission College Library and its sister library, West Valley, share a library automation system, Innovative Interfaces. Library catalog information for both colleges is fully integrated in the joint online public access catalog (OPAC). Each college library pages, holds, and returns materials of the other library for its users. LINK+ is an additional service contracted through Innovative Interfaces and Tricor Courier Service to provide resource-sharing and interlibrary loan services for member libraries, which include over 30 libraries throughout California and Nevada (EII.C1e.1).

The library has a comprehensive website that provides 24/7 access to the library catalog, subscription databases, policies and procedures, staff directory, library courses, class Orientation schedule and request forms and other useful information (EII.C1e.2). The subscription databases are heavily used by students. During the 2005-2006 academic year, over 113,500 searches were carried out using these databases (EII.C1e.3). The Innovative system used by the library includes a proxy server, which controls access to licensed library resources such as online databases and ebooks for students from off-campus.

The library has annual contracts for online databases through the Community College Library Consortium (CCLC). Database vendors include Gale Group, Proquest, CQ Press, Netlibrary, Facts.com, OVID, and the Encyclopedia Britannica. Outside of the CCLC, the library purchases ArtSTOR and National Fire Codes directly from vendors (EII.C1e.4). The library’s three copy machines are maintained by Xerox and Konica under lease agreements, and the library also has maintenance agreements with 3M for servicing the security gates at the entrance to the building (EII.C1e.5). The library is also an institutional member of Innovative Users Group (IUG), Council of Chief Librarians (CCL), Learning Resources Association of California Community Colleges (LRACCC), and Califa (EII.C1e.6).

**Technology Center, Instructional Labs and TAV service:** Mission College belongs to the Consortium of Open Learning, a consortium of community colleges involved in online and televised distance learning. There is a formal agreement with the consortium for licensing and distribution of college by television tapes and instructional materials (EII.C1e.7). The college utilizes California Community Colleges Conferencing (CCC Conf), which is supported by the State Chancellor’s office, to facilitate communication and collaboration using the latest Web conferencing technology for educators in the California Community Colleges system. The Angel course management system facilitates
distance learning courses offered in the District, and there is a formal contract between the District and Angel learning for hosting and support services (EII.C1e.8). Mission College also has a contract with Globix, Inc. for web hosting services (EII.C1e.9).

**Evaluation**

Mission College relies on and collaborates with other institutions and companies to enhance learning support services for instructional programs. Agreements and contracts with outside resources and services are carefully selected and regularly evaluated.

The library’s working relationship with its sister college library, West Valley, has been ongoing since the purchase of the Innovative library system in 1991, and is both cordial and satisfactory. Decisions pertaining to the shared integrated library system are discussed at bi-annual joint librarians’ meetings. These meetings bring together library faculty and administrators from both colleges to review joint policies and purchasing agreements. Collectively, the West Valley and Mission College libraries participate in planning meetings for the LINK+ consortium. Due to the small size of our libraries in comparison to the California State University Libraries and other public libraries, it is a challenge to send representatives to annual meetings held throughout the state. The libraries are committed to participating at the highest level possible, but are mostly limited to attending regional meetings. Mission College hosted the local regional meeting in Spring 2006 (t5).

The library realizes significant cost savings by purchasing online databases through the CCLC^2 (EII.C1e.4). Databases are selected based on the needs of the curriculum, and are heavily used by students and faculty, as indicated above.

The Consortium of Open Learning provides adequate service to support distance learning telecourses via College-by-Television. Students registered in telecourses have access to instructional materials on TV. CCC Conf provides a much-needed method for faculty and staff to hold teleconferences and web conferences. Any faculty and staff who have telephone and internet connections can access this service. CCC Conf is used for training, collaboration and communication both within the college and with other colleges.

With growing demand for distance education, the District selected Angel as the course management system to facilitate distance learning courses. Angel Learning provides hosting services and technical support for Angel. Faculty and students who have an internet connection have access to Angel both on and off campus. Angel is used by a total of 172 distance learning courses serving over 4000 students (EII.C1e.10).

Mission College web servers, as well as some instructional servers, are hosted at Globix, Inc. Globix provides an adequate facility to support the college in terms of electrical, data, network infrastructure and support and ensures 24/7 uptime for college servers. As a result, people around the world are able to access Mission College via the college’s web site.
Planning Agenda

None.

Evidence

EII.C1.e.1 LINK+ Bylaws, http://csul.iii.com/screens/bylaws.html
EII.C1.e.2 Library website, http://www.missioncollege.org/lib/lib.html
EII.C1.e.3 Library Statistics Monthly Reports 2001-2006
EII.C1.e.4 Community College Library Consortium (CCLC): purchase order/contract
EII.C1.e.5 Xerox, Konica, 3M agreements
EII.C1.e.6 Documentation of institutional membership with IUG, CCL, LRACCC, and Califa
EII.C1.e.7 Agreement with Consortium of Open Learning
EII.C1.e.8 Angel learning contract
EII.C1.e.9 Globix, Inc contract (web hosting services)
EII.C1.e.10 Mission College Distance Learning Report, 2005-2006

2C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Summary

Library: The 2001 Educational and Facilities Master Planning (EFMP) process set college priorities for funding and new positions. However, due to the college budget crisis in 2002-2003, most of these priorities were never completed. In 2005 the college began updating its EFMP. All instructional support programs participated in this process during Fall 2005. The library, instructional technology department, Learning Assistance and Tutorial Center (LATC), Disability Instructional Support Center (DISC), and other instructional support services each completed plans which included assessment of current and future needs and identified up to five goals (EII.C2.1) (t2).

All instructional support services depend heavily on program review and feedback for planning and budgeting. The EFMP process, completed in Spring 2007, provided a base level of program review covering all instructional support services. As part of the EFMP process, departments were expected to include program level student learning outcomes (SLOs). Program level SLOs for instructional support areas with credit offerings, such as the library or DISC, are published in the college Catalog and Schedule of Classes (EII.C2.2). Program level SLOs for service programs were also developed through the EFMP process (EII.C2.3). Course level SLOs have been developed for some courses, such as LIB 010 (Basic Information Competency) (t3).
Instructional support services participate in the college budget process through the submittal of funding proposals to the College Budget Advisory Committee (CBAC). Typically, proposals are submitted by the library to fund Winter session and Summer session. Instructional technology submits requests for one-time funds to purchase computers, routers, servers, and other equipment to serve the instructional needs of faculty and students throughout the college. Other instructional support service areas also submit requests for ongoing support or one-time funds. Prioritization of these requests by CBAC includes consideration of factors drawn from the EFMP, department goals, and program assessments (EII.C2.4).

The LATC and instructional technology department have both issued student surveys. The library last conducted a student survey in 2000, and is preparing to administer a new student survey in Fall 2007. The results of these surveys are used to assess student satisfaction and evaluate the adequacy and effectiveness of the services offered (EII.C2.5-6) (t5).

In the library, at the end of each academic year, goals are developed and a list of special projects for the following academic year is established. These goals are approved, discussed and evaluated at librarians’ meetings (EII.C2.7). Faculty and staff members meet regularly in most departments to discuss trends and the revision of policies and procedures (t2).

**Evaluation**

All areas participated in the 2005-2007 college EFMP process. However, between 2002 and 2005 no systematic program reviews of instructional support services were completed. As part of the EFMP process during Spring 2007, many programs presented at all-campus forums. DISC, the Technology Center, and numerous other programs were represented at these forums. Goals developed through the EFMP process have been infused into the yearly department goals and special projects document. Progress is discussed periodically at meetings, and the goals document is used as an internal planning document. Although program-level SLOs have been developed for most services and instructional programs, as well as for some courses associated with instructional support areas, the SLOs assessment process to measure student achievement has not really begun (EII.C2.3) (t2, t3).

Most library planning happens through student and faculty suggestions, discussions at department meetings, and student course evaluations. All departments are using increased amounts of data to facilitate the decision-making process. Usage data and comparative statistics influence decisions about hours of operation and services offered. Following their 2004 student survey, the Technology Center made adjustments to its services based on the results of the survey, such as putting internet access on all computers, providing color printing and adding Friday hours (EII.C2.6). Reports are sent to bodies such as the President’s Council and the Academic Senate, but these reports are informational only and not tied to the college budget and planning process (EII.C2.8-9) (t2).
Student surveys in some areas, such as LATC, need to be updated or revised and disseminated regularly. All departments need to determine ways to assess SLOs. Both the results of student surveys and SLOs assessments need to be incorporated into departmental evaluation and improvement through regular, ongoing program review which would support planning and resource allocation (t3).

**Planning Agenda**

- PA2.21 Instructional support service areas will develop measurements and assessment tools for Student Learning Outcomes.

**Evidence**

<table>
<thead>
<tr>
<th>Evidence ID</th>
<th>Description</th>
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<tbody>
<tr>
<td>EII.C2.1</td>
<td>Mission College EFMP Binder, Spring 2007</td>
</tr>
<tr>
<td>EII.C2.3</td>
<td>Mission College EFMP, Fall 2005, Assignment #2: SLOs</td>
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<tr>
<td>EII.C2.4</td>
<td>Mission College 2007-2008 Budget Requests</td>
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<td>EII.C2.5</td>
<td>Mission College LATC Survey of Services Fall 2004</td>
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<tr>
<td>EII.C2.6</td>
<td>Mission College Technology Center 2004 Student Survey Results</td>
</tr>
<tr>
<td>EII.C2.7</td>
<td>Mission College Library Goals 2006-2007</td>
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<tr>
<td>EII.C2.8</td>
<td>Mission College Technology Committee End-of-Year Report, Academic Year 2006-2007</td>
</tr>
<tr>
<td>EII.C2.9</td>
<td>Mission College Library Annual Report, 2005-2006</td>
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STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

3A. Human Resources
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

3A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

3A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Summary

Mission College is committed to hiring well-qualified faculty, administrators, and staff to support student learning programs and services and to improve the effectiveness of the institution (t1). (Notation of themes appears throughout the standard as follows: t1, t2, t3, t4, t5, t6). (A list of acronyms and definitions is available on page 388).

Human Resources (HR) is responsible for developing recruitment, selection, and professional development guidelines which will result in the consistent employment of persons who complement and bring to the District particular talents, expertise, and varied backgrounds (EIII.A1a.1). Human Resources (HR) ensures the integrity of the selection processes through the implementation and enforcement of clearly defined policies and procedures.
Criteria, qualifications, and procedures for selecting personnel in all categories are clearly and publicly stated in all position announcements. Position announcements include a description of the position, major responsibilities, desired qualifications, minimum qualifications, salary and benefits, directions on how to apply and a formal statement of the selection process (EIII.A1a.2). Position announcements and application materials are available on the District website, college intranet, and in hard copy format on both campuses and in HR (EIII.A1a.3). Advertising for faculty, administrative and classified positions includes, but is not limited to, the California Community College Registry, Chronicle of Higher Education, Higheredjobs.com, local and statewide newspapers, various ethnic publications and websites (EIII.A1a.4). In addition, e-mail notifications are sent out to other community colleges and related organizations as well as to Nova, a non-profit organization, and to the people who signed up on the District job registry (t4).

Mission College’s hiring processes follow documented procedures for all classifications, faculty, classified, and administrators, and the processes are closely monitored by HR. The hiring process for all classifications includes recruitment, application, paper screening, first- and second-level interviews (which may include demonstrations and examinations when appropriate) and reference checking. Hiring committees are formed by the department, program or office and are approved by the appropriate college administrator and HR to ensure that committees meet established guidelines for faculty, classified and administrative hires and are sufficiently diverse. Supplemental questions, developed by the hiring committee and approved by the appropriate college administrator and HR, are often included with the applications to help the committee determine which candidates meet the minimum requirements. Applications are prescreened by HR to determine that minimum qualifications are met. Paper screening criteria and interview questions must be approved by the appropriate college administrator and Human Resources. At the close of each initial filing deadline, the pool of candidates is evaluated by Human Resources to determine if a sufficient and diverse pool of qualified candidates exists. If not, the position is re-advertised (EIII.A1a.4).

After the pool is certified by HR and any possible equivalencies for faculty and administrative positions have been reviewed by the Equivalency Committee, the applications are forwarded to the committee for paper screening. Committees must follow established procedures for reviewing, ranking, and reporting the results of paper screening, and the results must be reviewed and verified by the college and HR before interviews can be scheduled. First-level interview results are likewise reviewed before final candidates are recommended for a second-level interview, which is conducted by the appropriate administrator or manager and normally the committee chair (EIII.A1a.4).

Procedures specific to each major classification are described below.
**Faculty:** Hiring criteria, policies and procedures for new academic faculty personnel have been developed and agreed upon jointly by the administration and the Academic Senate. Any changes would be developed and agreed upon in the same manner (EIII.A1a.5). Criteria for selecting faculty are well documented in the *Faculty Recruitment and Selection Procedures Manual*. The manual recommends nine criteria to fit the specific faculty position. In order to ensure a candidate’s ability to effectively teach, candidates for both full and part-time faculty positions are routinely required to give a teaching demonstration highlighting their knowledge and related skills. As recommended by Title 5, Mission College also requires that each applicant demonstrate their sensitivity and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of District students (EIII.A1a.6).

The hiring committee must include a minimum of five members with full-time tenured or non-tenured faculty in the majority. To ensure subject competence, the committee must include a subject faculty member. They will review the minimum qualifications with the established Statewide and District Minimum Qualifications List to ensure accuracy (EIII.A1a.7).

If there are any candidates selected to be interviewed who require an equivalency review, the interview process will be delayed until the District Equivalency Committee (DEC) reviews the equivalency requests. The DEC is composed of the Academic Senate President and a faculty member from each college, the Vice President of Instruction from each college, and a Human Resources specialist. Discipline faculty from the appropriate college attend the meetings to participate in the review and provide information for the committee’s consideration. Once the equivalency process is complete, those candidates meeting equivalency and all other candidates meeting the minimum qualifications recommended by the committee will be eligible for an interview (EIII.A1a.8) (t5).

All faculty and administrators must hold the appropriate degrees. These degrees can be from accredited U.S institutions or from non-U.S. institutions. If the degree is from a non-U.S. institution, equivalence must be determined through the equivalency process described above. As indicated in the job announcements, applicants are responsible for demonstrating U.S. Equivalency Certification for foreign degrees and for providing the necessary documentation to establish equivalency (EIII.A1a.2).

**Classified Employees:** All position announcements and job descriptions are publicly available and clearly state qualifications, duties, and responsibilities for each position (EIII.A1a.9). Criteria and procedures for selecting classified employees are well documented in the *Classified and Administrative Recruitment and Selection Procedures Manual*. 

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The committee for classified positions is initiated by the department supervisor/manager. The classified representatives are appointed by the Classified Senate. The committee must be composed of three to five members and is subject to approval by the appropriate Vice President, Vice Chancellor or Chancellor. To ensure balance and perspective, there must be representatives from outside the department (at least one if three committee members and two if there are four or five members). “Outside the department” is defined as a separate department with a different manager from the immediate supervisor of the position to be filled (EIII.A1a.9).

**Administrators:** Criteria for selecting administrators are documented in the *Classified and Administrative Recruitment and Selection Procedures Manual* (EIII.A1a.9). The *Administrative Handbook*, position announcements, and job descriptions for administrative positions clearly state minimum qualifications, duties and responsibilities (EIII.A1a.10). Administrative roles and responsibilities are also noted in Chapter 2.17 of the District Policy Manual (EIII.A1a.11). Committee compositions are defined for Chancellor, Vice Chancellor, Associate Vice Chancellor, college President, college Vice Presidents, and other academic and classified administrative positions (EIII.A1a.5).

**Evaluation**

The college works cooperatively with HR to ensure that hiring is uniform in all phases of the employment process. At each stage, recruitment, application, paper screening, first- and second-level interviews, and reference checking, materials are reviewed by the appropriate college administrator and HR. The HR Recruitment Specialist works very closely with the committee chair and the Mission College personnel specialist. To ensure that hiring procedures are consistently applied, HR relies on the diligent application of the steps outlined in the *Faculty Recruitment and Selections Procedures Manual* and in the *Classified and Administrative Recruitment and Selection Procedures Manual*. If at any step, the requirements are not met, the recruitment does not move forward until compliance is reached (EIII.A1a.4).

In response to the 2007 survey question, “Search and selection processes are likely to result in hiring personnel who will effectively perform assigned duties,” 55% of the respondents strongly or somewhat agreed and 17% were neutral (EIII.A1a.12). There have been concerns about the amount of time required to complete a hire. The Assistant Vice Chancellor of Human Resources has hired a consultant to map the recruitment and hiring processes in order to identify ways in which they can be improved, and this process is expected to be completed in Fall 2007.

**Planning Agenda**

None.
Evidence

EIII.A1a.1 District Policy Manual, Chapter 3 Section 3.1.3 — http://www.wvmccd.cc.ca.us/board/policies/index.php
EIII.A1a.4 Faculty Recruitment and Selection Procedures, 01-06, Classified Administrative Recruitment and Selection Procedures, 04-06
EIII.A1a.5 District Policy Manual, Chapter 3 Section 3.3.2 — http://www.wvmccd.cc.ca.us/board/policies/index.php
EIII.A1a.6 Classified Employee Minimum Qualifications Guidelines (6), 01-12-06, Classified and Educational Administrator Minimum Qualifications, 01-19-06, Disciplines Requiring Master’s Degree, Disciplines in which a Master’s Degree is not Generally Expected or Available, 03-28-07
EIII.A1a.7 Faculty Recruitment and Selection Procedures (1), 01-06
EIII.A1a.8 Faculty Recruitment and Selection Procedures (9, 12), 01-06
EIII.A1a.9 Classified Administrative Recruitment and Selection Procedures (1), 04-06
EIII.A1a.10 Administrative Handbook, 12-97
EIII.A1a.12 WVMCCD Spring 2007 Accreditation Survey Summary Results

3A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Summary

Performance appraisal processes in the West Valley Mission Community College District (WVMCCD) are designed to ensure the effectiveness of the District’s most valuable asset, its people. For example, the faculty contract between the Association of College Educators (ACE) and the District states, “The primary goal of performance appraisal is the improvement of the quality of the educational program. The process should promote professionalism, enhance performance, recognize excellent performance, and be effective in yielding a genuinely useful and substantive assessment of performance” (EIII.A1b.1) (t2).
The Service Employees International Union (SEIU) contract states, “Recognizing that workers are the District's most important assets, performance appraisals encourage excellence by providing a written assessment of employee work performance. The performance appraisal system should communicate performance standards for the position and encourage growth and improvement of performance for the future” (EIII.A1b.2). The Administrative Handbook states, “A purpose of the evaluation process will be to assist each individual to grow in effectiveness as a member of the Administrative Team. Evaluations shall reflect a constructive attempt to assess strengths and weaknesses, and to suggest ways in which administrative skills, human relations, and professional knowledge can be enhanced” (EIII.A1b.3).

The performance appraisal processes for each employee group are clearly defined in the contracts, which specify the evaluation criteria, procedures, and timelines. Human Resources (HR) alerts supervisors of evaluation due dates. Mission College seeks to ensure that all personnel are systematically evaluated on a scheduled basis according to contractual agreements (EIII.A1b.1).

**Faculty:** Regular (tenure-track) faculty, contract (non-tenured) faculty, and associate (non-tenured, 60% assignment or less) faculty in the WVMCCD undergo rigorous evaluation processes to ensure the college’s instructional programs and services are effective and of high quality.

These evaluation processes have been developed in consultation with the Academic Senate. The procedures for the evaluation of regular and contract faculty are set forth in Articles 26A and 26B of the ACE contract (EIII.A1b.4). The evaluation process includes self evaluations, student appraisal surveys, classroom observations by colleagues and administration, criteria for performance appraisal and the job description, and reassigned time evaluation (if reassigned time is 0.2 FTE or more). Regular members are subject to appraisal surveys annually. Regular members that are in “Satisfactory” status are evaluated once every three academic years. Regular members that are in “Needs to Improve” and in “Unsatisfactory” status are evaluated every semester. Tenure track contract members are evaluated every semester for their first and second year. Those that are on the third and fourth year are evaluated each fall semester (t2).

Under specific conditions, additional evaluations may be scheduled for regular members with the concurrence of the Department Chair, Division Chair, supervising administrator and appropriate Vice President [Article 26A.3.1]. Additional evaluations for contract faculty may be called for by the Tenure Appraisal Team and the appropriate Vice President [Article 26B.3.1]. If a member is determined to be in “Needs-to-Improve” or “Unsatisfactory” status, the appraisal team with the appropriate administrator then drafts a written plan for corrective action that will describe specific actions, recommendations, and a timeline for improvement (EIII.A1b.4).
Associate members are evaluated by the department in accordance with the process in Articles 112 and 100. Performance appraisals include classroom observations by colleagues and administration, appraisal surveys, criteria for performance appraisal and the job description (EIII.A1b.5). Associate faculty may qualify for re-employment preference by receiving three consecutive satisfactory evaluations over six semesters within a five-year period. These evaluations include both student and peer evaluations [Article 100.7.1].

**Classified Employees:** Classified staff play a vital role in the delivery of instructional programs and services. Classified evaluations are based on job-related criteria and completed by their supervisor on a regular basis. HR notifies the immediate supervisor of the employee’s evaluation due date. Performance appraisals are to be completed in accordance with the collective bargaining agreements. Specific procedures are outlined for each group: SEIU, Police Officer’s Association (POA), and the Supervisor’s Association (Teamsters) (EIII.A1b.6-7).

**Administrators:** Administrators are evaluated following the procedures set forth in Section 2 of the Administrative Handbook (EIII.A1b.3). Administrators and their supervisors establish and agree to annual objectives by which they can be evaluated on or before August 1st of each year. These objectives reflect visions and goals of the District and college, program review and accreditation recommendations, along with objectives specific to the administrator’s responsibilities described in their job description. The final evaluation is to be completed on or before June 30 of each year. An Administrative Performance Survey is an additional component of the evaluation process that is conducted periodically. The survey results help the supervisor evaluate the administrator’s management style and whether his/her working relationship with the District and/or college staff is effective.

**Evaluation**

Written criteria exist for evaluating all personnel, including evaluation of performance of assigned duties, participation in institutional responsibilities, and other activities appropriate to their assignment. Perception of the effectiveness of evaluations appears to be somewhat mixed, based upon results from a college-wide survey in Spring 2007. Of faculty, staff, and administrators who responded, 35% agreed, 38% disagreed, and 24% indicated neutrality when prompted with, “Evaluation processes are consistent and effective in improving job performance” (EIII.A1b.8) (t2).

In some areas, evaluations for faculty and staff have not been completed as scheduled. These issues are being addressed by numerous changes to the evaluation processes (EIII.A1b.9). The faculty evaluation process is currently being reviewed by the faculty union (ACE) and the District. The President has made timely completion of evaluations one of her goals and has required administrators and managers to include this objective in their 2007-2008 goals (EIII.A1b.10).
Planning Agenda

• PA3.1 The college and Human Resources will ensure the timely completion of faculty and staff evaluations in all departments.

Evidence

EIII.A1b.1 Administrative Handbook, 12-97, Article 112 Performance Appraisal Associate Faculty (ACE Contract), 07-01-04–06-30-05, Article 26A Performance Appraisal Regular Tenured Faculty (ACE Contract), 07-01-04–06-30-05, Article 26B Performance Appraisal Tenure Track Contract Faculty (ACE Contract), 07-01-04–06-30-05, Article 26C Performance Appraisal – Other (ACE Contract), 07-01-04–06-30-05, Article 17 (Police Association Contract), 07-01-99–06-30-02

EIII.A1b.2 Article 13 – Performance Appraisals Service Employees International Union Local 715, 07-01-06–06-30-09

EIII.A1b.3 Administrative Handbook Section 2, 12-97

EIII.A1b.4 Article 26A Performance Appraisal Regular Tenured Faculty (ACE Contract), 07-01-04–06-30-05

EIII.A1b.5 Article 110 (178) and Article 112 (203) Performance Appraisal Associate Faculty (ACE Contract), 07-01-04–06-30-05

EIII.A1b.6 SEIU Contract, 07-01-06–06-30-09, Article 17 (Police Association Contract), 07-01-99–06-30-02, Agreement between Supervisors Association Teamsters Local 856 and WVMCCD, 07-01-06–06-30-09

EIII.A1b.7 Human Resources External Procedures Manual, 02-28-06

EIII.A1b.8 WVMCCD Spring 2007 Accreditation Survey Summary Results

EIII.A1b.9 ACE minutes, 10-12-06, http://www.wvmccd.cc.ca.us/ace/minutes/06Fall/06F_1012minutes.htm; Article 26A, http://www.wvmccd.cc.ca.us/ace/art26as02.htm

EIII.A1b.10 Mission College President’s Goals, 2007-2008

3A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Summary

The processes for faculty evaluations are outlined in Articles 26A, 26B, 26C and Article 112 of the Association of College Educators Union (ACE) contract (EIII.A1c.1). The evaluation process includes site visitations/observations, self surveys and student surveys. As an accountability indicator, Student Learning Outcomes (SLOs) is a new concept for Mission College, which formally began to address SLOs in 2004 (EIII.A1c.2). The current faculty evaluation process does not yet include a direct evaluation of faculty effectiveness in producing SLOs (t3).
Evaluation

Mission College is in the beginning stages of implementing SLOs. Evaluating student success has been based on traditional models that include grades and course completion. The entire faculty evaluation process in Articles 26A, 26B and 26C is being reviewed in current contract negotiations and consultation is taking place between ACE and Academic Senate.

Planning Agenda

None.

Evidence

EIII.A1c.1 Article 26A Performance Appraisal Regular Tenured Faculty (ACE Contract) 07-01-04—06-30-05, Article 26B Performance Appraisal Tenure Track Contract Faculty (ACE Contract) 07-01-04—06-30-05, Article 26C Performance Appraisal – Other (ACE Contract) 07-01-04—06-30-05, Article 112 Performance Appraisal Associate Faculty (ACE Contract) 07-01-04—06-30-05

EIII.A1c.2 Mission College Report on SLO Activities, 04-16-07

3A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Summary

The West Valley Mission Community College District (WVMCCD) and Mission College hold all employees to the highest ethical standards. Established ethical codes for all employees are clearly stated in the WVMCCD Policy Manual (EIII.A1d.1) (t6).

Evaluation

The college meets this standard.

Planning Agenda

None.

Evidence

EIII.A1d.1 District Policy Manual-http://wvmccd.cc.ca.us/board/policies/index.html#, Administrative Handbook, 12-97 (Sections 1.6.6, 2.17.3.d, 4.8.3)
3A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Summary

Mission College is committed to maintaining a sufficient number of well-qualified faculty, administrators, and staff who can provide a quality educational experience for its students.

The West Valley-Mission Community College District (WVMCCD) meets and exceeds mandated requirements for full-time faculty staffing. The District is in compliance with AB1725 (EIII.A2.1), which requires that the ratio of course sections taught by full-time faculty and part-time faculty be 75:25. In 2006-2007, over 75% of course sections in the District were taught by full-time faculty. In addition, the District exceeds the minimum number of full-time faculty required to meet its full-time faculty obligation number or FON (t4).

At Mission College, as of Fall 2007, the number of full-time faculty is 163 (EIII.A2.2). This compares to 142 full-time faculty in 2000 (EIII.A2.3). Since the previous Self Study, the college has had a major hiring surge, primarily replacing retiring faculty. In fact, 43% of the current Mission College faculty has been hired since 2001 or later (EIII.A2.4-5). The number of classified staff has increased from 82 to 104 between 2000 and 2007. The number of administrators and managers has increased from 14 to 19.

Evaluation

Although the District overall meets and exceeds expectations for full-time faculty, in the Spring 2007 District-wide accreditation survey completed by Mission College personnel, 39% strongly or somewhat disagreed that there are sufficient numbers of qualified faculty to support college programs (EIII.A2.6). Recently, hiring has mostly been utilized to replace retiring faculty, not to expand personnel in a department. Between 2002-2003 and 2005-2006, 25 faculty retired. Many retiring faculty continue to teach as associate faculty, thus maintaining continuity and the institutional memory of the college. Also between 2002-2003 and 2005-2006, nine faculty resigned. Of the nine faculty who resigned, six resigned prior to their second year with Mission College. The Vice President of Instruction conducted exit interviews with most of the faculty who resigned; however, more information and analysis is needed to understand why faculty leave.
The college has experienced unusually high turnover in administrative positions, which has impacted the institution’s ability to maintain continuity in planned goals and programs. For example, from 2001 to 2007, Mission College had five presidents, three of whom were interim. The Vice President of Instruction has had two interims since August 2006, when the college’s Vice President of Instruction was selected as the interim president. Now that the President is permanent, the process is underway to hire a permanent Vice President in Spring 2008. The position of Dean of Workforce Development and Continuing Education was vacant for over a year because of two failed searches following the retirement of the incumbent. The duties of the position were assigned to other administrators. The college is currently seeking a full-time, internal interim while the job description is reviewed. There have been some improvements. The college has also created and filled two administrative positions: Dean of Instruction and Dean of Student Services. These two appointments have helped to redistribute the responsibilities that were previously shared by other administrators such as the Vice President of Instruction and Vice President of Student Services. A permanent Vice President of Student Services was hired in 2007.

Regarding classified staffing, improvements have taken place in some departments such as Financial Aid. The college will increase the number of Senior Office Coordinators by one to have a total of five, but again, while there is a modest increase, additional support is needed. The District agreed in 2005-2006 to provide each college with two additional classified positions and the District with one additional classified position each year through 2007-2008. The positions for 2007-2008 are currently on hold pending approval of the final budget.

Though the number of full-time classified staff has increased from 82 to 104 between 2000 and 2007, hours of service have also been extended to evening and weekends to meet students’ needs (EIII.A2.5). Consequently, some areas do not have adequate permanent staff. This is reflected by the college participants’ responses in the accreditation survey: 71% believed that there are not sufficient numbers of qualified staff to support college programs, while only 21% strongly or somewhat agreed that sufficient staff existed. (EIII.A2.6). Admissions and Records (A&R) continues to be understaffed with twice the number of student hourly workers as that of permanent staff – fifteen hourly workers to eight permanent staff. This situation is ineffective because it requires constant training of student workers who eventually leave. There is also concern for morale for the rest of the permanent staff who remain overworked. The Office of Instruction is understaffed as well, and it is clear that the number of support personnel is a major issue that needs to be addressed (t4).

Planning Agenda

- PA3.2 The college will regularly assess staffing needs with the intention to improve support for instructional and student service programs.
Evidence

EIII.A2.1 Graciano Mendoza (Budget Manager) email, 04-26-07
EIII.A2.2 2007-2008 Position Control File
EIII.A2.3 California Community Colleges Chancellor’s Office, http://www.cccco.edu/mis/onlinestat/staff.cfm
EIII.A2.4 Mission College Catalog, 2006-2007 (171-82) & 2007-2008 (186-95)
EIII.A2.5 Human Resources statistic from Datatel, via email from Human Resources Assistant, Rose Schultz, 04-17-07
EIII.A2.6 WVMCCD Spring 2007 Accreditation Survey Summary Results

3A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

3A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

3A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Summary

Mission College adheres to written policies developed by the District, reviewed by the District Council and approved by the Board of Trustees (BOT) (EIII.A3.1). Faculty hiring policies were developed jointly with the Academic Senate. Mission College currently complies with the Administrative Procedures to District Policy 3.1.3, Selection and Recruitment Guidelines. By following these policies and procedures, Mission College fosters equality in the selection of candidates and ensures fairness in employment practices (EIII.A3.2). Policies and procedures approved by the Board of Trustees are disseminated via the District’s intranet. The institution reviews the policies and procedures with all new employees at a New Employee Orientation presentation where a New Employee Handbook is distributed (EIII.A3.3).

Personnel policies and procedures are consistently applied at Mission College. An Administrative Specialist for Personnel is located at each college ensuring the administration of these policies. If and when questions arise regarding policies and procedures, the Administrative Specialist for Personnel directs the questions to the Human Resources Department for clarification by either the Executive Coordinator or Associate Vice Chancellor.

Mission College ensures that all employees are treated fairly and if any unfair treatment is perceived, there are channels available to all employees to convey their issues and find a solution to their concerns either through personnel committee meetings (for SEIU issues) and/or through the grievance process.
The institution ensures the security and confidentiality of personnel records (EIII.A3.4). Mission College personnel records are centralized at the District’s Human Resources (HR) Department where they are kept in file cabinets that are locked on a daily basis. Records cannot be borrowed or removed from the Human Resources (HR) premises. They are available to all employees, provided an appointment is made during regular business hours (EIII.A3.4).

The HR Department strives to maintain excellence in employment standards and practices. In 2006, employment procedures for faculty, classified, hourly and administrative employees were updated. Mission College has participated in workshops provided by HR to review the new forms and procedures. Mission College is also invited to the workshops on different topics related to employment practices and mandated training. In addition, the District Staff Development Department with the support of the Chancellor’s office and management team has started the Leadership Development Academy (EIII.A3.6). The program was initiated on a pilot basis in 2006-2007 for managers and selected classified staff. Through this program, employees are given the opportunity to participate and learn to become trainers with specific leadership skills and professional development that will eventually help the District develop future leaders from within the organization (EIII.A3.6).

**Evaluation**

Mission College strives to maintain a diverse workforce and ensure fairness in the hiring of staff and all employment procedures (EIII.A3.2). Overall, the District ensures that policies and procedures are being followed. Mission College follows the District’s employment guidelines and asks for clarification when needed. The HR Department continuously revises procedures and guidelines to ensure that all employment practices are working effectively. Because the employment process has systematic and very specific steps, providing additional workshops could strengthen the knowledge of employment practices for all those involved in hiring committees.

**Planning Agenda**

None.

**Evidence**


EIII.A3.3 Employee Orientation Handbook, distributed 08-23-06 (once a year during Fall Orientation)

EIII.A3.4 SEIU Contract Article 12, 07-01-06 — 06-30-09

EIII.A3.5 Internal Memo from Chancellor Stan Arterberry, 09-28-06
3A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

3A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Summary

The District has adopted an Equal Employment Opportunity and Non-Discrimination Policy, 2.6 and 2.7, affirming that all programs and activities shall be conducted in a manner which is free from discrimination on the basis of race, color, national origin, ancestry, religion, creed, sex, pregnancy, marital status, medical condition (cancer related), sexual Orientation, age, disability or veteran status (EIII.A4a.1). The policies and procedures were reviewed in Fall 2006 to comply with new changes as directed by the State Chancellor’s Office and other changes in law (EIII.A4a.2) (t6).

Mission College fosters an environment in which diversity is supported through appropriate programs, practices and services. The college’s equal opportunity and nondiscrimination policy is published in the Catalog in English, Spanish and Vietnamese. The policy is in compliance with Section 504 of the Rehabilitation Act of 1963, Title IX of the Educational Amendments of 1972, and Title VI of the Civil Rights Act of 1964, and states that Mission College does not discriminate on the basis of race, color, national origin, mental or physical handicaps, age or sex in any of its policies, practices, or procedures (EIII.A4a.3) (t6).

As stated in the college Catalog, Mission College has the goal of “reducing prejudice, racism and all types of oppressive social, political and economic discrimination of minority groups” (EIII.A4a.4). Mission College courses integrate Cultural Pluralism across the curriculum with one of several goals being that of “students’ and staff’s awareness, understanding, and appreciation of the diverse ethnic and cultural groups that comprise our society through comparison of attitudes and philosophies that are Western and non-Western” (EIII.A4a.5) (t6). The Global Education committee at Mission College is committed to increasing awareness of diversity not only in its students but in the campus-wide community. One of their tasks is to help faculty, staff, and administration develop the skills for working and living in a culturally diverse, globally interdependent world. Global Education regularly sponsors speakers and conducts brown bag forums on such topics as, Teaching and Working with Vietnamese Students or Living and Traveling in the Islamic World (EIII.A4a.6) (t1) (t6).

The District has a Faculty and Staff Diversity Advisory Council (FSDAC). FSDAC is chaired by the Associate Vice Chancellor of Human Resources. The composition of the committee is evenly balanced between the two colleges with a total of four faculty, four classified staff, four students, four administrators, two staff from District Administrative Services, two Board members, and two community members. An HR specialist and Mission College’s Research Analyst serve as resources to the committee. The committee met several times during 2005-2006. It is scheduled to meet monthly in 2007-2008
(EIII.A4a.7). The purpose of FSDAC is to support personnel by providing equity in hiring, promoting and fair treatment of all employees. The institution fosters an appreciation for diversity not only through the FSDAC planning but also through Staff Development activities. Activities offered during the 2005-2006 year included: Cultural Competency training, Cultural Awareness, and Discriminatory Harassment and Diversity training in face-to-face and online formats to all employees. During 2005-2006, Discriminatory Harassment for Supervisors was conducted following the Government Code section 12950. The “Different Like You” Diversity training program was also offered during 2003-2004 (EIII.A4a.8). (t 5).

The major objective of the District-wide FSDAC is to complete a new Equal Employment Opportunity Plan for the District. FSDAC is meeting regularly and is scheduled to produce a draft of the plan in 2008.

**Evaluation**

Overall, the majority of faculty, staff, and administrators are of the opinion that the college is effective in supporting diversity. Specifically, respondents who participated in a Spring 2007 survey indicate a level of agreement at 63%, with 24% strongly agreeing that “the college’s policies and practices demonstrate appropriate concern for issues of equity and diversity.” Only 19% of respondents disagreed (with just 4% strongly disagreeing) (EIII.A4a.9).

Mission College embraces diversity at all levels and seeks to promote diversity through requirements such as cultural pluralism and its global education initiatives. It has confirmed global competency as one of its priorities in the newly drafted educational plan.

**Planning Agenda**

None.

**Evidence**

- **EIII.A4a.1** District Policy Manual, 2.6 & 2.7
  http://www.wvmccd.cc.ca.us/board/policies/index.php
- **EIII.A4a.2** WVMCCD BOT minutes, 01-19-06, 03-16-06, 06-01-06, 11-16-06, 12-07-06
- **EIII.A4a.3** Mission College Catalog, 2006-2007 & 2007-2008 (6)
- **EIII.A4a.4** Mission College Catalog, Cultural Pluralism, 2006-2007 & 2007-2008 (7)
- **EIII.A4a.5** Mission College Curriculum Manual (17, 68-71),
- **EIII.A4a.6** Global Education Brown Bag Presentations Web site,
  http://www.missioncollege.org/depts/globed/FramesetPrograms.htm
- **EIII.A4a.7** FSDAC minutes, 2005-2007, Membership list 2007-2008
- **EIII.A4a.8** WVMCCD Staff Development Newsletter,
  www.wvmccd.cc.ca.us/staffdev/classes.html
- **EIII.A4A.9** WVMCCD Spring 2007 Accreditation Survey Summary Results
3A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Summary

Mission College is committed to hiring a diverse faculty and staff, an asset which supports a dynamic environment for learning and working. Mission College is an Affirmative Action, Equal Opportunity Employer and in compliance with Section 504 of the Rehabilitation Act of 1963, Title IX of the Education Amendments of 1972, and Title VI of the Civil Rights Act of 1964 (EIII.A4b.1). Standards for recruitment are set forth by the State Chancellor’s office and if those standards are not met, the hiring period is extended by the Human Resources (HR) Office (EIII.A4b.2) (t1).

In order to ensure a diverse pool of qualified applicants, HR and the hiring committee recommend particular publications and journals specific to the recruitment (EIII.A4b.3). For faculty positions, advertising is routinely placed in the CCC Registry (CCC Reg), Chronicle of Higher Education, Higheredjobs.com and various ethnic publications [Faculty Recruitment and Selection Procedures Manual Step 4]. In addition, hiring committees are reviewed by HR to assure that they are diverse in composition (EIII.A4b.4). Applicant data is tracked for every recruitment period and a report is provided to the State Chancellor’s office each year. Faculty and staff demographic data are also reported annually (t4).

In all selection processes, each candidate is queried regarding demonstrated ability to effectively interact with people of diverse socio-economic, cultural, disability and ethnic backgrounds (EIII.A4b.5). The District Council, at its November 29, 2006 meeting, reaffirmed the important role of the District-wide Faculty and Staff Diversity Advisory Council (FSDAC), which will be representative of participatory governance groups. FSDAC serves as an advisory group to the Associate Chancellor of Human Resources and is a District-wide participatory committee. FSDAC began meeting more regularly in Fall 2006 and is scheduled to meet monthly in 2007-2008 beginning in October, 2007 (EIII.A4b.6). Among its several roles, it assures the institution’s support for appropriate programs, practices, and services that support its diverse personnel and that the institution regularly assess its record in employment equity and diversity consistent with its mission (t1).

Evaluation

The college is currently developing an equal employment opportunity plan in collaboration with the District FSDAC. The college has already collected substantial data that were analyzed and reported in its April 2007 progress report to the Accrediting Commission.

The model that has been provided by the State requires monitoring at both the District and college level. The plan is scheduled to be completed in 2008. Having a plan and data specific to Mission College will allow the college to closely track its own progress in the future.
Planning Agenda

- PA3.3 The college will complete and implement the Faculty and Staff Diversity Plan.

Evidence

EIII.A4b.1 Mission College Catalog, 2006-2007 (6)
EIII.A4b.2 Mission College Progress Report to The Accrediting Commission for Community and Junior Colleges, 04-01-07
EIII.A4b.3 Faculty Recruitment and Selection Procedures Manual (4), 01-06 & Appendix C
EIII.A4b.4 Faculty Recruitment and Selection Procedures Manual (5), 01-06 & Appendix A, 08-15-06
EIII.A4b.5 Faculty Recruitment and Selection Procedures Manual, 01-06 & Appendix D, 01-09-06 & D-1, 01-09-06
EIII.A4b.6 FSDAC monthly minutes 2005-2007, Membership list 2007-2008

3A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Summary

Mission College subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students. Policies and procedures exist to prevent unlawful discrimination as well as injury and illness prevention, to address non-smoking, a drug-free workplace, AIDS education, workplace violence protection, employment of relatives, conflict of interest and political activities. If unfair treatment is perceived by faculty or staff, remedies are available through personnel committee meetings or the grievance process defined by the collective bargaining process (t6).

Written policies also exist as part of the Human Resources (HR) section of the District Policies and Procedures Manual (EIII.A4c.1). These policies relate to all aspects of employment, including recruitment and selection, job descriptions and personnel appointments, employee rights and protections. There is also a copy of the Board’s policy for Student Rights and Responsibilities (EIII.A4c.2). The Faculty grievance procedure is published in the Agreement between the Association of College Educators (ACE) and West Valley Mission Community College District (WVMCCD), Article 48 (EIII.A4c.3). Staff grievance procedures are published in the Supervisors Collective Bargaining Agreement, Article 22, Basic Services Collective Bargaining Agreement, Article 20 (EIII.A4c.4). Confidential employees are finalizing their procedures (section 12) and Administrators have finalized theirs (EIII.A4c.5). In addition, nondiscrimination policy and harassment policies are published in poster form and posted on both campuses and in the District office.
Students are represented by the Student Equity Committee (SEC), whose mission is to increase not only numbers of underrepresented minorities, but to improve their success rates. The college has a current Student Equity Plan that includes research on access; course completion rates; degree and certificate completion; and transfer. The report also includes goals and activities for each of these areas, as well as an evaluation schedule and process (EIII.A4c.6).

The District has a Faculty and Staff Diversity Advisory Committee (FSDAC) that is composed of college and District faculty, staff and administration. FSDAC is currently writing a faculty and staff diversity plan based on a model provided by the State in 2006. This plan, along with the Student Equity Plan, will provide the means for continuous evaluation of this standard.

**Evaluation**

The institution clearly subscribes to and advocates integrity in the treatment of all employees and students. It demonstrates this commitment through its written policies and procedures (t6).

**Planning Agenda**

None.

**Evidence**

- EIII.A4c.3 Agreement between Association of College Educators and WVMCCD; 2002–2005 Contract Revisions, 07-01-04 — 06-30-05 Final Agreement
- EIII.A4c.4 SEIU Contract, 07-01-06 — 6-30-09
- EIII.A4c.5 Administrative Handbook Section 6, 12-97
- EIII.A4c.6 2005 Student Equity Plan

**3A.5.** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

**3A.5.a.** The institution plans professional development activities to meet the needs of its personnel.

**Summary**

As one of its goals, the college aims to invest in and embrace its human capital through faculty and staff development (Core Goal 5). Mission College employs a faculty member at 20% reassigned time to coordinate staff development (EIII.A5a.1). Currently faculty are required to participate in 6 hours per semester for flex time (EIII.A5a.2) (t4).
The college’s staff development coordinators have conducted some surveys to identify desired activities. Following are additional planned staff development activities:

- Offer a series of technology-based workshops
- Support the Leadership Academy
- Develop and institutionalize a Department and Division Chair Training program
- Examine external training courses/workshops
- Offer a variety of workshops on a day designated for classified development
- Secure funding for mini-grant program
- Offer online training programs
- Develop sustainable on-going training for basic job skills
- Collaborate with District regarding new employee Orientation (EIII.A5a.3)

The college and District provide faculty with opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. Two hundred dollars per year is allocated to each faculty member. Faculty also have access to mini grants for conference and workshop attendance (EIII.A5a.4). Additional sources of funding are provided through matriculation and Technology Preparation (Tech Prep) (EIII.A5a.5). The District gives a financial incentive for column advancement (the system used to determine salary based on years of service and college coursework) through the District’s Professional Growth and Development program. In addition, faculty may apply for sabbaticals every seven years (EIII.A5a.6). Training opportunities are available for staff and faculty. These include training on software applications such as ANGEL, a software program for use in on-line instruction, and CurricUNET, a software program for developing curriculum. Other options have been cultural workshops, for example working with Vietnamese students. The Global Studies Department has taken on the task of helping faculty and staff develop skills for working and living in a culturally diverse, globally interdependent world. Along with Brown bag lunches they have specifically given information on Ping Fellowships, Fulbright Exchanges, Council on International Educational Exchange (CIEE) opportunities, and other programs to travel and study abroad (EIII.A5a.7). Workshops on fellowships and other grant opportunities have also been provided (t2).

The District surveyed faculty in 2005-2006 and made decisions about staff development based on the surveys and evaluations (EIII.A5a.8). Currently a Leadership Academy pilot with classified and management is being offered by District Staff Development. It will be extended to faculty and has an on-going evaluation component (EIII.A5a.9). District Staff Development addresses leadership development, compliance and labor law training, personal development opportunities, new employee Orientation, and employee recognition. A joint 3-year Staff Development Plan was developed by both colleges and approved by the Academic Senate (EIII.A5a.10). The plan provides for joint flex days with both colleges and recommends additional release time for the coordinator (t2).
Evaluation

The current position of staff development coordinator at Mission College allows for 20% release time. Originally this position was 50% release time and would be more effective if it returned to this original amount (EIII.A5a.1). This would allow for a systematic evaluation and more effective and inclusive staff development activities. There should also be increased funding for outside presenters, teaching and learning opportunities and mini-grants and online training programs. In addition, increased funding could provide staff development activities for classified employees who are currently not included as part of the staff development program, a seeming inequity in the current program. As noted in Planning Agenda 2.1, the college recommends that it regularly assess and improve its professional development activities for all employees.

Planning Agenda

None.

Evidence

EIII.A5a.1 District Staff Development Coordinator Job Description, revised 01-18-06
EIII.A5a.2 ACE Update Newsletters, 02-07 Vol. 15 Number 2 and 04-07 Vol. 14 Number 3
EIII.A5a.3 WVMCCD Staff Development Newsletter, www.wvmccd.cc.ca.us/staffdev/classes.html, and WVMCCD Staff Development web site, www.wvmccd.cc.ca.us/staffdev
EIII.A5a.4 Grants Advisory Committee: Mission College Grants Review Process, 03-01-06
EIII.A5a.5 Matriculation Annual Budget Binder, Tech Prep Final Report, Worku Negash, Vice President of Administrative Services
EIII.A5a.6 ACE contract, Article 40: Sabbatical Leaves, 07-01-04–06-30-05
EIII.A5a.7 Global Studies Local Solution Flier 04-04-07; Global Brown Bags, 09-13-04; Global Education Web site, http://www.missioncollege.org/depts/globed/GlobedHome.html
EIII.A5a.8 WVMCCD Spring 2007 Accreditation Survey Summary Results
EIII.A5a.9 WVMCCD Leadership Institute Funding Proposal, 05-23-05 & Leadership Institute Presentation District Council Meeting, 08-09-06
3A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Summary

There are two sources of support for staff development, one at the District level and one at the college level. Both staff development offices have developed plans and conducted needs assessments. The District conducted a needs assessment in 2003 and again in 2005. One outcome of these needs assessments was the Leadership Development Academy, which was piloted in 2006-2007 with managers and classified staff from selected student services at both colleges. Additionally, a District-wide staff development activity was held in Fall 2007 to increase morale between campuses.

The college’s staff development coordinator has conducted campus-wide surveys, to assess the needs of faculty and staff for professional development. It was noted in these flex-day faculty evaluations that faculty desired more outside presenters and opportunities for teaching and learning, but there was no discernable agreement on specific activities (EIII.A5b.1) (t5).

Evaluation

When asked whether the college provides sufficient opportunities for professional development, the response was somewhat evenly split, with 43% of the respondents strongly agreeing or agreeing and 46% disagreeing or strongly disagreeing. It is the case that surveys have been random and sporadic due to time constraints on the coordinator and lack of resources. There was not an evaluation done in 2006-2007 due to lack of resources. The common survey theme on future faculty development was the desire for more outside presenters and more opportunities for teaching and learning. If a larger budget and more reassigned time were given to the college’s coordinator, there could be a systematic survey of faculty and staff. In addition, a budget for outside presenters and staff development activities, such as on-line and mini-grant programs for classified employees, could be provided.

Planning Agenda

None.

Evidence

EIII.A5b.1 Mission College Staff Development Meeting Minutes and Agendas, 2004-2007
3A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Summary

The college has participatory systems in place to regularly assess its human resources. Each fall, the Academic Senate and the Division Chair Council (DCC) jointly review and prioritize vacant and new faculty positions and make a recommendation to the college President. Classified and administrative positions are considered annually as part of the budget allocation process conducted by the College Budget Advisory Committee (CBAC) under the direction of the Vice President of Administrative Services. Recommendations are made by CBAC to the Governance and Planning Council (GAP), which in turn makes a recommendation to the college President (EIII.A6.1) (t2).

Mission College is making progress toward an integrated approach to planning that links budget with resource allocation, including personnel. The college began updating its Educational and Facilities Master Plan (EFMP) in 2005-2006. Information regarding staffing needs was collected in the program review portion of the planning process and will be used to assess personnel needs as the plan is implemented.

Evaluation

Through its participatory governance structure, the college is able to identify staffing needs (EIII.A6.2). For example, in 2006-2007, one human resource issue, the need for a fifth senior office coordinator, was presented to the Academic Senate, where a resolution was passed to support the creation of an additional position. The position was considered and prioritized by the CBAC, confirmed by GAP, and forwarded to the college President, who approved it (t4).

Even though Mission College has increased its total number of staff (EIII.A6.3), an increase in classified staffing continues to be considered a great need, as evidenced by Accreditation Survey results cited in 3A.2 in which 71% of respondents disagreed that there is adequate classified staff to support program needs. This is contrasted with 39% who disagreed that the college has adequate numbers of faculty (EIII.A6.4). Because human resources planning is tied to budgetary constraints, requests must be prioritized and not all requests can be implemented.

The current prioritization process for classified staff may not give the college the “big picture” in terms of staffing needs. Another mechanism may need to be developed that looks not only at vacant positions but at all positions so that the college can consider reallocation of existing resources in addition to filling vacancies. The college acknowledges throughout this report that one of its goals is to develop a more integrated planning process that links planning to resource allocation, including allocation of human resources (t2).
**Planning Agenda**

None.

**Evidence**

EIII.A6.1  Governance and Planning Council Summaries, 12-17-03, 02-25-04, 10-11-06, 11-28-06, 05-09-07, 10-10-07

EIII.A6.2  Graciano Mendoza (Budget Manager) email, 04-26-07

EIII.A6.3  California Community Colleges Chancellor’s Office report on Workgroup on 75/25 Issues, 06-01-05

EIII.A6.4  WVMCCD Spring 2007 Accreditation Survey Summary Results
3B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

3B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

3B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Summary

Since the last accreditation report, the college has added three new facilities: the Science Building, Child Development Center and Phase II of the gymnasium, which includes lockers and showers, team rooms, offices, equipment and training rooms. The former library space on the third floor of the Main Building was remodeled to provide classrooms and office space.

Since 2001, the college has identified a number of facilities projects to be funded with a combination of state and local bond funds. These projects included remodeling/replacement of the Main Building, infrastructure improvements, replacement of portable classrooms, remodeling of Hospitality Management (HM), construction of additional new buildings, and possible build-out of athletic facilities. A first bond attempt failed in 2002, but the District was successful in passing a bond, Measure H (EIII.B1a.1), for $235,000,000 in Fall 2004. $97,000,000 of the bond was earmarked for Mission College projects. The disbursement of Measure H funds was delayed for nearly two years due to litigation. A Bond oversight committee was established to ensure that the funds approved by the taxpayers are used for the projects listed in the Measure (EIII.B1a.2). Because of the circumstances described below, Mission College has not been able to expend bond funds as it had planned. The major expenditures to date amount to approximately $1.373 million including completion of the 3rd floor remodel and planning and design costs related to the development of the college’s master plan. The master plan process was begun in Summer 2007 and is expected to be completed in 2008 (EIII.B1a.3). The college has also completed an ALTA study and has begun the environmental impact report (t2).

The college had submitted project proposals to the State for the reconstruction of the third floor (completed in 2006-2007) and for the reconstruction of the second floor and the reconstruction of the first floor and the remainder of the third floor. However, the college encountered serious and unanticipated problems as it pursued its plans for reconstructing the remainder of the Main Building.
In preparation for the reconstruction of the entire Main Building, the college was required to obtain a full engineering report beyond what it had been required to obtain for the remodel of a portion of the third floor. This study was conducted in 2006. The consulting engineering firm indicated that, although the building is safe, new construction would require that the building undergo extensive seismic upgrading at a considerable cost to the college and almost complete disruption of its instructional programs and services since the extent of the renovations would require closing the Main Building for a number of years. A second opinion was obtained that corroborated the earlier findings. The facilities consultants hired by the District and the engineers developed four options for the District’s consideration and the Chancellor directed the college President to seek input from the college through its participatory processes.

Input was sought from the college community and a very inclusive process that involved college and community stakeholders was established to make recommendations to the President concerning options for the main building and to provide a recommendation to the Board in terms of what the college believed would best serve its educational mission and future learning needs of its students. The four options were thoroughly examined (EIII.B1a.4) with the Governance and Planning (GAP) Council making the unanimous recommendation to the President to support the option of replacing the Main Building rather than reconstructing it. This option essentially would redirect funds intended for the renovation of the Main Building to support the construction of completely new buildings. These buildings would result in the removal of the Main Building from the college inventory (t5).

The President presented this recommendation to the Board of Trustees (BOT) and at their March 21, 2007 meeting, the Board of Trustees approved the following actions pertaining to the Mission College Main Building replacement (EIII.B1a.5):

- Submit one scope change for the 2nd Floor reconstruction project for one new building of comparable 51,980 Assignable Square Footage (ASF) and 70,000 Gross Square Footage (GSF),
- Submit Final Project Proposal (FPP) for construction of a second building comparable 81,818 ASF to 1st and 3rd Floors with 109,000 GSF,
- Submit Initial Project Proposal (IPP) for a 3rd building of 27,863 ASF to replace portables, and
- Continue use of the Main Building until such time as new facilities can be occupied,
- Ultimately remove the Main Building from the college's inventory of instructional space
The college was advised to plan for two new buildings, one to replace the second floor and one to replace the first/third floor. Programming took place in Spring 2007 for both buildings with the aim of submitting a scope change for the building to replace the second floor to the Chancellor’s Office by July 1, 2007 to retain the college’s place in the current funding cycle. The scope change was submitted. However, in August 2007, the District and college were advised by the State Chancellor’s Office that the proposed scope change to replace instead of reconstruct the second floor was a more extensive change than permissible under the definition of a scope change. The State provided several options for the District to consider. The option that appears most viable at this time is to withdraw the second floor FPP and resubmit it in Spring 2008 along with the other buildings. While the college will have to reapply for funding for this project, the advantage is that the college can complete its master plan as scheduled for February 2008 and submit a comprehensive, integrated, well considered plan for the long-term build-out of the campus (EIII.B1a.6). The master planning process began in August 2007 and a series of department and college-wide planning meetings, as well as college/community forums are scheduled for Fall 2007 (EIII.B1a.7) (t2).

While these projects are moving through the planning process, the Main Building will continue to be used for instruction and student services. Given that the State will require the building to be demolished once replacement buildings are complete, the college needs to develop a plan to maintain the building for a finite period of time. In September 2007, the District Director of Facilities conducted a walk-through with college staff to identify maintenance needs and to develop such a plan. A list of those needs has been submitted to the President and Vice President of Administrative Services for review.

In addition to ensuring that facilities are built, maintained upgraded or replaced as necessary to ensure quality, the college is committed to ensuring that its facilities are safe. The college has a Facilities and Safety Committee (FSC) that reports directly to the President. If there are immediate safety concerns, they are brought directly to administration and the Facilities Manager for prompt action. Safety issues are always given highest priority in any discussion and are usually the driving force in terms of any decisions or recommendations that are made.

In 2005-2006, the college revised the job description for its evening and weekend supervisor to include responsibility for emergency services. The new position, Director of Evening, Weekend and Emergency Services, was filled in Spring 2007. The filling of the position was timely, given the shootings at Virginia Tech and four subsequent bomb threats at Mission College. The Director serves on the FSC and is responsible for finalizing and implementing the college’s emergency plan. He is also responsible for ensuring that faculty, staff and students are trained and prepared for emergencies. Two evacuation drills, 1 day and 1 evening, are scheduled each semester. Managers have participated in table-top exercises at both the college and District levels. Mission College’s administrators have updated their CPR/AED certifications and completed several components of the National Incident Management System (NIMS) training (EIII.B1a.8). The District has allocated $578,000 to establish and equip emergency command centers at both colleges (EIII.B1a.9). Emergency phones are being installed in all classrooms and offices and training for staff and students will be scheduled in Fall 2007. The District is working with the State to participate in an emergency notification system for students. Door locks are being evaluated based on information received from the Virginia Tech incident (t2, t5).
In addition to safety, other facilities concerns are brought before the FSC for action. Examples of some of the recommendations that the FSC have made in the past few years include:

- Providing Fire Technology with a dedicated lab on the second floor main building
- Providing DISC with a dedicated computer lab second floor main building
- Moving the LVN to RN program into the vacated biology lab second floor main building

The District has contracted with a consulting firm to assist the college in getting projects approved and moved through the State system. The consultant has appeared before the FSC on many occasions to inform the committee of what it is proposing and to seek input on various phases of their projects. Thus, the FSC is looked upon in the college as an integral part of the planning process for new and existing facilities modifications. Given the number of large construction projects the college is anticipating, the FSC reviewed its structure and made modifications to ensure that it is able to meet its responsibilities (EIII.B1a.10) (t2).

The FSC’s scope of responsibilities also includes ensuring that the physical resources of the campus are sufficient to support student learning. Again, any issues concerning the college’s physical resources are brought to the committee for input and recommendations made to the President. The Vice President of Administrative Services, who oversees the handling of room re-assignments, has been extremely sensitive and responsive to moving instructors when their classroom environments have been less than satisfactory for student learning. This is an especially daunting and challenging task for the evening program that has the greatest impact on the college’s physical resources in terms of room occupancy (t1).

**Evaluation**

The college has made a number of significant and extraordinarily complex decisions in the last year regarding facilities. Through participatory processes, it has managed to reach consensus on the Main Building, complete initial programming for three new buildings, update its educational plan (EIII.B1a.11), and initiate the facilities master planning process. These are substantial accomplishments and evidence of the college’s commitment to ensuring sufficient physical resources as well as evidence of its ability to organize and plan in the face of changing circumstances (t5).
The college has gone to an extensive effort to ensure that the completion of the campus will be conducive to student needs and learning and that all stakeholders – faculty, staff, students and the community–have an opportunity to provide input. Countless opportunities have been provided and will continue to be provided in the form of open forums and planning sessions to seek feedback from those constituents who will be providing services to our consumers, the students. Since the decisions that are being made today will affect the college for decades to come, the college administration, faculty and staff leadership are acutely aware of the responsibility to make the best possible decisions now and take fullest advantage of available funding (r5).

One of the major benefits of the revised approach for replacement of the Main Building is that the college will be able to thoughtfully develop a comprehensive master plan that can accommodate both current and future facilities needs. Although this building has served the college very well and is the main focal point of the campus, major problems with sound, room size and room shape, storage, and overall efficiency have been experienced. The college is especially eager to replace the aging portables. Students will benefit greatly from having modernized facilities built to meet enhanced technology and learning needs. Since most of the newer buildings on the campus have all been built within the last decade, the college and the community will essentially have a new campus when the proposed new buildings are completed (r1).

The college has in place a mechanism–the FSC–through which safety and other facilities concerns can be addressed. Over half of the respondents to the accreditation survey strongly agreed or somewhat agreed that safety hazards are promptly addressed (EIII.B1a.12). The college is pleased to note that it anticipated the need for a position dedicated to emergency planning and services and with the filling of the position in Spring 2007, was prepared to respond to heightened concerns about campus safety. The District and college have made significant progress in emergency planning that will help to ensure the safety of students and staff. An essential element of emergency planning is the improvement of security of facilities, for example installation of emergency phones in classrooms, installation of better door locks, and improvement of emergency phone service in the parking lots, all of which are in process. Overall, the campus is perceived to be safe, with 91% of survey respondents indicating they strongly agreed or agreed that they feel safe on campus during the day and 66% indicating they strongly agreed or agreed that they feel safe during the evening or night (EIII.B1a.12).

Planning Agenda
None.

Evidence

EIII.B1a.1 WVMCCD Measure H Bond Oversight Committee minutes, 04-21-05, 09-28-05; Mission College Facilities/Safety Committee minutes, 11-11-04 (The voters in the WVMCCD approved the Measure H Bond).
EIII.B1a.2 WVMCCD Administrative Services Council Agenda/Notes, 11-03-04, Measure H Bond oversight committee established
3B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Summary

The voters of the WVMCCD approved a $235 million bond issue in November of 2005. Mission’s portion of that bond was $97 million, and has been reserved for the following projects (EIII.B1b.1).

- Technology upgrades,
- Repair, upgrade, and/or replacement of equipment, obsolete classrooms, science and computer labs, instructional facilities, sites and utilities to meet demands of changing workforce,
- Improvement of emergency access and evacuation routes; improvement of access for Disabled,
- Safety improvements, asbestos removal, seismic upgrades,
- Repair, replacement and upgrade of electrical and mechanical systems,
- Construction of classrooms, science labs and facilities.
In addition, Measure H funds for the District included projects that will benefit the college. These include the following:

- Greater access to technology, upgrading electrical wiring, fiber optics and infrastructure for computers and telecommunications systems,
- Replacement of District-wide heating, ventilation and air conditioning systems to realize energy cost savings,
- Installation of security alarm systems, video cameras and keyless entry systems to ensure student safety.

The Facilities Manager at Mission College has oversight of a budget for maintenance and repair of the physical structures on campus. This position is also responsible for ensuring that the college is in compliance with Occupational Safety and Health Administration (OSHA) standards for safety and the removal of hazardous waste on campus. The Facilities Manager has several budget accounts to manage, one of which includes non-instructional supplies. This account involves the replacement of light bulbs and electrical supplies, for example.

The college has been very sensitive and responsive to the special needs of their students with disabilities. The college has installed automatic door openers in the Audio Visual building, the Campus Center and to EOPS to allow Disabled Students easier access to those venues. Every construction project is carefully scrutinized to ensure compliance with Americans with Disabilities Act (ADA) guidelines and accessibility. Projects are channeled through the college’s Facilities and Safety Committee (FSC) which has a staff member from the Disability Instructional Support Center (DISC) to ensure that furniture, equipment and access is open to students with special needs (EIII.B1b.2). This committee makes recommendations directly to the President. Over 60% of respondents to the accreditation survey indicated they strongly agreed or somewhat agreed that the college has adequate physical accommodations for people with disabilities (EIII.B1b.3) (t1).

Any room modifications or changes to the physical plant of the college are also channeled through the FSC to ensure that special needs issues as well general classroom issues are addressed and not overlooked.

**Evaluation**

Within fiscal constraints, the college has done a good job of ensuring that its facilities are safe, secure and provide a healthy learning environment for its students. In any decision that involves the distribution of funds on campus, safety issues always get top priority. The administration and college Facilities Manager give their highest priority to any safety issues that need immediate attention. Issues that are less urgent are run through the FSC for approval and/or recommendations. This results in greater scrutiny and input for safety issues and ensures that these concerns will not be overlooked.
This past year, the Facilities Manager’s non-instructional supply account was allocated a sum of $7,000 dollars for the entire college for the year. This is inadequate and results in certain basic repairs, such as replacement of bulbs, either not getting done or put off until the next budget cycle. Hopefully, with a new District Facilities Manager, this account can be increased to ensure that these types of issues can be addressed in a timely manner.

The college will have to decide soon how much funding should be allocated to the Main Building, which will eventually be vacated. Clearly, safety and health issues have to be addressed immediately no matter the cost. However, other issues involving the Main Building will have to be balanced with the fact that these expenditures will have a limited time of usefulness. As noted in the previous section, in September 2007, the District Director of Facilities conducted a walk-through with college staff to identify maintenance needs and to develop such a plan. A list of those needs has been submitted to the President and Vice President of Administrative Services for review (t2).

**Planning Agenda**

None.

**Evidence**

| EIII.B1b.1 | Bond Measure H Full Text Report, 11-04 |
| EIII.B1b.3 | WVMCCD Spring 2007 Accreditation Survey Summary Results (Q7) |

3B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Mission College regularly evaluates its facilities and equipment needs and works with the District Director of Facilities to develop a plan for maintenance. The Facilities Director ensures that master plans are regularly updated and reflect the college’s needs based on college input. The Director also ensures that necessary projects are submitted to the State Chancellor’s Office. The college’s Vice President of Administrative Services has primary responsibility for coordinating college needs and plans with the District (t2).

3B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

**Summary**

Mission College has a number of long-range capital projects that are based on its educational planning and support one of its core values to “create high quality, welcoming facilities that promote the programs of Mission College and enhance its ability to be the cultural and technological heart of the Silicon Valley” (EIII.B2a.1).
With the passage of Measure H in 2004, the District received $235 million for the construction and renovation of facilities at both colleges and the District. Mission College’s share of the bond is $97 million. The college’s plans for the bond funds include technology upgrades; repair, upgrade, and/or replacement of equipment, obsolete classrooms, science and computer labs, instructional facilities, sites and utilities; improvement of emergency and disabled access; safety improvements; repair, replacement and upgrade of electrical and mechanical systems, and construction of classrooms, science labs and facilities. A Citizen’s Bond Oversight Committee (CBOC) was established and meets regularly to review and monitor the status of bond expenditures (EIII.B2a.2)(t4).

The college’s progress in terms of proceeding with capital outlay projects has been delayed because of the issues with the Main Building, described above. To date, the college has spent about $408,000 of the bond funds to complete the 3rd floor remodel. It has committed about $965,000 of the bond funds toward the development of its master plan, design costs for the 2nd floor scope change; the initial study for the environmental impact report (EIR) and the utility (ALTA) survey. $13.4 million has been set aside for soft costs, such as program management fees, program contingencies and operational expenses. The remainder of the funds is presently allocated as follows and in some cases is combined with State funding to support projects (EIII.B2a.3).

<table>
<thead>
<tr>
<th>Project</th>
<th>Proposed 9-10-07 Project Budget</th>
<th>Proposed State Funding</th>
<th>Bond Funds Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Alarm System Replacement</td>
<td>$9,068,245</td>
<td>$8,631,225</td>
<td>$437,020</td>
</tr>
<tr>
<td>Hospitality Management</td>
<td>7,130,570</td>
<td>0</td>
<td>7,130,570</td>
</tr>
<tr>
<td>Reconstruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scope Change Building – Gen’l</td>
<td>33,650,523</td>
<td>15,790,031</td>
<td>17,860,492</td>
</tr>
<tr>
<td>Student Services/Admin Bldg</td>
<td>54,443,372</td>
<td>25,532,056</td>
<td>28,911,316</td>
</tr>
<tr>
<td>Fine/Graphic/Performing Arts Bldg</td>
<td>19,000,776</td>
<td>9,057,886</td>
<td>9,942,890</td>
</tr>
<tr>
<td>Occupational Ed Bldg.</td>
<td>33,389,240</td>
<td>15,777,162</td>
<td>17,612,078</td>
</tr>
</tbody>
</table>

For equipment, the college has a total cost of ownership (TCO) plan in place (EIII.B2a.4). The college has added 500 new workstations since the last accreditation report which brings the total number to 1150. The college added a 31-computer ESL lab in 2002. In 2007, the college purchased 230 new workstations and replaced 45 other workstations. In the 3rd floor reconstruction project, the college added 6 new multi-media classrooms and 1 multi-media conference room with 2 computers in each room (EIII.B2a.5). In the past 5 years, funding has ranged from a high of $300,000 to a low of $80,000. At one time, there was a budget distributed to community colleges from the State for TCO but it was eliminated with budget cuts in the recent past. The State is re-visiting this problem and seeking ways to address this issue system-wide in the future. The State has built in funding for TCO of new facilities addressing upkeep of the building.
The District maintains a Five-Year Construction Plan that is regularly updated to reflect colleges’ needs and annually updated by the Board of Trustees (BOT). There is also a State Scheduled Maintenance program for repair and replacement of infrastructure items.

**Evaluation**

The college engages in systematic assessment of its physical resources and uses the results to identify short- and long-term needs and to plan accordingly. For example, prior to 2004, the college undertook an extensive process to identify facilities needs that could be appropriately supported by a bond measure. These needs, combined with those of the District and the other college, were supported by the community with the passage of Measure H in the amount of $235 million. The college is now in the process of revisiting the original list, which contained some projects that were not included in the 2004 bond measure, in preparation for a possible bond measure in 2010 (r2).

The college has invested a portion of its bond funds in the planning process for master planning, design, and the necessary infrastructure studies and environmental impact report so that it can move forward with its capital projects.

The college works collaboratively with the District to ensure that 5-year plans and scheduled maintenance lists reflect the college’s needs.

There are challenges with TCO based on the fact that the funding for this purpose comes from one-time money every year. Consequently, although plans to fund programs are in place every year, the ability to do so is not known until the college gets its annual budget allocation from the District. When the funding is available, the college invests a significant amount in the purchase and replacement of equipment. The Dean of the Department of Instructional Technology and Services estimates that, on average, approximately 65-70 percent of one-time money coming into the college has been allocated to her department for the purchase of new equipment (EIII.B2a.5).

**Planning Agenda**

None.

**Evidence**

- EIII.B2a.1 Mission College Core Values and Goals  
  http://www.missioncollege.org/gen_info/pdf/mc_coreValuesGoals.pdf
- EIII.B2a.2 WVMCCD CBOC agendas and minutes: 04-20-05, 09-28-05, 01-11-06, 04-12-06, 07-12-06, 10-11-06, 01-10-07, 03-14-07, 04-11-07, 05-09-07, 06-13-07, 07-11-07, 08-08-07, 09-12-07, 10-10-07
- EIII.B2a.3 WVMCCD Measure H and Capital Outlay Program Project Progress Report, 10-10-07
- EIII.B2a.5 Mina Jahan, Dean of Instructional Technology and Services
3B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Summary

Mission College believes that educational needs should drive planning for and use of physical resources. To that end, the college engaged in a highly participatory process in 2006-2007 to develop an educational plan that would provide direction for the subsequent development of a facilities master plan. The Educational and Facilities Master Plan process (EFMP) also included program review and a student learning outcomes component to further underscore the importance of instruction and student learning in any planning for physical resources (t2, t3).

The college held an extensive series of open forums concerning EFMP in March and April of 2007 to gather input in order to move forward with the proposed new buildings (EIII.B2b.1). The forums included the following sessions (t5):

- Vision of the future
- Vocational Technology and Community Education
- Traditional academic programs
- Student support services
- Synopsis and summary recommendations

The draft of the educational plan that was created as a result of this process was provided to architects who submitted proposals for the contract to develop the college’s facilities master plan. The architect that was selected has incorporated elements of the plan into the process that is currently underway and scheduled for completion in Spring 2008.

Also as a result of the EFMP discussions, faculty and staff were able to complete preliminary programming of two new buildings to replace the Main Building. The college held a series of meetings on Friday’s through the months of April and May 2007 to determine what programs would go into the proposed new buildings. These meetings were led by the CCS Consultant Group hired by the college to assist with getting construction projects approved by the State (EIII.B2b.2). As noted in a previous section, this programming was intended to support the scope change submitted to the State in July. The State subsequently denied the scope change, but will accept the proposals as final project proposals in Spring 2008. The programming that has taken place for those two buildings has been incorporated into the facilities master planning process that is currently underway. Thus, these planning efforts have not been lost (t2, t5).


**Evaluation**

The EFMP process is an excellent example of how the college is beginning to integrate the educational and facilities planning processes to ensure that the learning needs of students, the teaching needs of faculty, and the needs of staff who support these efforts are met. The college takes pride in the fact that at all stages, these large and extraordinarily complex processes have been conducted through participatory governance. The leaders of the Academic Senate along with the college’s Research Analyst, have synthesized the information gathered from the five forums and have clarified a core group of 10 recommendations (EIII.B2b.1). These recommendations will serve as the focal point in the discussion and planning of the new buildings being proposed. Just as impressive, these planning initiatives have been completed within very tight timelines. The educational plan and the final facilities master plan will be merged into a single, comprehensive document that will actively be used by the college for a number of years as it proceeds with its facilities projects (t1, t2, t4, t5).

**Planning Agenda**

None.

**Evidence**

EIII.B2b.1  Mission College Education and Facilities Master Plan Core Recommendations Spring 2007, 04-19-07

EIII.B2b.2  Mission College Academic Senate meeting minutes, 04-14-05, 05-10-07, 05-25-06, CCS consultant group
3C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

3C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

3C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Summary

The Director of Information Systems works with the college’s Dean of Information Technology and Services to ensure that the administrative and instructional technology needs of the institution are met. The Director of Information Systems (DIS), his staff, and college’s faculty and staff participate in many operational or strategic planning meetings such as District Information Systems Planning Advisory Committee (DISPAC), and District Operations Committee. Information Systems (IS) is responsible for the support and maintenance of the District infrastructure system, District enterprise software system (Datatel), District telephone system, email system, District administrative, staff, and faculty computers deployment and support, and the District server farm (t4).

At the college level, the Dean of Information Technology and Services works with the Technology Committee, which is a sub-committee of Academic Senate, to develop the college’s Technology Plan. This committee drafts the technology vision statement, the goals, and the objectives of the Technology Plan based on the Educational Facilities and Master Plan (EFMP) and the college’s Goals and Core Values. The Technology Plan vision and goals are presented to the Academic Senate and are modified as needed. Upon the Academic Senate’s approval, activities and goals are finalized. The completed Technology Plan is submitted to the Academic Senate and the Board of Trustees (BOT) for their approval. At the end of each fiscal year, the Technology Committee presents a progress report to the Senate (EIII.C1a.1) (t2).

Instructional Technology: Mission College faculty have integrated different instructional technologies into their curriculum and use multimedia classrooms, computer labs, online student resources, television services, audiovisual services, video conferencing and instructional servers services (EIII.C1a.1). Faculty, and staff have access (and students more limited access) to services such as: the campus information system (Datatel), MyWeb Services, web-based email (webmail), an online course management system (Angel), the online faculty/staff directory (Mission College website, and LDAP), the online Counseling Student Appointment Services (SAR), and a campus-wide wireless access to the Internet services. Based on the program needs, some students have network storage spaces on the campus servers (t1).
The Instructional Technology and Services Department: Instructional Technology and Services (ITS) is the college’s hub for coordination of the daily maintenance, support, and applications of instructional services. This department has the technical staff that provides support for classroom instruction, student services, open labs, information kiosk stations, student workstations at the library, plasma displays, the computer labs, distance learning, instructional television, audiovisual services, teleconferencing, and multimedia classroom. Some departments have instructional lab technicians and instructional aides who support the applications in classes and the labs. The ITS and IS staff coordinate the performance and upgrade of the instructional network. The ITS Department also generates the college’s software/hardware purchase requisitions. The ITS Department currently has 2 full-time senior desktop support technicians (one 10 and one 12 month), and 1 full-time (12 month) server system administrator to maintain these systems. This department also employs student-hourly lab aides to support the Technology Center and instructional labs (EIII.C1a.2-3).

College Web Services: The college website is an integral part of the college information resources for students, faculty and staff. The college’s website was revised in 2007 with recommendations from faculty, staff, the Marketing Department and Student Services. The new website is designed to incorporate a better user interface and clear navigation for current and future students, provide dynamic content, and meet accessibility standards (EII.C1a.4). The college’s homepage is updated on a continual basis to reflect user preferences. Design changes are based upon the continual evaluation of the website and web pages usage through tracking hits. Some departments maintain the content of their own websites using software allowing timely updates of critical information. In 2004, the online application for admission, web registration, the college Catalog and Schedule of Classes, and dynamic, context-sensitive links relevant to the student educational goals were added to the website (EII.C1a.5).

Instructional Labs and Instructional Network System: The college maintains a large student user base of workstations and servers over a large, sophisticated, sub-netted network. Mission College has more than 1,150+ student user workstations, and over 25 instructional servers, all of which are networked across 28 instructional sub-netted local area networks. The college currently has 17 multimedia classrooms, 21 specialty and multipurpose computer labs in addition to the library, and various student services centers (EII.C1a.5). Specialty computer labs are designed and scheduled to provide the faculty and students with unique services for the Cisco Academy, Learning and Tutorial Center (LATC), Chemistry Lab, ESL Lab, CA Lab, Graphic Design Lab, CAD Lab, and the Physics Lab. The state of the labs varies; labs with dated technology require more frequent repair and support services.

The DIS provides support for the faculty, staff, and administration office computers, network infrastructure, telephone communications, and information systems applications. The campus-wide area network is divided into two separate networks, the administrative network, and the instructional network. The ITS technical staff in coordination with the IS network staff provides support and maintenance of the instructional network (EII.C1a.6) (EII.C1a.6).
The campus has grown from four T1 network lines to a DS-3 multiple T1 connection. The campus infrastructure had been upgraded to provide a faster connectivity, and has implemented methods to prevent network signal loss (t4).

**Television Studio and Audiovisual Services:** The college’s Telecommunications Building hosts the TV Studio and audiovisual services. To support instruction, the TV director:

- Schedules and broadcasts 3 days of canned distance learning videotapes to support College by Television classes
- Works with the faculty and the Instructional Designer to produce instructional audio and video
- Provides consultation services for instructional design, engineering, and event support
- Produces and records Podcasts
- Supports IP or ISDN teleconferencing
- Support satellite uplink and downlink services
- Provides video editing services

The college’s Audiovisual Specialist designs and maintains smart classrooms and repairs and circulates the AV equipment (EIII.C1a.6).

**Technology Center:** The Technology Center is the campus open lab. This lab is open Mondays through Saturdays and serves all registered Mission College students. The 92 computers, 2 scanners, and 5 printers in this center are all networked and connected to the Internet. Computer platforms include PC and Mac. Students use this center to work on their homework, access the Internet, access instructional servers, take quizzes and check their emails. Technology Center also has a group study room where students can work on class projects together. The Technology Center is currently coordinated by a Lab Faculty Specialist who is also responsible for the department’s Helpdesk system and hourly students’ training (EIII.C1a.7).

**Distance Learning:** Distance learning has been a strong part of Mission College for several years. This method of instructional delivery has evolved from College by Television to hybrid course offerings and online courses. The enrollment in Distance Learning classes has increased significantly since the last accreditation period (t1).

In Fall 2005 Mission College and West Valley worked together on a project to adopt a course management system to serve both colleges. They selected the ANGEL System. The joint collaboration of the faculty and staff on this project brought the two colleges together and many joint training sessions were held (t5).
Evaluation

The support and maintenance of campus technologies is an ongoing challenge. The need for staffing has increased drastically with the new technologies being used in instruction. The college will need to continue seeking sources of ongoing funding to support and maintain the instructional technologies used on campus.

Planning Agenda

- PA3.4 The college will pursue additional on-going sources of funding to support instructional technology.

Evidence

EIII.C1a.1 Mission College Technology Committee End-of-Year Reports, Academic Years 2003-2007
EIII.C1a.2 Mina Jahan, Dean of Informational Technology and Services
EIII.C1a.3 IT&S Organizational Chart, 2006
EIII.C1a.4 Mission College Website: http://www.missioncollege.org/
EIII.C1a.5 Mission College Instructional Inventory, 10-07
EIII.C1a.6 WVMCCD Information Services Employee Handbook, 08-20-07
EIII.C1a.7 Mission College Technology Center Website; http://www.missioncollege.org/technology/techcenter/Index.html

3C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Summary

The training of the faculty and staff is delivered through the Staff Development Office and the Instructional Technology and Services Department. The Staff Development Committee members, with the cooperation of the Instructional Technology Department’s Instructional Designer and Distance Learning Coordinator, develop and offer a variety of training course materials (online) to assist faculty and staff to incorporate technology into the classroom or workplace, or to improve their skill levels. Web authoring, instructional design, and podcasting are just a few of the many workshops offered. The college Instructional Designer provides workshops and training for implementing the technology in the classroom environment (EIII.C1b.1) (t2).

Beginning in 2005 with the adoption of the new course management system, ANGEL Learning, the number of workshops increased to address the needs of the instructors. Summer and Winter session boot camps have been successfully conducted and many more are planned for Winter session 2008 and Summer 2008. In addition to the college-sponsored workshops, ITS Department has sent five of its staff to several @One technical trainings. Staff Development also provides the funding for participation in @One training workshops.
The college Staff Development Coordinator and the Staff Development Committee plan the “Flex Calendar” activities for the faculty and staff. The ITS Department also conducts workshops for students to assist them with their distance learning courses (EIII.C1b.2, EIII.C1b.3). The college Staff Development Committee develops yearly plans for conducting workshops and training sessions.

The District Information Systems (DIS) department provides training for the faculty and staff in administrative technology such as Datatel; email services, telephone services, and in the past has supported software such as Microsoft Office, MeetingMaker, and Informed Filler (EIII.C1b.4).

**Evaluation**

Although many training workshops are offered, the college and the District lack a plan for systematic and long-range training programs for new faculty, staff, division chairs, department chairs, and administrators. Also, there is no allocated funding for technical training. Technical trainings are costly, but necessary for maintaining campus technologies and assisting faculty in integrating technology into their courses. The District should also provide ongoing funding for the college’s technical staff training. For one-time budgeting, the college’s Staff Development Coordinator has submitted a proposal to the District Land Corporation for the development of training modules for faculty and staff.

**Planning Agenda**

- **PA3.5** The college and the District should identify resources to develop, implement, and evaluate training modules for the new faculty, staff, and administrators.

**Evidence**

- EIII.C1b.1 Distance Learning Faculty Training Website, http://www.missioncollege.org/distlearn/fac_training.html
- EIII.C1b.2 Mission College Distance Learning Website for New Students http://www.missioncollege.org/distlearn/students_new.html
- EIII.C1b.3 Mission College Library Courses Website http://www.missioncollege.org/lib/lib-courses.html
- EIII.C1b.4 Email response from Dan Borges, 10-17-07; email response from Ron Smith, 10-16-07; WVMCCD Information Services Employee Handbook, 08-20-07
3C. 1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Summary

The established participatory governance process is used to make sure that the college’s technology investment follows college priorities outlined in the Technology Plan. The College’s Budget Advisory Committee (CBAC) announces the request for instructional materials upon the approval of one-time funding. The requests from the Division Chairs Council (DCC), Student Services Council (SSC), and Instructional Technology (IT) Department are submitted to the CBAC. The requests are sorted and all technology-related items are sent to the Technology Committee. This committee examines and prioritizes the requests based on the college’s TCO model, Educational and Facilities Master Plan (EFMP), and the Technology Plan and sends them back to CBAC. The approval of the requests is finalized in a joint meeting between the CBAC and Governance and Planning (GAP) Council and presented to the college President (EIII.C1c.1) (2).

District Information Systems (DIS) is responsible for the deployment, maintenance, and support of the instructional and administrative network, computers, and printers. The District network system has been evaluated several times by hiring professional consultants and it is scheduled to be refreshed within next two years. The priority for purchasing faculty, staff, and administrators’ computers is based on Information System’s (IS) inventory list.

Evaluation

The Instructional Technology (IT) Department currently manages more than 1150+ networked workstations with one full-time 12 month technician and one full-time 10 month technician, and 25 instructional servers with one full-time 12 month Server System Administrator (EIII.C1c.2). The college’s IT Department continues to struggle to meet the growing demands of support and maintenance of the campus instructional technologies (EIII.C1c.3). This department also continues to advocate the necessity of a consistent source of money for the systemic implementation of the college’s total cost of ownership (TCO) plan and Technology Plan. The IT Department should continue working with the CBAC to secure ongoing funds for supporting the college’s Technology Plan (4).

Planning Agenda

None.
Evidence

EIII.C1c.1 TCO Report 2003-2007
EIII.C1c.2 Mission College Instructional Inventory, 10-07
EIII.C1c.3 Email response from Teresa Amos, 10-16-07 & Mission College Wireless Project Spreadsheets, 08-07-07

3C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Summary

The Technology Committee, an Academic Senate subcommittee, with the input from various constituency groups, recommends priorities for distribution of technology resources to the College’s Budget Advisory Committee (CBAC) and the Academic Senate. The Instructional Technology (IT) Department provides the committee with the required inventory data and supporting documentation. At the District level, the Information Systems (IS) Department works with the DISPAC (District Information Systems Planning and Advisory Committee) committee members to determine the technology priorities (EIII.C1d.1). The IS Director, college Dean of Technology, District Network Manager, and District Computer Maintenance Manager meet every other week to discuss the projects and set support priorities (EIII.C1d.2). District Budget Advisory Committee (DBAC) has approved the allocation of $100,000 annually for the replacement and/or upgrade of faculty, staff, and administrators’ computers District-wide (EIII.C1d.3) (t5).

As a result of efforts to replace and upgrade computers, faculty, staff, and administrators overwhelmingly agreed that, “Computer equipment provided is adequate to meet the needs of my work function.” When asked in a Spring 2007 survey, 75% of respondents agreed, with 45% strongly agreeing; in contrast 19% disagreed (with 9% strongly disagreeing) (EIII.C1d.4).

Evaluation

The main concern in setting priorities and developing long-range plans for the distribution and maintenance of technologies is the lack of ongoing funds for the total cost of the ownership plan. Mission College should continue working with the DBAC to secure ongoing funds for the replacement and maintenance of the technology resources (t4).

Planning Agenda

None.
Evidence

EIII.C1d.1  WVMCCD DISPAC minutes, 02-03-06 & 03-03-06
EIII.C1d.2  Operations Meeting Agendas and Minutes, 2002-2007
EIII.C1d.3  WVMCCD DBAC minutes, 08-01-07 & email from Christina Booth, 10-15-07
EIII.C1d.4  WVMCCD Spring 2007 Accreditation Survey Summary Results

3C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Summary

At the District level, the Director of Information Systems (IS) works with the District Information Systems Policy Advisory Council (DISPAC) members to develop and implement the District’s Educational Technology Plan (EIII.C2.1). Mission College contracted a consulting company in 2003 to work with the Technology Committee and Academic Senate to develop the college’s 2003-2006 Technology Plan (EIII.C2.2). The Technology Plan was created based on the Educational and Facilities Master Plan (EFMP) and progress in meeting the goals and objectives of the plan is provided to the Academic Senate annually in the “End of the Year” report (t2).

Evaluation

The yearly goals and objectives of the Technology Plan were used as a guideline for allocation, replacement, and deployment of new technologies. In Fall 2007 the Technology Committee will work with the Academic Senate to develop a new plan which will integrate with the new institutional EFMP. The college uses a survey to determine the effective use of student technology resources (EIII.C2.3) (t2) (t5).

Planning Agenda

• PA3.6 The college will regularly assess and update its Technology Plan, addressing the increased need for technology, training, and distance learning services.

Evidence

EIII.C2.1  WVMCCD Educational Technology Plan, 05-02
EIII.C2.2  Mission College Technology Committee End-of-Year Report, Academic Year 2003-2004
EIII.C2.3  Mina Jahan, Dean of Instructional Technology and Services
3D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

3D.1. The institution relies upon its mission and goals as the foundation for financial planning.

3D.1.a. Financial planning is integrated with and supports all institutional planning.

Summary

Mission College’s annual budget amounts to roughly $30 million (EIII.D1a.1). About 86 percent of the revenue is committed to faculty and staff salaries and benefits. The college monitors an estimated $2.5 million for its operating budget. Mission College’s 2006-2007 enrollment base was 8119 FTES (t4).

The college’s primary group for making recommendations regarding the budget is the College Budget Advisory Committee (CBAC). CBAC is a representative body composed of six faculty (five division chairs and the president of the Academic Senate), three classified staff, one student and three administrators (EIII.D1a.2) (t5).

The college established its College Budget Allocation Model in the 2000-2001 fiscal year and has revised it three times since, most recently in Spring 2007 (EIII.D1a.3). The model is reviewed every two years by the College Budget Advisory Committee (CBAC), a participatory governance body that sets college budget policy, and it is endorsed by the Academic Senate and the Governance and Planning (GAP) Council, the college’s highest participatory governance council (t2).

Budget administrators are allocated an on-going base budget for their supply, duplicating and hourly support needs. Every year, if the college receives either one-time or on-going new funds, the college’s allocation model is followed to distribute the new funds. The College Budget Allocation Model calls for an open and wide participation involving all college staff and units. A college-wide electronic announcement is sent out for all to submit their budget request(s). Budget requesters are supplied an electronic Budget Request Form (EIII.D1a.4) that requires requesters to link their requests to the college’s Program Review outcomes as well as Core Values and Goals. Requester justifications that support the college’s future directions receive stronger consideration in the priority setting process. Priorities are first set by user group councils and finally coordinated by CBAC (EIII.D1a.4, EIII.D1a.5) (t4).
The final budget, prepared by CBAC, is reviewed in a joint session between CBAC and GAP, chaired by the college President. Once adopted by the joint session, the proposed final budget is forwarded to the President as the college’s annual budget recommendation. The Office of Administrative Services, the college’s budget office, implements the budget decisions.

The District budget development process and the budget calendar are developed collaboratively between District and college representatives at the District Budget Advisory Committee (DBAC), a District-wide participatory governance committee. It is chaired by the Vice Chancellor of Administrative Services. Members include the Chancellor; two college Presidents; the two college Vice Presidents of Administrative Services and Vice Presidents of Student Services; the Director of Fiscal Services; representatives from the unions – ACE, SEIU, and Teamsters – and the confidential unit; Academic Senates, Classified Senates; District Administrative Services, and a student from each college. Non-voting members include the District Budget Manager and Principal Financial Analyst (EIII.D1a.6). The Executive Assistant to the Vice Chancellor records minutes. Line item budgets are developed at the college level and coordinated by the District finance office.

DBAC has been directed by the Chancellor to review and recommend ways to improve the District Budget Allocation Model. DBAC is implementing this directive through its Budget Allocation Model Subcommittee (BAMS). Representatives of both colleges and central services are working to craft a revised version acceptable to all parties. As of September 2007, BAMS is in the process of rewriting its position regarding a proposed budget model. It has developed a document of key considerations, which is currently on hold pending further discussion. The subcommittee has requested additional information from the Finance Office, e.g., budget allocations by TOPS codes, in order to complete its recommendation (EIII.D1a.7) (t2).

**Evaluation**

The college's budget planning and processes are designed and managed to enable optimum teaching and learning. They serve as the backbone to the college’s operations that support all programs and services. The college's Educational and Facilities Master Plan (EFMP), program review, enrollment plan, student equity plan, and performance goals activities are intended to direct all budgetary decisions as they flow through the College Budget Allocation Model (EIII.D1a.8). While the forms used in the budget process do ask requestors to address college goals, the link between educational planning and resource allocation is not as substantive as it could be. There needs to be a stronger and more direct connection between, for example, the results of program review and resource allocation. In addition, there needs to be a mechanism to evaluate whether the allocation resulted in the desired outcomes. The President has asked the President of the Academic Senate and the Vice President of Administrative Services to work together to develop such links as the program review process is being re-evaluated (t1) (t2).
The college budget planning is generally responsive to current teaching and learning needs. The current model incorporates year-to-year, one-time or ongoing funding revenues. As noted above, the college is reviewing the model again in light of District changes, driven by FCMAT, and in light of the President’s directive to the Academic Senate and Administrative Services to create a link between program review and resource allocation. Further, the college needs to review some of its budget strategies and assumptions, including roll-over and fixed costs. For 2007-2008, the Vice President of Administrative Services has changed the budget process to begin earlier in order to allow programs and services to access approved funds earlier. Further, there are plans to institute more regular monitoring and reporting of the entire college budget to the college community so that unused funds can be redirected as necessary and appropriate. At CBAC’s first meeting in Fall 2007, the President reviewed the District’s budget situation and identified the college’s fiscal policies and procedures that need to be re-evaluated (EIII.D1a.9). When the college’s Educational and Facilities Master Plan is completed in 2007-2008, it will provide the basis for longer term strategic planning (t2).

**Planning Agenda**

- **PA3.7**  The college should review the current college budget allocation process to ensure alignment with District budget policies and procedures.

- **PA3.8**  The Office of Administrative Services should develop a system for regular monitoring and reporting of the college’s budget status.

**Evidence**

- **EIII.D1a.1** District Final Budget Books (02-03 through 06-07)
- **EIII.D1a.2** Mission College Committee List, 11-06,  
  http://paris/mc/inside/mc_committee_list.pdf
- **EIII.D1a.3** Mission College Budget Allocation Model, 2000-2007
- **EIII.D1a.4** CBAC approved Budget Request Forms, 2006-2008
- **EIII.D1a.5** Mission College college-wide budget request announcement and instructions, 08-21-07, Budget Process Timeline for 2007-2008, 08-21-07
- **EIII.D1a.6** WVMCCD DBAC Minutes, 01-18-06, 06-28-06, 03-14-07, 10-03-07
- **EIII.D1a.7** George Kozitza, Interim Vice Chancellor, update to the President, 09-20-07
- **EIII.D1a.8** Mission College Budget Allocation Model 2007-2008, 05-07
- **EIII.D1a.9** Mission College CBAC minutes, 09-19-07
3D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Summary

The college’s Office of Administrative Services has plans that incorporate short and long-term resource availability and how anticipated resources will be allocated. The college is in the process of updating its educational and facilities master plan (EFMP) that will reflect long-term financial needs (EIII.D1b.1). This document will help identify areas of growth where additional resources are needed as well as areas that are declining. This type of planning will allow the college to evaluate the budget and make adjustments that are necessary (t2).

For new one-time and on-going funds, the college uses the budget allocation model developed by CBAC (EIII.D1b.2). This model was most recently revised in May 2007. It will be reviewed again in 2007-2008 as the District modifies its budget allocation model, policies and procedures (t2).

When new State funds come to the college, department members and other college staff fill out requests for funds and justify how the funds will help them meet the core values and goals of the college (EIII.D1b.3). The CBAC then evaluates all the requests in light of this information (t1).

In addition to money that comes from the college’s budget committee process, departments also find monetary support from grants and from revenue that some departments generate, for example, through fundraising. Each department is responsible for monitoring expenditures and to make sure that expenditures do not exceed the allocated budget. The college has a Grants Advisory Committee, established in 2005-2006, that is designed to review grant proposals to ensure that they meet the college’s mission and goals and to identify the resources and commitments necessary to sustain the grant. This committee’s recommendations are forwarded to the Governance and Planning Council (GAP) for its endorsement.

There are other revenue sources the college utilizes. These are not part of the allocation model as they are managed by the different areas of the college. The other sources would include but are not limited to grants, carryover funds, facilities rental income, community education, contract education, gifts, and the Land Corporation funds generated from District land leases (EIII.D1b.4).
Evaluation

The college acknowledges the need to link educational planning and resource allocation and is taking steps to develop an integrated process. The completion of the EFMP process will help identify the direction the college will be taking in the future (EIII.D1b.1). This process defines the institutional direction, core values and goals of the college (EIII.D1b.5). These serve as the principles for the allocation of funds when using the college’s budget model (EIII.D1b.2). Priority is given to the educational programs with input from all constituencies. The Academic Senate will review the current program review model and work with the Office of Administrative Services to propose a model that ensures educational program planning and review are linked to resource allocation (t1) (t2).

In 2007, the Dean of Administrative Services was upgraded to the Vice President of Administrative Services, and given responsibility for monitoring all college budgets and for working closely with the Vice Chancellor of Administrative Services to ensure coordination between college and District planning, policies, and procedures (t4).

The Grants Advisory Committee is normally chaired by the Dean of Workforce Development and Continuing Education. Because that position has been vacant for over a year, the committee has not met regularly. In addition, concerns were expressed by some faculty and staff that the grants review process was not sufficiently responsive to grant proposals which can occur throughout the year and often have tight timelines.

Planning Agenda

None.

Evidence

EIII.D1b.1 Mission College Educational Master Plan, 06-18-07
EIII.D1b.2 Mission College Budget Allocation Model, 05-07
EIII.D1b.3 College-wide budget request announcement and instructions, 08-21-07
EIII.D1b.4 WVMCCD Gift and Grant Revenue and Application Spreadsheets (1987-2005), WVMCCD District Final Budget Books (02-03 through 06-07), Mission College Budget Allocation Model 05-07
EIII.D1b.5 Mission College Catalog 2007-2008 (7), Mission Statement and Mission College Core Values & Goals, 2001
3D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Summary

The college Budget Allocation Model has four key components: Big Ticket Items (BTI), Strategic Directions (SD), Program Maintenance (PM), and Facilities Modification (FM) (EIII.D1c.1). In years when funding becomes available, the first 30 percent of the new money is earmarked for BTI. The BTI category usually addresses staffing needs and major expenditures amounting to more than $30,000. The remaining 70 percent of available funds is subdivided between SD (25%), PM (60%) and FM (15%). The Program Maintenance category is further subdivided into Instruction (52%), Student Services (24%), and Administration (24%). Initially, all budget requests are placed in their appropriate category by CBAC, but the opportunity to appeal for a different category placement is offered to every requester. Each category of funds is reviewed and prioritized by a reviewing body of end users closest to the requested activities. The final allocation proposal is submitted to GAP and finally to the college President for approval. Once approved, budget administrators are authorized to expend their budgets. To properly control budget expenditures, the Vice President of Administrative Services approves purchase requisitions (t4).

The long-range financial needs of the college are funded through the Strategic Directions category. As implied by its title, the Strategic Directions category seeks to consider and support long-term needs of the institution. The SD requests are reviewed and prioritized by GAP, the college’s highest participatory governance council. GAP, as the reviewing body for both Strategic Directions and Big Ticket Items categories, is authorized to recommend use of the combined funds to support either BTI or the college’s long-range strategic needs.

The budget request process, the budget approval process and the budget administrator work together ensure that the college lives within its means. Institutional liabilities and District future obligations are addressed at the District and Board levels. In a recently concluded Fiscal Health Risk Analysis conducted by the Fiscal Crisis & Management Assistance Team (FCMAT), the West Valley-Mission Community College District was found to have “a low level of fiscal risk” (EIII.D1c.2).
In 2006, the District requested a visit of a Fiscal Crisis & Management Assistance Team (FCMAT). The visiting team analyzed the District’s financial status, in the process interviewing faculty, staff and administrators from both colleges and the District. They determined that the District was low risk in terms of its financial status, but their report made almost 100 recommendations for the District to consider as a means of improving its governance and administration in fiscal and related matters. The recommendations fell into 16 domains, including leadership and governance; board policies; organization; communication; staff development and training; budgetary assumptions; budgetary practices; and fiscal health risk analysis (EIII.D1c.3). The Vice Chancellor created a matrix of the recommendations for the purposes of assigning ownership, establishing timelines, implementing the recommendations according to established benchmarks, and monitoring progress (EIII.D1c.4). Regular reports on the District’s progress are made to the District Budget Advisory Committee (t6).

**Evaluation**

District-wide short- and long-range planning is effected through the office of the Vice Chancellor. The Vice Chancellor, working with DBAC, has ensured that the FCMAT recommendations are being systematically addressed. Annual internal and external audits are conducted to ensure compliance with all regulations (EIII.D1c.5). Regular budget updates are provided by the Vice Chancellor to the Board of Trustees (EIII.D1c.6). Although the college allocation model tries to address the long-range financial needs of the college through the Strategic Directions category, a comprehensive long-range mechanism based on the educational goals established in the EFMP is needed (t2).

**Planning Agenda**

- **PA3.9** The college should respond as appropriate to the recommendations of the FCMAT.

**Evidence**

- EIII.D1c.1 Mission College Budget Allocation Model, 05-07
- EIII.D1c.3 WVMCCD Fiscal Review FCMAT, 11-22-06
- EIII.D1c.4 WVMCCD FCMAT Recommendations Matrix, 03-09-07
- EIII.D1c.5 Audit Reports 2003 - 2005
- EIII.D1c.6 WVMCCD Board of Trustees Meeting Agendas, 05-03-07, 12-13-07 (Vice Chancellor’s Report)
3D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Summary

The current college Budget Allocation Model has the needs of the institution as its primary focus (EIII.D1d.1). The model provides the opportunity for all faculty and staff to request new funds and for all segments of the college community to participate in the ranking of requests (EIII.D1d.2). Resource allocation is determined using priorities established by the Board, the EFMP and college goals (EIII.D1d.3). GAP and CBAC jointly review the final budget proposal and recommend the college’s annual budget to the President who makes the ultimate budget decisions (EIII.D1d.4) (t1).

The members of CBAC and GAP are representative bodies that are comprised of faculty, staff, students and administrators. The members represent all the governance bodies of the college and include Division Chairs, Administrators, Student Services Council members, Academic Senate members, Classified Senate members, and Associated Student Body members. In addition, representatives from Community Education, Grants, Institutional Research, Instructional Technology, and Workforce and Economic Development are part of the participatory process (EIII.D1d.5) (t5).

Evaluation

Mission College’s model provides an opportunity for all college bodies to be part of the budget process (EIII.D1d.1). Members of the various college councils participate in this process at all levels. Budget requests are obtained from faculty, staff and administrators (EIII.D1d.6). Since communication is essential in the implementation and success of the process, division chairs, department chairs, staff, vice presidents, and deans are all involved in preparing the budget requests at CBAC and GAP. To further facilitate communication, all CBAC and GAP minutes are available on the college's Intranet (EIII.D1d.7) (t5).

The requests that are received are placed into one of several categories for prioritization (EIII.D1d.4). This process also allows for appeals so that if a requestor feels that they have been placed in the wrong category, they will have the opportunity to contest the placement. This is important because the different categories are allocated a different percentage of funds.

Once the requests have been categorized, a ranking process takes place allowing for input from the requestors. The committee then considers this input when making the final budget ranking. CBAC, through the Office of Administrative Services, monitors the proper implementation of this model.
The success of this model is that it allows all the college bodies to participate. CBAC finalizes the budget and then forwards this recommendation to GAP. These two bodies jointly review this budget and then forward their recommendations to the college President.

**Planning Agenda**

None.

**Evidence**

EIII.D1d.1 Mission College Budget Allocation Model, 05-07
EIII.D1d.2 College-wide budget request announcement and instructions, 08-21-07
EIII.D1d.3 Mission College Educational Master Plan, 06-18-07, Mission College President’s Goals, 2007-2008
EIII.D1d.4 2006-2007 Approved Budget Allocation Spreadsheet
EIII.D1d.5 Mission College Committee List, http://paris/mc/inside/mc_committee_list.pdf
EIII.D1d.6 CBAC approved Budget Request Form, 2007-2008
EIII.D1d.7 Mission College Paris Intranet, http://paris/

3D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

3D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

**Summary**

Mission College allocates new funding via the college Budget Allocation Model, which incorporates the institutional direction, core values and goals as identified during the college’s planning processes (EIII.D2a.1). Final priorities on what educational programs of the institution should be supported are set with input from all constituencies, through CBAC and GAP. The budget process is an open process where all operational units of the college can express their budget needs and apply for available funds (t5).

The District budgets undergo annual internal and external audits (EIII.D2a.2). In addition, in July 2006 the state Fiscal Crisis & Management Assistance Team (FCMAT) conducted a thorough independent fiscal review (EIII.D2a.3). All audits and the FCMAT Report indicate that the District is applying appropriate allocation and fiscal control mechanisms to support student learning programs and services.
Evaluation

Until the 2006-2007 fiscal year, resources to the college had been limited after the severe reduction to the on-going operating budget in 2002-2003. Fortunately, the college has been able to receive one-time funding from various sources either through State programs or grants. This includes block grants such as Instructional Equipment and Library Materials and Basic Skills.

Both the District and the college produce clear budget process timelines and follow well-defined budgeting procedures via budget allocation models. External independent audits have been conducted at the District level for the last three years that show we have been in compliance with all State regulations except for the 50% law in 2004-2005 (EIII.D2a.4). The District has remedied that issue and some other minor issues in a comprehensive and timely manner. In addition, the District is in the process of implementing FCMAT recommendations (EIII.D2a.5).

Apart from new funds that are distributed using the Budget Allocation Model, all college units have an on-going base supply, duplicating and hourly staff budgets. Budget Administrators are responsible to use and monitor their budgets. The Office of Administrative Services provides the oversight and control to ensure that all activities occur within budget. Although many financial reports are submitted to CBAC to support the committee’s decision-making process, a monthly financial report of budget to actual (a comparison of discretionary funds) should be issued for careful monitoring at the program level (r4).

It is important that the District and college budget allocation models complement each other. Mission College has been working with the District offices to ensure that planning is coordinated and the allocation of funds to the colleges is effective (EIII.D2a.2). The Vice Presidents of Administrative Services from both colleges meet regularly with the Vice Chancellor of Administrative Services to share information and ensure consistent and collaborative implementation of policies and procedures.

Planning Agenda

None.

Evidence

EIII.D2a.1  Mission College Catalog 2007-2008 (7); Mission Statement and Mission College Core Values & Goals, 2001; Mission College Budget Allocation Model, 05-07
EIII.D2a.2  WVMCCD Final Budget Books (2002-2003 through 2006-2007); Annual Audit Reports, 2003 - 2005
EIII.D2a.4  WVMCCD Annual Audit Reports, 2003 - 2005
EIII.D2a.5  WVMCCD FCMAT Recommendations Matrix, 03-09-07
3D.2.b. Appropriate financial information is provided throughout the institution.

Summary

Budgetary and financial information is made available to all District staff and students from many levels. At the District level, the tentative and final budget books are disseminated to DBAC and CBAC committee members and final budget books are available online (EIII.D2b.1). The District budget development meetings are open public meetings welcoming anyone who may have special interest in the budget. At the college level, the college Budget Allocation Model is made available to all who wish a copy and one is provided at one-on-one training sessions. Where necessary, the Office of Administrative Services provides one-on-one budget training to new budget administrators. Budget administrators are provided with budget analyses, including year to date and budget to actual figures. Financial Analysts in the Office of Administrative Services operate under an open door policy for all to come with their budget or financial questions (t6).

At the beginning of the budget allocation cycle, the entire college community is informed of available funds and invited to submit request forms in an “all mission users” email (EIII.D2b.2). The email provides complete process instructions, Budget Request Forms and a Budget Process Timeline with deadline information (EIII.D2b.3). The CBAC process includes an appeal provision should requesters have questions or wish to file complaints. All CBAC meetings are open to the college staff and students.

Evaluation

Mission College has been given commendations in previous accreditation team visits for its highly inclusive budget process (EIII.D2b.4). Users and administrators of the college budget process have ample opportunity to suggest changes to the college budget allocation model. The college continues to revise and improve its budget development process. For example, in 2007-2008, the college is examining its resource allocation process in the context of program review and educational planning. It is also responding to District changes in fiscal policies and procedures to ensure that the college’s processes are compatible (t2).
In times past, budget administrators were able to track their budgets on-line through the District's Planning and Research Intranet System (PARIS). Now, budget administrators use MyBudget under MyWebServices to get budget information (EIII.D2b.5). Limited training was provided by District Staff Development to familiarize users with this new service. For updating, planning, and monitoring next year's college budget, the Office of Administrative Services should release an end-of-fiscal-year summary report in addition to monthly updates.

**Planning Agenda**

None.

**Evidence**

EIII.D2b.1 Worku Negash, Vice President of Administrative Services, 10-03-07; 2007-2008 Final Budget available online on PARIS homepage (link is listed as "WVMCCD Final Budget Fiscal Year 07/08")

EIII.D2b.2 College-wide budget request announcement and instructions, 08-21-07

EIII.D2b.3 CBAC approved Budget Request Form, 2007-2008, Budget Process Timeline for 2007-2008, 08-21-07

EIII.D2b.4 Mission College 2001 Accreditation Visiting Team Report

EIII.D2b.5 MyBudget under MyWebServices, webreg.wvm.edu/WAMC/WebAdvisor

3D.2.c. **The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

**Summary**

Both the District office and Mission College monitor the cash flow policy and procedures. The District maintains a five percent reserve account that is consistent with the State guidelines. In addition, the Board is working toward the establishment of a three percent contingency fund to meet unexpected needs (EIII.D2c.1).

At the college level, the College Budget Allocation Model provides two funded categories: the President’s Discretionary Fund and the College Reserve Fund to handle college-wide emergency fiscal requests or needs (EIII.D2c.2).

Risk management policies exist and the District participates in both regional and statewide organizations to allow reduction of risk through joint powers authorities for general liability and worker’s compensation programs. In 1998, the Board adopted a Risk Management Procedures Manual that states District policy on all risk-related areas with appropriate forms attached (EIII.D2c.3) (t4).
**Evaluation**

The District continues to balance the budget every year since the last accreditation cycle (EIII.D2c.4). In 2006-2007, it is continuing a plan to set aside money to fill a contingency reserve account of three percent in addition to the five percent reserve (EIII.D2c.1, EIII.D2c.5). The Board is proactively reviewing a number of possible methods for managing unfunded retiree benefits over the long term, including the issuance of “Other Post-Employment Benefit” (OPEB) bonds and the District has committed to having a plan in place by July 1, 2008 (EIV.B3d.1, EIII.D2c.5) (t2).

As for Mission College, the President’s Contingency and College Reserve Funds have served their purpose to supplement unforeseen expenses every year. CBAC has been instrumental in maintaining the financial stability of the college while improving the fiscal discipline in efficiently allocating resources to various constituencies with the goal of improving educational opportunities for our students. The adequacy of the contingency funds in relationship to the total available funds is evaluated every two years in accordance with the budget model (EIII.D2c.6) (t4).

In terms of strategies for appropriate risk management, the District has in place a Risk Management Procedures Manual for the college employees to follow. This manual is distributed to all managers and administrative offices. In the event of major catastrophes, the District insurance plans will cover the liability (EIII.D2c.3).

**Planning Agenda**

- PA3.10 The Board should resolve the unfunded Retiree Health Benefit Liabilities to ensure the continuing fiscal health of the institution.

**Evidence**

- EIII.D2c.1 WVMCCD Final Budget Book, 2007-2008 (five percent reserve and three percent contingency fund)
- EIII.D2c.2 WVMCCD Final Budget Books (2002-2003 through 2006-2007); WVMCCD Budget Allocation Model, 05-07; Mission College Budget Allocation Models, 05-05 & 05-07
- EIII.D2c.4 Annual Audit Reports, 2003 - 2005
- EIII.D2c.5 WVMCCD Board of Trustees Agenda, 01-18-07, showing discussion of OPEB bonds; http://www.wvmccd.cc.ca.us/board/calendar.php
- EIII.D2c.6 Mission College Budget Allocation Model, 05-07

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3D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Summary

Under the supervision of the Vice President of Administrative Services, the college ensures effective oversight of all its budgets through its three full-time Financial Analysts. Two of the Financial Analysts devote their time to one-time or on-going State apportionment funds and the third Financial Analyst monitors all the grant and externally funded accounts (EIII.D2d.1) (r4).

The Financial Aid office operates independently of the college budget office. Oversight for this operation is provided by the Vice President of Student Services. Senior members of the Financial Aid office provide full financial aid services to students (EIII.D2d.2).

On-line services are provided to allow all budget administrators the ability to monitor their budget activities. These services make available current balances of all accounts and any encumbrances that may have been designated.

All District contractual agreements are reviewed by the District General Services Office prior to implementation. This office consults with District's legal counsel as conditions warrant.

The District Advancement Foundation Office provides appropriate oversight on all fundraising and alumni campaign activities (EIII.D2d.3).

In addition to local oversight, the District conducts annual internal and external audits (EIII.D2d.4). DBAC and the Board of Trustees provide the highest level of oversight for all District funds (t6).

The District leases land to several business developers who in turn rent to businesses such as the Mercado Center, Yahoo and Globix. The revenue from Mission College land leases is managed by the Land Corporation – an executive body directed by members of the regular District Board of Trustees. The related investment portfolio is monitored by the Land Corporation board in coordination with the Vice Chancellor’s office.

The District out-sources the Bookstore and Food Service operations. Barnes & Noble runs the bookstore operation at both Mission and West Valley colleges and its five-year contract was renewed in 2004 (EIII.D2d.5). The current food services contract with Fresh & Natural expired in June, 2007. The General Services Office and representatives from both colleges prepared a Request for Proposal (RFP) to consider bids for District-wide food services. A new vendor was selected and began operations on both campuses in October 2007.
Evaluation

The college has met this standard.

Planning Agenda

None.

Evidence

EIII.D2d.1 Worku Negash, Vice President of Administrative Services, 10-09-07 (three full-time Financial Analysts: Bill Dacanay, Queenie Chan, and Doug Masury)
EIII.D2d.2 Title IV Student Financial Aid Handbook, Volume 2 — School Eligibility and Operations (pages 2-120), 2007-2008
EIII.D2d.3 Email response from Brigit Espinosa, 10-08-07 (District Advancement Foundation Office fundraising oversight)
EIII.D2d.4 Annual Audit Reports, 2003 - 2005
EIII.D2d.5 Barnes & Noble contract, 2004

3D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Summary

Many of the college’s regular budget activities are processed electronically. Paperwork is used to process requisitions with predetermined approval levels. The integrity of the college’s financial resources is enhanced by the minimal level of cash handling (t6).

All Mission College auxiliary activities are managed by the Auxiliary Committee, co-chaired by the Vice President of Administrative Services and Director of Student Activities. The representative membership includes students, faculty and staff. The Auxiliary Committee meets as needed and monitors the bookstore, food services and all vending activities (EIII.D2e.1).

Fundraising is imperative for several programs and services and brings much-needed funds to enhance college-provided base budgets. The West Valley-Mission Community College District Administrative Regulations and Procedures, in a recently revised version, govern all fundraising activities (EIII.D2e.2). Cash handling procedures along with the degree of accountability for all levels of authorizing supervisors is outlined in the procedures. The District Advancement Foundation Office monitors all fundraising activities. These regulations and procedures ensure that the integrity of fundraising activity is consistent with the college’s mission and goals (EIII.D2e.3) (t6).
The District has one central grants office headed by the Dean of Sponsored Research and Grants. Mission College alone administers between seven and eight million dollars in grants making it one of the most successful grant-supported colleges in the State. Mission’s grant activities are coordinated by the Workforce and Economic Development office, supervised by a full-time Dean who is supported by a Financial Analyst to monitor grant finances.

Sub-Fund 17 is a budget code used to monitor entrepreneurial activities at the college level. Faculty and staff may use this account to facilitate fee collection for instructional materials or other charge-back-related fees. Fund 17 is initially monitored by the individual budget administrator. The Office of Administrative Services then provides college-wide oversight (EIII.D2e.4).

**Evaluation**

All internal and external evaluations attest that the District and the colleges employ good fiscal practices, procedures, and processes. When improvements are recommended, for example regarding certification of attendance rosters, the college has moved expeditiously to make the necessary changes and establish systems for on-going monitoring (t2).

The District is in the process of providing guidelines and procedures on how best to monitor Fund 17 accounts. The Mission College Vice President of Administrative Services has conducted surveys among the Fund 17 budget administrators and will use the information to review the Fund 17 accounts and ensure that they accurately represent current activities (EIII.D2e.4).

**Planning Agenda**

None.

**Evidence**

EIII.D2e.1  Mission College Committee List, 11-06, http://paris/mc/inside/mc_committee_list.pdf
EIII.D2e.2  District Administrative Regulations and Procedures 06-07
EIII.D2e.3  Email response from Brigit Espinosa, 10-08-07 (District Advancement Foundation Office fundraising oversight)
EIII.D2e.4  Worku Negash, Vice President of Administrative Services, 10-09-07
3D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Summary

District policies and procedures govern contractual agreements with external entities (EIII.D2f.1). These policies include appropriate provisions to maintain the integrity of the institution. Authorized agents must adhere to these policies. These policies govern purchasing agreements, rental or use of college facilities, and activities involving independent contractors. The District has authorized contracts for the management of the bookstore and food services and for the construction of new buildings (EIII.D2f.2).

Existing contract formats have been developed that limit liability to the college, such as hold harmless and indemnification agreements, and insurance requirements (EIII.D2f.3). Only the President or Vice Chancellor of Administrative Services is authorized to sign contracts on behalf of the college. Limiting contractual authority to two employees provides assurance that contracts are not being made that expose the college to significant risk, violate risk management guidelines, or ignore college or District policy. Further, the President and Vice Chancellor are able to determine whether these agreements are consistent with the mission and goals of the college and District. Contractual agreements are subject to review under the annual audit procedures (EIII.D2f.4) (t6).

Evaluation

The Vice President of Administrative Services reviews all contractual agreements to ensure that they are appropriate and consistent with the college’s mission and goals and adhere to District policies and procedures.

Planning Agenda

None.

Evidence

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<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>EIII.D2f.1</td>
<td>District Administrative Regulations and Procedures, 06-07</td>
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<tr>
<td>EIII.D2f.2</td>
<td>Barnes &amp; Noble contract 2004, Food Services contract, 10-01</td>
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<tr>
<td>EIII.D2f.4</td>
<td>Annual Audit Reports, 2003 - 2005</td>
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3D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Summary

The financial management processes have been found to meet State standards through annual audits, and through the FCMAT review, and have not had significant changes (EIII.D2g.1). The Vice President of Administrative Services is charged by the college President to coordinate and track the college budget. The Vice President of Administrative Services works with CBAC to make recommendations to the President regarding the college’s discretionary budget.

The Performance Goals Committee (PGC) is charged with managing the college’s faculty resource allocation to achieve the efficiency ratio required by the District’s annual budget. The committee updates each department’s efficiency ratio (WSCH/FTEF) and adjusts FTEF allocations according to established criteria. Each department completes an annual planning document which is evaluated by the committee and from which annual allocations of resources are made. This process is evaluated and modified annually before the start of each allocation process (EIII.D2g.2) (t4).

At the District level, the Board of Trustees approves the annual District budget (EIII.D2g.3). DBAC, chaired by the Vice Chancellor of Administrative Services, serves as the key review body for the District budget and the formula by which funds are divided between the three entities – Central Services and the two colleges. The District budget allocation model is reviewed annually by DBAC and decisions are made accordingly (EIII.D2g.4). BAMS, a subcommittee of DBAC, is conducting a complete review of the budget allocation model and will be making recommendations for changes.

The Chancellor has designated the Vice Chancellor of Administrative Services to administer budgeted funds and to establish a system of controls. This policy holds cost center and special project budget managers responsible for reviewing and monitoring their budgets, for compliance with District and Administrative Services Regulations and Policies, and for reporting accurate information in a timely manner (EIII.D2g.5). District fiscal policies define the budget transfer authority of budget managers, the administration, and the Board of Trustees. The Board requires the business office to conduct internal auditing to assure proper accounting practices, policy compliance and availability of funds. The District underwent a FCMAT audit in the past year, and has been found to have sound financial management systems and a sound financial footing (EIII.D2g.6). FCMAT made a number of recommendations to improve the District’s fiscal policies and procedures and the Vice Chancellor of Administrative Services is responsible for ensuring that those recommendations are addressed (t6).
**Evaluation**

The financial management system that is currently in place has passed stringent audits and proved to be valid (EIII.D2g.7). Financial management guidelines and District policies exist and are included with each budget report. Compliance of financial activities (e.g. budget transfers, budget augmentations or reductions, and purchasing activities) with financial controls is individually audited by the appropriate business services staff member before processing any request. Financial transactions are executed only after being reviewed for compliance with established policy and after assessing the availability of resources for the expenditure (t6).

Access to budget information is available on the PARIS web site. Budget information on Datatel and MyWebServices is also available to budget administrators.

**Planning Agenda**

None.

**Evidence**


EIII.D2g.3  WVMCCD Final Budget Books (2002-2003 through 2006-2007)

EIII.D2g.4  WVMCCD Budget Allocation Model 2007, 08-05-07

EIII.D2g.5  District Administrative Regulations and Procedures, 06-07


EIII.D2g.7  Annual Audit Reports, 2003-2005

**3D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

**Summary**

The college’s Budget Allocation Model is a living document that is regularly amended to reflect current budget realities and priorities of the college’s mission, core values and goals (EIII.D3.1). Similarly, the Office of Administrative Services conducts budget-related surveys and analyses to assess whether or not critical budget needs are met and monitors appropriate use of approved budgets (EIII.D3.2). Assessment and survey results are used to make necessary adjustments or improvements (t1) (t2).
CBAC is a standing college participatory governance committee that reviews and provides guidance and oversight for the overall application of the college budget model (EIII.D3.3). In a joint session, CBAC and GAP together provide the highest level evaluation on the appropriate allocation of college funds to ultimately support programs and services to assure student success. Necessary changes are made to reach consensus prior to forwarding a joint recommendation to the college President (t5).

At the District level, the overall District budget allocation model is being reviewed by the Budget Allocation Model Subcommittee under the guidance of DBAC (EIII.D3.4).

Evaluation

As noted above, users and administrators of the college budget process appreciate the open and inclusive system in place (EIII.D2b.5). The college continues to revise and improve its budget development process. For example, in 2007-2008, the college is examining its resource allocation process in the context of program review and educational planning. It is also responding to District changes in fiscal policies and procedures to ensure that the college’s processes are compatible.

The District budget allocation model has been under review for several years. Consensus has not yet been reached on what new methodology should be used. There is a renewed interest to involve all key players in order to reach the goal of finding an equitable funding model that will be accepted by all stakeholders.

As noted previously in this Standard, the college has yet to substantively link its planning processes and has committed to the development of a systematic, integrated approach that will include a means of evaluating whether resources have been effectively utilized. Without such a mechanism, the college will not be able to measure outcomes and use the information for improvement.

Planning Agenda

None.

Evidence

EIII.D3.1 Mission College Catalog 2007-2008 (7); Mission Statement and Mission College Core Values & Goals 2001
EIII.D3.2 Worku Negash, Vice President of Administrative Services, 10-09-07
EIII.D3.4 WVMCCD Administrative Services Memorandum, 07-11-07; WVMCCD BAM minutes, 01-17-07 & 02-28-07 (Budget Allocation Model Subcommittee review of allocation model)
STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

4A. Decision-Making Roles and Processes:
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

4A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Summary

Mission College is committed to sustaining an environment that empowers all faculty, staff, administrators and students to work together to improve teaching and learning for the success of students. To that end, the college has developed a participatory decision-making structure that encourages creativity, collegiality and collaboration and ensures all stakeholders have a voice in planning, implementing and evaluating programs and services. The highest level participatory governance body in the college is the Governance and Planning Council (GAP), which is advisory to the college President and which is responsible for strategic planning and processes. GAP is chaired by the President and includes representatives from the Academic Senate, the Classified Senate, the ASB, the DCC, the SSC, the CBAC and administration (t1). (Notation of themes appears throughout the standard as follows: t1, t2, t3, t4, t5, t6). (A list of acronyms and definitions is available on page 388).
The Division Chair Council (DCC), composed of the ten chairs of the academic divisions of the college, is advisory to the Vice President of Instruction and also works with the Academic Senate to recommend academic policy and procedures. The college’s student service areas participate in the Student Services Council (SSC), which advises the Vice President of Student Services. The College Budget Advisory Committee (CBAC), which includes representatives of the DCC as well as the Academic and Classified Senates and other groups, reports to GAP. In addition to these groups, there are other college committees with specific charges such as the Facilities and Safety Committee, the Auxiliary Services Committee, the Commencement Committee, the Global Education Committee, and the Technology Committee, which draw members from a variety of constituent groups and make recommendations with college-wide implications (EIV.A1.1).

Decision-making processes with college-wide implications are carried out in a participatory manner. For example, the college’s budget allocation model is designed to allow requests for new funding from any faculty or staff member, but requests are systematically reviewed and prioritized at various levels and by appropriate bodies before allocations are recommended (EIV.A1.2). When the college needed to make a recommendation to the Board regarding whether to reconstruct or replace the Main Building, the President designed a series of campus and community forums over a period of several weeks to gather input and bring options to GAP for its recommendation. This process provided an opportunity for broad-based participation of all stakeholders and a recommendation was made to the Board within the established time frame (EIV.A1.3) (t5).

Program review and the draft of the new educational master plan are further examples of the participatory decision-making process used at Mission College. In Spring 2007, under the leadership of the Academic Senate, the college held a series of campus-wide forums to complete the processes begun in 2005 and to draft an update of the college’s educational plan. College-wide forums were held over a period of several weeks to ensure maximum participation and culminated in 10 recommendations for future directions of instructional programs and services (t2).

The college and District seek to empower their faculty, staff, administrators and students to assume leadership roles and develop leadership skills. The District’s staff development office began a Leadership Development Academy in December 2006 with participation from all managers and supervisors District-wide, and from classified staff in Admissions and Records at both colleges (EIV.A1.4). Participation will eventually be extended to faculty and staff throughout the District.
Evaluation

As noted above, the college has in place a participatory governance structure that is designed to ensure that all stakeholders have a voice and work within an environment that promotes creativity, collegiality and collaboration to improve student learning. Since the college’s last accreditation, the college’s ability to sustain such an environment has been strained at times. During the 2002-2003 State budget crisis, the issuance of March 15 layoff notices to large numbers of faculty caused major problems with faculty and staff morale, although they were rescinded and no layoffs of faculty or staff actually occurred. Problems with morale and campus climate over the following three years adversely affected relationships between faculty, staff, administration, and students (t6).

The District Academic Senate implemented a resolution on March 15, 2006 that halted faculty participation on all committees until issues in four areas were resolved – respect, morale, participatory governance, and campus climate – and used the progress of contract negotiations as one key indicator of District attitudes in these areas (EIV.A1.5). The Classified Senates also supported the resolution and suspended committee work effective March 15, 2006. Without full faculty and staff participation, many activities and initiatives came to a halt. Contract negotiations on salary and benefits reached a successful conclusion in November 2006 and faculty participation in committees resumed at that point. The Classified Senate lifted its resolution in February 2007.

Even before the work-to-contract situation was resolved, the District began to take positive steps to address the issues and there has been progress in the past year. For example, in May 2006, at the request of the District Academic Senate, the Board of Trustees held a Strategic Conversation on “Working Environment: Respect, Morale, and Campus Climate” (EIV.A1.6). The District requested a Technical Assistance Visit by the Academic Senate for California Community Colleges (ASCCC) and the Community College League of California (CCLC). The visit was made in August 2006, and addressed concerns relating to participatory governance, campus climate, and respect (EIV.A1.7). Further, in July 2006, the District invited the Fiscal Crisis & Management Assistance Team (FCMAT) to do a fiscal health assessment of the District as well. Each of these visits involved conversations and input from classified staff, faculty, administrators, and others throughout the college and District (EIV.A1.8-9). The Leadership Development Academy, begun in December 2006, is seen as a possible way of empowering faculty, staff and administration to promote creation of innovation and institutional excellence (t7).
At Mission College, the current college President has made strong efforts to ensure that collaborative and consultative processes are used in all major decision-making situations, including facilities decisions, development of the Educational Master Plan, and other issues. The college continues to move forward with these and other major initiatives that demonstrate the college’s ability to plan and to plan creatively. For example, faculty members have developed numerous innovative proposals. A Title V Hispanic Serving Institution (HSI) grant was awarded to the college in 2004 to fund programs assisting underserved student populations, with a particular focus on Hispanic students (EIV.A1.10). A proposed program is under development to bridge students from the existing Licensed Vocational Nursing degree to a new Registered Nurse curriculum (EIV.A1.11). Many faculty have been involved since 2003 in developing learning communities courses and projects (described in more detail in Standard 2A.1.b), such as “Fulfilling Your American Dreams,” “Survival on Success Island,” and “Working for Change.” All of these initiatives have been developed by faculty or staff and brought forward through a collaborative process for college-wide support. These initiatives all demonstrate the college’s ability to ensure that new ideas are promoted through participatory processes that ensure effective planning and implementation.

**Planning Agenda**

None.

**Evidence**

- **EIV.A1.1** Mission College Committee List 11-06,
- **EIV.A1.2** Mission College Budget Allocation Models, 05-05 & 05-07
- **EIV.A1.4** WVMCCD Leadership Institute Funding Proposal, 05-23-05
- **EIV.A1.5** Important Message from the District Academic Senate Regarding the resolution as of 02-07-06 that was implemented 03-14-06, http://www.missioncollege.org/senate/documents/DAS_resolution_020706.pdf
- **EIV.A1.6** WVMCCD Board of Trustees Agenda, 05-18-06, http://www.wvmccd.cc.ca.us/board/calendar.php
- **EIV.A1.7** WVMCCD Board of Trustees Agenda, 08-24-06. Item 2.1 showing presentation by the Academic Senate for California Community Colleges and the Community College League of California,
- **EIV.A1.10** Paris > Office of Instruction > Title V Grant http://0-paris.wvmccd.cc.ca.us.library.wvmccd.cc.ca.us/
- **EIV.A1.11** Mission College Academic Senate Meeting minutes, 09-27-06 (showing presentation of LVN-to-RN program.), http://www.missioncollege.org/senate/agendas_minutes.html
4A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Summary

Mission College strongly advocates a participatory governance model that complies with AB 1725 and the California Administrative Code Title 5, Sections 51023 and 53200. The District policy is a process of collegial participation between administration, faculty, students, and classified staff with regard to decision-making and policy recommendations. District Policy 2.17.3j was adopted by the Board of Trustees on July 15, 2004. Each administrator/manager is required “to promote participatory governance and administrative effort within the college and District communities by working in a cooperative manner with faculty, staff, students, and other administrators” (EIV.A2.1).

The participatory governance plan is outlined in the Mission College Faculty Handbook (EIV.A2.2). The Board of Trustees has agreed to rely primarily on the Academic Senate in all of the academic and professional matters outlined in Title 5 (EIV.A2.3). The highest level participatory governance body in the college is the Governance and Planning Council (GAP). The College Budget Advisory Committee (CBAC) operates under GAP. The academic divisions are represented through the Division Chair Council. The Student Services Council appoints representatives as well. Administrators are represented in each of these groups. New faculty Orientation conducted by the Office of Instruction provides information on participatory governance for faculty and the District addresses participatory governance principles in its annual Orientation for all new employees, both faculty and staff (EIV.A2.4). The charges of the college’s participatory governance groups and standing committees are included in the annual update of the committees’ memberships, provided by the Academic Senate (EIV.A2.5) (4).

At the District level, similar participatory governance structures are in place, with both the District Council and the District Budget Advisory Council having clear charges and operating procedures as well as broad-based representation from all constituencies throughout the District (EIV.A2.6).

All constituencies are likewise represented at meetings of the governing board, including students, who are represented both by student Trustees and by student body leaders in attendance at meetings (EIV.A2.7). Board meetings are also attended by the Academic and Classified Senate presidents, who are given regular items on the agenda during which they may address the Board.
Evaluation

The college has demonstrated a high degree of participatory governance in both its operations and major initiatives, such as the decision regarding the Main Building and the development of its educational plan. However, the college has not effectively documented its governance processes. For example, the college has written descriptions of its participatory governance structure, but the comprehensive governance plan that the college began to develop in 1998 was never finalized. The college’s participatory governance organizational structure has not been systematically reviewed since the late 1990’s. During the intervening time, there has been substantial turnover among administrators as well as the hiring of significant numbers of new faculty and staff who lack historical knowledge of the college’s organizational development.

In particular, the role of the college’s Governance and Planning Council (GAP) is not clearly defined or well understood by the college at large, and the role of GAP has varied over the last seven years with changes in the college administration. In Fall 2007, GAP began a discussion of its role in the participatory governance and decision-making process. A task force has been appointed to assess the role and responsibilities of GAP, and a forum is being scheduled to begin a review of the college’s overall participatory governance and decision-making process, with participants from all the different committees and councils throughout the institution (EIV.A2.8, EIV.A2.9). As noted in the response to Standard 1.B.4, the college’s participatory governance and standing committees are also being asked to review their charges and membership, set goals, and conduct evaluations, following the model of the District Council. This should help to improve awareness of the college’s participatory governance policies by all participants (r2).

Planning Agenda

• PA 4.1 Through the college’s participatory governance process, the college will update its participatory governance model, procedures, and policies. The college will implement training and strategies for faculty, administrators, staff and students to improve participation in college governance and ensure that all participants be knowledgeable about decision-making processes.

Evidence

EIV.A2.2 Mission College Faculty Handbook 2005-2006, section 1, page 7
EIV.A2.4 Agenda for New Employee Orientation, 08-22-07
EIV.A2.5 Mission College Committee List 11-06,
EIV.A2.6 WVMCCD Council Operating Procedures, Approved, 05-10-06
EIV.A2.7 WVMCCD Board of Trustees Agenda, 06-21-07, showing oath of office administered to Student Trustee Thomas LoCurto, http://www.wvmccd.cc.ca.us/board/calendar.php
EIV.A2.8 Mission College Shared Governance and Decision Making Plan, 05-98
EIV.A2.9 Governance and Planning Council Summary, 09-05-07
Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Summary

Participatory committees are the primary vehicles for institutional governance at Mission College. The college has a number of standing committees and governing bodies, including the Academic Senate, Classified Senate, Governance and Planning Council (GAP), Division Chair Council (DCC), College Budget Advisory Committee (CBAC), Performance Goals Committee (PGC), Technology Committee, Global Education Committee, and the Facilities and Safety Committee.

Administrators serve on many participatory governance committees. The management team (administrators and managers) are both members and resources for the faculty, professional support staff, and students on committees (EIV.A2a.1).

The Academic Senate serves as the primary body addressing faculty participation in governance and evaluation of instruction. The Senate meets once a week with additional meetings as necessary. The Academic Senate president represents the faculty at Board meetings, at the District Council sessions, and on most participatory governance committees. The Academic Senate president is elected by the full-time faculty at large. Senators representing each division are elected by the full-time faculty in the division. Senators representing associate faculty are elected by the associate faculty at large. The Academic Senate is responsible for appointing faculty representatives to all college and District participatory governance committees (EIV.A2a.2).

For Academic Senate subcommittees, administrators may be invited to participate and/or attend when appropriate, although faculty have the lead role. *Ad hoc* college committees and task forces are created as needed to study and recommend actions on pressing college issues. Appointments to *ad hoc* committees are made through established management, professional support staff, faculty, and student governance committees. A list of Academic Senate committees, by-laws, meeting times, agendas, and minutes is available on the Academic Senate website (EIV.A2a.3). Academic Senate subcommittees include:

- Distance Education
- Technology
- Curriculum Review
- Student Learning Outcomes
The Curriculum Review Committee is composed of representatives from each division, and is responsible for approving all curricula and academic programs. Approved curricular changes are then sent to the Academic Senate and college administration for approval and then to the Board of Trustees with a recommendation that they be adopted (EIV.A2a.4).

The Classified Senate at Mission College represents basic unit, confidential, and supervisory classified staff. The Classified Senate provides a formal structure to ensure the role and participation of the classified staff in the college’s formation of campus goals, objectives, policies, procedures, and regulations. The Classified Senate president represents the classified staff at Board meetings, in District Council, and on many participatory governance committees. The Classified Senate President is also responsible for appointing classified representatives to ad hoc committees and task forces.

Two seats on the Academic Senate are allocated to student representatives, who are appointed by the Associate Student Body (ASB). In addition, a student Trustee is elected each year by the ASB for a one-year term on the District Board of Trustees. The college seeks active participation from student leaders (e.g., ASB officers) in the Governance and Planning Council (GAP), the college’s highest participatory governance body (EIV.A2a.5). In 2003, the Associated Student Body established a new Associated Student Body (ASB) position called Director of Recruitment and Public Relations. This position serves to broaden the pool of students to participate directly in student governance and to promote overall student participation in college-wide activities, including ASB activities. Each year, student leaders are selected by the ASB committee to participate in several State and national leadership conferences, with an emphasis on community college student governance. For example, the college sponsors several students to attend the American Student Association of Community College’s National Conference for Student Advocacy held in Washington D.C. during the spring. Additionally, this year, the college sponsored students to attend the “Leaders of the World” Conference that was held in San Diego, California (EIV.A2a.5) (t5).

**Evaluation**

The college strives to provide an environment that encourages and supports participation of all constituents. Classified staff participation in participatory governance is problematic. Although most participatory governance committees are supposed to have classified staff members, many times allotted spaces are not filled or classified representatives are not present. Classified staff usually do not receive release time to attend committee meetings, and in some cases managers have raised objections to their absence from their regular assigned duties to participate in governance bodies such as the Classified Senate. This issue was raised in the Participatory Governance Report issued following the Technical Assistance Visit by the Academic Senate for California Community Colleges (ASCCC) and the Community College League of California (CCLC) in August, 2006 (EIV.A2a.6). The new President has been working actively with the Classified Senate President to explore ways in which classified participation can be better supported (t4).
Although student participation is sought for GAP, CBAC, and the Academic Senate, the actual participation is low and it is frequently difficult to find students willing to commit the time necessary. However, when students participate in committees, their opinions and comments are given weight by those in attendance.

**Planning Agenda**

None.

**Evidence**

EIV.A2a.1  Mission College Committee List 11-06,  
http://paris/mc/inside/mc_committee_list.pdf
EIV.A2a.2  Mission College Academic Senate Constitution & Bylaws, Revised & adopted 05-24-07,  
EIV.A2a.3  Mission College Academic Senate website,  
http://www.missioncollege.org/senate/
EIV.A2a.4  Mission College Curriculum Committee Homepage,  
http://salsa.missioncollege.org/curriculum
EIV.A2a.5  Mission College ASB Student Senate Minutes,  
EIV.A2a.6  WVMCCD Technical Assistance Visit, 09-09-06,  

**4A2.b.** The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

**Summary**

Mission College relies primarily on the faculty and the Academic Senate for academic and professional matters, in accordance with District policy. Faculty provide leadership for changes that may be needed to ensure that curriculum and programs meet the needs of students. Faculty members develop curriculum, programs, and establish student learning outcomes for all educational programs offered at the college (EIV.A2b.1).
The Academic Senate has played a leading role in program review, educational and facilities master planning. For example, the Academic Senate facilitated college-wide discussions in 2006 and 2007 which resulted in the completion of program review for all programs and services as part of the Educational and Facilities Master Planning (EFMP) process, development of a draft of the new college Education Plan, and laid the foundation for the development of the college’s facilities master plan, now underway (EIV.A2b.2, EIV.A2b.3) (t2).

The Curriculum Review Committee, a subcommittee of the Academic Senate, is composed of representatives from each division, and is responsible for approving all curricula and academic programs. Approved curricular changes are then sent to college administration and the Academic Senate for approval before being sent to the Board of Trustees with a recommendation that they be adopted (EIV.A2a.4, EIV.A2a.5).

Student Learning Outcomes are being developed for all college programs and courses, with leadership by faculty through the Student Learning Outcomes subcommittee of the Academic Senate. The new Basic Skills Initiative has lead to the formation of a Basic Skills Committee (a subcommittee of the Academic Senate) with representation from faculty, academic administrators, and classified staff. The initial charge of this committee is to develop a plan for implementing the Basic Skills Initiative at Mission College, and it is anticipated that this will have a significant effect on student learning programs and services college wide (EIV.A2b.6) (t3).

Per the Administrative Handbook (June 2007), administrators are responsible for “the efficient and effective administration of the programs of the District...for providing educational leadership and support services.” Administrative job descriptions describe the responsibilities and duties for each position. Administrators participate at all levels of participatory governance and are represented on all major committees (t4).

**Evaluation**

The official responsibilities of the Academic Senate, Curriculum Committee and of academic administrators in the development and approval of curriculum and other educational matters are well established in the policies, procedures, and other authoritative documents that establish standard operating procedures at the college. At Mission College, classified staff, faculty and administrators generally have a positive, collaborative working relationship as evidenced by the college’s ability to recover relatively quickly from the work-to-contract situation in 2006, and by the college’s ability to complete major planning activities and initiatives in 2006-2007.

**Planning Agenda**

None.
Evidence

EIV.A2b.2 Email, “Time to Discuss,” 02-05-07 and email announcing first EFMP forum, 02-27-07
EIV.A2b.3 Mission College Education Master Plan, 06-18-07

4A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Summary

Mission College’s participatory governance model and participatory governance policy are stated in Section 1 of the Faculty Handbook (EIV.A3.1). Various District policies also explicitly state the intent of the District that the Board, administrators, faculty, staff, and students work together in a consultative and collaborative manner (EIV.A3.2).

Participation in college governance from all segments of the college community is both allowed and actively encouraged at all levels. The student government at each college elects a student trustee to sit on the governing board each year. By May of each year, the Board formally confirms the voting and other privileges of student trustees [Section 1.6.4 of Board policy], who have advisory voting privileges and who contribute to the discussion of topics affecting the entire District (EIV.A3.3).

Representatives of the classified and academic senates are in attendance at all board meetings. Major college governance bodies, including the Governance and Planning Council (GAP), the College Budget Advisory Committee (CBAC), and others are composed of representatives from all segments of the college community (students, faculty, staff, and administration). Other governance bodies include the Division Chair Council and the Student Services Council. All of these bodies have representatives on GAP and provide input from and communication with their individual constituencies (EIV.A3.4) (t5).
At the District level, Mission College participates in similar bodies. The District Council advises the Chancellor, and is the highest participatory governance body in the District. It includes representatives from all constituencies throughout the District. District Council provides a venue for faculty and staff throughout the District to communicate information, raise issues, and consider solutions which cross constituencies or affect both colleges (EIV.A3.5).

The District Budget Advisory Committee (DBAC) is advisory to the Vice Chancellor of Administrative Services, and considers budget and fiscal issues which affect the District as a whole. Membership on DBAC includes key District administrative staff as well as the Vice Presidents of Administrative Services from both colleges, both Academic Senate presidents, and faculty and classified representatives. The Budget Allocation Model Subcommittee (BAMS) is a subcommittee of DBAC charged with developing a new model for the allocation of District resources, and has participation from the Director of Business Services, the District’s budget manager, faculty representatives from both colleges, and others.

Most major decisions facing Mission College are decided in an inclusive, collaborative manner. Recent examples of this have included the development of the college’s Education Plan and completion of the Educational and Facilities Master Planning process in Spring 2007, both of which were developed with input from faculty, staff, and administrators gathered through a series of college-wide forums under the auspices of the Academic Senate. The discussions and communication at these forums contributed strongly to the development of consensus on the directions the college will move over the next five to ten years (EIV.A3.6) (t5).

**Evaluation**

Historically, the college has sought representatives to sit on various committees and governance bodies from all constituent groups, but participation has not been as extensive as the college would like. Beginning in 2006, the Chancellor has held regular roundtable discussions with the presidents of the Classified Senates and Academic Senates from both colleges to enhance communication. The Academic Senate President would like to increase the level of participation among all faculty. However, the major concern is classified staff. The 2006 visit by a Technical Assistance Team from the Academic Senate for California Community Colleges and the Community College League of California noted that the District needs to work harder to improve participation in governance structures by classified staff (EIV.A3.7). These recommendations, along with recommendations from the 2006 Fiscal Crisis & Management Assistance Team (FCMAT) report, are being discussed by the Academic Senate and by college and District administration to develop ways to improve participation by classified staff in participatory governance (t4).
Student participation in governance is particularly low, and student seats on bodies such as the Academic Senate, GAP, and CBAC frequently are vacant although student government is encouraged to send representatives to all three bodies. As noted in the Planning Agenda item for section 4A.2, new mechanisms to improve participation of both students and classified staff in participatory governance structures need to be explored. However, student input is regularly sought on key issues through presentations to student government at their scheduled meetings (EIV.A3.8).

While involvement and communication are high, some college constituents remain uncertain of the specific structures. Half (50%) of all staff, faculty, and administrators who responded to a Spring 2007 survey indicated disagreement with the statement, “There are clear divisions of authority and responsibility between and among the governing board, district office, and the colleges,” with just one-quarter (25%) indicating agreement (EIV.A3.9) (t4).

The college’s participatory governance plan has not been updated in a number of years, and is currently under review by the Governance and Planning Council (GAP) as part of a review of GAP’s role and responsibilities as noted in the Planning Agenda for standard 4A.2 (EIV.A3.10).

**Planning Agenda**

None.

**Evidence**

- **EIV.A3.1** Section 1, Faculty Handbook 2005-2006
- **EIV.A3.4** Mission College Committee List, 11-06, [http://paris/mc/inside/mc_committee_list.pdf](http://paris/mc/inside/mc_committee_list.pdf)
- **EIV.A3.5** District Council Meeting Agendas and Minutes, 10-29-03, 03-07-07
- **EIV.A3.6** Mission College Education Master Plan, 06-18-07
- **EIV.A3.8** District Policy Manual, 2.4.2 and 2.4.5, [http://www.wvmccd.cc.ca.us/board/policies/index.php](http://www.wvmccd.cc.ca.us/board/policies/index.php)
- **EIV.A3.9** WVMCCD Spring 2007 Accreditation Survey Summary Results
- **EIV.A3.10** Governance and Planning Council Summary, 08-29-07, 09-05-07
4A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, Self Study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Summary

The District Policy Manual states, “We believe the District must operate with integrity. Ethical behavior is the over-riding responsibility of every member of the District community” (EIV.A4.1). Mission College strives to carry out that philosophy in every area of operation by advocating and demonstrating honesty and integrity in its relationships with external agencies. The 2001 accreditation process included a certification of the institution’s continued compliance with eligibility requirements. Midterm progress reports have been submitted as required and all have been accepted by the Commission. In 2007, the Commission accepted the college’s 2006 Focused Midterm Report but requested further documentation of progress. That information was submitted as required in April 2007 and accepted by the Commission in June 2007 (EIV.A4.2-3) (t6).

A number of accreditation reports, including the 2001 Application for Reaffirmation of Accreditation and the 2004 Focused Mid-Term Report, along with supporting documentation and the responses of the Commission, are available to faculty and staff on the college’s intranet, “Inside Mission.” In addition, accreditation documents have been distributed to all full-time employees via campus email, and copies are available to the public on request. Other requirements of the Commission, such as reporting of college efforts to implement student learning outcomes, have been met (EIV.A4.4) (t3).

In dealing with other external agencies, the college makes every effort to demonstrate honesty and integrity. In Fall 2006, an anonymous complaint was received by the State Department of Finance concerning “hours by arrangement” (HBA) attached to courses. This initiated an investigation by the State Chancellor’s Office into the reporting of FTES generated for HBA at Mission College, during which the college has given its full and complete cooperation to further the investigation (EIV.A4.5) (t6).
Evaluation

During the past two years (2005-2006 and 2006-2007), the college and the District have been involved in a number of reviews of procedures and practices by various external and internal bodies. The District requested and received a Technical Assistance Visit from the Academic Senate for California Community Colleges and the Community College League of California. The District invited a visit from the Fiscal Crisis & Management Assistance Team (FCMAT). In addition, the District has been undergoing an audit to certify the FTES claimed from the state for Hours by Arrangement. In all of these instances, the college has made every effort to demonstrate honesty and integrity in its dealings with external agencies. Emails from the college President and the Office of Instruction have given clear direction to faculty and staff in this regard (EIV.A4.5-6) (t6).

The college has also worked to ensure effective and expeditious responses to Commission requests and recommendations. This has not always been as easy as it could be, due in some cases to difficulty locating appropriate information or data. However, the college and the District have begun implementing changes which will make this task easier in the future. Minutes of important participatory governance bodies and planning committees are being gathered into a searchable data archive, which will enhance the ability of the college to produce the evidence-based reports required by the Commission. The District is also working to establish a data warehouse that will support college research as well as the new District research and planning function recently proposed by the Chancellor (EIV.A4.7). These efforts should improve the college and District’s ability to respond efficiently and effectively to both internal and external requests for information (t2).

The accreditation process has been carried out in an open, fully accessible manner, with active participation from all segments of the college community. Accreditation documents have been available via the college intranet to all faculty and staff. However, neither the accreditation report nor the mid-term progress reports are currently available to the public via the internet, and the college may consider ways of making these documents more easily accessible on the college and District websites (t6).

Planning Agenda

None.
Evidence

EIV.A4.2 Mission College 2001 Application for Reaffirmation of Accreditation, “Certification of Continued Compliance with Eligibility Requirements”
EIV.A4.4 SLO Progress Report, 04-16-07
EIV.A4.5 Emails from President Harriett Robles, 02-12-07, 02-23-07, 05-09-07, 05-16-07, on Hours by Arrangement
EIV.A4.7 WVMCCD Council Minutes, 09-26-07

4A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Summary

As previously noted, Mission College has a strong tradition of participatory governance and has in place governance structures that have generally been effective. Some governance and decision-making structures and processes have been evaluated in a comprehensive or regular way during the past ten years. For example, programs and services, including administrative services, were assessed through the Educational and Facilities Master Planning process which began in Fall 2005 and concluded in Spring 2007, and that evaluation will continue with the review and updating of the program review process in Fall 2007 (EIV.A5.1) (12).

In addition, the College Budget Advisory Committee (CBAC) reviews the college’s budget allocation model every two years, with the most recent review and update being approved by both the Academic Senate and the Governance and Planning Council (GAP) in May 2007 (EIV.A5.2). With the hiring of a permanent college President, the Governance and Planning Council (GAP) began discussions of its role and operating procedures in August 2007. As part of these discussions, a review and update of the college’s participatory governance and decision-making plan is also being undertaken (EIV.A5.3).
**Evaluation**

Although some governance structures have been routinely evaluated, the college as a whole has not done a good job of regularly evaluating its governance and decision-making structures and processes. There is no current, comprehensive document which adequately describes the current relationship of the various participatory governance and decision-making bodies of the college to one another. In addition, the role of several major bodies in the college governance and decision-making process is poorly understood by many members of the college community, who are relatively new hires. While GAP plans to discuss its role and operating procedures in Fall 2007, a comprehensive review of the college participatory governance plan would help clarify the relationship of various groups involved in decision making and assist in evaluation of their effectiveness. The college addresses this need in Planning Agenda item 4.1.

Unlike many other areas, the college’s budget planning process has been reviewed every two years. The most recent revision of the College Budget Allocation Model incorporated relatively minor changes to the budget request process that will affect the timing of budget requests over the coming two years. However, as the Academic Senate reviews the program master planning process in the 2007-2008 academic year, the processes used by the college for developing budget requests and allocating funds will need significant revision to link program evaluation and planning with resource allocation. The college President has conveyed this objective to the Academic Senate President and the Vice President of Administrative Services, who chairs the College Budget Advisory Committee, and this is addressed in the Planning Agenda for Standard 1A.1 (EIV.A5.4) (t2).

**Planning Agenda**

None.

**Evidence**

- EIV.A5.1 Mission College Education Master Plan, 06-18-07
- EIV.A5.2 CBAC Budget Allocation Model, 05-07
- EIV.A5.3 Governance and Planning Council Summary, 08-20-03, 03-24-04, 10-19-05, 09-20-06, 03-14-07
- EIV.A5.4 E-mail from President Harriett Robles, 09-07-07
4B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

4B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Summary

The District is governed by an independent, seven-member Board of Trustees that sets policy for the District: “The duties of the Board are to determine the general policies which will govern the operation of the District and review them periodically” (1.6.5.a). Board roles for policy formulation and monitoring are found in Chapter 2 of the District Policy Manual. The Board has as one of its major responsibilities the selection and appointment of the District Chancellor, as well as confirmation of other executive administrators. The District Policy Manual (1.6.5.a.1) provides that the governing board appoint and evaluate the performance of the Chancellor. A formal procedure was established (with the assistance of an outside consultant) for the performance evaluation of the Chancellor, the Vice Chancellor, the two college Presidents, and the Board itself, all of whom undergo annual evaluations. As stated in the District Policy Manual, the Board is clearly committed to academic program excellence and effectiveness (EIV.B1.1) (t1).

The Board of Trustees uses several sources of information to monitor the quality of the District’s educational programs. All college curricular and program additions, deletions, and revisions are sent to the Board through the Academic Senate for review and approval. Each college provides regular reports to the Board on current activities and programs. The Board also receives input regarding the quality of education directly at Board meetings (EIV.B1.2, EIV.B1.3).

The Board may schedule a “strategic conversation” in place of a regular business meeting. Strategic conversations allow the Board to engage in discussions in the spirit of participatory governance without micro-management. At these strategic conversations, Board members hear directly from students and other interested parties (EIV.B1.4). During years when departments undergo program review, the Board is given copies of their reports, most recently in June 2007. Additionally, during regular business meetings, more detailed discussion regarding specific academic programs is provided either upon request or when the college believes that supplying such information would be helpful to the Trustees (EIV.B1.5) (t5).
Board members regularly receive minutes of the Academic Senate meetings at both colleges. At each Board meeting, there is an item on the agenda for reports from the Academic and Classified Senates as well as from the Associated Students, and comments are welcomed from the presidents of all the senates on topics under discussion (EIV.B1.5-6). Finally, the District is fortunate to have active and informed student Trustees who provide a vital link between student organizations and the Board.

Less formal methods by which the board monitors educational programs include (but are not limited to) the following: individual conversations with students, administrators, faculty, and staff, and attendance at open houses, classes, and various presentations regarding academic programs.

The Board of Trustees ensures the financial stability of the institution by setting the strategic budget priorities and reviewing the initial and final budgets against these priorities. Each year, the Board adopts a final budget by mandated deadline and receives regular reports to enable Trustees to effectively monitor expenditures. The Board annually reviews an independent audit of the District’s financial statements and internal controls. The Board maintains a prudent financial reserve as well as a contingency fund to ensure the fiscal health of the District.

The Board of Trustees has established the Land Corporation, a 501 (c) (3) corporation under the IRS tax code, to administer leases and revenues from District-owned land adjacent to Mission College. The District Board of Trustees serves as the Land Corporation Board of Directors, whose decision-making meetings are held monthly prior to Board of Trustees meeting (EIV.B1.7).

**Evaluation**

The intent of the Board is to show commitment to academic program excellence with policies that assure integrity and effectiveness, and the current Board appears to confirm that commitment (t1).

In regard to ensuring the financial stability of the institution, the Board has expressed a great deal of concern over the District’s liability in regard to unfunded medical benefits for retirees. Recurring misprojections of ending balances makes it difficult for the college to plan and budget for instructional programs and services. The financial needs of the college’s educational programs regularly exceed available funding, and the District could improve its projections of ending balances [as discussed on page 54 of the report of the Fiscal Crisis & Management Assistance Team (FCMAT)] (EIV.B1.8).

**Planning Agenda**

None.
**Evidence**


EIV.B1.2 Samples of Curriculum Committee Agendas and Minutes, http://www.missioncollege.org/senate/archives/archives_old/default2.html


EIV.B1.4 WVMCCD Board of Trustees Meeting Agenda, 05-18-06, http://www.wvmccd.cc.ca.us/board/calendar.php

EIV.B1.5 WVMCCD Board of Trustees Meeting Agenda, 07-20-06, 09-07-06, 05-03-07, 06-21-07, 08-16-07, http://www.wvmccd.cc.ca.us/board/calendar.php

EIV.B1.6 Samples of Mission College Academic Senate Agendas and Minutes, http://www.missioncollege.org/senate/agendas_minutes.html


**4B1.a.** The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

**Summary**

The District is governed by an independent seven-member elected Board of Trustees that reflects public interest in board activities and decisions. The electorate of the community college district elects each member of the Board of Trustees at-large. There are two Student Trustees, one elected by the students at each college. Board seats are sub-districted geographically. Two of the seven Board of Trustees seats are from the Los Gatos/Saratoga High School District, three seats from the Santa Clara Unified School District, and the remaining two seats from the Campbell Union High School District. All seven members of the Board serve staggered terms of four years, with three or four Trustees (depending on the election year) running for election at any regularly scheduled election.

The Board of Trustees meets twice each month and alternates venues between West Valley and Mission Colleges. At each meeting there are regular items on the agenda and both oral and written communication from the public can be considered. Trustee phone and fax numbers and e-mail addresses are available to the public through the Chancellor’s Office to facilitate direct contact by the public with members of the Board. In District policies it is clearly stated that the Trustees “encourage and support participation, discussion and productive debate at Board meetings from all elements of the District community as well as from residents of the communities served” (EIV.B1a.1) (16).
All Trustees regularly acknowledge the Board’s central role in policy-making and input is sought from the colleges and community when developing policies.

The Board advocates for the institution in the larger community. A Board Legislative Subcommittee is responsible for researching and recommending positions on legislation affecting students and the District. Individual Trustees also communicate with legislators and representatives of outside organizations to advocate positions they believe will be in the best long-term interests of the District (EIV.B1a.2) (t6).

**Evaluation**

While individual Board members may occasionally take an enhanced interest in particular activities or issues at one of the colleges, the Board as a whole advocates for what it sees as best for each college. The Board’s commitment is outlined in District Policy 1.4.8 (EIV.B1a.1).

**Planning Agenda**

None.

**Evidence**

EIV.B1a.1 District Policy Manual 1.4.8,  
http://www.wvmccd.cc.ca.us/board/policies/index.php

EIV.B1a.2 WVMCCD Board of Trustees Legislative Committee Meeting, 10-04-07,  
http://www.wvmccd.cc.ca.us/board/calendar.php

4B1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

**Summary**

As stated in the District Policy Manual, the Board has established clear policies in line with the District Mission Statement, the college mission statements, the District Values and Vision Statements, and the District Goals and Objectives (EIV.B1b.1) (t1).

The Board has included in the District Policy Manual policies on Standards for the Teaching/Learning Process, the Study of Controversial Issues, the use of Off-Campus Facilities and the inclusion of Guest Artists, Lecturers, and Speakers. Other policies regulate Educational Planning, Programs and Courses, including Curriculum Development and Library Services (4.3). There are statements of policy on graduation and degree requirements (4.4) and on academic freedom (4.8) (EIV.B1b.2).
The Board approves programs and curriculum based on recommendations of the academic senates and the administration in line with the District’s stated goals and priorities. Further, there are specific regulations guiding Student Support Services, including policies on Student Equity, Matriculation, Counseling and Advising, Disabled Student Programs and Services, Childcare, Financial Aid, Athletics, Student Organizations, Student Speech, and a Grievance Policy (EIV.B1b.3).

The Board reviews each of the six chapters of the District Policy Manual once each year with an eye to improving service to the community in general and to the students in particular. The District subscribes to the Community College League of California (CCLC) Policy and Procedure Service. Since joining the service, staff members have utilized the model policies and procedures and their semi-annual updates to revise existing policies and procedures. The District Council reviews all proposed changes and additions to policy and provides advice to the Chancellor. Since the last accreditation reaffirmation, many new policies have been added, including detailed policies on fiscal standards for the development and administration of the District’s budget. The District Policy Manual also includes the mission statements of each college and that of the District, which were recently revised and approved by the Board. These mission statements provide the basis for all other policies adopted by the Board (EIV.B1b.4, EIV.B1b.5) (t2).

**Evaluation**

District procedures provide guidance for and ensure implementation of board-approved policies. All procedures were reviewed and revised in 2007 (EIV.B1b.6).

When the college community was asked in Spring 2007 whether “The governing board provides the support necessary to effectively manage the district,” nearly two-thirds (64%) of respondents disagreed that this occurs. Policies related to supporting student learning programs and services are not perceived as sufficient by many within the college community. Of the staff, faculty, and administrators who participated in the survey, response was nearly evenly split between agreement (32%), disagreement (31%) and neutral/don’t know (36%) when prompted with, “Governing board policies support the quality, integrity and effectiveness of student program learning and services” (EIV.B1b.7).

**Planning Agenda**

None.
Evidence

EIV.B1b.1 District Policy Manual, 1.4,
http://www.wvmccd.cc.ca.us/board/policies/index.php
EIV.B1b.2 District Policy Manual, 4.3, 4.4, and 4.8,
http://www.wvmccd.cc.ca.us/board/policies/index.php
EIV.B1b.3 District Policy Manual, 5,
http://www.wvmccd.cc.ca.us/board/policies/index.php
EIV.B1b.4 District Policy Manual 1.4.5-7, 2.4, and 6.6,
http://www.wvmccd.cc.ca.us/board/policies/index.php
EIV.B1b.5 WVMCCD Board of Trustees Meeting Agenda, 09-06-07, showing
approval of District and college mission statements,
http://www.wvmccd.cc.ca.us/board/calendar.php
EIV.B1b.6 Email from Albert Moore dated 09-11-07, WVMCCD District Council
Summaries, 02-07-07, 10-08-03
EIV.B1b.7 WVMCCD Spring 2007 Accreditation Survey Summary Results

4.B1.c. The governing board has ultimate responsibility for educational
quality, legal matters, and financial integrity.

Summary

The Board of Trustees derives its authority and duties from Education Code 70902 and
sets it forth in District Policy 1.5. Chapter 1 of the District Policy Manual also addresses
the roles and responsibilities of Board members (including educational, legal and
financial matters) and its code of ethics and standards of practice. The Board does
delegate authority for day-to-day operations to the Chancellor and senior executives as
indicated in policy, and the Board has agreed to rely primarily on the Academic Senate in
all academic and professional matters as defined by Title 5. As stated in the District
Policy Manual, the Board is committed to academic program excellence and
effectiveness (EIV.B1c.1) (tl).

All college curricular and program additions, deletions, and revisions are sent to the
Board through the Academic Senate and college administration for review and approval.
The college provides regular reports to the Board on current activities and programs
(EIV.B1c.2 - EIV.B1c.3). Board members display a keen interest in the educational
programs, and frequently comment on matters brought before them relating to the quality
of these programs. It is extremely rare for the Board to act contrary to the advice of the
Academic Senate in matters concerning the educational programs of the college.
The Board of Trustees takes ultimate responsibility for the financial integrity of the District in a variety of ways. In 2004, the Board held a strategic conversation to discuss a “10-year Financial Analysis of the District” (EIV.B1c.4). The Board also participates early in the annual budget process by setting the strategic budget priorities and reviewing the initial and final budgets against these priorities. Among the priorities listed for 2007-2008 was the implementation of a new District budget allocation model which would eliminate large rollover fund balances (EIV.B1c.5). In addition, the Board reviews quarterly financial statements, all construction change orders, new positions, hiring, and all contracts over $69,000.00 (an indexed figure which is adjusted annually). It also ratifies warrants. In addition, the Board reviews all grant applications and research contracts and monitors compliance with regulations. The Board annually reviews an independent audit of the District’s financial statements and internal controls (EIV.B1c.6). The means by which the Board effectively controls expenditures is described in additional detail in Section 4B.3.d.

**Evaluation**

District Policy clearly states the ultimate responsibility of the Board in the areas outlined in this standard.

**Planning Agenda**

None.

**Evidence**

- **EIV.B1c.1** District Policy Manual, 1, 2.1, 2.3, 3.3.4.b, and 6.2, http://www.wvmccd.cc.ca.us/board/policies/index.php
- **EIV.B1c.2** Samples of Curriculum Committee Agendas and Minutes, http://www.missioncollege.org/senate/archives/archives_old/default2.html
- **EIV.B1c.3** Samples of Mission College Academic Senate Agendas and Minutes, http://www.missioncollege.org/senate/agendas_minutes.html
- **EIV.B1c.4** WVMCCD Board of Trustees Agenda, 02-19-04, Strategic Conversation “West Valley-Mission Community College District Financial Condition,” http://www.wvmccd.cc.ca.us/board/calendar.php
- **EIV.B1c.5** WVMCCD Board of Trustees Agenda, 04-19-07, showing approval of the Board Budget Priorities for 2007-2008, http://www.wvmccd.cc.ca.us/board/calendar.php
- **EIV.B1c.6** WVMCCD Final Budget, 2006-2007
4B1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Summary

The District Policy Manual is published on the District website. The District Policy Manual includes descriptions of the Board’s roles and responsibilities (1.6.5, 1.7), the Board’s structure (1.7), and the Board’s operating procedures (1.8) (EIV.B1d.1). Many administrators have hard copies of the District Policy Manual in their offices and all District policies are available electronically at http://www.wvmccd.cc.ca.us/board/policies/index.html (t6).

Evaluation

This standard has been met.

Planning Agenda

None.

Evidence

EIV.B1d.1 District Policy Manual, 1.6.5, 1.7, 1.8, http://www.wvmccd.cc.ca.us/board/policies/index.php

4B1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Summary

The Board uses its District Policy Manual to guide its functioning and inform its practice as a board. Following a complete overhaul of the District Policy Manual from 1999-2001, the Board has regularly reviewed and revised its policies. Despite a one-year hiatus in 2006, the Board has committed to and completed a review of each of the six chapters of the District Policy Manual once each year. Individual chapters of the manual were revised in 2001, 2003, 2004, and 2006. Using the Community College League of California (CCLC) Policy and Procedure Service as a beginning point, the Special Assistant to the Chancellor has primary responsibility for working directly and consistently with the Chancellor and the Board to regularly review and revise policies as necessary (EIV.B1e.1) (t2).

Following a request from the Board, District and college procedures for implementation of all District Policies were completed in Summer 2007.
The Board’s role in policy formulation is also evident in the development of the District budget. Initiated nine years ago, the Board’s budget planning workshop is open to the public and is attended by Academic and Classified Senate representatives as well as several administrators from the District and the college. During the workshop, budget priorities are established by the Board to provide guidance to the District in developing the budget (EIV.B1e.2).

**Evaluation**

District policies covering administration, general services, educational services, student services, and business services are sufficiently clear to provide guidance to the Board, the college, and the District in decision-making.

**Planning Agenda**

None.

**Evidence**


EIV.B1e.2 WVMCCD Board of Trustees Agenda, 04-19-07, showing approval of the Board Budget Priorities for 2007-2008, http://www.wvmccd.cc.ca.us/board/calendar.php

4B1.f. The governing board has a program for board development and new member Orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

**Summary**

The Board offers Orientation and development activities to all board members. The Chancellor meets with all candidates for board membership prior to elections to familiarize them with the District and its operations. Formal Orientations for newly-elected members include meeting with senior administrators, Human Resources staff, and representatives of the District’s participatory governance committees.

New Board members are actively encouraged by the Chancellor and fellow Board members to attend new board member workshops sponsored by the Community College League of California. Additionally, all Board members are encouraged and provided support to attend local, regional, State, and national programs, meetings, conferences, and workshops that relate to community colleges and service as elected officials. Additionally, presentations have been made at various Board meetings to review the Board’s legal responsibilities under the Brown Act, the principles of participatory governance, and other relevant topics (EIV.B1f.1-2).
The seven members of the Board serve staggered terms of four years, with three or four Trustees (depending on the election year) running for election at any regularly scheduled election. District policy (1.6.2.a) requires staggered terms of office for Trustees (1.6.8), and Board policy governs Board development and new member Orientation (EIV.B1f.3). There are provisions for filling an unscheduled vacancy or resignation.

**Evaluation**

The Board of Trustees enjoys relative stability in tenure of office with one incumbent Trustee having served five terms and another incumbent serving his third term. Two other Trustees have been re-elected to their second terms and one Trustee is in his first term. This relatively low turnover and long length of service has resulted in continuity and stability on the Board. The Board has a mechanism for providing for continuity of board membership and staggered terms of office.

The visit of the technical assistance team from the Academic Senate for California Community Colleges and the Community College League of California, in August 2006, provided an excellent training opportunity for most of the current Board, and a repeat visit and presentation might prove beneficial whenever a majority of Board members have been replaced with newer Trustees who have not attended such a presentation. The District should continue to encourage Trustees to take full advantage of all resources available for training and development.

**Planning Agenda**

None.

**Evidence**

- **EIV.B1f.1** WVMCCD Board of Trustees Agenda, 03-18-04, showing Brown Act presentation, [http://www.wvmccd.cc.ca.us/board/calendar.php](http://www.wvmccd.cc.ca.us/board/calendar.php)
- **EIV.B1f.2** WVMCCD Board of Trustees Agenda, 08-24-06, showing Technical Assistance Visit presentation on Participatory Governance, [http://www.wvmccd.cc.ca.us/board/calendar.php](http://www.wvmccd.cc.ca.us/board/calendar.php)
- **EIV.B1f.3** District Policy Manual, 1.6, [http://www.wvmccd.cc.ca.us/board/policies/index.php](http://www.wvmccd.cc.ca.us/board/policies/index.php)
4B1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Summary

Chapter One of the District Policy Manual was most recently reviewed and revised in January 2007. The policies in this chapter include clarification of duties, responsibilities, ethical conduct requirements, structure, and operating procedures as well as processes for assessing the performance of the Board. District policy 1.6.8.c sets forth the purpose of self-evaluation, mandates that an instrument be used, and allows for the use of a facilitator for the evaluation process (EIV.B1g.1).

Beginning in 2003, the Board used standardized questionnaires (true/false and rating sheets) in the process of completing its annual self evaluation (EIV.B1g.2). In 2005-2006, the Board eliminated the true/false questionnaire and revised the rating questionnaire substantially. The same questionnaire was distributed to administrators and constituent group representatives in addition to the Trustees themselves. This represented the first time in recent memory that the Board solicited input and feedback from staff in the evaluation process. All feedback was reviewed and discussed by the Trustees in a meeting devoted to completing the evaluation (EIV.B1g.3) (t2).

On October 4, 2007, the Board held a special meeting to discuss its evaluation process. An external consultant was hired to provide guidance in this process. Trustees are establishing measurable criteria for evaluation, defining the values and priorities upon which they are to be evaluated using the CCLC Trustee handbook, WASC accreditation handbook, and other appropriate resources (EIV.B1g.4).

Evaluation

The Board of Trustees has regularly reviewed itself in public meetings and has used an instrument and/or consultant to assist in the process of evaluation. The Board of Trustees seems to be substantially in compliance with published policies and with the language of this standard.

The District policies on Board self-evaluation are published and clearly stated. Policies are broad and are intended to be a guide with respect to roles and responsibilities of the Board, the administration, general services, educational services, student services, and business services. Standards for ethical conduct and structural and operating considerations are clear.
However, the process used for the self-evaluation could be more clearly defined. The specific procedures for the Board’s self-evaluation have not been published. The overall process appears to be improving recently with the hiring of a consultant to begin the development of a more rigorous and effective self-evaluation process. One Trustee noted that this was the first time such a process had been used in her twenty years on the Board (EIV.B1g.5).

**Planning Agenda**

None.

**Evidence**

- **EIV.B1g.1** District Policy Manual, 1.6.8.c, http://www.wvmccd.cc.ca.us/board/policies/index.php
- **EIV.B1g.2** Mission College Midterm Report, October 2004
- **EIV.B1g.3** WVMCCD Board of Trustees Special Meeting Agenda, 10-16-06, http://www.wvmccd.cc.ca.us/board/calendar.php
- **EIV.B1g.4** WVMCCD Board of Trustees Special meeting Agenda, 10-04-07, http://www.wvmccd.cc.ca.us/board/calendar.php
- **EIV.B1g.5** Mission College Academic Senate President’s Report, 09-27-07

**4B1.h.** The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

**Summary**

In the District Policy Manual, expected roles, responsibilities and conduct of Board members are clearly delineated (Sections 1.6.5, 1.6.6). The Board’s adopted Code of Ethics can be found in Policy 1.6.6 and violations of the Code are addressed in 1.6.6.n (EIV.B1h.1). The Board’s Code of Ethics was expanded and language related to handling violations of the Code was added in the most recent revision of Chapter 1 in 2007.

**Evaluation**

This standard has been met.

**Planning Agenda**

None.

**Evidence**

- **EIV.B1h.1** District Policy Manual, 1.6, http://www.wvmccd.cc.ca.us/board/policies/index.php
4B1.i. The governing board is informed about and involved in the accreditation process.

Summary

The Board of Trustees is generally well-informed about the accreditation process. Several Trustees have served multiple terms of office extending over prior accreditation cycles. Two Board members have participated directly in the accreditation of other community colleges as members of visiting teams.

During the current accreditation cycle for Mission College, the Board appointed a Trustee to represent them in the development of this Self Study. This Trustee took an active role in the discussions and planning meetings for Standard IV, and provided insight and current information on Board activities and operational procedures. The entire Board of Trustees will review the Accreditation Self Study before it is submitted to the Commission. The Board receives regular updates on the accreditation process and reviews and approves (as necessary) the Self Study, Midterm Report, and Progress Reports (EIV.B1i.1).

Evaluation

This standard has been met.

Planning Agenda

None.

Evidence

EIV.B1i.1 Standard IV committee membership list, Buck Polk (Trustee)
The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Summary

The Board has established District policy language addressing the District’s administrative organization, the Chancellor, and senior executive management evaluation. These policies include selection of the Chancellor, delegation of responsibilities, and annual evaluation requirements (EIV.B1j.1).

The Board sees as one of its major responsibilities the selection and appointment of the District Chancellor, as well as confirmation of other executive administrators. The District Policy Manual (1.6.5.a.4) provides that the governing board appoint and evaluate the performance of the Chancellor. A formal procedure was recently established (with the assistance of an outside consultant) for the performance evaluation of the Chancellor, the Vice Chancellor, the two college Presidents, and the Board members themselves (EIV.B1j.2).

The Chancellor submits annual District objectives to the Board for review against the Board’s overall strategic priorities for the year prior to approval. Routine duties are listed in the Chancellor’s position description. The District Policy Manual delegates to the Chancellor full responsibility and authority for administering and executing “all decisions of the Board requiring executive action.” The Chancellor submits periodic oral and written reports to the board and is formally evaluated by the Board annually (EIV.B1j.1, EIV.B1j.3).

The Chancellor uses the Administrative Performance Appraisal Plan to evaluate the Vice Chancellor and the two college Presidents with input from faculty, staff, students, and community members. The Chancellor, through broadly delegated authority, approves all personnel appointments and makes recommendations to the Board for confirmation. To date, all personnel appointments recommended by the Chancellor have been confirmed by the Board (EIV.B1j.4).
A process exists for the selection of the President (EIV.B1j.5). The current President was selected through a process that involved wide participation from all segments of the campus community, including open forums and meetings with major campus participatory governance bodies. A similar process was used in selecting previous permanent Presidents. The college President is given full responsibility for implementing District policies at the college level, in accordance with District Policy Manual (2.1.3) (EIV.B1j.1).

The current Chancellor has announced his retirement effective June 2008. The District has initiated a search process for a new Chancellor, following the process outlined in the administrative hiring procedures approved in April 2006 (EIV.B1j.5). Regular reports on the progress of this hiring process are being given to the Board of Trustees.

**Evaluation**

The processes used to select and evaluate the Chancellor and the college Presidents are well understood and followed.

A frequent complaint of faculty and staff, noted in the report of the Fiscal Crisis & Management Assistance Team (FCMAT), concerns perceptions of “micromanagement” of District operations by the Board in matters which more appropriately should have been directed to staff through the Chancellor (EIV.B1j.6). The District Academic Senate resolution (adopted 02-07-06 and implemented on 03-14-06) stemmed in large part from a perceived lack of communication and adherence to participatory governance on the part of both the Chancellor and the Board. The concerns of faculty were laid out even more explicitly, along with desired “behavioral objectives,” in a document presented to the Board by the District Academic Senate in April 2006 (EIV.B1j.7, EIV.B1j.8) (t6).

Since Summer 2006, there has been a gradual but steady improvement in the current Board’s apparent understanding of its role relative to that of the Chancellor.

**Planning Agenda**

None.
Evidence

EIV.B1j.2  District Policy Manual, 1.6.5.a.4, http://www.wvmccd.cc.ca.us/board/policies/index.php
EIV.B1j.3  Chancellor’s Position Description
EIV.B1j.4  Administrative Performance Appraisal Plan: Administrative Handbook 12-97, Article 112 Performance Appraisal Associate Faculty (ACE Contract) 07-01-04—06-30-05, Article 26A Performance Appraisal Regular Tenured Faculty (ACE Contract) 07-01-04—06-30-05, Article 26B Performance Appraisal Tenure Track Contract Faculty (ACE Contract) 07-01-04—06-30-05, Article 26C Performance Appraisal – Other (ACE Contract) 07-01-04—06-30-05
EIV.B1j.7  Important Message from the District Academic Senate Regarding the resolution as of 02-07-06 that was implemented 03-14-06; available at http://www.missioncollege.org/senate/documents/DAS_resolution_020706.pdf
EIV.B1j.8  District Academic Senate “Behavioral Objectives,” 07-11-06

4B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

4B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Summary

The college administrative structure underwent a major change in 2005 to realign and balance the responsibilities and reporting structure of the Student Services and Instructional areas, as well as reduce the number of direct reports to the President. This reorganization was approved through the participatory governance process with participation from the Governance and Planning Council and was approved by the Board of Trustees. Additional changes to the administrative structure have resulted in the present configuration (t4).
The following positions report directly to the college President:

- Vice President of Instruction
- Vice President of Student Services
- Vice President of Administrative Services
- Director of Marketing, Public Relations and Graphic Design Services
- Staff Development Coordinator

Additional positions support most of these areas, including the Dean of Instruction, Dean of Student Support Services, Dean of Workforce Development and Continuing Education, and Dean of Technology and Distance Learning. A Director of Evening/Weekend and Emergency Services was hired in Spring 2007, reporting to the Vice President of Administrative Services (EIV.B2a.1).

The President also holds a weekly staff meeting with the President’s Council. This council consists of the following positions:

- Vice President of Instruction
- Dean of Instruction
- Vice President of Student Services
- Dean of Student Support Services
- Vice President of Administrative Services
- Dean of Workforce and Continuing Education
- Dean of Information Technology and Services
- Director of Marketing, Public Relations and Graphic Design
- Library Director
- Director of Evening/Weekend and Emergency Services
- Institutional Research Analyst

The President’s staff has the authority to make decisions and supervise employees and their assignments as necessary and consistent with their responsibilities. Each Vice President has direct authority over their support staff and determines how to achieve goals and complete activities determined by the college. Deans also supervise their staff according to their various departments’ composition. They carry out department evaluations and set department goals.

The current President completed evaluations of her direct-report staff in late Spring 2007. Per the Manager Association Handbook, part of the evaluation process includes setting of goals for the coming year. These goals are presented to the President for approval and during individual meetings with the staff member during the year, these goals are reviewed. These evaluations include peer surveys to identify how their staff and colleagues perceive their performance (EIV.B2a.2) (t2).
Evaluation

When asked to provide their perceptions of the administrative structure, response to a Spring 2007 survey was mixed. Although 63% of participants agreed that, “The college president provides effective leadership for the college,” only 29% indicated agreement with, “The college administration is structured and staffed to provide effective management.” 13% disagreed with the first statement and 57% disagreed with the latter statement, respectively (EIV.B2a.3).

In addition to the high turnover in the President’s office, which has been addressed separately, there has been a similar rate of turnover among the college’s administrative staff. As of Fall 2007, the Vice President of Instruction is an interim appointee, and the college has sought internal applicants to fill the Dean of Workforce and Community Education position on an interim basis because of two previous failed searches. The Dean of Instruction and the Dean of Student Support Services positions were filled in 2006, and the Director of Evening/Weekend and Emergency Services was hired in May 2007. A permanent Vice President of Student Services was hired in June 2007 (14).

The high administrative turnover at the college has resulted in a lack of consistency in processes and procedures. The current President must shoulder many responsibilities normally handled by the Vice President of Instruction due to legal restrictions imposed on interim employees. At the same time, however, the hiring of highly qualified interim appointees has allowed the college to benefit from their expertise in analyzing college processes and suggesting improvements in key areas such as enrollment management, recruitment, and compliance with Title 5 regulations.

Planning Agenda

• PA4.2 The college will assess the reasons for frequent administrative turnover and develop and implement solutions to improve retention.

Evidence

EIV.B2a.1 WVMCCD Board of Trustees Agenda showing approval of administrative reorganization (2005), http://www.wvmccd.cc.ca.us/board/calendar.php
EIV.B2a.3 WVMCCD Spring 2007 Accreditation Survey Summary Results
4B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

Summary

Mission College’s President is committed to promoting an environment that ensures institutional effectiveness through collegial, participatory, and systematic planning, implementation and assessment. Large-scale decisions affecting the college as a whole are frequently made through discussions with the constituencies of each of the participatory governance groups, and all members of the college community are invited to share their thoughts, ideas and concerns (t2).

Strategic planning and policy decisions at Mission College are developed through a participatory governance process. The highest level participatory governance body is the Governance and Planning Council (GAP), which meets weekly and which has representation from all major constituencies. The Governance and Planning Council serves as the top-level advisory body to the President in matters concerning college goals and priorities (EIV.B2b.1).

Regular all-college forums provide an opportunity for administrators to present plans and ideas to the college community as a whole. During these forums, ideas are exchanged, information is gathered and many decisions are made collaboratively.

The college’s most recent Educational and Facilities Master Planning (EFMP) process may serve as an example of such a collaborative process. Led by the Academic Senate in conjunction with the Office of Instruction, the process was launched in August 2005 at the Professional Development Day. Goals and priorities were further discussed and refined following input from faculty and staff at an all-college forum in October of 2005. All departments and programs in the college were required to complete three assignments during Fall 2005: reviewing the past several years, projecting future needs and trends, and developing Student Learning Outcomes for their areas. All completed assignments were evaluated by a core group of faculty, staff, and administrators. The core group determined that certain programs needed to be discussed by a wider group due to the effect of their projections on other areas of the college, because of outside factors, or for other reasons (t3).
Due to contract and negotiation issues, which led to a “work-to-contract” action, the process was interrupted for nearly nine months in 2006. However, when the process resumed in January 2007, a series of college-wide forums was held under the auspices of the Academic Senate to discuss academic, vocational, and service programs and future trends. The results of these forums and the assignments that preceded them were used to draft a new Education Plan for the college, which will be going to the various participatory governance bodies of the college for final approval in Fall 2007 (EIV.B2b.2) (t5).

The new President has a strong planning background and ensures that evaluation and planning are based on research and analysis. The Office of Institutional Research was instrumental in supporting the research needed to complete the EFMP process and research is a visible component across campus planning initiatives. The college’s Research Analyst reports directly to the Vice President of Instruction, and works with the Vice President of Student Services to support Matriculation activities. The President includes the Research Analyst in the President’s Council, and this position holds ex-officio status as part of the Governance and Planning Council (GAP), as well as membership in other college and District committees (EIV.B2b.3) (t4).

The Research Analyst supports many assessment and planning activities. For example, he analyzed the success of the college’s first Winter session to corroborate the need for this added session with student needs. The Research Analyst also provides data and analysis for program review, staff and student equity, assessment validation, matriculation evaluations, Accountability Reporting for the California Community Colleges (ARCC), ongoing and short-term grants, and many other functions. The Research Analyst also acts as a consultant to guide research and evaluation-related activities within programs and areas such as marketing. At the direction of the President, the Research Analyst is reviewing models for a “scorecard” approach which will be shared with GAP and college constituents to provide ongoing information useful for evaluation and planning (t2).

The college’s budget allocation model and processes have for many years relied on data from institutional research to justify budget and staffing requests. The new college President has set as a goal for 2007-2008 the integration of educational and strategic planning (the 2007 EFMP and the college’s program review process) with resource allocation and has asked the Academic Senate to take this into account in setting priorities for the current year. The Academic Senate has appointed a task force to work on this issue (EIV.B2b.4-5).

In respect to evaluation of overall institutional effectiveness, the President has charged the Research Analyst to develop a research agenda and to provide the college with models for measuring effectiveness, for example an institutional “scorecard.” The Analyst presented some models for consideration to GAP in September 2007 (EIV.B2b.6) (t2).
**Evaluation**

The new college President has done a good job of establishing collegial processes to set values, goals, and priorities under very trying circumstances. During the “work to contract” action which impaired participation in District and college committees from March to November, 2006, an urgent and major issue arose concerning the reconstruction of the Main Building. Decisions were needed within a very short time frame, in order to avoid the loss of State funds for construction. By holding a series of open forums, maintaining frequent email communication with the faculty and staff, and soliciting creative ideas and input from the college at large and the community, a consensus was established within the needed time frame (EIV.B2b.7).

Historically at Mission College, and throughout the District, resource allocation has not been well integrated with educational planning. The 2001 Program Master Planning (PMP) model was never fully utilized as a strategic planning tool college wide. The current efforts of the President to integrate the results of program review into the resource allocation process will greatly improve the college’s ability to plan strategically and achieve student learning outcomes (t3).

Research is a key factor in strategic planning, and the college’s ability to engage in constructive data-based planning is hampered by the current lack of support for institutional research at the District level. As previously indicated, the Chancellor has proposed a District research and planning function. Within the current scope of responsibilities, however, the Office of Institutional Research consistently provides a high level of data and research, which is well-utilized by the President to support planning and evaluation.

**Planning Agenda**

None.

**Evidence**

- **EIV.B2b.1** Governance and Planning Council Summary, 09-07-07, showing membership/discussion of GAP’s role
- **EIV.B2b.2** Mission College Education Master Plan, 06-18-07
- **EIV.B2b.5** Email from President Harriett Robles, 09-07-07
- **EIV.B2b.6** Governance and Planning Council Summary Notes, 09-19-07
- **EIV.B2b.7** Mission College emails describing the Main Building Forums and Discussion, http://paris/mc/presidents_office/index.html; Paris → Main Building Discussion Documents → Emails or Discussion (Q & A)
4B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Summary

The President is a member of the District Executive Management Team (EMT) and meets weekly with the Chancellor, the President of West Valley College, Assistant Vice Chancellor of Human Resources and the Vice Chancellor of Administrative Services. The President also is part of the District Council and participates in the District Budget Advisory Committee (DBAC). These committees adhere to the directives of the Board of Trustees and Board Policies, the administrative handbook, and the Faculty Handbook (EIV.B2c.1). The President holds weekly meetings with her staff, both individually and as a group (t5).

The Vice President of Instruction also attends Academic Senate meetings, and the President attends as necessary, to maintain communication with faculty on academic policies and practices (EIV.B2c.2).

Through these bodies, the President and administrators establish processes that are in alignment with the education code. The District performs yearly audits and an auditor position is being developed at the District level. All college committees are directed to consider the college’s mission, core values and goals, including the CBAC college budget request process. The CBAC budget request form asks requestors to relate their funding requests to specific core values (EIV.B2c.3-4) (t2).

It is ultimately the responsibility of the President to ensure that the college adheres to all statutes and regulations. To accomplish this, she may delegate certain tasks to appropriate administrators or other staff. For example, the Vice President of Instruction is responsible for ensuring the compliance of the academic affairs of the college with Title 5 regulations; the Vice President of Administrative Services is responsible for development of the college budget (t6).

Evaluation

During the 7 years of this accreditation cycle, Mission College has had 5 presidents, 5 Vice Presidents of Instruction, and 4 Vice Presidents of Student Services. Other high-level administrative positions have had similar rates of change. As a result, the monitoring of compliance with regulations has suffered. One illustration of this is the situation faced by the college with regard to implementation of “Hours by Arrangement,” supplementary instructional hours attached to courses. It is anticipated that the recent hiring of a new college President who has a long history of service in this District will greatly improve consistent implementation of statutes, regulations, and policies. The current college President, in her former position of Vice President of Instruction, had already begun efforts to bring the college into compliance with Title 5, and has continued and amplified those efforts (EIV.B2c.5).
Planning Agenda

None.

Evidence

EIV.B2c.1  WVMCCD District Council Operating Procedures, Approved 05-10-06
EIV.B2c.2  Mission College Academic Senate minutes, 09-06-07 showing attendance of the Vice President of Instruction, http://www.missioncollege.org/senate/agendas_minutes.html
EIV.B2c.4  CBAC approved Budget Request Form, 2007-2008
EIV.B2c.5  Emails from President Harriett Robles, 02-12-07, 02-23-07, 05-09-07, 05-16-07, on Hours by Arrangement

4B.2.d. The president effectively controls budget and expenditures.

Summary

The President is involved in the budget process both directly, as a member of GAP, and indirectly, via administrative staff who report directly to her and who chair several committees with responsibility for portions of the budget prioritization process. Direct supervision of the college budget and expenditures are delegated to the Vice President of Administrative Services, who reports directly to the President. This position was reclassified from a dean to an executive level position in Summer 2007 to provide a higher level of support for the college’s fiscal, facilities, and emergency services, as well as to ensure closer coordination with District administrative services, particularly the Finance Office (t4).

The Vice President of Administrative Services chairs the College Budget Advisory Committee (CBAC), which is a subcommittee of the Governance and Planning Council (GAP). GAP is advisory to and chaired by the President, and has ultimate responsibility for advising the President on budget decisions for the college. The Grants Advisory Committee is a subcommittee of GAP, although its recommendations are sent directly to the President.

CBAC considers budget requests according to a budget allocation model approved through participatory governance. Requests for expenditures are divided into categories and are prioritized by the appropriate committees – the instructional materials and staffing by the Division Chair Council, technology requests by the Technology Committee, etc. – before returning to CBAC, which then makes recommendations to the President through GAP (EIV.B2d.1, EIV.B2d.2).
Final authority for approving budget recommendations rests with the President, and she takes actions as necessary to control the budget and expenditures of the college.

**Evaluation**

The College Budget Allocation Model was revised in Spring 2007 with the approval of the Academic Senate to ensure better planning and to reduce the amount of carryover from one budget cycle to the next. The Administrative Services area adjusted the timelines for budget requests in Fall 2007. This adjustment will lead to budget planning for the Fall/Spring academic year taking place well in advance, during the previous Spring semester. The most recent revision of the College Budget Allocation Model was approved by the Academic Senate and GAP, and has been accepted by the President (EIV.B2d.3, EIV.B2d.4) (t2).

The college President has made planning a major goal for 2007-2008 and specifically includes strengthening the college’s fiscal processes (EIV.B2d.5). In particular, the President has indicated a need to move away from rollover budgets, to reduce carry-over, to identify fixed costs, to implement more regular budget monitoring processes of all college accounts, and to link budgeting to planning.

**Planning Agenda**

None.

**Evidence**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EIV.B2d.1</td>
<td>CBAC Budget Allocation Model, 05-07, Budget Request Processes 05-05</td>
</tr>
<tr>
<td>EIV.B2d.3</td>
<td>Governance and Planning Council Summary, 05-09-07</td>
</tr>
<tr>
<td>EIV.B2d.4</td>
<td>Mission College Academic Senate minutes, 05-03-07, <a href="http://www.missioncollege.org/senate/agendas_minutes.html">http://www.missioncollege.org/senate/agendas_minutes.html</a></td>
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<tr>
<td>EIV.B2d.5</td>
<td>Mission College Educational Master Plan, 06-18-07, Mission College President’s Goals, 2007-2008</td>
</tr>
</tbody>
</table>

**4B.2.e. The president works and communicates effectively with the communities served by the institution.**

**Summary**

The current President is a member of the Board of Directors of the Santa Clara Chamber of Commerce, where she works with the members of the local business and entrepreneurs of the community. The President attends monthly board meetings and yearly chamber events and participates in their membership campaigns and fundraisers (t6).
During the academic year the President coordinates the Mission College – City of Santa Clara Liaison Meeting where the City of Santa Clara’s Mayor and City Council and Mission College and District leaders discuss Mission College’s plans for the future and update the city on current projects underway (EIV.B2e.1). The college also asks for their feedback on Mission College’s effectiveness in the community and the City Manager shares information about City of Santa Clara planning and its impact on Mission College’s interests. At the invitation of Mission College’s President, the Mayor of Santa Clara is a regular speaker at Mission College’s commencement ceremonies and welcomes the new graduates into the greater community (EIV.B2e.2) (t6).

News articles are regularly prepared for the local newspaper under the direction of the President from the college Public Relations Office in which the college highlights special events on campus, recognizes outstanding achievements and informs the public of schedule and class information (t6).

The President has previously arranged for focus groups composed of business and industry leaders to meet to discuss upcoming technological advances and other business needs of the community and to help determine how Mission College can develop the curriculum needed to train and prepare a skilled workforce and transfer student population (EIV.B2e.3). In 2006, she sent personal invitations to community leaders to participate in discussions regarding the Main Building, and in 2007, she also invited community members to participate in the master planning forums (t5).

The President convenes regular meetings with the Santa Clara Unified School District, Mission College’s main feeder high school district, to discuss concurrent enrollment, Middle College and outreach opportunities that benefit Mission College students and the SCUSD students (EIV.B2e.4).

The President’s office welcomes community involvement and seeks opportunities to develop relationships with local businesses and consortia. Mission College’s President is a member of the Silicon Valley Higher Education Roundtable which is comprised of executives of the Bay Area’s universities, state colleges and community colleges. Their purpose is to explore ways in which to develop cohesive educational opportunities tailored to the surrounding economic climate (t6).

Mission College’s President has also participated in the Silicon Valley Leadership Group that meets regularly to discuss legislation, emerging technologies and other issues involved in promoting a healthy, growing regional economy.

**Evaluation**

Mission College’s President is fully involved in the surrounding communities and is committed to bringing attention to the needs of Mission College students and to developing plans to meet our goal of preparing the college’s students to take their place in the surrounding community as participating citizens. She is actively seeking to expand partnerships and ways to leverage resources to benefit the college. One example is exploring private funding to improve athletic facilities and to support new programs, such as the proposed LVN to RN program.

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Planning Agenda

None.

Evidence

EIV.B2e.1 Santa Clara Chamber of Commerce & Convention Visitors Bureau Board of Officers & Directors 2007/2008, City of Santa Clara Council Committee/Agency Memberships, 12-11-07
EIV.B2e.2 Commencement program, 05-25-07
EIV.B2e.3 Mission College Main Building Forums and Discussions on Paris Intranet, http://paris/mc/predidents_office/index.html; Paris ➔ Main Building Discussion Documents ➔ Emails or Discussion (Q & A)
EIV.B2e.4 Santa Clara Unified School District Regular Meeting of the Board of Education Agenda, 12-13-07, Santa Clara Unified School District Course Catalog 2007-2008

4B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

4B.3.a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Summary

District Policy 1.4.10, District Function and Services, describes those areas for which the District has responsibility as distinct from those of the colleges. The District has responsibility for, but is not limited to:

- Support for Board activities, including meetings, Strategic Conversations, Trustee Orientation, and on-going Board development;
- Support for college instructional and student development activities, including research, strategic planning, professional development, budgeting, and evaluation in cooperation with the college Presidents;
- Financial planning and accounting;
- Human Resources and coordination of affirmative action/non-discrimination employment activities;
- Facility planning, development, modification, and maintenance;
- Government/Legislative relationships;
• Information Services;
• Purchasing and material management;
• Maintenance of physical assets;
• Public information; and
• Foundation/grants activities

The District organizational chart outlines the reporting responsibilities of the various District officers and administrators. All of the areas listed above report either directly to the Chancellor or to the Vice Chancellor of Administrative Services or to the Associate Vice Chancellor of Human Resources. The Chancellor delegates all responsibilities for college-level activities to the college Presidents (EIV.B3a.1, EIV.B3a.3).

District Policy 2.4.4 defines the administrative responsibility to review and develop recommendations for policy and procedure revision; the areas of responsibility defined within this policy statement are as follows:

• Basic District Foundations - Board of Trustees, Chancellor
• District Governance and Administration - Chancellor
• Human Resources - Vice Chancellor, Associate Vice Chancellor
• Educational Programs/Instructional Affairs - college Presidents
• Student Services - college Presidents
• Business Operations/Administrative Services - Vice Chancellor (EIV.B3a.2)

Included in the appendices to this Self Study is a functional map showing delineation of responsibilities between the District and the colleges.

**Evaluation**

District policy clearly delineates the services, organizational responsibilities, and functions assigned to the District as well as to the college officers. These policies set clear-cut boundaries between service areas which are the operational responsibility of the District and those which are the responsibility of the college. In most areas, these boundaries are adhered to.

It is essential to recognize that although the District officers have responsibilities for their specific areas of control, the physical distance between Mission College and the District offices (approximately ten miles) places the college employees at a disadvantage whenever proximity to District services is essential. This is especially true with Information Systems, receiving/warehouse services, and purchasing. It should also be noted that the District has not had a research and planning function for many years and has relied on the colleges’ Research Analysts for assistance. In Fall 2007, the Chancellor proposed the establishment of a District Office of Research, Planning and Advancement, which should make it possible in the future for the District to fulfill its responsibility to support the colleges in research and strategic planning (EIV.B3a.4).
Planning Agenda

None.

Evidence

EIV.B3a.2 District Policy Manual, 2.4.4, http://www.wvmccd.cc.ca.us/board/policies/index.php
EIV.B3a.3 WVMCCD Organizational Chart, 03-23-07
EIV.B3a.4 WVMCCD Council Minutes, 09-26-07

4B.3.b The district/system provides effective services that support the colleges in their missions and functions.

Summary

As indicated in the response to Standard 4B.1, the District (EIV.B3b.1, EIV.B3b.2) is responsible for 11 primary activities that impact the colleges and provides an array of services to support the colleges. These services include Information Systems, Fiscal Services, Human Resources, District Staff Development, Police, Advancement, Sponsored Research and Grants, Facilities (maintenance and construction), and Public Information. Institutional research is not directly supported by the District, although data-gathering is facilitated by District-wide use of Datatel. These services are, for the most part, physically located on the West Valley campus. As outlined in the mapping document included in this Self Study, some services are the sole responsibility of the District, but other functions involve the collaborative efforts of both District and college staff. For example, the technological infrastructure of the District is maintained by District Information Systems Department (IS), which is administered from the West Valley campus but maintains a staff presence at Mission College (EIV.B3b.3-4) (t4).

Evaluation

The District provides centralized services to ensure efficiency and uniformity as necessary. In some cases, District staff are assigned to the colleges, and college and District staff work collaboratively. Some services could use more support. For example, District IS faces numerous challenges in terms of funding and staffing, and regularly has to seek additional funding from the District’s Land Corporation for improvements. While Datatel has provided greatly improved functionality in some areas, IS has had insufficient resources to fully exploit the capabilities of the system (EIV.B3b.3-4).
The District has made improvements in other services, however. The District has not had a central research and planning function for a number of years. In Fall 2007 the Chancellor proposed the establishment of a District Office of Research, Planning and Advancement (EIV.B3b.5). In the past, the District has lacked a professional development plan which would clearly convey expectations and procedures to staff, a fact which was noted by the Fiscal Crisis & Management Assistance Team (FCMAT) in their report on the District in Fall 2006. Progress has been made, and a three-year Staff Development Plan has been developed collaboratively between college and District Staff Development personnel, and was approved by the Mission College Academic Senate in May 2007. This plan will address many of these needs, including training in Datatel and other systems, institutionalizing Department and Division Chair training, and improving participation by classified staff in the planning of District and college staff development activities (EIV.B3b.6-16) (t2).

Views at the college level suggest that the current structure may not fully meet support needs. Faculty, staff, and administrators who participated in the Spring 2007 accreditation survey disagreed more often than agreed with the statement, “The district office is structured and staffed to provide effective management” (64% disagreed while 13% agreed). This perception may also reflect a lack of clarity in roles and responsibilities. When presented with the statement, “There are clear divisions of authority and responsibility between and among the governing board, district office, and the colleges,” only 25% agreed this represents the District, while a full 50% of respondents were in disagreement (EIV.B3b.17). As one of his goals for 2007-2008, the Chancellor has indicated that he plans to conduct a review of the organizational structure District wide (EIV.B3b.18).

Planning Agenda

None.

Evidence

EIV.B3b.2 WVMCCD: District Strategic Plan, 11-01-01
EIV.B3b.3 Mission College Organization Chart, 2006
EIV.B3b.4 WVMCCD Organization Chart, 03-23-07
EIV.B3b.5 WVMCCD Council minutes, 09-26-07
EIV.B3b.6 Emails from 10-21-05, 3-6-06, 11-14-06, and 02-05-07 showing EFMP progress
EIV.B3b.8 WVMCCD Final Budgets, 2005-2008
EIV.B3b.9 Division Chair Council Minutes 11-20-06
EIV.B3b.10 WVMCCD Leadership Institute Funding Proposal, 05-23-05 & Leadership Institute Presentation District Council Meeting 08-09-06
EIV.B3b.11 WVMCCD Information Services Employee Handbook, 08-20-07
The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Summary

Financial resources of the District – the base apportionment revenue - are distributed according to a budget allocation model developed through a participatory governance process. The allocation model allocates funds for salaries and benefits and all fixed costs and other commitments of the colleges and the District Office. Any funds remaining after deducting those costs are allocated to the colleges using FTES as the allocation factor. The District Budget Advisory Council (DBAC) is advisory to the Vice Chancellor of Administrative Services and reviews both the Final Budget and any changes or modifications to the tentative budget. Once the District’s fixed costs are deducted from the total available monies, the remainder is divided between the colleges and Central Services. In 2003, DBAC established a Budget Allocation Model Subcommittee (BAMS) charged with developing a new budget allocation model for the District (EIV.B3c.1-2) (t4).

In 2006, the District was evaluated by the Fiscal Crisis & Management Assistance Team (FCMAT). While the District’s overall level of financial risk was assessed as “low,” the team made a number of recommendations regarding budget practices in the District. These recommendations are being assigned to various key stakeholders throughout the District by DBAC (EIV.B3c.3, EIV.B3c.5).


**Evaluation**

Over time, the fact that District expenses are taken “off the top” before allocating money to the two colleges has become a contentious issue (EIV.B3c.4, EIV.B3c.6). The total percentage of District funds allocated to Central Services has increased relative to the percentage available to the colleges and as the percentage of FTES held by each college shifts. There is wide agreement with the Board of Trustees’ goal of developing a new budget allocation model for the District, as long as it is developed through a collaborative process and assures transparency of financial processes. However, work on the development of a new budget model has been very slow. Under the new Interim Vice Chancellor, the committee has been working steadily and it is hoped that the committee will be able to present a model prior to the 2008-2009 budget cycle (EIV.B3c.2, EIV.B3c.4, EIV.B3c.5).

**Planning Agenda**

- PA4.3 The District should adopt a new budget allocation model that ensures an equitable distribution of resources to the colleges.

**Evidence**

- EIV.B3c.1 WVMCCD Final Budgets, 2005-2008
- EIV.B3c.2 WVMCCD Budget Allocation Model Subcommittee Minutes, 03-14-07
- EIV.B3c.3 District Budget Advisory Committee Minutes (showing FCMAT rec. matrix), 02-28-07
- EIV.B3c.4 Mission College Academic Senate minutes, 04-26-07, http://www.missioncollege.org/senate/agendas_minutes.html
- EIV.B3c.5 Mission College Academic Senate minutes, 04-12-07
- EIV.B3c.6 Mission College Academic Senate minutes, 03-01-07

4B.3.d The district/system effectively controls its expenditures.

**Summary**

The District Finance Office, under the direction of the Vice Chancellor of Administrative Services, is responsible for preparation of the District budget each year. The Board of Trustees must adopt the Final Budget by September 15th. The Board establishes the allocation amounts for expenditures based on projected revenues. Funds are allocated in a manner that is consistent with the annual budget priorities. The adoption of the final budget by the Board results in spending authorization as identified in the supporting detail documents of the final budget. The budget is used to control or limit the expenditure of funds by major expenditure codes defined by the Budget and Accounting Manual. Once a budget is adopted, the total designated for each major expenditure classification is the maximum expenditure allowed. Pursuant to Title 5, Section 58307, any budget transfers between major classifications, or from reserves, must be authorized by the Board (EIV.B3d.1) (4f).
The District maintains a reserve of 5% in the unrestricted general fund. The Board has also established a 3% contingency reserve. Per the Board’s budget priorities for 2007-2008, a transfer of $1.5 million was made as part of the FY 06/07 year-end close toward building that reserve (EIV.B3d.1).

Expenditures at the college level are monitored by Administrative Services, and budget administrators are required to follow District and college procedures for purchasing and financial operations (EIV.B3d.2). The college’s Vice Presidents of Administrative Services report to their respective Presidents but have a “dotted-line” relationship to the Vice Chancellor of Administrative Services and meet regularly to ensure that policies and procedures are adhered to.

**Evaluation**

The District effectively controls its expenditures and attempts to anticipate and plan for future challenges, for example funding retiree health liabilities and meeting GASB 43 and 45 reporting requirements. In this case, the Board is proactively reviewing a number of possible methods for managing this expense over the long term, including the issuance of “Other Post-Employment Benefit” (OPEB) bonds and the District has committed to having a plan in place by July 1, 2008 (EIV.B3d.3-6).

**Planning Agenda**

None.

**Evidence**

- EIV.B3d.1  WVMCCD Final Budget, 2005-2008
- EIV.B3d.2  CBAC minutes at http://paris/mc/cbac/index.html, Paris→ Inside Mission → College Budget Advisory Committee (CBAC) Minutes
- EIV.B3d.3  WVMCCD Board of Trustees Agenda, 01-18-07, showing discussion of OPEB bonds; http://www.wvmccd.cc.ca.us/board/calendar.php
- EIV.B3d.4  WVMCCD DBAC minutes, 01-15-03
- EIV.B3d.5  WVMCCD DBAC minutes, 12-01-02
- EIV.B3d.6  Email from Joe Samuels, Mission College Interim President, 03-28-03
4B.3.e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Summary

Board Policy 2.1.3 outlines the authority and responsibility of the college Presidents to implement and administer those District policies that are delegated to them. Board Policy 2.3.9 clearly defines the responsibility of the college Presidents for the administration and operation of their colleges, and for the educational and student services programs of their colleges. Board Policy 2.2.1 requires annual evaluations of the college Presidents. These evaluations are conducted by the Chancellor. The Presidents of both colleges in the District meet weekly with the Chancellor as part of the Executive Management Team (EMT), and are fully responsible for implementing and administering delegated policies on their campuses (EIV.B3e.1, EIV.B3e.2, EIV.B3e.3).

Evaluation

The roles of the Chancellor and the Presidents are clearly defined per District policy. Communication between the Chancellor and the President is frequent and timely. The Chancellor ensures that the Presidents have full responsibility and authority to administer their respective colleges.

Planning Agenda

None.

Evidence

EIV.B3e.1 Administrative Handbook, 12-97
EIV.B3e.2 WVMCCD Administrative Handbook Section 2 on Evaluations, 06-07
The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Summary

The District Council is the highest level participatory governance body in the District, composed of members from all major constituencies: administrators from both colleges and Central Services, representatives of the two major bargaining units, the Academic Senates of both colleges, faculty and classified staff representatives. District Council serves as an advisory body to the Chancellor, through which the colleges and the various constituencies represented can raise issues and develop policies for consideration by the Board. DBAC serves a similar role and advises the Vice Chancellor of Administrative Services (EIV.B3f.1-3) (t4).

A number of different means of communication are used within the District, all of which are primarily administered through the Information Systems department. These methods include phone and email systems, as well as the Colleague executive reporting system (commonly referred to by the name of one of its modules, Datatel). Delivery of physical mail is also handled by the District (EIV.B3f.7).

Evaluation

The major District-level participatory governance entities, District Council and the DBAC, both have clearly defined operating procedures which are regularly reviewed. Communication of college and District concerns to the Board follows established procedures through these committees. Communication of Board concerns and discussions to the college community is not as clear-cut, due in large part to the fact that only summary minutes of Board actions are reported out following meetings. In Fall 2006, the Board took action to allow Board meetings to be broadcast via streaming video. This project has not taken effect, but may make Board deliberations more accessible to faculty and staff (EIV.B3f.1-4) (t6).

The various systems used by the District for communication – both telephone and email – are generally reliable and effective, with infrequent interruptions of service. Internet services, including web access to the executive reporting system, have a high degree of reliability. The physical distance between the two colleges in the District (approximately 10 miles) is responsible for some minor problems in communication. Delays of one to two days may be imposed by the need to route mail from the District mailroom to Mission College. Other communication problems arise from established procedures and processes. Minutes of many committees have not been widely distributed in the past, although that is improving, and a searchable District data archive has been established to which minutes and other documents can be posted from both colleges as well as from District committees.
**Planning Agenda**

None.

**Evidence**

EIV.B3f.2 WVMCCD DBAC Roles, Responsibilities and Operating Procedures, 12-07-05  
EIV.B3f.3 WVMCC District Council Operating Procedures, Approved 05-10-06  
EIV.B3f.4 WVMCCD Board of Trustees Meeting Agenda, 08-03-06, showing streaming video proposal. Online at http://www.wvmccd.cc.ca.us/board/agendas/2006/20060803_bot_agenda.pdf

**4B.3.g** The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

**Summary**

The District has a number of established committees which participate in the evaluation of governance and decision-making structures and processes. These committees include District Council, which advises the Chancellor; the District Budget Advisory Committee (DBAC), which advises the Vice Chancellor; the Administrative Services Council (ASC); and the District Information Systems Policy Advisory Council (DISPAC). The District Policy Manual, which delineates the governance and decision-making policies of the District, is reviewed on a regular basis by District Council and revised by the Board as needed (EIV.B3g.1) (t2).

**Evaluation**

Some groups, such as District Council and the District Budget Advisory Committee, regularly review their operating principles and procedures. Generally, however, the District needs to do a better job of evaluating governance, decision-making structures, and processes to ensure effectiveness. The District Strategic Plan has not had a comprehensive revision since 2001. The fact that both colleges will have updated their strategic plans by 2008 and the proposal to establish a District planning position should provide the foundation for the District to proceed with an update of the District plan (t2).
In August and September 2006, the District was visited by the State’s Fiscal Crisis & Management Assistance Team (FCMAT) and also had a technical assistance visit from a team from the Academic Senate for California Community Colleges (ASCCC) and the Community College League of California (CCLC). The reports generated by these visits provided valuable input to the District in evaluating role delineation, governance structures, and decision-making processes, and were communicated widely across the District via email and in meetings. The recommendations from these reports are being used as the basis for improvement by participatory governance bodies throughout the District and college (EIV.B3g.2, EIV.B3g.3, EIV.B3g.4) (t6).

**Planning Agenda**

None.

**Evidence**

| EIV.B3g.1 | WVMCCD Board of Trustees Meeting Agendas showing District Policy Manual revisions, 04-15-04, 08-05-04, 01-18-07, 12-07-06, 08-16-07, http://www.wvmccd.cc.ca.us/board/calendar.php |
| EIV.B3g.3 | WVMCCD Technical Assistance Visit, 09-09-06, http://www.missioncollege.org/senate/documents/Part_Gov_Rept.pdf |
| EIV.B3g.4 | FCMAT Recommendation Matrix, 03-09-07 |
PLANNING AGENDAS

Mission College welcomed the opportunity to write this Self Study, which allowed the college to reflect on its mission and its progress in fulfilling its commitment to students and the community. In particular, the college focused on the six accreditation themes:

1. Institutional commitment
2. Evaluation, planning, and improvement
3. Student learning outcomes
4. Organization
5. Dialogue
6. Institutional integrity

Over forty planning agendas emerged from the study and all are listed below by Standard. The Governance and Planning Council, which also served as the Accreditation Steering Committee, carefully reviewed these agendas since they represent a commitment on the part of the college to address each one. Twenty of the agendas were determined by GAP to be major items that will be the college’s focus between now and its next accreditation report.

MAJOR PLANNING AGENDAS

- **PA1.1** The Academic Senate will assess the program review process and in collaboration with other participatory governance groups, assist the college in developing a systematic, integrated planning process that is in alignment with the college’s mission and values and links the outcomes of assessment and evaluation of its programs and services with the allocation of financial, physical and human resources.

- **PA1.2** In the design of a systematic and integrated planning process, the college will ensure that the process include a scheduled review of the mission and values statements, and that the values and mission be visible and incorporated into decision-making processes.

- **PA1.8** The District and college will explore and implement ways to encourage and support the active participation of all employees, especially classified, in college and District governance.

- **PA1.9** As part of a systematic and integrated planning process, the college will establish benchmarks for all components of institutional effectiveness and develop assessment, evaluation and reporting strategies and tools.

- **PA2.1** The college will regularly assess, expand and improve its professional development activities for faculty and classified staff, ensuring widespread participation in training on District procedures, instructional technology, and teaching/learning strategies.
• PA2.2 The college will create and implement a strategic plan for Student Learning Outcomes (SLOs).

• PA2.3 The Vice President of Instruction, in collaboration with the Curriculum Review Committee, will establish and follow a schedule for the systematic review of all curricula.

• PA2.4 Vocational programs will establish active advisory committees.

• PA2.5 The Office of Instruction will ensure that vocational programs and curricula are reviewed on a regular and ongoing schedule.

• PA2.8 The Academic Senate will assign a task force to assess the efficacy of the current Cultural Pluralism requirement.

• PA2.9 The college and Student Services will enforce the Orientation requirement for all non-exempt students.

• PA2.12 Student Services will assess the outcomes of student services success interventions, and coordinate all academic advising and success intervention activities to ensure that more students receive these services.

• PA2.14 Student Services will further develop and implement assessment methods to measure student learning outcomes at all levels of the Student Services Division.

• PA2.16 The college will assess and address student needs for services and access in the Library and Technology Center, including weekend/evening hours.

• PA2.21 Instructional support service areas will develop measurements and assessment tools for Student Learning Outcomes.

• PA3.1 The college and Human Resources will ensure the timely completion of faculty and staff evaluations in all departments.

• PA3.3 The college will complete and implement the Faculty and Staff Diversity Plan.

• PA3.10 The Board should resolve the unfunded Retiree Health Benefit Liabilities to ensure the continuing fiscal health of the institution.

• PA4.2 The college will assess the reasons for frequent administrative turnover and develop and implement strategies to improve retention.

• PA4.3 The District should adopt a new budget allocation model that ensures equitable distribution of resources to the colleges.
ALL PLANNING AGENDAS

Standard I

• PA1.1 The Academic Senate will assess the program review process and in collaboration with other participatory governance groups, assist the college in developing a systematic, integrated planning process that is in alignment with the college’s mission and values and links the outcomes of assessment and evaluation of its programs and services with the allocation of financial, physical and human resources.

• PA1.2 In the design of a systematic and integrated planning process, the college will ensure that the process include a scheduled review of the mission and values statements, and that the values and mission be visible and incorporated into decision-making processes.

• PA1.3 To support college-wide dialogue for the purpose of improving student learning and institutional effectiveness, the college will ensure that minutes for all participatory governance groups, major committees and task forces be recorded and tied to agendas, then filed in a centralized, searchable online repository where they can be accessed and reviewed.

• PA1.4 To facilitate on-going, institution-wide discussion and activities for the improvement of student learning, the college will make the replacement of the Assessment Coordinator the highest priority in the next hiring cycle.

• PA1.5 The college will ensure that the Core Values and Goals be visible and incorporated into decision-making processes.

• PA1.6 The college will develop measurable outcomes for its goals.

• PA1.7 Participatory governance and standing committees will annually review their charge and membership, set goals and conduct an evaluation at the end of each year, following the example and model of District Council.

• PA1.8 The District and college will explore and implement ways to encourage and support the active participation of all employees, especially classified, in college and District governance.

• PA1.9 As part of a systematic and integrated planning process, the college will establish benchmarks for all components of institutional effectiveness and develop assessment, evaluation and reporting strategies and tools.

• PA1.10 To support the planning processes and improvement of student learning, the college will develop an institutional effectiveness website through the Office of Institutional Research.
• PA1.11 The college will evaluate the staffing and resources available to its Office of Institutional Research to ensure that the office is able to provide the data and information necessary for systematic planning and continuous improvement of student learning.

Standard II

• PA2.1 The college will regularly assess, expand and improve its professional development activities for faculty and classified staff, ensuring widespread participation in training on District procedures, instructional technology, and teaching/learning strategies.

• PA2.2 The college will create and implement a strategic plan for Student Learning Outcomes (SLOs).

• PA2.3 The Vice President of Instruction, in collaboration with the Curriculum Review Committee, will establish and follow a schedule for the systematic review of all curricula.

• PA2.4 Vocational programs will establish active advisory committees.

• PA2.5 The Office of Instruction will ensure that vocational programs and curricula are reviewed on a regular and ongoing schedule.

• PA2.6 The college will pursue the institutionalization of the effective practices and services that have been implemented through the Title V grant.

• PA2.7 The college will implement the recommendations from the Academic Senate’s review of the General Education curriculum.

• PA2.8 The Academic Senate will assign a task force to assess the efficacy of the current Cultural Pluralism requirement.

• PA2.9 The college and Student Services will enforce the Orientation requirement for all non-exempt students.

• PA2.10 Student Services will develop and implement a plan to increase access to student services for distance learning students.

• PA2.11 The college will bring together students, faculty and staff to research, recommend and implement activities to increase student involvement across the campus.
• PA2.12  Student Services will assess the outcomes of student services success interventions, and coordinate all academic advising and success intervention activities to ensure that more students receive these services.

• PA2.13  The Academic Senate and college will reactivate the Student Success Committee.

• PA2.14  Student Services will further develop and implement assessment methods to measure student learning outcomes at all levels of the Student Services Division.

• PA2.15  The Library will conduct a comprehensive review of the Library’s collection development policy and procedures.

• PA2.16  The college will assess and address student needs for services and access in the Library and Technology Center, including weekend/evening hours.

• PA2.17  The LATC will improve online access to instructional support services.

• PA2.18  The college will expand delivery options of educational support media.

• PA2.19  The LATC will investigate both a server-based delivery system for CD-ROMs and a library-like security system.

• PA2.20  The college will increase the use of automated solutions to facilitate routine equipment and software maintenance of equipment in the instructional support service areas.

• PA2.21  Instructional support service areas will develop measurements and assessment tools for Student Learning Outcomes.

**Standard III**

• PA3.1  The college and Human Resource will ensure the timely completion of faculty and staff evaluations in all departments.

• PA3.2  The college will regularly assess staffing needs with the intention to improve support for instructional and student service programs.

• PA3.3  The college will complete and implement the Faculty and Staff Diversity Plan.

• PA3.4  The college will pursue additional on-going sources of funding to support instructional technology.
• PA3.5 The college and the District should identify resources to develop, implement, and evaluate training modules for the new faculty, staff and administrators.

• PA3.6 The college will regularly assess and update its Technology Plan, addressing the increased need for technology, training, and distance learning services.

• PA3.7 The college should review the current college budget allocation process to ensure alignment with District budget policies and procedures.

• PA3.8 The Office of Administrative Services should develop a system for regular monitoring and reporting of the college’s budget status.

• PA3.9 The college should respond as appropriate to the recommendations of the FCMAT.

• PA3.10 The Board should resolve the unfunded Retiree Health Benefit Liabilities to ensure the continuing fiscal health of the institution.

**Standard IV**

• PA4.1 Through the college’s participatory governance process, the college will update its participatory governance model, procedures, and policies. The college will implement training and strategies for faculty, administrators, staff and students to improve participation in college governance and ensure that all participants be knowledgeable about decision-making processes.

• PA4.2 The college will assess the reasons for frequent administrative turnover and develop and implement strategies to improve retention.

• PA4.3 The District should adopt a new budget allocation model that ensures equitable distribution of resources to the colleges.
APPENDIX A

WVMCCD & MISSION COLLEGE MAPPING DOCUMENT
## WEST VALLEY–MISSION COMMUNITY COLLEGE DISTRICT
### DISTRICT OFFICE, DISTRICTWIDE, AND COLLEGE RESPONSIBILITIES
#### IN RELATION TO ACCREDITATION STANDARDS

<table>
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<th>Standard</th>
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<tbody>
<tr>
<td><strong>STANDARD I: INSTITUTIONAL MISSION &amp; EFFECTIVENESS</strong></td>
<td>The Board approves programs and curriculum based on recommendations of the Academic Senates and the administration in line with the District’s stated goals and priorities.</td>
<td>Through participatory governance processes, the colleges are responsible for designing student learning programs and services in response to the needs of their student populations and mission statements.</td>
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#### A. MISSION
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

2. The mission statement is approved by the governing board and published.

3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

The District’s Mission Statement is found in District Policy 1.4.5.

The District mission statement is reviewed annually as part of the regular revision process for District policies. The participatory governance groups regularly review the policy and make suggestions for revisions. The mission statement was most recently revised in 2007.

Through their participatory governance processes, the colleges regularly review and revise as necessary their Mission Statements.
### WEST VALLEY–MISSION COMMUNITY COLLEGE DISTRICT
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<td>4. The institution’s mission is central to institutional planning and decision-making.</td>
<td>Administrative Services and the Chancellor’s Office use the District mission statement as a foundation for planning and budget allocation within its area. The Services and Facilities Master Plan (S&amp;FMP- the District services counterpart to the college EFMP’s) is founded on the District mission statement.</td>
<td>The Colleges use their Mission Statements in their institutional planning processes; for example educational planning, program review, and resource allocation.</td>
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### B. IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

| 1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. | District Council and the District Budget Advisory Committee (DBAC) are the highest level District-wide participatory governance groups and provide advice to the Chancellor and Vice Chancellor. They meet regularly and engage in dialogue concerning the issues herein. These bodies are critical in the planning and review processes that take place across the District. The Chancellor and Board participate in dialogue by means of special District-wide Board study sessions as well as attendance at senate meetings and sponsored programs. | Faculty, as represented by the Academic Senates, takes leadership for ongoing dialogues on student learning and learning outcomes. Administration and staff contribute to these dialogues through the participatory governance process. |

<p>| 2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement. | The District’s strategic plan and the S&amp;FMPs and EFMP’s serve as the foundational documents for these efforts. In Administrative Services and the Chancellor’s Office, progress on the synthesis strategies of the S&amp;FMP are regularly reviewed (and published in the minutes of the Administrative Services Council) and the priorities outlined in the S&amp;FMP are used as the basis for decisions regarding discretionary funds available. | Through their participatory governance processes, each college conducts educational planning including the establishment of goals and measures of effectiveness. Each college’s highest shared governance body ensures that goals are widely disseminated, discussed, and collaboratively pursued. The Colleges’ educational master plans serve as the foundational documents for these efforts. |</p>
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<td>3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.</td>
<td>District Council, DBAC, EMT, and the Board regularly review the goals and budget priorities of the District. This is done through study sessions, workshops, and participatory governance meetings. The Board and the Chancellor annually review progress and approve goals for themselves based on institutional planning and priority setting. The budget process is directly related to the goals of the District.</td>
<td>Through their educational planning processes, each college has the responsibility for monitoring progress toward all educational, facility, and strategic planning goals as well as collecting data and assessing institutional processes.</td>
</tr>
<tr>
<td>4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.</td>
<td>Open and regular meetings of participatory governance groups, and their minutes and report outs in various venues; all user emails communicating initiatives, seeking input and feedback, and reporting progress; regular reports to the Board or Board study sessions and workshops address this standard component.</td>
<td>Each college holds open and regular meetings of their participatory governance groups. They establish agendas, maintain minutes, and provide opportunities for input through representatives and/or through college-wide communications. Each college has a participatory budget process designed to support and enhance instructional programs and services and improve institutional effectiveness.</td>
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# STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

## A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

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<td>1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.</td>
<td>District Policy on Educational Programs, specifically 4.1 and 4.3 address instructional programs and their connection to the mission and goals of the District/colleges.</td>
<td>Each college’s Office of Instruction, in conjunction with the Curriculum Committees and Academic Senates, ensures that educational programs are congruent with college missions.</td>
</tr>
<tr>
<td>a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</td>
<td></td>
<td>The Colleges fulfill this responsibility through the collaborative efforts of each Academic Senate, Office of Instruction, Office of Student Services, Office of Research, Assessment Coordinator, Curriculum Committee, and SLO Committee.</td>
</tr>
<tr>
<td>b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.</td>
<td></td>
<td>College faculty, the College Curriculum Committees, and, where appropriate, the Distance Learning Coordinators, determine student needs and appropriate delivery modes.</td>
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### WEST VALLEY–MISSION COMMUNITY COLLEGE DISTRICT
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<td>c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.</td>
<td>The College Academic Senates, Curriculum Committees, SLO Committees, departments and faculty, working with the Offices of Research and Assessment Coordinators, establish SLOs and assess student achievement of outcomes.</td>
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2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

| a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. | The College Academic Senates, Curriculum Committees, SLO Committees, departments and faculty, working with the Offices of Research and Assessment Coordinators, establish SLOs and assess student achievement of outcomes for the purpose of sustaining and improving the quality of instructional courses and programs. | |
| b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes. | Each college’s Academic Senate and its Curriculum Committee provide the faculty expertise necessary to develop and revise curriculum. Where appropriate colleges establish advisory committees. The Office of Instruction, the Assessment Coordinator, the Curriculum Committee and Academic Senate, the SLO Committee, and departmental faculty all contribute to the development of SLOs and the assessment of student progress. | |
| c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. | Each college’s Office of Instruction, the Office of Research, the Assessment Coordinator, the Curriculum Committee and Academic Senate, the SLO Committee, as well as the department and division structures share responsibility in this area. | |
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<td>d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</td>
<td></td>
<td>College faculty, the College Curriculum Committee, and, where appropriate, the Distance Learning Coordinator, determine student needs and appropriate delivery modes.</td>
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<tr>
<td>e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</td>
<td></td>
<td>Through their participatory governance processes, the colleges have responsibility for conducting systematic program review and other educational planning activities, including Student Learning Outcomes, to ensure that current and future student needs are addressed.</td>
</tr>
<tr>
<td>f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.</td>
<td></td>
<td>Through their participatory governance processes, the colleges have responsibility for conducting systematic program review and other educational planning and assessment activities, and disseminating and discussing results to improve outcomes.</td>
</tr>
<tr>
<td>g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.</td>
<td></td>
<td>The Assessment Coordinator, the Office of Research, and the Matriculation Committees work with the departments to validate effectiveness of assessments.</td>
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<tr>
<td>h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.</td>
<td>The District’s policy on Academic Standards (5.6) sets forth all options for receiving credit and establishes grading symbols and grade point regulations.</td>
<td>The College Office of Instruction, Academic Senate, the Curriculum Committee, articulation officer, department chairs and faculty fulfill this function.</td>
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<td>i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.</td>
<td>District Policy 4.3, Educational Planning, Programs, and Courses, delineates the role of the college curriculum committee, college Academic Senates, and the Board in program development and approval.</td>
<td>The Office of Instruction, the Assessment Coordinator, the Curriculum Committee and Academic Senate, the SLO Committee, and departmental faculty fulfill this function.</td>
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<tr>
<td>3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:</td>
<td>District Policy 4.4, Graduation and Degree Requirements, establishes General Education requirements for all degrees granted by the colleges.</td>
<td></td>
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<tr>
<td>a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.</td>
<td></td>
<td>The Office of Instruction, the College Research Office, the Assessment Coordinator, the Curriculum Committee and Academic Senate, the SLO Committee, as well as the department and division structures fulfill this function.</td>
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<tr>
<td>b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.</td>
<td>District Policy 1.4, Educational Role and Mission, Purpose, and Responsibility, addresses life long learning.</td>
<td>The Office of Instruction, the College Research Office, the Assessment Coordinator, the Curriculum Committee and Academic Senate, the SLO Committee, as well as the department and division structures fulfill this function.</td>
</tr>
<tr>
<td>c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</td>
<td>See above.</td>
<td>The Office of Instruction, the College Research Office, the Assessment Coordinator, the Curriculum Committee and Academic Senate, the SLO Committee, as well as the department and division structures fulfill this function.</td>
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<td>4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.</td>
<td></td>
<td>The Office of Instruction, the College Research Office, the Assessment Coordinator, the Curriculum Committee and Academic Senate, the SLO Committee, as well as the department and division structures fulfill this function.</td>
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<tr>
<td>5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.</td>
<td></td>
<td>The appropriate college deans, division chairs, and departmental faculty are responsible for ensuring compliance with applicable standards, licensure and certification.</td>
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<tr>
<td>6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.</td>
<td></td>
<td>As coordinated by the Office of Instruction and Office of Student Services, each college produces and distributes the College Catalog, Schedule of Classes and Student Handbook. Departmental faculty take responsibility for the creation and distribution of course syllabi.</td>
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<tr>
<td>a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</td>
<td></td>
<td>The Curriculum Committee, in conjunction with the Counseling Department, develops and recommends policies on the transfer of credit. These policies are clearly stated in the College Catalog and Student Handbook. The Office of Instruction, Curriculum Committee and articulation officer insure the transferability of college courses.</td>
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<td>b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</td>
<td>The Academic Senates are responsible for policies regarding discontinuation or substantial change. The Office of Instruction, Counseling, and affected departments are responsible for ensuring that students may complete in a timely manner.</td>
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<tr>
<td>c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.</td>
<td>The Board regularly reviews and revises (as appropriate) all chapters of the District Policy Manual. The District public information officer works closely with those responsible for publications at the colleges to ensure consistency and clarity of information in all appropriate communications/publications.</td>
<td>The Office of Instruction and Office of Student Services are responsible for ensuring current, consistent, and accurate information is in all publications, regardless of format.</td>
</tr>
<tr>
<td>7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.</td>
<td>District Policies 4.8, 5.19, and 1.4 address these respective subjects and are published on the District Web site.</td>
<td>The Offices of Instruction and Student Services are responsible for ensuring that relevant policies are utilized and made public.</td>
</tr>
<tr>
<td>a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</td>
<td></td>
<td>The Academic Senates and college administrations are responsible for ensuring this standard is met. The Colleges espouse the Ethics Statement of the American Association of University Professors, as expanded by the State Academic Senate.</td>
</tr>
</tbody>
</table>
### WEST VALLEY–MISSION COMMUNITY COLLEGE DISTRICT
**DISTRICT OFFICE, DISTRICTWIDE, AND COLLEGE RESPONSIBILITIES IN RELATION TO ACCREDITATION STANDARDS**

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<tr>
<th>Standard</th>
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<tbody>
<tr>
<td>b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.</td>
<td>District Policies 5.19 and 5.20, which are published on the District Web site, cover academic honesty and consequences for dishonesty.</td>
<td>The Academic Senates, Offices of Instruction, and Offices of Student Services are responsible for this function.</td>
</tr>
<tr>
<td>c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.</td>
<td>District policy and collective bargaining agreements govern in this area.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies. | N/A | N/A |

### B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

| 1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. | The Office of Student Services is responsible for this function in collaboration with the Office of Instruction and the Academic Senate, and with the support of the Office of Research and the SLO Coordinator. |
WEST VALLEY–MISSION COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE, DISTRICTWIDE, AND COLLEGE RESPONSIBILITIES
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<tr>
<td>2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:</td>
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<tr>
<td>a. General Information</td>
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<tr>
<td>• Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution</td>
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<tr>
<td>• Educational Mission</td>
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<td>• Course, Program, and Degree Offerings</td>
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<td>• Academic Calendar and Program Length</td>
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<td>• Academic Freedom Statement</td>
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<td>• Available Student Financial Aid</td>
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<td>• Available Learning Resources</td>
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<tr>
<td>• Names and Degrees of Administrators and Faculty</td>
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<tr>
<td>• Names of Governing Board Members</td>
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<tr>
<td>b. Requirements</td>
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<tr>
<td>• Admissions</td>
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<tr>
<td>• Student Fees and Other Financial Obligations</td>
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<tr>
<td>• Degree, Certificates, Graduation and Transfer</td>
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<tr>
<td>c. Major Policies Affecting Students</td>
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<tr>
<td>• Academic Regulations, including Academic Honesty</td>
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<td>• Nondiscrimination</td>
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<td>• Acceptance of Transfer Credits</td>
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<td>• Grievance and Complaint Procedures</td>
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<td>• Sexual Harassment</td>
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<td>• Refund of Fees</td>
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<tr>
<td>d. Locations or publications where other policies may be found</td>
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The Offices of Instruction and Student Services are responsible for ensuring that the College Catalog is precise, accurate, current, and contains the required information.
# WEST VALLEY–MISSION COMMUNITY COLLEGE DISTRICT
## DISTRICT OFFICE, DISTRICTWIDE, AND COLLEGE RESPONSIBILITIES
### IN RELATION TO ACCREDITATION STANDARDS

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<tr>
<td>3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</td>
<td>Using information provided through the research and assessment functions, the Offices of Student Services, in collaboration with the Offices of Instruction, are responsible for ensuring that the learning support needs are identified and met.</td>
<td></td>
</tr>
<tr>
<td>a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.</td>
<td>District Policy Chapter 5 governs in this area.</td>
<td>The Offices of Student Services, disabled student service coordinators, and college webmasters are responsible for assuring equitable access.</td>
</tr>
<tr>
<td>b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.</td>
<td></td>
<td>Under the leadership of the college President, all college programs and services are responsible for maintaining and promoting an environment that encourages personal and civic responsibility.</td>
</tr>
<tr>
<td>c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.</td>
<td></td>
<td>Through the program review process, and in collaboration with the Academic Senate, the Office of Student Services is responsible for ensuring the planning, implementation, and evaluation of academic advising programs. The Office of Student Services is responsible for ensuring that advising personnel are appropriately trained.</td>
</tr>
<tr>
<td>d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.</td>
<td></td>
<td>Under the leadership of the college President, all college programs and services are responsible for providing programs and services that support and enhance student understanding and appreciation of diversity.</td>
</tr>
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### WEST VALLEY–MISSION COMMUNITY COLLEGE DISTRICT
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<tr>
<td>e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</td>
<td>The College Office of Research, Assessment Coordinator, and the Articulation Officer coordinate with departments, matriculation, and counseling to evaluate and validate all placement instruments.</td>
<td></td>
</tr>
<tr>
<td>f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.</td>
<td>Specific policy language in this area can be found in District Policy 5.5.</td>
<td>The College Admissions &amp; Records and Financial Aid Offices are responsible for maintaining secured student records. Service programs such as Health Services and Disabled Student programs also ensure confidentiality and secured access to particular student records. The Offices of Student Services and Instruction are responsible for ensuring that established policies for release of student records are published and followed.</td>
</tr>
<tr>
<td>4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</td>
<td></td>
<td>The Academic Senates and the Offices of Student Services are responsible for ensuring that program review is conducted for non-instructional programs and services.</td>
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WEST VALLEY–MISSION COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE, DISTRICTWIDE, AND COLLEGE RESPONSIBILITIES
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<tr>
<td>C. LIBRARY AND LEARNING SUPPORT SERVICES</td>
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<tr>
<td>Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.</td>
<td></td>
<td>The Colleges are responsible for ensuring the ongoing assessment of Library and other learning support services. Through the program review and resource allocation processes the colleges are responsible for the ongoing assessment and facilitation of Library and other learning support services.</td>
</tr>
<tr>
<td>1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.</td>
<td></td>
<td>Under the direction of the appropriate administrator, Library and learning support services faculty and staff work in collaboration with the Offices of Instruction, departmental faculty, and the distance learning and technology committees, as appropriate, to ensure the quality of learning support services.</td>
</tr>
<tr>
<td>a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.</td>
<td></td>
<td>Library faculty and subject faculty are responsible for designing instruction in information competency and library research.</td>
</tr>
<tr>
<td>b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.</td>
<td></td>
<td>The appropriate administrators at each college are responsible for guaranteeing that information and learning resources are accessible for all students and faculty.</td>
</tr>
<tr>
<td>c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.</td>
<td>District Policy 6.13 provides direction regarding Security For District Property.</td>
<td>The appropriate administrators at each college are responsible for adhering to District/college policies and procedures to ensure library and other learning support services are properly maintained and secure.</td>
</tr>
<tr>
<td>d. The institution provides effective maintenance and security for its library and other learning support services.</td>
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<tr>
<td>e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.</td>
<td>The appropriate administrators at each college are responsible for ensuring the planning, implementation and evaluation of direct and contractual services.</td>
<td></td>
</tr>
<tr>
<td>2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</td>
<td>The Academic Senates and the Offices of Instruction and Student Services are responsible for ensuring that the Library and other learning support services participate in program review.</td>
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</table>
## WEST VALLEY–MISSION COMMUNITY COLLEGE DISTRICT
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<tr>
<td><strong>STANDARD III: RESOURCES</strong></td>
<td>The District follows the Faculty Minimum Qualifications as established by the Board of Governors and those local minimum qualifications established by the Academic Senate and the Board of Trustees.</td>
<td>College administration has the responsibility to ensure that hiring committees adhere to District policies and procedures for ensuring that qualified personnel are selected to provide and support programs and services.</td>
</tr>
<tr>
<td><strong>A. HUMAN RESOURCES</strong></td>
<td>The Human Resources Department screens all applicants for classified and management staff positions to ensure that staff are qualified.</td>
<td></td>
</tr>
<tr>
<td>1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.</td>
<td>The Human Resources Department oversees every phase of the recruitment and selection process for faculty, classified and management hiring. All hiring committees follow the Recruitment and Selection Procedures as developed by the Academic Senate for faculty positions and developed by Human Resources for classified and management positions.</td>
<td></td>
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<tr>
<td>a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</td>
<td>The Human Resources Department oversees the definition and dissemination of all classified staff positions. The job announcements include information regarding equivalency of foreign degrees as stated in Title 5. The applicants are responsible for contacting an agency and paying the fee to evaluate the degree(s) and equate the documentation to domestic standards.</td>
<td>College administration has the responsibility to ensure that the requirements of this standard are met. In respect to faculty positions, College administration has the responsibility to work collaboratively with the Academic Senates and ensure that faculty play a significant role in selection of new faculty. The college administrations and the Academic Senates have the responsibility to ensure appropriate representation on the District Equivalency Committee.</td>
</tr>
<tr>
<td>b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</td>
<td>Human Resources Division coordinates evaluations required by collective bargaining agreements and agreements with unrepresented groups.</td>
<td>College administrators, working in collaboration with faculty and staff, are responsible for assuring that all administrators, faculty and staff are evaluated in accordance with Board Rules and collective bargaining agreements.</td>
</tr>
<tr>
<td>c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.</td>
<td>The District and the faculty union have the responsibility for developing an evaluation instrument that measures effectiveness in student learning outcomes.</td>
<td>College Offices of Instruction, Academic Senates, and department chairs are responsible for guaranteeing that faculty evaluations comply with collective bargaining agreements.</td>
</tr>
<tr>
<td>d. The institution upholds a written code of professional ethics for all of its personnel.</td>
<td>The performance appraisal process includes professional, collegial and institutional criteria. See Board Policies 2.13, 2.15, and 2.16.</td>
<td>College administrators and Academic Senates are responsible for establishing codes of ethics for all faculty and staff.</td>
</tr>
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<td>2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.</td>
<td>The Human Resources Department monitors faculty assignments District wide, to insure that the State’s 75%/25% full-time/part-time faculty ratio is maintained.</td>
<td>Colleges are responsible for planning and resource allocation processes that provide for sufficient faculty and staff in light of college resources.</td>
</tr>
<tr>
<td>3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.</td>
<td>The Human Resources Department develops Board policies and procedures, obtains input and Board approval as appropriate, and publishes them on the District’s intranet website. Coordination of all policies and procedures as they relate to collective bargaining agreements, Board Rules and the Ed Code are also the responsibility of the Human Resources Department.</td>
<td>College administrators are responsible for applying such policies and procedures at the local level.</td>
</tr>
<tr>
<td>a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.</td>
<td>The District’s policies and procedures are contained in Policy 3.1.3, Recruitment and Selection Guidelines and collective bargaining agreements.</td>
<td>College administrators are responsible for applying such policies and procedures fairly at the local level.</td>
</tr>
<tr>
<td>b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.</td>
<td>The Human Resources Department manages District employee records. Security and confidentiality and maintained and each employee has access to his/her personnel records in accordance with law and/or collective bargaining agreements.</td>
<td>College administrators are responsible for guaranteeing the security and confidentiality of all staff and faculty records at the local level.</td>
</tr>
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### WEST VALLEY–MISSION COMMUNITY COLLEGE DISTRICT
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<tr>
<td>4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.</td>
<td>The WVMCCD has adopted an Equal Employment Opportunity and Non-Discrimination policy, 2.6 and 2.7, affirming that all programs and activities shall be conducted in a manner which is free from discrimination on the basis of race, color, national origin, ancestry, religion, creed, sex, pregnancy, marital status, medical condition (cancer related), sexual orientation, age, disability or veteran status. The policies and procedures were reviewed in Fall 2006 to comply with new changes as directed by the State Chancellor's Office and other changes in law and are scheduled for Board review in Spring 2007. In all selection processes, each candidate is queried regarding demonstrated ability to effectively interact with people of diverse socio-economic, cultural, disability and ethnic backgrounds. Each recruitment is reviewed to ensure that no group is adversely impacted by any policies and practices instituted by the District. The District Staff Development Department develops and presents diversity and cultural competency training in face to face and online workshops to celebrate diversity and foster cultural competency of faculty, staff, and administrators.</td>
<td>College administrators and compliance officers are responsible for applying and monitoring such policies and procedures fairly at the local level.</td>
</tr>
<tr>
<td>a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.</td>
<td>College administrators and staff development are responsible for working with Human Resources to provide programs and services that support all personnel.</td>
<td></td>
</tr>
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<tr>
<td>b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.</td>
<td>The Human Resources Department and the Faculty and Staff Diversity Advisory Committee review annual reports to ensure that no group is adversely impacted by any policies and practices instituted by the District. WVMCCD faculty and staff represent a range of ethnicity, including 14.4% Asian, 11.4% Hispanic and 3.8% Black. Women comprise 56.2% of the workforce.</td>
<td>College administrators are responsible for monitoring equity and diversity measures.</td>
</tr>
<tr>
<td>c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.</td>
<td>The District’s non-discrimination policy in contained in District Policy 2.6, Non-Discrimination and Unlawful Discrimination.</td>
<td>Under the leadership of the college President, all members of the institution are responsible for ensuring that all collective bargaining agreements and policies relating to ethical standards and academic freedom are enforced.</td>
</tr>
<tr>
<td>5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.</td>
<td>Collective bargaining agreements with classified employees and supervisors include professional growth incentives.</td>
<td>College staff development offices are responsible for providing ongoing professional development in collaboration with the District staff development office.</td>
</tr>
<tr>
<td>a. The institution plans professional development activities to meet the needs of its personnel.</td>
<td>District Staff Development creates ongoing plans that align with organizational strategies, goals, and mission. In addition, assessments are conducted to determine training and development needs of personnel.</td>
<td>College staff development offices are responsible for providing ongoing professional development in collaboration with the District staff development office.</td>
</tr>
<tr>
<td>b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.</td>
<td>District Staff Development Training includes evaluations at the conclusion of its programs. The information gathered is compiled and analyzed and then used to improve future training.</td>
<td>College Offices of Staff Development fulfill this function in collaboration with Academic Senates and participatory governance committees.</td>
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### B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

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<td>6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.</td>
<td>Colleges are responsible for evaluating human resources needs via administrative, academic, and support services program review and as part of overall institutional planning.</td>
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<tr>
<td><strong>B. PHYSICAL RESOURCES</strong></td>
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<tr>
<td>1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.</td>
<td>The College Facilities Managers meet with the Facilities Advisory Committees to ensure that the campus meet state regulations regarding health &amp; safety.</td>
<td>College administration, facilities managers and Facilities Advisory Committees are responsible for ensuring safe and sufficient physical resources.</td>
</tr>
<tr>
<td>a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.</td>
<td>Every year, the District updates its five-year construction plan. This plan is developed with each College President’s Council and approved by the Board of Trustees. The plan is reviewed and prioritized annually. State Chancellor Outlay Applications are submitted to the State for Renovation and new construction. Projects based on Master Plans.</td>
<td>Through the participatory governance processes, colleges are responsible for developing and updating college Facilities Master Plans.</td>
</tr>
<tr>
<td>b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.</td>
<td>The Director, Facilities, Construction and Maintenance develops an annual Scheduled Maintenance Five Year Plan of all facility maintenance needs District wide that requires replacement.</td>
<td>College administration, facilities managers and Facilities Advisory Committees are responsible for ensuring safe and sufficient physical resources.</td>
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<td>2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.</td>
<td>The Director, Facilities, Construction and Maintenance along with his staff developed a maintenance program for equipment at each of the colleges. State Chancellor Outlay Applications are submitted to the State for Renovation and new construction. Projects are based on Master Plans.</td>
<td>Through the participatory governance processes, colleges are responsible for developing and updating college Facilities Master Plans.</td>
</tr>
<tr>
<td>a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</td>
<td>The Board of Trustees approves on an annual basis a Five Year Construction Plan. This is developed in conjunction with each college.</td>
<td>Colleges are responsible for ensuring that Facilities Master Plans reflect college Institutional (Strategic) and Educational Master Plans goals.</td>
</tr>
<tr>
<td>b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.</td>
<td>The District Office of Facilities, Construction and Maintenance coordinates an annual Space Inventory Report to recognize current space uses and allow for effective planning of future space.</td>
<td>Colleges are responsible for ensuring that Facilities Master Plans reflect college Institutional (Strategic) and Educational Master Plans goals.</td>
</tr>
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### C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. | The District Information Systems department maintains enterprise administrative systems, wide area network, desktop computers, and software acquisition to meet the academic needs of the colleges. Evidence: IT Strategic Plan | The Colleges’ Instructional Technology Offices and Technology Committees ensure the appropriate type and level of technology support in collaboration with District Information Systems. |

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<tr>
<td>a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.</td>
<td>The District Information Systems department maintains IT staff, data center, enterprise servers, desktop computers, software acquisition, and helpdesk services, to enhance the operation and effectiveness of the colleges. Evidence: IT Strategic Plan</td>
<td>The Colleges are responsible for ensuring that planning processes address technology services.</td>
</tr>
<tr>
<td>b. The institution provides quality training in the effective application of its information technology to students and personnel.</td>
<td>District Staff Development partners with the Office of Information Technology to provide system training to District employees. The District Information Systems department works with HR Staff Development to provide system training to District employees. Evidence: IT Strategic Plan</td>
<td>The Colleges' Offices of Instructional Technology, Staff Development Coordinator, and where appropriate the Distance Learning Coordinator, are responsible for providing technology training.</td>
</tr>
<tr>
<td>c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.</td>
<td>The District Information Systems department systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet District-wide needs. Evidence: IT Strategic Plan</td>
<td>As part of the participatory planning process, the College's Instructional Technology personnel and staff are responsible for developing, implementing, and evaluating the colleges' Technology Plans.</td>
</tr>
<tr>
<td>d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.</td>
<td>The District Information Systems department maintains IT staff to support the development, maintenance, and enhancement of its programs and services. Evidence: IT Strategic Plan</td>
<td>The Academic Senate, Administration, Departments and Student Services are responsible for this function.</td>
</tr>
<tr>
<td>2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.</td>
<td>District Information Systems Planning and Advisory Committee (DISPAC) is a participatory governance committee that includes District and college stakeholders, and that ensures planning goals and objectives of the colleges are being met. Evidence: DISPAC Charter</td>
<td>The College's Technology Plan is developed collaboratively by all campus administrators, faculty and staff in support of the goals and objectives of the College's Strategic Plan.</td>
</tr>
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</table>
D. FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

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<td>1. The institution relies upon its mission and goals as the foundation for financial planning.</td>
<td>The District’s financial planning is based upon the Board’s review of District policy (refer to Chapter 6.6 Fiscal Standards) along with direction and parameters set by the Board during its annual review of budget priorities. The Board adopted a funding allocation mechanism (1994/95) that distributes funds and allows central services and the colleges to set funding priorities to accomplish their own institutional plans and mission (refer to S&amp;FMP and College EFMPs).</td>
<td>Through its participatory planning processes and designated budget advisory groups, each college is responsible for ensuring that all college-wide financial planning is driven by the college’s mission and is linked to program review and educational planning.</td>
</tr>
<tr>
<td>a. Financial planning is integrated with and supports all institutional planning.</td>
<td>The District Fiscal Services Office provides and facilitates consistent and efficient financial and business services on a District-wide basis. This office makes an effort to provide complete, accurate, and timely financial reports to assist the institutional planning process. The Vice Chancellor of Administrative Services is responsible for revenue projections and estimated expenses. It is the responsibility of the VC of Adm. Services to communicate and share information with all staff if estimated expenses will exceed projected revenues. Sharing information in a timely manner allows adjustments to be made to the budget based on priorities identified within the institutional plans.</td>
<td>Through the participatory governance processes and designated budget advisory groups, the colleges are responsible for developing integrated planning processes that link resource allocation with educational planning.</td>
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### WEST VALLEY–MISSION COMMUNITY COLLEGE DISTRICT
**DISTRICT OFFICE, DISTRICTWIDE, AND COLLEGE RESPONSIBILITIES IN RELATION TO ACCREDITATION STANDARDS**

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<tr>
<td>b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.</td>
<td>Each college, Administrative Services, and reporting staff to the Chancellor develop their own operating budgets based on prior year expenses plus known increases for the next year. Personnel costs are reconciled by staff from the District Budget office and the Colleges’ Adm. Specialist personnel and Colleges’ Adm. Svcs. Offices based on Board approved positions. The budget is developed in conjunction with the Board approved budget priorities, collective bargaining agreements, fiscal standards and communicated through the District Budget Advisory Committee (DBAC). DBAC serves as the primary participatory governance body. The link between instructional planning and service needs is being developed as part of an allocation model that incorporates Activity Based Costing (ABC). This model would eliminate the need for rollover budgets and would identify resources necessary to support planned programs during the upcoming year. The concept of the ABC model is to assign a cost of “doing business” at a departmental level.</td>
<td>Through the participatory governance process and designated budget advisory groups, each college is responsible for systematically evaluating its needs and assessing availability of internal and external resources.</td>
</tr>
<tr>
<td>c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.</td>
<td>Historically, the District has met all bonded indebtedness and other long-term obligation repayments. The District maintains its reserve at 5% of its projected unrestricted general fund expenditures and is setting up a 3% contingency reserve to be used for any unanticipated changes in expenditures or revenues when impending changes in operations would result in significant service reductions.</td>
<td>The College Vice President of Administrative Services is responsible for providing information to the colleges’ fiscal planning groups to ensure that long range financial priorities are addressed.</td>
</tr>
<tr>
<td>d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.</td>
<td>The District has a Board adopted budget allocation mechanism to distribute funds to colleges from 1994/95. The District also has an adopted fiscal policy in Chapter 6. A budget development calendar is created each year to provide the colleges and District Office guidelines, processes, and templates to develop their annual operating budgets. The District budget is developed each year through extensive consultation with the DBAC.</td>
<td>The Colleges have the responsibility through their participatory processes to develop guidelines and processes for financial planning and to ensure that all constituencies have the appropriate opportunity to participate in the processes.</td>
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WEST VALLEY–MISSION COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE, DISTRICTWIDE, AND COLLEGE RESPONSIBILITIES
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<tr>
<td>2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminated dependable and timely information for sound financial decision making.</td>
<td>The Fiscal Services Office is responsible for providing financial and accounting services to the colleges and District as a whole. It has the following functions and service areas:  - Budget  - Accounting  - Disbursement, including Accounts Payable, Student Financial Aid, Student Refunds  - Student Accounts Receivable(Collections) The Vice Chancellor of Administrative Services presents District Financial reports on a quarterly basis and presents the Annual Financial and Budget Report (311) for the prior fiscal year to the Board of Trustees and DBAC. The Board also approves monthly budget adjustments in accordance with CCR Section 58307 for transfers between major expenditure classifications. Additionally, all warrants and purchase orders are reviewed and approved by Board action on a bimonthly basis. Updated financial information is available and accessible to all staff that has requested a logon through the computerized integrated software referred to as Colleague or Datatel. The finance module has a notification system for funds availability to control expenditures being made to an account having insufficient funds. In FY 06/07 the Information Systems department released the web-based information management tool that allows staff to access financial information online through WebAdvisor’s “My Budget.” Staff Development provided training with the District Budget Office and an online tutorial navigates the user through the budget screens.</td>
<td>The Colleges’ Offices of Administrative Services are responsible for monitoring budget development, expense trends, and working with budget administrators.</td>
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<tr>
<td>a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</td>
<td>The Fiscal Services Office is responsible for ensuring strict adherence and compliance with the budget and accounting manual prepared by the California Community Colleges Chancellor’s Office, with various applicable provisions of the California Education Code, and with Title 5 Regulations. An annual audit of the District’s financial statements and the related budget and accounting methods of the District, including its colleges, is conducted by an independent auditor. The Fiscal Services Office is responsible for coordinating the audit with the colleges and the independent auditors. The financial statements presented in the audit are in accordance with the GASB 34/35 requirements and based on the business type activities model. The annual Audit (which includes an implementation plan to correct the finding) is presented to the Board of Trustees and audit findings are disseminated to appropriate departments and/or colleges for response.</td>
<td>The Colleges’ Offices of Administrative Services are responsible for working with District Fiscal Services to keep fiscal practices up to date and in compliance with applicable regulations and policies.</td>
</tr>
<tr>
<td>b. Appropriate financial information is provided throughout the institution.</td>
<td>The District implemented the Colleague Financial Module in January 2000. The District is currently in the process of reviewing the Human Resources module to fully integrate the position control system with the budget process for personnel. Ongoing online budget information is available through the MyWebAdvisor system. Each college is required to update its financial plan and submit monthly adjustments to Fiscal Services for budget and expense transfers. The Vice Chancellor of Administrative Services is responsible for periodic financial reports to the Board and for developing the Tentative and Final Budget for Board adoption. The books and records of the District are recorded and maintained in accordance with District policy, Education Code, generally accepted accounting standards, and federal, State, and local funding agency regulations.</td>
<td>Through their participatory budget processes, the colleges are responsible for ensuring that financial information is made available to all constituencies. College representatives to the District Budget Advisory Committee are responsible for ensuring that information is communicated to and from the District and each college.</td>
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## WEST VALLEY–MISSION COMMUNITY COLLEGE DISTRICT
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<td>c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.</td>
<td>As provided in the Education Code, the District’s cash balance is invested with the Santa Clara County Office of Education Treasurer. The District has demonstrated its ability to fulfill cash flow requirements to cover necessary operation expenditures and is not dependent on Tax and Revenue Anticipation Notes (TRANS) in order to meet cash flow needs during the fiscal year. The District maintains a 5% Reserve in the designated Unrestricted Fund Balance and is building a 3% contingency reserve for unforeseen occurrences. The District also maintains a comprehensive set of policies, administrative regulations and business procedures, governing risk management practices. The District is a member of two Joint Powers Agreements (JPA), both for liability transfer purposes. NCCCP is a JPA for combining Workers’ Compensation claims and working directly with the injured employee. The Bay Area Community College JPA provides coverage for a wide variety of liability claims, including general liability, property damage, etc. Claims are reviewed by the WVMCCD Board of Trustees and if denied, forwarded to the JPA for defense as appropriate.</td>
<td>The Colleges are responsible for operating under District cash flow policy and procedures and for effectively managing their resources.</td>
</tr>
<tr>
<td>d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.</td>
<td>The Fiscal Services Office and DBAC, under the direction of the Vice Chancellor of Administrative Services, are responsible for ensuring that the District’s finances are conducted in accordance with sound business practices, District policy, the District’s Business manual and operating procedures, the Grant Application and Management handbook, the Education Code and other state and federal regulations. The District outsources such services as the bookstore and food services. The District’s Foundation and Advancement Foundation are auxiliary organizations, recognized and established for the purpose of providing activities which are an integral part of the District’s educational programs. The Dean of Advancement is responsible for ensuring that the auxiliary organizations are operated in compliance with all applicable laws and regulations. Auxiliary organizations submit quarterly reports to the Board and have an annual fiscal audit of all funds performed by a certified public accountant with an independent audit firm.</td>
<td>Colleges’ Offices of Administrative Services are responsible for working with budget managers and ensuring the effective oversight of all college budgets, expenses, and contractual obligations. The Colleges’ Offices of Student Services have responsibility for overseeing financial aid and ensuring compliance with Federal, State, and District policies.</td>
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<td>e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.</td>
<td>The Fiscal Services Office also monitors the auxiliary organization, foundation operations, and grants to ensure adherence to all the appropriate guidelines and procedures as required.</td>
<td>Colleges’ budget managers are responsible for coordinating fundraising with the District grants and advancement offices and adhering to all applicable rules and regulations.</td>
</tr>
<tr>
<td>f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.</td>
<td>The District maintains a comprehensive set of District policies (6.11) and administrative procedures governing contracting and specific Board actions delegating authority. The policy defining the dollar limits of contracts that need to go to the Board for approval helps clarify processes relating to contractual agreements. The General Services Office facilitates and oversees contracts and purchase orders.</td>
<td>College’s Offices of Administrative Services has the responsibility for working with District General services in relation to contracts, leases, and major purchases to ensure that they are consistent with all policies and procedures.</td>
</tr>
<tr>
<td>g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.</td>
<td>The Administrative Services Council meets each month and often reviews, modifies, and makes recommendations that affect financial procedures, policies and reporting changes. In 2006, the Vice Chancellor of Administrative Services formally invited the Fiscal Crisis and Management Assistance Team (FCMAT) to perform a Fiscal Health Analysis and review specific fiscal processes as per the scope and agreement. DBAC is reviewing the findings and recommendations and has provided a mechanism for communication to evaluate an implementation strategy.</td>
<td>The Colleges’ Offices of Administrative Services are responsible for the ongoing evaluation of fiscal management processes and for recommending process improvements.</td>
</tr>
<tr>
<td>3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.</td>
<td>In 2007, the District established an internal auditor position to help perform periodic internal audits for self-evaluation of the District’s internal controls and policies and procedures. The Vice Chancellor of Administrative Services has the authority to establish internal controls to safeguard assets from loss and to ensure operating policies and procedures are being followed. In addition, the Administrative Services Council and District Office staff created an updated Administrative Services procedure manual for every Board policy in Chapter 6 (Business Operations) in 2005-2007.</td>
<td>Through their participatory governance processes and their designated budget advisory groups, the colleges have the responsibility for systematically assessing whether budget needs have been met and for using the results to make necessary adjustments or improvements.</td>
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<tr>
<td><strong>STANDARD IV: LEADERSHIP &amp; GOVERNANCE</strong></td>
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<tr>
<td>The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.</td>
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<tr>
<td><strong>A. DECISION-MAKING ROLES AND PROCESSES</strong></td>
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<tr>
<td>The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.</td>
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<tr>
<td>1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.</td>
<td>The District’s participatory governance roles are outlined in Policies 2.17, 3.2.6, 3.3.4, and 5.15, and District Council Operating Principles and DBAC Roles, Responsibilities, and Operating Procedures. The Chancellor regularly meets with a roundtable composed of the Academic Senate Presidents and all user emails are sent and campus forums are held when important issues need to be discussed throughout the community.</td>
<td>Under the leadership of the college President, each college has the responsibility to design, implement, and support clearly defined organizational structures that create an environment for active participatory governance at all levels and for all constituencies—faculty, staff, administration, and students.</td>
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<tr>
<td>2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.</td>
<td>The Colleges are responsible for documenting and disseminating their decision-making policies and procedures.</td>
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<td>a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.</td>
<td>Participatory governance roles are outlined in District Policies 2.17 (Administrators), 3.2.6 (Classified Staff), 3.3.4 (Faculty), and 5.15 (Students).</td>
<td>Each college has the responsibility for clearly defining its participatory governance structure and for clearly defining the roles of each constituency—faculty, staff, administration, and students.</td>
</tr>
<tr>
<td>b. The institution relies on faculty, its Academic Senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.</td>
<td>District Policies on the role of the Academic Senate (3.3.4) and the curriculum committees (4.3), and the Administrative Handbook address the reliance on the Senate, curriculum committees and academic administrators in this area.</td>
<td>At each college, the Academic Senate, the Curriculum Committee and academic administrators have primary responsibility for recommendations on student programs and services.</td>
</tr>
<tr>
<td>3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.</td>
<td>The District Council and the District Budget Advisory Committee (DBAC) are the highest level District-wide participatory governance bodies and provide input to the Vice Chancellor, Chancellor and Board as outlined in District Council Operating Principles and DBAC Roles, Responsibilities, and Operating Procedures.</td>
<td>The Colleges have the responsibility to actively participate in District governance committees to ensure collaboration and communication among all constituencies.</td>
</tr>
<tr>
<td>4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, Self Study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.</td>
<td>The District participatory governance process, culminating with Board review and approval, ensures that honesty and integrity are maintained and compliance is continuous. There is proposed District Policy language that outlines this commitment, which is scheduled to be taken to the Board in the next policy review cycle.</td>
<td>The Colleges have the responsibility to comply with accreditation policies, standards, and guidelines and to respond expeditiously to recommendations made by the Commission.</td>
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<td>5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
<td>The District Council holds “orientation” sessions at its first meetings in the months of February and October to provide an opportunity for new members to be oriented to the working of Council, for current members to refresh their memories, and for the Council as a whole to review its Operating Principles (which include mission, purpose, ground rules, operational guidelines, and membership). DBAC plans to move to an annual review of its operating documents in line with the processes used by District Council.</td>
<td>Under the leadership of college Presidents, the colleges have the responsibility to regularly review and evaluate their governance, decision-making structures and processes and to ensure that the results of these evaluations are utilized to improve institutional effectiveness.</td>
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**B. BOARD AND ADMINISTRATIVE ORGANIZATION**

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

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<td>1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.</td>
<td>District policies and procedures on the role and responsibilities of the Board of Trustees are included in Chapter 1 of the District Policy Manual. When seeking to select a new Chancellor, the Board adopts specific procedures for the selection process in accordance with District policies 1.6.5 and 2.3.2 (proposed).</td>
<td>N/A</td>
</tr>
<tr>
<td>a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.</td>
<td>District Policy 1.6 addresses the role, composition, and rules governing the behavior of duly elected Board members.</td>
<td>N/A</td>
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<tr>
<td>b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.</td>
<td>N/A</td>
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<td>The Board reviews each of the six chapters of the District Policy Manual once each year with an eye to improving service to the community in general and to the students in particular. The District subscribes to the Community College League of California (CCLC) Policy and Procedure Service. Since joining the service, staff members have utilized the model policies and procedures and their semi-annual updates to revise existing policies and procedures. The District Council reviews all proposed changes and additions to policy and provides advice to the Chancellor. Since the last accreditation reaffirmation, many new policies have been added, including detailed policies on fiscal standards for the development and administration of the District’s budget. The District Policy Manual also includes the mission statements of each college and that of the District. These mission statements provide the basis for all other policies adopted by the Board. (District Policy Manual 1.4.5-7, 2.4, and 6.6)</td>
<td>N/A</td>
</tr>
<tr>
<td>c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.</td>
<td>N/A</td>
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<tr>
<td>The Board of Trustees derives its authority and duties from Education Code 70902 and sets it forth in District Policy 1.5. Chapter 1 of the Policy Manual also addresses the roles and responsibilities of Board members (including educational, legal, and financial matters) and its code of ethics and standards of practice. The Board does delegate authority for day-to-day operations to the Chancellor and senior executives as indicated in policy. (District Policy Manual 1.2.1, 2.3, and 6.2)</td>
<td>N/A</td>
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<td>d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.</td>
<td>N/A</td>
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<td>Chapter 1 of District policy outlines all regulations and requirements concerning the Board of Trustees. Many administrators have hard copies of the Policy Manual in their offices and all District policies are available electronically at <a href="http://www.wvmccd.cc.ca.us/board/policies/index.html">http://www.wvmccd.cc.ca.us/board/policies/index.html</a></td>
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<tr>
<td>e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.</td>
<td>The Board uses its District Policy Manual to guide its functioning and inform its practice as a board. Despite a one year hiatus in 2006, the Board has committed to and completed a review of each of the six chapters of the District Policy Manual once each year. Using the Community College League of California (CCLC) Policy and Procedure Service as a beginning point, the Special Assistant to the Chancellor has primary responsibility for working directly and consistently with the Chancellor and the Board to regularly review and revise policies as necessary.</td>
</tr>
<tr>
<td>f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</td>
<td>District Policy 1.6.2.a requires staggered terms of office for Trustees and 1.6.8 governs Board development and new member orientation.</td>
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<td>g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.</td>
<td>District Policy 1.6.8.c sets forth the purpose of self-evaluation, mandates that an instrument be used, and allows for the use of a facilitator for the evaluation process.</td>
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<tr>
<td>h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.</td>
<td>The Board’s adopted Code of Ethics can be found in Policy 1.6.6 and violations of the Code are addressed in 1.6.6.n.</td>
</tr>
<tr>
<td>i. The governing board is informed about and involved in the accreditation process.</td>
<td>The Board of Trustees has one member on the Standard IV committee at each college. The Board receives regular updates on the accreditation process and reviews and approves (as necessary) the Self Study, and MidTerm and Progress reports.</td>
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### WEST VALLEY–MISSION COMMUNITY COLLEGE DISTRICT
### DISTRICT OFFICE, DISTRICTWIDE, AND COLLEGE RESPONSIBILITIES
### IN RELATION TO ACCREDITATION STANDARDS

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<tr>
<th>Standard</th>
<th>District Responsibilities</th>
<th>College Responsibilities</th>
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<tr>
<td>j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college.</td>
<td>The Board has established District policy language addressing the District's administrative organization, the Chancellor, and senior executive management evaluation. These policies include chancellor selection and succession, delegation of responsibilities, and annual evaluation requirements. (District Policy Manual 2.1-2.3)</td>
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<tr>
<td>In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.</td>
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<td>2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</td>
<td>College Presidents have responsibility for this function.</td>
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<td>a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.</td>
<td>College Presidents have responsibility for this function.</td>
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<tr>
<td>Standard</td>
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<td>b. The president guides institutional improvement of the teaching and learning environment by the following: • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts.</td>
<td></td>
<td>College Presidents have responsibility for this function.</td>
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<tr>
<td>c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.</td>
<td>College Presidents have responsibility for this function.</td>
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<tr>
<td>d. The president effectively controls budget and expenditures.</td>
<td>College Presidents have responsibility for this function.</td>
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<tr>
<td>e. The president works and communicates effectively with the communities served by the institution.</td>
<td>College Presidents have responsibility for this function.</td>
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3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.
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<th>College Responsibilities</th>
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<tr>
<td>a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.</td>
<td>The first sections of Chapter 2 of the District Policy Manual (District Governance and Administration) provide for the delineation of responsibilities of the Chancellor and the college Presidents. Chapters 3 (Human Resources) and 6 (Business Operations) set forth administrative services and human resources policies that outline services provided centrally to both of the colleges. Delineation of responsibilities is further articulated and supported in operating procedures that implement District policy and a mapping document developed using the accreditation standards and providing a snap-shot of delineation of responsibilities across the District. Regular meetings of the Executive Management Team and District participatory governance groups reinforce and help maintain clarity in the area of responsibility delineation. (District Policy Manual 2.1-2.5, 3, and 6; District procedures manuals; and this document)</td>
<td>College Presidents have the primary responsibility for ensuring that the operational responsibilities and functions of the colleges are clearly articulated and communicated to the District.</td>
</tr>
<tr>
<td>b. The district/system provides effective services that support the colleges in their missions and functions.</td>
<td>Chapters 3 and 6 of District policy address the provision of comprehensive services to each college and the central offices of the District. Advancement; District Police; Facilities; Construction and Maintenance; Fiscal Services; General Services; Human Resources and District Staff Development; Information Systems; Public Information; and Sponsored Research and Grants are examples of centralized services that are provided to the colleges. In some cases, there are staff members from these operations assigned principal responsibility to a particular college and in others, the services of the District are provided in partnership with similar functions completed by college staff. District policies and procedures, and the District mapping document provide clarification of roles, responsibilities, and coverage. (District Policy Manual 3 and 6, District procedures manuals, and mapping document)</td>
<td>College Presidents have the primary responsibility to identify program and service needs that are necessary to meet their missions and functions.</td>
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### WEST VALLEY–MISSION COMMUNITY COLLEGE DISTRICT
DISTRICT OFFICE, DISTRICTWIDE, AND COLLEGE RESPONSIBILITIES
IN RELATION TO ACCREDITATION STANDARDS

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<tr>
<td>c. The district/system provides fair distribution of resources that are</td>
<td>Fair and adequate distribution of resources is ensured by adherence to a budget allocation model that was created and implemented by the District and colleges through the participatory governance process. The District Budget Advisory Committee (DBAC) is a District-wide organization that meets on a regular basis to advise the Vice Chancellor of Administrative Services in all areas related to the budget and financial functioning of the District. Since the last accreditation process, a sub-committee of DBAC has worked on creating a new budget allocation model that better meets needs and improves the equity of the budget itself. A new model is being piloted at both of the colleges and the District office. In the meantime, fixed costs are removed first in the budgeting process and then discretionary funding is passed through to the colleges based on FTES. Currently, West Valley receives 53.776 percent in this model. (District Policy Manual 6; District procedures manuals; and DBAC Roles, Responsibilities, and Operating Procedures)</td>
<td>College presidents and vice-presidents have the primary responsibility to clearly articulate their needs and to ensure that District resource allocation processes result in a fair distribution of resources.</td>
</tr>
<tr>
<td>d. The district/system effectively controls its expenditures.</td>
<td>The District reviews and reports the actual expenditures on a quarterly basis to the Board of Trustees. This quarterly report (CCFS 311) is also submitted to the State Chancellor’s Office. Budget adjustments are also submitted monthly for approval for each major object of expenditure classification to the governing board for authorization for transfers between major classifications or from the reserve for contingencies in accordance with CCR Section 58307. Alignment of budget to actual expenditures alleviates the large potential variances that would result in a larger than expected fund balance. A detailed review of expenditures by college for all funds is presented at the mid-year. The District’s business operations are decentralized, which allows each college to operate more or less autonomously within established board policies, legal requirements, and internal control procedures.</td>
<td>The Colleges are responsible for developing college spending plans and the continuous monitoring of college spending throughout the fiscal year.</td>
</tr>
<tr>
<td>Standard</td>
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<td>College Responsibilities</td>
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<tr>
<td>e. The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.</td>
<td>District policy addresses the delineation of responsibilities for the Chancellor and the College Presidents. This is ensured through regular meetings of the Executive Management Team and clear communication between senior executives at regular supervision meetings. (District Policy Manual, Chapter 2)</td>
<td>College Presidents are responsible for implementing and administering delegated District policies.</td>
</tr>
<tr>
<td>f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.</td>
<td>District Council and DBAC serve the function of liaising between the District and the Board of Trustees in that the Council serves as the highest level participatory governance group and provides advice to the Chancellor, and DBAC serves a similar role as an advisory body to the Vice Chancellor. All members of the senior executive staff serve on both of these bodies and attend all Board of Trustees meetings. With input from the College Presidents, the Chancellor regularly communicates with the District community via email and intradistrict mail concerning issues that have District-wide implications. (District Council Operating Principles and DBAC Roles, Responsibilities, and Operating Procedures)</td>
<td>College Presidents are responsible for ensuring that there is effective and timely communication between each college and the District.</td>
</tr>
<tr>
<td>g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
<td>The District regularly reviews its role delineation and governance and decision-making structures through the regular review and revision of the District Policy Manual and regular work on updating strategic plans. The District Council and DBAC have regular review of their own operating principles and procedures (as often as twice annually) as mandated by District Council Operating Principles and DBAC Roles, Responsibilities, and Operating Procedures. (District Policy Manual, Chapters 2 and 3, and those documents mentioned immediately above)</td>
<td>The Colleges have the responsibility for actively participating in District/system evaluation and for providing feedback as appropriate that can be used to improve District system effectiveness.</td>
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APPENDIX B

RESPONSES TO 2001 PLANNING AGENDAS
UPDATE TO 2001 SELF-STUDY
PLANNING AGENDA SUMMARY

In 2001, the visiting team noted that the Self Study “provided extensive self-evaluation but did not include extensive discussion or identification of planning agenda items related to the issues or deficiencies raised.” Prior to the completion of the final draft of the 2001 Self Study, a decision was made to eliminate most of the planning activities under each standard in favor of the final two-page planning summary of 19 agenda items. Thus, many of the specific planning agenda items developed by the standards committees were not included in the Self Study. In Spring 2004, the Vice President of Instruction was able to locate previous drafts with the 84 original planning items (Midterm Progress Report, 2004).

Following are responses to the 19 planning agenda items that were included in the 2001 Self Study. They were addressed in detail in the 2004 Midterm Progress Report; the information below represents an update from 2004 to the present. Readers are referred to the 2004 Midterm Progress Report for additional information regarding progress on the activities between 2001 and 2004. Please note that in some cases, the wording from the original planning agenda item was modified for the planning summary published in the Self Study.

The remaining 65 planning agenda items are addressed in the next section, 2001 Planning Agenda Items Update.

STANDARD ONE

1. The college should establish an evaluation cycle to review and update the mission statement, core values, goals, and objectives on a regular basis.

The college most recently reviewed and updated its mission statement, core values, and goals in Spring 2007 as part of an educational and program planning cycle that began in 2005-2006. The Academic Senate is currently reviewing the process with the intent of designing a systematic, integrated planning process that reflects the college’s mission and values and links the outcomes of assessment and evaluation of its programs and services with the allocation of fiscal, physical and human resources. This revision, initiated in Fall 2007, is scheduled to be complete in Spring 2008 and will specify a review cycle (Board minutes, 09-06-07; Academic Senate Priorities, 2007-2008).

STANDARD TWO

1. The college should evaluate the success of its cultural pluralism policy.

The college can find no evidence that criteria were developed to measure the success of its cultural pluralism policy. This planning agenda item was not addressed.
2. The College's office of marketing and graphic design should develop a policy and schedule for publication review.

As noted in the 2004 Midterm Progress Report, the Office of Marketing, Public Relations and Graphic Design Services is not in charge of nor budgeted for brochure/publication. This remains the case in 2007. The department itself has no budget to produce brochures on its own and so they are created when a department makes a specific request and provides adequate funding. No financial provisions exist for the Public Information Office to edit and re-print public documents. Concerns were expressed in 2004 regarding the design consistency of college publications. Substantial progress has been made in this area. The graphic artist has created ensured greater consistency in design for most college publications (Peter Anning, Office of Marketing, Public Relations and Graphic Design Services; Sample publications).

STANDARD THREE

1. The college and the District Information Systems office should coordinate efforts and strategize methods to improve the level of support that Information Systems will provide for the Colleges' research functions.

Since 2004, there has been some progress in stabilizing college and District resources in this area. The college filled its vacant Research Analyst position. District Information Services hired a permanent director.

In absence of a District research function, there continues to be a need for direct collaboration between the District Information Systems office and the college. District Information Systems staff routinely meet with college Research Analysts to discuss data issues, collaborate on specific projects, and coordinate efforts. For example, members of Information Systems have been meeting bi-weekly in Fall 2007 with the Research Analyst and the Dean of Student Support Services to review and update matriculation data. Recent collaborations also include ARCC state reporting, Title V grant reporting, outreach and marketing trends analyses, and enrollment analyses. Information Systems included the Research Analysts from both colleges in the planning of a new data warehouse system, including selection of the application vendor. The primary goal for this data warehouse system is to provide increased access to data stored within Datatel, and to allow for direct queries by the Research Analysts as well as college faculty and administrative leaders (Data Warehouse Timeline, 01-30-06 and Data Warehouse Emails, 11-23-05, 11-28-05).

The lack of a District research and planning function has been a concern for a number of years. However, the Chancellor has included among his annual goals for 2007-2008 to establish such an office and he has developed a proposal for an Assistant Vice Chancellor of Research, Planning and Advancement, a grants writer/specialist, a Research Analyst, and additional clerical support (District Council minutes, 09-26-07). Job descriptions for the new positions – Assistant Vice Chancellor and Grants Writer/Specialist – are being developed. Programming support for this proposed office remains a concern.
2. The college should identify the institutional effectiveness indicators that best measure the college's progress toward achieving its institutional mission.

Among the President’s 2007-2008 goals is the development of a college research agenda which includes a means of measuring and reporting institutional effectiveness. In Fall 2007, the Research Analyst made a presentation to the Governance and Planning Council on models for benchmarking and measuring institutional effectiveness that have proven useful in an educational environment. A number of indicators have undergone revision since the previous Self Study, as has the availability of data statewide. For example, Partnership for Excellence (PFE) has been replaced by the Accountability Reporting for the California Community Colleges (ARCC) and more sophisticated research methodologies. In addition, the college has since identified performance indicators for Title V and student equity. The Research Analyst distributed sample “score cards” for GAP’s consideration. GAP endorsed the concept and will pursue the development of such a measure. Once developed, it will be included as part of the college’s next evolution of a systematic and integrated planning process, currently being developed by GAP and the Academic Senate (GAP minutes, 09-19-07).

3. The College should develop and implement procedures for more formally linking the program review processes to the budget, faculty allocation, and other relevant institutional planning procedures.

The college has revised its program review processes twice since the last Self Study. In 2004, the Midterm Progress Report indicated that the college was preparing to pilot a model created in 2002-2003, the Program Master Planning (PMP) model. This model was temporarily set aside in favor of a more streamlined and integrated process that would bring all instructional and non-instructional programs up-to-date. That process, known as the Educational and Master Planning Process (EFMP), was initiated in 2005-2006 and included the components of program review and student learning outcomes. Upon completion of the EFMP in Spring 2007, the Academic Senate confirmed its desire to revisit the 2002-2003 Master Planning Model as well as the EFMP in order to achieve the goal of a fully systematic and integrated planning process. As part of that review, the President has specifically charged the Academic Senate and the College Budget Advisory Committee (CBAC) to collaborate and develop a mechanism that links program review with resource allocation (GAP minutes 09-19-07, EFMP notes).

4. The College should develop a process assessing the institution's overall classified staffing needs.

As reported in 2004, the college annually reviews its classified staffing needs through its participatory governance processes. The funding of classified positions is coordinated between the College Budget Advisory Committee (CBAC) and the Governance and Planning Council (GAP). Priorities are agreed upon on the basis of pre-set criteria. In a joint budget development meeting, CBAC and GAP finalize the annual budget, including funding for classified staffing. CBAC and GAP forward all classified position funding to the college President as a joint recommendation. Overall, however, the college is unable to meet the demand for classified support, not only because of limited funding but also because the District must ensure that it is meeting the 50% Law. The District did make a
3-year commitment, beginning in 2005-2006, to provide each college with an additional 2.0 FTE in classified positions (and 1 FTE to the District) in an attempt to restore positions lost in previous budget cuts (CBAC minutes, GAP minutes, Vice President of Administrative Services).

STANDARD FOUR

1. The Counseling Department, with the assistance of instructional departments, should design a more formal and systematic method of enhancing communication between the departments and Counseling.

The Counseling Office’s Department Chair has identified several initiatives for enhancing communication since the 2004 Midterm Progress Report. Among the initiatives, the Chair identifies the Office’s implementation of counselor liaisons who are assigned to the different academic departments. The liaisons are invited to attend discipline meetings, they inform instructional faculty on college advising updates and they bring information to the general counseling meetings to update all college counselors. A handbook, Assisting the Emotionally Distressed Student, is published and distributed to all college employees for training and advising them on the procedures when working with distressed students and students in crisis. The Student Health Center actively informs the college community of personal counseling events that present topics as Stress Reduction and Recognizing Depression, as well. The general counseling staff is working to revise the Student Referral Handbook, A Guide for Faculty and Staff which was published through Department of Education Title III funds in 1998, as a support for communicating with other instructional departments. Further, the Counseling Department is in conversation with instructional departments with regard to enrollment management. The new Vice President of Student Services has made it one of her goals to work more closely with Instruction to improve communication and better support student success (Assisting the Emotionally Distressed Student, Student Referral Handbook, A Guide for Faculty and Staff; Vice President of Student Services).

2. The Academic Senate should lead the college in a discussion of the graduation requirements and make suggestions for revision if necessary.

Discussions of graduation requirements in the Academic Senate have given consideration to the pros and cons of requiring additional specific courses for graduation in some areas. Information Competency was added as a proficiency requirement for graduation for students entering as of Fall 2006, and it was decided that the best way of addressing this knowledge area was to institute it as a specific course with a test-out option rather than “infusing” the information into existing courses (2007-2008 College Catalog).
STANDARD FIVE

1. Opportunities for students to receive services and interact with faculty and staff via the Internet should be expanded.

Expansion of services over the Internet are continuous as it becomes the preferred means for a majority of students to access information, conduct transactions, and take classes.

In Student Services, the Admissions and Records Office has implemented alternative technology to clients over the web and telephone, and its re-organization plans will better address complementing the technology with staff that are better able to serve distance learners. Also, the Counseling Office has implemented on-line Orientation services and counseling via e-mail. A comprehensive set of services for distance learner clients has not been identified and addressed, but individual department activities/efforts are alive and growing, according to the Dean of Student Support Services (Director of Admissions and Records; Dean of Student Support Services).

Since 2004, the college’s online instructional services have increased. In Spring 2006, Mission College went live with a course management system called Angel Learning, offering a broad array of web services for every section taught in the college. Now, faculty can post documents, send class e-mail, publish announcements, provide electronic syllabi, conduct online quizzes, hold interactive online office hours, use the online gradebook tool, track individual student progress, and provide an interactive calendar via internet technology. Students can check their grades, send e-mail, post questions to a discussion forum, and interact with their instructor or classmates 24/7 using the internet. A query of the system database showed over 500 active District faculty logging into the system. Because this tool is available to all instructors, not just those who teach distance learning, web services are available to both students and instructors around the clock (College Webmaster, Distance Learning Coordinator; Dean of Technology and Distance Learning; www.missioncollege.org).

Distance Learning classes have been growing steadily each year. A report presented to the Board for the 2005-2006 academic year showed 4000 student enrollments with 94 sections taught online and 78 sections taught via video or teleweb. This enrollment represented approximately 9.6% of the FTES at Mission College for the 2005-2006 academic year. The online enrollment increased by 18% over the previous year. Faculty continue to seek training to become better users of the system. During the last year 2006-2007 over 40 faculty were trained on using the gradebook tool in Angel Learning and over 25 faculty attended a full-day summer “boot camp” learning how to create podcasts, quizzes, and interactive PowerPoint presentations including audio for their online and web-enhanced classes. Instructional Technology services continue to support individual faculty by providing small-group, one-on-one, and department training (Distance Learning Coordinator; 2005-2006 Annual Distance Learning Report).
The library has over 65 student workstations which provide access to the Internet, CDROMs, Microsoft Office Suite, media players, and 23 workstations which have DVD viewing capabilities. The library provides a number of online services through a comprehensive website that provides 24/7 access to the library catalog, subscription databases, Ebooks, and LINK+. LINK+, a statewide library resource-sharing service, allows students, faculty and staff to borrow books from a consortium of over 30 California academic and public libraries. The subscription databases are heavily used by students and faculty, with 113,533 searches carried out during 2005-2006 (EII.C1c.7). Finally, students can e-mail any library staff member through the library home page (www.missioncollege.org, Director of Library Services).

The college’s web site undergoes continuous updating and improvement in order to facilitate students’ access to information and services (College Webmaster).

STANDARD SIX

1. The college should revise the timeline and baseline budget for summer service provision.

As indicated in the 2004 Midterm Progress Report, the college has addressed this item. There is now an on-going line item budget for summer session, and summer session needs are part of the annual budget process which begins in the preceding fall semester. The college increased the summer budget to $100,000 in on-going funds in FY 2004-2005. During FY 2006-2007, the college increased the summer budget by another $50,000 to a new total of $150,000 in on-going funds to address summer school budget needs. As funds become available in the future, the college is committed to increasing the summer budget as necessary (College Budget; Vice President of Administrative Services, CBAC minutes).

STANDARD SEVEN

1. All bargaining units should reassess the evaluation process, including forms.

Classified: Typically, negotiations with SEIU, the classified union, are limited to open articles. During the last revision (2005-2006), the entire SEIU contract was revised with substantial changes to the language. The evaluation process and the corresponding forms were included in the last revision (Worku Negash, Vice President of Administrative Services and District Representative for SEIU negotiations 10-03-07; SEUI contract; sample evaluation forms). Evaluation forms have recently been revised for confidential employees (Evaluation forms).

Faculty: Performance appraisal process and forms have been evaluated and discussed during several bargaining sessions. The Association of College Educators (ACE) and the District are currently revising all evaluation forms and related processes (ACE, District negotiations schedule).
2. **Staff Development should implement a training program to educate department chairs and associate faculty on Re-employment Preference and the faculty appraisal process in general.**

Re-employment preference for associate faculty is outlined in Section 100.7 of the contract between the Association of College Educators (ACE) and the District. The guidelines for granting re-employment preference, application, loss of preference, and resolution procedures are clearly described. Since the last Self Study, the issues that have arisen regarding this section have primarily been the result of evaluations not being completed in a timely manner. This is a problem for faculty evaluations overall. As indicated above, the faculty evaluation process is under review by ACE and the District, and the President and Vice President of Instruction have made timely completion of evaluations a high priority (ACE Contract, 100.7). On-going training in the evaluation processes and for the contract is necessary.

3. **The College HR should establish a permanent human resources department at Mission College to ensure compliance in hiring and training and to meet diversity goals.**

As noted in its 2004 Midterm Progress Report, in 2002 Human Resources established an office at Mission College, which was recently located to newly remodeled office space on the third floor of the main building, which makes it accessible to more faculty and staff than its previous location in the Campus Center. It is staffed on a daily rotating basis by District HR personnel. Beginning Fall 2007, the Assistant Vice Chancellor of Human Resources holds office hours on campus one day a week. This provides Mission College employees better contact with employment personnel, benefits personnel and management (Mission College Human Resources Office Schedule).

**STANDARD TEN**

1. **The college should study the issues regarding the turnover rate of the chief executive officer to determine if the institution can do more to retain presidents.**

Mission College continues to have a high turnover rate for the position of college President. In 2002, the President in place at the time of the 2001 accreditation visit resigned and was followed by two interims. In June 2003, a permanent President was selected. He resigned in 2006 and the Vice President of Instruction was appointed as interim President. In April 2007, she was selected as the permanent President by the Chancellor and Board of Trustees. No study has been conducted to identify the reasons for the high turnover rate (Board agendas and minutes, 04-19-07).
2. As the college continues to grow in size and complexity, the organizational structure should be reviewed to ensure that needs are met.

The college administrative structure underwent a major change in 2005 to realign and balance the responsibilities and reporting structure of the Student Services and Instructional areas. The President wanted fewer direct reports, so two instructional deans were reassigned to report to the Vice President of Instruction and the Director of the Library was assigned to report to one of the deans. The 10 Division Chairs continued to report to the Vice President of Instruction, as did a staff of four, including the Research Analyst. An additional Dean of Instruction position was created and permanently filled in 2006. The President retained five direct reports: The Vice Presidents of Instruction and Student Services, the Dean of Administrative Services, the Director of Marketing, and the Staff Development Coordinator. In Student Services, a permanent Dean of Student Support Services position was established and duties were realigned between the Vice President of Student Services and the Dean. Finally, the Evening/Weekend Supervisor’s position was reconfigured as the Director of Evening, Weekend and Emergency Services. This position was permanently filled in Spring 2007 (EIV.B2a.2-EIV.B2a.4).

As of this report, the Vice President of Instruction’s position is filled by an interim while recruitment is under way to fill the position permanently, estimated to be no later than July 1, 2008. The Dean of Workforce and Continuing Education is filled on an interim basis. Two key staff positions are vacant: the Administrative Assistant and the Administrative Specialist, who supports curriculum and the schedule of classes.

It remains to be seen if these changes resulted in a sufficient level of support, especially in the instructional area. Indications are that the organizational structure of the instructional area needs to be reviewed.

3. Institutional support and training for faculty and staff participation in year-round governance activities should be strengthened.

Support and training, primarily support, for faculty and staff in year-round governance activities continue to be a challenge. The number and scope of participatory governance activities has only increased since the previous Self Study. For example, the college has initiated major planning activities, including program review, educational planning, and student learning outcomes. Facilities planning processes, especially the development of a new facilities master plan, require active participation on the part of all faculty and staff. In addition, more participation is required at the District level in respect to the development of a new budget allocation model and implementation of the FCMAT recommendations, for example.
As noted in the 2004 Midterm Progress Report, the Vice President of Instruction (now the President) and the Academic Senate President were concerned about the level of faculty participation, attributing some of the problem to an overly complex committee structure. The current Academic Senate President and the President continue to share concerns about faculty participation (Academic Senate President, President). In respect to the committee structure, the Governance and Planning Council, the college’s highest participatory governance body, has initiated a review of its role and it will necessarily involve a review of the committee structure that feeds into the Council (GAP minutes, 09-05-07).

The issue of participation for classified staff is a concern also shared by the college President and the President of the Classified Senate. They have had several discussions about ways in which the college and District can provide meaningful support to ensure that classified staff are able to participate (Classified Senate President, President).

As part of the discussions, training has been discussed and a possible model for ensuring clarification of roles and responsibilities is one used by the District Council for establishing goals, clarifying roles, and regularly monitoring progress. In addition, the District has completed a pilot of the Leadership Development Academy, a District-wide program to develop leadership skills. The pilot was conducted in 2006-2007 with managers and classified staff in selected departments. The program has been well received by the participants and is scheduled to be expanded to more staff and faculty beginning in 2007-2008 (District Council minutes; Leadership Development Academy plan and schedule).

4. The College needs to develop strategies that will successfully encourage student participation in governance activities.

Students have been attending leadership conferences put on by the California Community College Student Advisors Association and have participated in the formation of the Student Senate for California Community Colleges. They have attended all of the Student Senate General Assemblies and will attend again this year in November. Better communication with the students has been achieved through use of the plasma screens and the Student Services Newsletter which is produced approximately twice a month during the Fall and Spring semesters (Carolyn Kuri, Director of Student Activities).
5. The Dean of Administrative Services should work with the District to ensure the maximization of services.

In 2007, the position of Dean of Administrative Services was reclassified to Vice President of Administrative Services, thus bringing it into alignment with West Valley’s position and permitting the incumbent to assume a broader array of duties. These duties include more authority and responsibility for administrative services, facilities, fiscal planning, and emergency preparedness. One major change in the job description is the expectation that the college’s Vice President of Administrative Services will work more closely with the Vice Chancellor of Business Services to ensure greater and smoother planning and implementation of administrative services between the District and the college. This is especially true for the fiscal area. This closer relationship should help to ensure that the college’s issues, needs, and priorities will be regularly communicated to the District. The Vice President of Administrative Services continues to serve on the District Budget Advisory Committee, the District Administrative Services Council, and other committees as necessary (Job description, Vice President of Administrative Services).
UPDATE TO 2001 SELF STUDY
ADDITIONAL PLANNING AGENDA ITEMS

In 2001, the visiting team noted that the Self Study “provided extensive self-evaluation but did not include extensive discussion or identification of planning agenda items related to the issues or deficiencies raised.” Prior to the completion of the final draft of the 2001 Self Study, a decision was made to eliminate most of the planning activities under each standard in favor of the final two-page planning summary of 19 agenda items. Thus, many of the specific planning agenda items developed by the standards committees were not included in the Self Study. In Spring 2004, the Vice President of Instruction was able to locate previous drafts with the 84 original planning items (Midterm Progress Report, 2004).

The 19 agenda items that were included in the Planning Summary of the 2001 Self Study and addressed in the 2004 Midterm Progress Report are addressed in the previous section. Following are responses to the remaining planning agenda items that were not included in the 2001 Self Study.

STANDARD ONE

1. The college should establish an evaluation cycle to review and update the mission statement, core values, goals, and objectives on a regular basis.

   See Planning Agenda Summary Update, Standard One, #1

STANDARD TWO

1. The college should develop a student handbook or expand the Orientation handbook to include student rights and responsibilities.

   The college’s Orientation handbook, “Your Steps to Success,” includes the student rights and responsibilities and new sections (located in the appendix) to address the new requirements for reporting sexual harassment and unlawful discrimination. (Orientation Handbook).

2. The college should update its general brochure to reflect current and accurate information concerning programs, staff, services, and should include information about the surrounding area.

   In Fall 2002, the college’s marketing budget was reduced from $90,000 to $10,000, precluding the production of a general brochure. The on-going budget has not changed since that time; however, one-time funds have been added to the advertising budget for specific initiatives (Title V, Enrollment, etc.), most recently in 2006-2007 with a one-time allocation provided by the Land Corporation. However, available funds either don’t support a general brochure, or have taken priority over the development of a general brochure. No current general brochure exists (Peter Anning, Director of Marketing, Public Relations and Graphic Design Services, 10-03-07).
3. The college should hold further discussion between the board, faculty, administrators, and students to refine the college community's understanding of academic freedom and to better communicate the shared values to colleagues, students, and the surrounding community.

On March 20, 2003, the Board of Trustees adopted District Policy 4.8, “Academic Freedom,” which was adapted nearly verbatim from the CSU System statement on academic freedom. Dialogue on the nature of academic freedom and academic responsibility is still a topic of interest among the college community, and further discussion of this topic is being considered by the administration (District Policy Manual 4.8).

4. The board should develop a support statement that would ensure academic freedom for the associate faculty specifically.

District Policy 4.8, Academic Freedom, adopted 03-20-07, includes the statement that academic freedom “shall be recognized as a right of all members of the faculty, whether of tenure or non-tenure rank, of all administrative officers, and of all students” (District Policy Manual 4.8).

5. The College should evaluate the success of its cultural pluralism policy.

See Planning Agenda Summary Update, Standard Two, #1

6. The district should develop a more comprehensive program in diversity training for all college employees.

The District has hired a full-time Staff Development Coordinator and this office is providing on-going staff development and staff diversity training. These training sessions are mandatory for managers and administrators and are provided as part of the Orientation of new employees, both classified and faculty, in fall and spring. In 2007, four training sessions were offered in cultural competency (Staff Development training session schedules).

7. The college should increase outreach efforts to enroll more Hispanics, African Americans, and Native American students.

The college applied for and received a five year federal government, Department of Education Title V Hispanic Serving Institutions grant for increasing outreach and retention efforts to Hispanics, African Americans and Native American populations. Among the grant’s third year activities is an institutionalization of the Welcome Center, an in- and outreach, one-stop shop, including Student Outreach Ambassadors. Title V annual reports favorably identify the college’s progress in outreach to these populations, and the college’s 2006-2007 Student Equity Report evaluation supports the results. Additionally, the college secured and filled a full-time position, Student Recruitment Supervisor, for improving overall outreach efforts (Title V Grant and progress reports; Student Equity Report and Student Equity Committee minutes).
8. The college should monitor current and future needs regarding the athletics program.

Monitoring of the athletics program is the responsibility of the Vice President of Student Services. The college supports an 11-month, .50 reassigned time position for the Athletics Director. The college has also hired a fulltime athletic trainer. One counselor is assigned to coordinate advising and student support activities for the college’s athletes. Among the improvements are a regular meeting with first-time athletes to develop educational plans, the tracking and reporting of athlete success, via an annual report, and the development of a home room environment through use of a course titled “Becoming a Master Student Athlete.” The Counselor assigned to the athletics program has developed the curriculum and will be teaching the Becoming a Master Student Athlete class beginning in Spring 2007. Also, the athletics counselor has indicated that future plans include the development of team Orientations and a study hall for athletes. The current “Saints News” letter provides update reminders and motivation topic articles, as well (Athletics Director; Vice President of Student Services).

9. The college's public information office, or other identified department, should develop a policy and schedule for publication review so that each document distributed to the public is evaluated annually for currency and consistency.

See Planning Agenda Summary Update, Standard Two, #2.

STANDARD THREE

1. The college should work with the district office to develop and support a process for determining when a research office developed report or tracking capability is to be transferred to Information Systems for automation and included in the district's decision support system (PARIS).

Many basic data reports detailing key enrollment and success metrics are currently automated through the online PARIS Vital Stats database, open to all District staff and faculty through the District intranet. Additional automated reports were considered, however this system has become outdated due to technological advances since creation of the PARIS Vital Stats system. In Fall 2005, District Information Systems invited the institutional researchers at each college to plan for a new system. The new system will provide enhanced automated reports with “drill-down” and comparison capabilities, as well as the ability to perform immediate queries, which is lacking in the current system. As a product of these meetings, Information Systems has identified an application vendor and is currently updating data servers in preparation for installation of software and subsequent creation of the data warehouse. The Research Analyst is gathering examples from other institutions to aid in the creation of new automated reports (Data Warehouse Timeline, 01-30-06 and Data Warehouse Emails, 11-23-05, 11-28-05).
2. The college and the district office should coordinate efforts and strategize methods to improve the level of programming support that District Information Systems will provide for the colleges' research functions under the district's new administrative system (Datatel).

See Planning Agenda Summary Update, Standard Three, #1.

3. The college should identify the institutional effectiveness indicators that best measure the college's progress toward achieving its institutional mission and schedule planning meetings dedicated to determining how the results may be used to impact current policies and planning processes.

See Planning Agenda Summary Update, Standard Three, #2.

4. The college should evaluate the need for a dedicated full-time Learning Outcomes Assessment Coordinator for 2002-03.

A full-time Assessment Coordinator was hired in 2004-2005, with part of her responsibility being that of assessing learning outcomes. However, that person left the District after one year. A high priority was placed on hiring a replacement for this vacancy, but the hiring was delayed while the job description was reviewed. The revised job description was approved in January 2007. Replacement of the Assessment Coordinator is a very high priority for the coming year (Academic Senate President; Board Minutes, January 2007).

5. The Academic Senate and GAP should work with the Instructional Advisory Team and the Student Services Advisory Team to revise Mission's instructional and non-instructional program review processes to A) align them with the measurable objectives-based planning models now being implemented at Mission, and B) to develop and implement procedures for more formally linking these processes to the budget, faculty allocation, and other relevant institutional planning procedures.

See Planning Agenda Summary Update, Standard Three, #3.

6. The college should integrate within its strategic planning process the use of annual updates on the college's progress towards Student Equity, PFE, and goals developed at annual planning meetings (e.g., Movers & Shakers) and publicize plans for how results will be used to bring about change.

The college is reviewing its most recent program review and educational planning process specifically to create a more systematic and integrated process. As part of that initiative, the college has begun a review of strategies, such as institutional score cards, as a means of identifying and monitoring key performance indicators, including ARCC indicators, student equity, and faculty/staff diversity. (PFE – Partnership for Excellence – has been replaced by ARCC – Accountability Reporting for the California Community Colleges – and Movers & Shakers no longer exists) (GAP minutes, 09-19-07).
7. GAP should work with the Classified Senate to develop a process for assessing the institution's overall classified staffing needs in order to better benefit from job sharing opportunities.

See Planning Agenda Summary Update, Standard Three, #4.

8. The program review process should ensure that external evaluation sources such as the results from licensing boards, transfer performance statistics from UC and CSU systems, and WST scores from San Jose State University will be integrated with college planning processes and used to institute change.

The Program Review process initially adopted in 2003 is planned for review by the Academic Senate in 2007-2008. Specific external evaluation sources to be included in the process will be determined as part of this review. During the 2005 Educational & Facilities Master Plan process, which included elements of program review, the college’s Research Analyst provided demographic, enrollment, and where applicable, labor market data for programs to analyze and guide their reviews, as well as transfer performance statistics and other environmental/area information. The Research Analyst is currently researching models for an institution-wide “scorecard,” which will include elements from external evaluation sources as appropriate (EFMP Planning Documents: EFMP Presentations 10-21-05, 08-26-05, and 01-26-06; Educational & Facilities Master Plan Review & Update, Governance and Planning Council, 11-15-06; Mission College Task Force Program Master Planning Design 2003, 05-13-03; EFMP Documents, on Inside Mission at http://0-paris.wvmccd.cc.ca.us.library.wvmccd.cc.ca.us/).

9. The college should consider developing a quarterly newsletter to be direct mailed to residents in Mission's service area, corporate partners, and to civic organizations and leaders.

The college has produced four college/community newsletters on an “as available” basis. While well received, these have been rather labor intensive for the limited staff. Distribution has been largely electronic due to budget constraints, with a limited number printed for the Board of Trustees, and a small number of displays. The cost of postage for the mailing of a newsletter to the college’s service area would be substantial (Peter Anning, Director of Marketing, Public Relations and Graphic Design Services, 10-03-07).
STANDARD FOUR

5. GAP should work with the college Research Analyst to develop and implement a systematic process for obtaining relevant student, labor market, and community needs information that will coincide with program planning and review processes.

The college Research Analyst is an ex officio member of GAP (Governance and Planning Council) and regularly attends meetings. Part of participation includes presentations on internal and external data, as well as responding to inquiries which arise as part of meeting discussions. During the Educational & Facilities Master Plan process, which was coordinated through GAP, the college’s Research Analyst provided demographic, enrollment, and where applicable, labor market data for programs to analyze and guide their reviews. The Research Analyst worked with Governance and Planning Council throughout the process, presenting draft forms and incorporating feedback into final data reports. The Academic Senate is reviewing the Program Review process and will work with GAP and the Research Analyst to finalize a format for systematic inclusion of this information (EFMP Planning Documents: EFMP Presentations 10-02-05, 08-26-05, & 01-26-06; Educational & Facilities Master Plan Review & Update, GAP 11-15-06; Mission College Task Force Program Master Planning Design 2003, 05-13-03 EFMP Documents, on Inside Mission at http://0-paris.wvmccd.cc.ca.us.library.wvmccd.cc.ca.us/).

2. The Counseling Department and other instructional departments should consider designing a more formal and systematic method of enhancing communication between the departments and Counseling, including a training component for faculty to assist them in identifying when and how to refer students to counseling for assistance.

See Planning Agenda Summary Update, Standard Four, #1.

3. GAP, CRC, and the Academic Senate should work together to provide necessary support for development of a learning outcomes process at all levels.

The Academic Senate has established a Student Learning Outcomes Subcommittee to work with the college on developing student learning outcomes (SLOs) for programs and courses. The 2005-2007 Educational and Facilities Master Planning process incorporated SLOs for programs as an element of program review, and the college is now working on development of course-level SLOs. The Staff Development Coordinator is working closely with the SLOs coordinator to develop training for departments and divisions, and the Curriculum Review Committee is working on the revision of the curriculum approval process to include SLOs for courses under review (Academic Senate President).
4. The Academic Senate should weigh the pros and cons of requiring additional specific courses for graduation versus the current system of weaving those skill and knowledge areas throughout the curriculum.

Discussions of graduation requirements in the Academic Senate have given consideration to the pros and cons of requiring additional specific courses for graduation in some areas. Information Competency was added as a proficiency requirement for graduation for students entering as of Fall 2006, and it was decided that the best way of addressing this knowledge area was to institute it as a specific course with a test-out option rather than “infusing” the information into existing courses (Academic Senate President).

5. The Academic Senate should lead the college in a discussion of the graduation requirements and make suggestions for revision if necessary.

See Planning Agenda Summary Update, Standard Four, #2.

6. All academic disciplines at Mission College should re-evaluate their advisories and pre-requisites, and, where indicated, change advisories to pre-requisites so that students can be better guided into courses they are academically ready to take.

The Mission College Academic Senate appointed a sub-committee to examine spoken and written language competencies for its degrees and certificates and the means by which these exit competencies will be assessed. The committee forwarded recommendations to the Academic Senate that the new graduation requirement for the AA/AS degrees be transfer level English (English 1A) rather than the one level below transfer writing course, and that students demonstrate oral competency through taking Communication Studies courses or through passing a proficiency examination. These requirements were approved by the Senate in 2003 (Mission College Catalog, 2007-2008).

One example of a change in prerequisites is English as a Second Language. In 2002, ESL rewrote its curriculum to create a Pathway to English. By December 2003, English had decided that ESL 970RW, ESL 970G and ESL 970LS would be prerequisites for ENGL 905 (Myo Myint, ESL Chair). The Math Department also revised its curriculum in 2004 to add prerequisites to Math 10 and Math C. In Fall 2005, prerequisites were added to Math B, CP, D, 1, 2, 8, 902, 903 and 904 (Clement Lam, Dept/Division Chair).

In 2003-2004, the Senate established a Readiness Task Force. This task force was formed in response to the recommendations made in the college's Accreditation Report and recommendations of the Academic Senate for California Community Colleges. The Task Force was charged to gather information on the effectiveness of the college's current system of prerequisites, co-requisites, and advisories on student readiness, the currency of a prerequisite, and ultimately to make a recommendation to the Academic Senate. In May 2004, the Task Force brought forward twelve recommendations to the Academic Senate, which the Academic Senate approved and accepted. Recommendations addressed prerequisites, assessment policies and procedures, and Orientation. A major recommendation was the establishment of departmental student readiness plans that
identify obstacles to student readiness for their courses, as well as proposed solutions. In 2004, the college indicated that it planned to merge the individual plans into a college-wide plan by the end of Spring 2005; however, this plan was not completed or implemented.

7. The college should formalize the inclusion of the Education and Facilities Master Plan recommendations into the program review process.

The program review process and the educational and facilities master plan process were merged in 2005-2006. The process also included a student learning outcomes component. A draft of the educational plan was completed in Spring 2007 and is being used as the foundation for the facilities master plan, which was begun in August 2007 and is scheduled for completion in Spring 2008 (EFMP notes; Educational Plan; Facilities Master Plan schedule).

8. The Academic Senate should monitor and evaluate distance learning guidelines. In accordance with the Curriculum Committee's recommendation, distance learning (DL) course outlines submitted prior to the new guidelines should be reviewed and revised to accommodate "meaningful" versus "face to face" student contact.

The Curriculum Review Committee process ensures that regular, effective student contact is maintained per Title 5 regulations (Curriculum Review Committee forms – CurricUNET). Distance learning courses are reviewed and approved separately to ensure that student contact is meaningful. All such courses are submitted by the Curriculum Review Committee to the Academic Senate for its review and approval, thus ensuring that the Academic Senate is able to monitor distance learning guidelines.

9. Department Chairs should develop procedures to ensure that associate faculty receive copies of the most recent course outlines and identify a full-time member to assist new department faculty in preparing course syllabi and other instructional materials so that they meet college and discipline standards.

Mission College Senior Office Coordinators provide all new faculty members with a checklist that outlines how to prepare course syllabi and other instructional materials that meet the college and discipline standards. Faculty members also meet with their Division and Department Chairs. During these meeting, new regular and associate faculty members receive recent course outlines and a tour of the department (Department Chairs).

STANDARD FIVE

1. The college should expand registration by telephone and through the Web site, including an online application procedure (currently being developed) and the use of digital signatures (recently approved).

This agenda item is fully implemented; the last element of focus was use of digital signatures, and implementation for that feature occurred in the 2006-2007 academic year (Director of Admissions and Records).
2. **The Admissions and Records office should strengthen training and development of the staff to improve the level of customer service and to maximize program efficiency.**

The strengthening and development of staff has occurred through the District-sponsored Leadership Development Academy (LDA), and it is being addressed through a current re-organization effort to update and upgrade staff skills for addressing communication and support of customers who frequent the office by telephone, web and in-person services, according to the Dean of Student Support Services. This agenda item is viewed as progressing to full implementation, but it is not yet complete (District Coordinator of Staff Development).

3. **The college should ensure that all admission and registration procedures are accurately and consistently described.**

The admission and registration procedures are posted on the college’s website and included in the Schedule of Classes. The procedures are reviewed before each class schedule is published for ensuring accuracy, clarity and consistency in communication. The procedures are updated on the web during the Schedule of Classes publication cycles, as well (Director of Admissions & Records).

4. **The Student Development Division and instructional departments should consider creating a transfer advisory committee to institute more effective methods of reaching students and encouraging them to transfer upon completion of their "educational goals."**

This agenda item is being addressed. The counseling faculty have increased the number of visits to both English 1A and English 1B classes and they provide other transfer activities, but the Counseling Department has yet to form a transfer advisory committee. Also, the college dedicated a full-time counseling position to transfer during the 2004-2005 academic year, and the transfer counselor established an informal advisory committee comprised of other counselors. An effort to formalize this committee through the Academic Senate, together with inclusion of instructional faculty, is occurring in Fall 2007. In Fall 2007, the Dean of Student Support Services instructed a counselor to establish such a committee (Dean of Student Support Services).

5. **Opportunities for students to receive services and interact with faculty and staff via means other than in-person should be expanded. Examples of these might include distance counseling and online admissions processing.**

   See Planning Agenda Summary Update, Standard Five, #1.
6. The college should seek out creative ideas and solutions for encouraging students to serve in leadership roles and become more actively involved in campus life.

The Director of Student Government and Activities has identified ideas and activities. Among those ideas are the following: a club activity day that is hosted each semester, a Student Success Fair that is provided annually, an improved website with up to date events and information. Also, the college plans to present a coordinated effort for encouraging students and improving campus life during the first week of each semester beginning Spring 2008 (Director of Student Activities; V.P. of Student Services).

7. The college should identify, allocate, and coordinate sufficient resources to substantially expand outreach and recruitment activities to facilitate the enrollment of additional students, and to address the imbalance of historically underrepresented student groups in higher education.

The college’s history with outreach and recruitment focused on enrolling the local community’s workforce who self-selected the college. Silicon Valley’s business and industry sectors have attracted residents from outside of the Valley previously, and with the dot.com bust, Mission College has more actively pursued enrollment from the community’s high school students. The college developed a Student Recruitment Supervisor position, it gained both marketing and outreach funds from both college and Land Corporation proposals, and there is an active outreach and recruitment agenda as a result, according to the Dean of Student Support Services (Dean of Student Support Services; outreach activities schedule).

8. The college should further investigate student concerns relative to public transportation to and from the college, and, if necessary, initiate contact with Santa Clara Valley Transportation Authority, the local public transit provider.

The VTA published schedules are available for students in the Campus Center and the college’s main building, according to the Director of Student Government and Activities. VTA is invited to meet with the Associated Student Body on a monthly basis, as well (VTA brochures).

9. The college should ensure that all student service programs are included in the systematic program review process.

The recent efforts to manage a college-wide program review were initiated by the Vice President of Instruction and the college’s Academic Senate. A college-wide version of Program Review was started in the 2005-2006 academic year and it was finalized in the 2006-2007 academic year. All sectors of the college were included in the review process, including student services programs, and one hundred percent of the college’s programs participated in the review activities. Further, among the 2005-2006 academic year’s Student Services Division initiatives was an annual Vision, Goals and Outcome Measures review of all programs. The first cycle is complete, as verified by the Dean of Student Support Services (Dean of Student Support Services; Student Services Review, 2006-2007).
STANDARD SIX

1. The Technology Committee should review the need for a policy on developing dedicated laboratories and forward their recommendations to GAP for consideration.

Due to the shortage of space, requests for dedicated labs in the Main Building are evaluated and processed on a case-by-case basis. Four years ago, the college developed a semi-dedicated lab for ESL Department. This lab is scheduled for ESL classes 95% of the time, but upon availability it may also be scheduled for other departments (Dean of Information Technology and Services; ESL Department Chair).

2. The college should complete and implement a Five-Year Technology Plan based on the State Chancellor's Office recommendations for a computer maintenance and service plan.

Although many colleges did not accomplish this goal as a consequence of severe budget cuts, Mission College hired a full-time Server System Administrator to follow the State Chancellor’s Office recommendations for a computer maintenance and service plan. The college also transferred a full-time technician from a low enrollment department to the Instructional Technology & Services Department to serve the college more efficiently (Dean of Information Technology and Services).

3. The college should embrace the philosophy of making all facilities and services accessible to the largest number of students possible.

The college embraces the philosophy of accessibility. Its current population of students attends classes, almost equally, between the morning, afternoon and evening time slots, and the college hosts weekend classes, as well. Since the 2001 Self Study, the college has experienced a marked shift in student demographics. It now serves younger students who attend primarily during the day instead of its previous older student population that attended primarily in the evening. The instructional and student services offices and programs have adjusted their service hours in response to the student attendance pattern, affirms the Dean of Student Support Services, and he identifies the library’s schedule as an example. The Library’s Fall 2007 schedule follows:

Monday-Thursday: 9:00am-8:30pm
Friday: 10:30am-3:30pm
Saturday: 10:00am-3:00pm
Sunday: Closed

(Demographics, 2007 Self Study; Director of Library Services)

4. The college should consider adopting a standing budget for summer information and learning resources operations so they can plan and staff appropriately.

See Planning Agenda Summary Update, Standard Six, #1.
5. The college should revise and update all information and learning resource technology plans to be in sync with the college wide technology plan that implements the TCO model.

Mission College’s Technology Plan was used as a guideline for updating all other technology related plans. The Library Plan was developed after developing the College Five Year Technology Plan. The Technology Committee, a sub-committee of Academic Senate, actively participates in all college technology projects. Also, all of the requests for new technologies for the computer labs are evaluated, purchased and implemented using the college’s TCO plan (Technology Plan; Library Plan).

6. The college should include in its technology plan a process for the systematic evaluation of the effectiveness of learning and information resources and services.

The process for the evaluation of the effectiveness of learning and information resources and services is addressed in the systemic program reviews conducted by the Academic Senate. Added to this process, college conducts yearly surveys to evaluate the quality of technology related services on the campus (Technology Plan; Dean of Information Technology and Services).

STANDARD SEVEN

1. The college should work with the Classified Senate to study the need to hire adequate numbers of qualified (full-time or permanent part-time) classified staff so that needed services are not disrupted.

During the 2006-2007 fiscal year, Mission College reviewed classified positions and moved temporary positions to permanent positions. During the same period, the long sought 5th Senior Office Coordinator position was funded. This year (2007-2008), in order to closely align the Classified Senate with the college budget process, the president of the Classified Senate has become a member of the College Budget Allocation Committee (CBAC) (CBAC minutes).

2. The college should work with Human Resources to identify best practices for increasing Mission's ability to hire qualified minority candidates for positions at all levels.

The HR department has provided all college staff with training on hiring practices and policies. In order to serve on a hiring committee, employees must be certified by taking this training. Hiring committee members need to be approved by Human Resources (Manuals for procedures for the selection of faculty, classified and administrative personnel, 2006).

3. All bargaining units should reassess the evaluation process, including forms.

        See Planning Agenda Summary Update, Standard 7, #1.
4. The college should work with HR to monitor the evaluation process of classified employees and ensure compliance with the SEIU contract.

College administrators and supervisors work closely with HR to monitor and address evaluation issues. HR actively reminds supervisors and administrators of outstanding evaluations of SEIU employees. The Mission College President has required all administrators in the college to ensure compliance with SEIU related evaluation procedures. Administrators are expected to include timely completion of staff evaluations in their annual goals (Worku Negash, Vice President of Administrative Services, 10-03-07).

5. HR should implement a training program to educate department chairs and associate faculty on Re-employment Preference, and ensure that its implementation is in accordance with the ACE contract. HR should also maintain a district master list of associate faculty who qualify for REP.

See Planning Agenda Summary Update, Standard 7, #2.

6. HR should assess the need for developing evaluation forms for classified staff which reflect different types of work.

All evaluation procedures are negotiated between the bargaining units, including the Manager’s Association, and the District. Evaluation procedures have recently been revised for SEIU employees. The faculty evaluation process is part of current negotiations. The process for managers was recently confirmed in the 2007 revision of their handbook (SEIU contract; ACE/District records; Manager’s Handbook, 2007).

7. Staff Development should consider conducting faculty training sessions on the appraisal process to clarify the process, heighten motivation, and facilitate development of objective departmental criteria to increase consistency in associate faculty evaluations.

Timely evaluation of faculty continues to be an issue, in spite of the emphasis placed on this process by the Vice President of Instruction and increased support from the Office of Instruction. All Division Chairs must include enforcement of the evaluation process in their annual goals. Recommendations have been made for workshops to be jointly conducted by the Association of College Educators (ACE) and the District to improve completion of scheduled appraisals. The complexity of the process may be one factor and it is currently the subject of negotiations. To reinforce the importance of the evaluation process, the President has included improvement in this area among her 2007-2008 goals and has required all administrators to include it among their goals, as well (Division Chair annual goals; Mission College President’s Goals, 2007-2008).
8. **Staff Development should consider expanding its offerings for classified staff: including developing a more substantial Orientation program, a monthly seminar program, and disseminating information about professional development activities outside the college.**

The District provides a day-long Orientation program for all employees in August. This Orientation provides information about various topics including safety, health services, payroll information, police services and parking procedures, purchasing procedures, and technology services. A presentation on participatory governance is included. The Chancellor and college Presidents attend, as do the Union Presidents and/or representatives (New Employee Orientation agenda, 08-22-07). Staff Development information for all employees is available on line through PARIS and included are on-line tutorials, links to additional training websites and a schedule of staff development sessions (http://www.wvmccd.cc.ca.us/staffdev/index). Although the amount of information has increased and is more accessible than it was in 2001, the previous Classified Senate President feels that the activities continue to be geared more toward administrators and managers (e-mail, Doug Masury, 10-08-07). There is also the issue of sufficient time for classified employees to participate in activities, including participatory governance. The District’s new Leadership Development Academy, which was piloted in 2006-2007 with all managers and classified staff from selected departments may prove to meet some of the desires of classified staff for more professional development.

9. **Departments should consider offering regular formal Orientations for new associate faculty.**

Orientation for associate faculty has traditionally been provided by the academic departments. Beginning in 2003, the Office of Instruction provided a year-long Orientation program for new faculty, given that significant numbers were being hired. Associate faculty were invited but attendance was minimal. This year, only one fulltime faculty member new to the college was hired, so there is no formal program being offered this year. The Office of Instruction has plans to implement a regular formal Orientation for new associate faculty in Spring 2008 (Office of Instruction files; Dean of Instruction).

10. **HR should inform employees of the WVMCCD Human Resources Procedures Manual and its accessibility and improve the process for notifying staff and faculty of changes to HR employment procedures.**

Human Resources now has a comprehensive department listing on PARIS where anyone can look up HR forms, schedules, documents and information. Salary schedules, personnel documents, benefit forms, union contracts, directory of HR personnel, job descriptions, job listings, for example, are easily obtained from this website. These documents are updated as necessary (http://0-paris.wvmccd.cc.ca.us.library.wvmccd.cc.ca.us/Depts/HR/).
11. **HR should provide more in-person access to HR staff for Mission College employees.**

   See Planning Agenda Summary Update, Standard 7, #3.

12. **HR and Staff Development should improve training for hiring committees and improve overall communication.**

HR has held intensive training sessions for all staff, and service on hiring committees depends upon their participation in these training sessions. Having an on-site HR office increases Mission College staff’s ability to communicate with HR and improves the flow of paperwork through the channels (Procedures manuals for the selection of faculty, classified and administrative personnel, 2006).

13. **The President's Office and the Office of Instruction should keep a copy of the diversity report. The hiring committees should consult the report during the hiring process to assist each college in meeting its diversity goals.**

The previous report is no longer current. The college is in the process of substantially rewriting its faculty and staff recruitment, retention and diversity report according to the model plan provided last year by the State Chancellor’s Office. This report is being drafted by the Faculty and Staff District Advisory Committee (FSDAC), which is composed of representatives from both colleges and the District. Also noted in the April 1, 2007 progress report to the Accrediting Commission was a full description of the progress to date in terms of data collection and analysis related to Mission College (FSDAC minutes; April 1, 2007 progress report to ACCJC).

14. **HR should seek input from a wide group of college personnel when updating the Human Resources Procedures Manual.**

The Human Resources Procedures manuals were updated in 2006. Drafts were presented to the colleges for input. HR continues to seek college input as policies and procedures are developed, most recently in respect to hiring student hourly workers (Procedures manuals for the selection of faculty, classified and administrative personnel, 2006).

15. **HR should consistently publish the HR Newsletter both in print and by e-mail to ensure that all categories of staff are kept informed of changes in policies and procedures.**

HR does not produce a newsletter. They do publish updates on PARIS and notify all staff through email that updates have been posted (http://0-aris.wvmccd.cc.ca.us.library.wvmccd.cc.ca.us/Depts/HR/).
STANDARD EIGHT

1. The college should develop procedures ensuring that upgraded labs include electrical and data infrastructure upgrades.

All of the college’s computer labs have upgraded electrical circuit boards. These labs also have a Cat5 data cabling system. The switches for the network system were upgraded three years ago and the college is currently working on the second round of a “Network Refresh” project. The process for upgrading electrical and data is clearly defined and the deployment team always consists of District IS, ITS, and Facilities technical staff (Dean of Information Technology and Services; District Director of Information Systems).

2. The colleges and the district should collaborate to identify criteria and develop a process for determining which types of facility projects should be the responsibility of the district which the college would be obligated to fund.

The college and the District have regular meetings to determine college versus District roles in facilities projects. The two entities work closely together on all projects. In preparation of the Facilities Master Plan, both District and college administrators and staff are working hand in hand with consulting firms to complete projects. To closely monitor the master planning process at Mission College, several committees and working groups (Core Group, Planning Committee) have been formed incorporating both District and college personnel (District 5-year Master Plan; schedule maintenance list; state/bond funded capital projects list for Mission College).

3. The college(s) should work with the district to establish a district person to oversee the implementation of the waste management plan. Duties would include developing a formal recycling program, recommending environmentally safe cleaning agents, composting gardening waste, and developing a master file of chemicals from existing lists that would be accessible from external computers.

The District’s waste management plan is designed and implemented by the District Director of Facilities in close coordination with the college-based District Facilities Manager. In recent months, the District Custodial Manager has incorporated the recycling program into his purview. The compliance of all safety requirements are ensured by the District Director of Facilities (College Facilities Manager, Vice President of Administrative Services; District Director of Facilities).

4. The Facilities/Safety Committee should investigate the pros and cons of the security proposals under consideration and submit their written recommendations to Governance and Planning Council and the president for action.

In 2007, the District contracted with a security consulting firm to provide recommendations to the colleges in respect to upgrading security for current facilities and planning for security of future construction projects. Any proposals and/or implementation of security features would first be reviewed by the Facilities/Safety Committee (Catalyst Report; District Council minutes, Summer 2007; Facilities/Safety Committee minutes).
5. The Purchasing Department should document, distribute information, and train staff on how inventory is established and replaced.

In support of board policy, procedures are in place to establish a District-wide inventory system. The procedures are electronically available on PARIS for District employees to refer to. The Purchasing Department staff are trained on the inventory system. Replacement of items is handled at the college level (District Procedures, 2007; Director of General Services).

6. The IS department should explore cross training opportunities for its staff.

The IS Department has a training fund of $50,000 per year dedicated to staff training. The new IS Director is actively evaluating the cross training options for his staff. Also, Mission College’s technical staff work closely with IS staff and they are trained to work on the District network infrastructure (District Director of Information Systems).

7. The college should develop a policy to regularly review and revise existing landscaping plans as each new building is structurally completed and occupied.

Most recently, the college has filled a third grounds position. This is a significant addition to the original two. The campus grounds work has improved so greatly that many students and staff are sharing their positive remarks. Landscaping is a significant consideration in the college’s current master planning process. Landscaping is listed among the college’s facilities priorities; however it is currently below the line in terms of available funding. Additional funding will be sought to address this item as new building projects are planned for (Notes, Master Planning Process; Current Facilities Project List).

STANDARD NINE

1. The Dean of Administrative Services should provide college-wide budget Orientation sessions to inform requestors about the budget allocation process and the corresponding timeline.

Much of the budget training is done on a one-on-one basis in the Office of Administrative Services. College Budget Advisory Committee (CBAC) members are given an Orientation to the budget development process as they join the committee. Frequently, complete instructions on budget development are sent electronically to “all mission users” to assist with budget requests. Formal sessions have not been held, but the Office of Administrative Services is willing to work with any group to provide budget-related training (Vice President of Administrative Services).
2. **CBAC and GAP, through the office of the Dean of Administrative Services, should develop a strategy that will link the budget timelines at the district level with those at the college level.**

The college is well represented at the District Budget Advisory Committee (DBAC) where the District budget calendar is developed. The college-based budget development is coordinated with the District calendar for smooth implementation. The CBAC budget development process includes GAP involvement and the final college budget is adopted by both CBAC and GAP before it is forwarded to the college President as a recommendation (DBAC structure; CBAC structure).

3. **CBAC should take the lead in monitoring any required adjustments to the new budget allocation, model and seeking concurrence from the Academic Senate and GAP.**

The Mission College Budget Allocation Model calls for CBAC to review its budget allocation model every two years. In doing so, CBAC submits any recommended change to the Academic Senate and GAP for endorsement. In the Spring of 2005 and 2007, CBAC revised the College’s Budget Allocation Model and the model was reviewed and endorsed by both the Academic Senate and GAP (CBAC minutes, 2005, 2007; Vice President of Academic Services).

4. **The district should provide annual training to users to remind them of risk management practices.**

The most recent Risk Management document was completed in 1998. According to the Director of General Services, “Risk Management training occurs everyday.” When situations arise or new procedures are developed, her office contacts the college community through email (Director of General Services, e-mail, 10-08-07).

**STANDARD TEN**

1. **The board should review and integrate the mission and vision statements and broad goals of the district, the colleges, the board, and the chancellor and distribute them.**

The revised mission statements of both colleges and the District were approved by the Board on September 6, 2007 (Board minutes 09-06-07). The District Policy Manual also includes the mission statements of each college and that of the District. These mission statements provide the basis for all other policies adopted by the Board (EIV.B1b.5, EIV.B1b.6). Each of the entities – District, College, Chancellor and Board – develop institutional, organizational, or individual goals. Colleges consider District and Board goals in their planning processes. The Chancellor’s goals are shared with the President, who aligns her goals with those of the Chancellor. In turn, the President shares her goals with the administrative staff, Division Chairs, and participatory governance groups for their consideration and inclusion in their goals, as appropriate. There has been no formal attempt on the part of the Board to integrate and distribute the mission, vision, and goals statements of all the entities and individuals (Information provided by the President, 10-03-07).
2. The board should update the Policy Manual and create a calendar for regular review in the future.

The Board reviews each of the six chapters of the District Policy Manual once each year with an eye to improving service to the community in general and to the students in particular. The District subscribes to the Community College League of California (CCLC) Policy and Procedure Service. Since joining the service, staff members have utilized the model policies and procedures and their semi-annual updates to revise existing policies and procedures (EIV.B1b.5, EIV.B1b.6).

3. The board should annually evaluate progress on all board adopted goals, objectives, and priorities.

District policy (1.6.6.j) sets forth the purpose of self-evaluation, mandates that an instrument be used, and allows for the use of a facilitator for the evaluation process. This process normally occurs on an annual basis. In Fall 2007, the Board hired a consultant to review and revise its evaluation process (Chancellor’s Update, Board minutes 09-25-07).

4. The college should study the issues regarding the turnover rate of the chief executive officer to determine if the institution can do more to retain presidents.

See Planning Agenda Summary Update, Standard Ten, #1.

5. As the college continues to grow in size and complexity, the organizational structure should be reviewed to ensure that needs are met.

See Planning Agenda Summary Update, Standard Ten, #2.

6. Improve feedback and communication regarding evaluations to assure that concerns are recognized and addressed effectively.

All evaluations are reviewed by both the employee and evaluator as evidenced by signatures on the evaluation forms (Evaluation forms for collective bargaining units).

7. The college should encourage associate faculty to use the new compensation mechanism to increase their involvement in institutional governance and the development of educational policies.

The contract has been revised and this is no longer an issue.

8. The college should address the need for improved support for faculty participation in summer governance activities.

See Planning Agenda Summary Update, Standard 10, #3.
9. As the college continues to grow in size and complexity, the institutional support and training for staff participation in governance activities should be reviewed to ensure that needs are met.

     See Planning Agenda Summary Update, Standard 10, #3.

10. The Classified Senate should work with GAP and the president to further delineate the appropriate areas of responsibility for staff in governance activities and investigate new ways to encourage and support classified participation.

     See Planning Agenda Summary Update, Standard 10, #3.

11. The Associated Student Body should work with GAP and the president to develop strategies that would successfully encourage student participation in governance activities.

     See Planning Agenda Summary Update, Standard 10, #4.

12. The chancellor and the Executive Management Team (EMT) should review the recommendations compiled from such sources as the District Services and Facilities Master Plan, the college’s Educational and Facilities Master Plan, and this accreditation Self Study for ways to improve district services to Mission College and develop a plan and time line for implementation.

During the last two fiscal years (2005-2006 & 2006-2007), Mission College has received 3.0 FTE from the District to improve services at the college. First, in 2005-2006, the temporary custodial position was converted to a .5 FTE permanent position to help improve the cleaning of the college’s restrooms. In the same year, an additional 1.0 FTE was funded where Mission College received one additional custodian. Early this fiscal year (2007-2008), one more 1.0 FTE District position was filled where Mission College received an additional grounds employee. Most recently, the District provided funding for .5 FTE to increase the previous .5 position to full time (1.0 FTE) to handle recycling duties at Mission College in addition to the custodial responsibilities. All these issues are coordinated through the Office of Administrative Services at Mission College. Because of the need to replace the Main Building, the college and District are currently working together to develop a plan to adequately maintain the Main Building until such time as it is replaced. A walk-through was conducted in September 2007 to identify the most urgent issues (Proposed plan provided by Vice Chancellor of Administrative Services to Mission College President, 10-23-07).

     See also Planning Agenda Summary Update, Standard 10, #5.
13. **The chancellor and EMT should review the impact of physical location and accessibility to district services to provide more balanced opportunities for participation and input by both colleges.**

The District Offices, located on the West Valley campus, have reached maximum capacity. Faced with the need to add a number of finance positions to support bond-funded projects, the District found that it had no available office space. The Chancellor has also proposed a research and planning office, and there is no space for those positions, either. The District conducted a space study in 2007 and there is discussion about relocating the District Offices of Chancellor, Vice Chancellor, Finance, and Human Resources to an off-site facility or expanding office capacity through the use of temporary portable buildings (District Space Study, 2007).

14. **Information Systems (IS) should develop a process that will ensure regular updates to the phone directory and communicate that process to the college.**

Information Systems has automated the telephone directory search by using the District in the email system and also in the District Intranet system called PARIS. Faculty and staff also have the option to use an online applet to update their telephone information. Currently, the IS Department updates the District telephone directory every two years. In the near future, with the automation of the Human Resources processes and procedures, this service will be fully automated too. (Director of Information Systems).

15. **HR should review the need for the Sexual Harassment Committee and the Affirmative Action/Staff Diversity Committee and recommend revision if needed.**

A Sexual Harassment Committee does not exist at Mission College or at District level since the District Board Policy on Sexual Harassment was passed on April 17, 2003 and implemented a full service Staff Development office that provides on-going sexual harassment training to Managers, Supervisors and Administrators (Coordinator of Staff Development; Associate Vice Chancellor of Human Resources).

“Affirmative Action” is no longer a term used in referring to staff diversity. The District Board Policy on Non-Discrimination and Unlawful Discrimination was approved on April 17, 2003. The District Faculty and Staff Diversity Advisory Committee will reconvene for 2007-2008 under the Associate Vice Chancellor of Human Resources on October 29, 2007 at Mission College and is scheduled to meet on the last Monday of each month at alternating college locations (Board Policy; FSDAC minutes).
APPENDIX C

MAPS OF MISSION COLLEGE
Mission College Hospitality Management Building
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<thead>
<tr>
<th>ACRONYMS</th>
<th>DESCRIPTION</th>
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<td>A&amp;R</td>
<td>Admissions and Records</td>
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<tr>
<td>AA</td>
<td>Associate in Arts</td>
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<tr>
<td>AAUP</td>
<td>American Association of University Professors</td>
</tr>
<tr>
<td>ABC</td>
<td>Activity Based Costing</td>
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<tr>
<td>ACCJC</td>
<td>Accrediting Commission for Community and Junior Colleges</td>
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<tr>
<td>ACE</td>
<td>Association of College Educators (faculty union)</td>
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<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<td>Alternative Transportation Solutions</td>
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<td>AP</td>
<td>Advanced Placement</td>
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<td>ARCC</td>
<td>Accountability Reporting for the California Community Colleges</td>
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<tr>
<td>AS</td>
<td>Associate in Science, Applied Sciences, or Academic Sciences</td>
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<tr>
<td>ASB</td>
<td>Associated Student Body</td>
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<td>ASC</td>
<td>Administrative Services Council</td>
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<td>ASCCC</td>
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<td>ASF</td>
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<td>ATB</td>
<td>Ability-To-Benefit</td>
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<td>ATPC</td>
<td>Alternate Text Production Center</td>
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<td>BAMS</td>
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<tr>
<td>BTI</td>
<td>Big Ticket Items (component of Budget Allocation Model)</td>
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<td>CA</td>
<td>Computer Applications</td>
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<td>Computer Assisted Drafting</td>
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<td>California Articulation Number</td>
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<td>Cooperative Agencies Resources for Education</td>
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<td>CIS</td>
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<td>Abbreviation</td>
<td>Description</td>
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<td>Acronym</td>
<td>Description</td>
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<td>Revenue Sharing by Activity Code</td>
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<td>Strategic Directions (component of Budget Allocation Model)</td>
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<td>Television and Audio-Video/Visual</td>
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<td>Total Cost of Ownership</td>
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<td>Technology Preparation</td>
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<td>Tel-Reg</td>
<td>Telephone Registration</td>
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<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
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<td>TTIP</td>
<td>Telecommunications &amp; Technology Infrastructure Program</td>
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<td>UC</td>
<td>University of California</td>
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<td>VSA</td>
<td>Vietnamese Student Union</td>
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<td>VTA</td>
<td>Santa Clara Valley Transit Authority</td>
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<td>WASC</td>
<td>Western Association of Schools and Colleges</td>
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<tr>
<td>WIA</td>
<td>Workforce Investment Act</td>
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