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.A1.a.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.A1.a.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.A1.a.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.A1.a.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.A1.a.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.A1.a.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.A1.a.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

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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 (I1).

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 (EII.A1b.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) (I2).

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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>EII.A1c.1</td>
<td>Mission College Report on SLO Activities, 04-16-07</td>
</tr>
<tr>
<td>EII.A1c.3</td>
<td>SLOs Announcement, 11-30-07</td>
</tr>
<tr>
<td>EII.A1c.4</td>
<td>Noel-Levitz Student Satisfaction Inventory (SSI)™ results, Fall 2005</td>
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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
- **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/MBGT Department Advisory Committee Planning for the Future Event, 01-25-07 (http://www.missioncollege.org/depts/bus/AdvisoryCommitteeMtgNotes01-25-07.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/2006-07/20060717min.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.4 Distance Learning Report Fiscal Year, 2005-2006
2A.2.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.

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

EII.A2e.1  Mission College Task Force Program Master Planning Design 2003, 05-13-03
EII.A2e.2  Mission College Education Master Plan, 06-18-07
EII.A2e.3  Mission College EFMP Flex Day Presentations, 08-26-05 & 01-26-07
EII.A2e.4  Mission College Academic Senate Minutes, 09-06-07

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.3  Mission College Report on SLO Activities, 04-16-07– available at
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**

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<tr>
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<th>Title</th>
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<tr>
<td>EII.A2g.1</td>
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<tr>
<td>EII.A2g.2</td>
<td>Assessment Center Stats, 2001-2007</td>
</tr>
<tr>
<td>EII.A2g.3</td>
<td>Placement Tests for Mission College with Activities 2001-2006</td>
</tr>
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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/CurComRoles.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 (EIIA3b.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.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 view 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/LocalCurCommitees/CurCommRoles.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 (II).
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.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 website (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

EII.A6c.2 Mission College Schedule of Classes, 2006-2008
EII.A6c.4 Sample Brochures of Mission College Programs and Services
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.

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.

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 (t6).

**Planning Agenda**

None.

**Evidence**

EII.A7b.1 Mission College Catalog, 2006-2007 (160)
EII.A7b.2 Mission College Faculty Handbook Section 6, 2005-2006 & 2006-2007
EII.A7b.3 Mission College Catalog
http://www.missioncollege.org/catalog/catalog.html

**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 Filipinos 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
- **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
- **EII.B1.6** Mission College International Student Center web site, 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) (I).

**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) (7).

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.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)
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.
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).
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<tr>
<th>MIS CODE</th>
<th>NAME OF TEST</th>
<th>STATE APPROVAL THROUGH</th>
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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.
**Evidence**

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**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.B.4.3), ACCESS (EII.B.4.4), Counseling (EII.B.4.5), EOPS (EII.B.4.6), Student Health Services (EII.B.4.7), MESA (EII.B.4.8), and CalWORKs (EII.B.4.9) 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.B.4.10);

- Participation by all components of the Student Development Division in development of the EFMP (EII.B.4.11);

- Distribution of a student satisfaction survey to randomly selected classes by the Office of Institutional Research (OIR) in 2003 (EII.B.4.12);

- Distribution of the Noel-Levitz Student Satisfaction Inventory (SSI)™ to randomly selected classes by the OIR in 2005 (EII.B.4.13);

- Distribution of a campus-wide student survey regarding Winter sessions in 2005 and 2006 (EII.B.4.14); and

- Distribution of a District-wide accreditation survey to faculty, staff, and administrators in 2007 (EII.B.4.15).

Updated unit plans address service deliveries and alignment with the EFMP (EII.B.4.11). Categorical programs are evaluated by state and federal agencies. The Chancellor’s Office evaluates the DISC, MESA, and EOPS programs (EII.B.4.16). ACCESS is completely evaluated every four years by the Department of Education and files a program review report each year (EII.B.4.4). MESA submits midyear and annual program reports (EII.B.4.8). 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.B.4.9). In addition, students are involved with the evaluations that are conducted in EOPS (EII.B.4.6), Avanzar (EII.B.4.3), Health Services (EII.B.4.7) 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.B.4.14). 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.B.4.17). 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.B4.11 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 WVMCCD 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) (t4).

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) (t1).

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 WVMCCD 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%2DTOC%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 notetakers 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).
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 retrospectively 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) (it/).

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.C1c.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.C1c.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.C1c.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.

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 L1NK+ 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 CCLC² (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.C1e.1 LINK+ Bylaws, http://csul.iii.com/screens/bylaws.html
EII.C1e.2 Library website, http://www.missioncollege.org/lib/lib.html
EII.C1e.3 Library Statistics Monthly Reports 2001-2006
EII.C1e.4 Community College Library Consortium (CCLC): purchase order/contract
EII.C1e.5 Xerox, Konica, 3M agreements
EII.C1e.6 Documentation of institutional membership with IUG, CCL, LRACCC, and Califa
EII.C1e.7 Agreement with Consortium of Open Learning
EII.C1e.8 Angel learning contract
EII.C1e.9 Globix, Inc contract (web hosting services)
EII.C1e.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 ($t^3$).

**Planning Agenda**

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

**Evidence**

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<tr>
<th>Evidence Code</th>
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<tr>
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<td>Mission College EFMP Binder, Spring 2007</td>
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<td>EII.C2.3</td>
<td>Mission College EFMP, Fall 2005, Assignment #2: SLOs</td>
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<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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<td>EII.C2.6</td>
<td>Mission College Technology Center 2004 Student Survey Results</td>
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<td>EII.C2.7</td>
<td>Mission College Library Goals 2006-2007</td>
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<td>EII.C2.8</td>
<td>Mission College Technology Committee End-of-Year Report, Academic Year 2006-2007</td>
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<tr>
<td>EII.C2.9</td>
<td>Mission College Library Annual Report, 2005-2006</td>
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