APPENDIX B

MERGED PLANS: EDUCATIONAL & FACILITIES MASTER PLAN AND ACCREDITATION 2001 SELF-STUDY

The purpose of this document is to merge the planning recommendations from three 2001 sources: the drafts of the accreditation self-study; the planning summary from the self-study, and the Educational and Facilities Master Plan. As noted by the visiting team, the self-study "provided extensive self-evaluation but did not include extensive discussion or identification of planning agenda items related to the issues or deficiencies raised." Prior to the completion of the final draft of the self-study, a decision was made to eliminate many of the planning activities under each standard in favor of the final two-page planning summary. Thus, many of the specific planning agenda items developed by the standards committees were not included in the self-study. This document pulls together the various planning agendas so that the College can systematically review and prioritize them as described under Recommendation 1. The plans are organized by the 10 accreditation standards used in the self-study and are uniquely formatted according to their source, as follows:

- 2001 Accreditation self-study planning recommendations that were omitted from the final report.
- 2001 Accreditation self-study planning summary that was included in the final report (in *blue/italics*)
- 2001 Educational and Facilities Master Plan recommendations (red/underlined)

STANDARD ONE: INSTITUTIONAL MISSION

1. The college should establish an evaluation cycle to review and update the mission statement, core values, goals, and objectives on a regular basis.

STANDARD TWO: INSTITUTIONAL INTEGRITY

- 1. The College should develop a student handbook or expand the orientation handbook to include student rights and responsibilities.
- 2. The College should update its general brochure to reflect current and accurate information concerning programs, staff, services, and should include information about the surrounding area.
- 3. The College should hold further discussion between the board, faculty, administrators, and students to refine the college community's understanding of academic freedom and to better communicate the shared values to colleagues, students, and the surrounding community.

- 4. The Board should develop a support statement that would ensure academic freedom *for* the associate faculty specifically.
- 5. The College should evaluate the success of its cultural pluralism policy.
- 6. The District should develop a more comprehensive program in diversity training *for* all college employees.
- 7. The College should increase outreach efforts to enroll more Hispanics, African Americans, and American Indian students.
- 8. The College should monitor current and future needs regarding the athletics program.
- 9. The College's public information office, or other identified department, should develop a policy and schedule for publication review so that each document distributed to the public is evaluated annually for currency and consistency. *Actual wording in self-study: The College's Office of Marketing and Graphic Design should develop a policy and schedule for publication review.*

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

- 1. The College should work with the District office to develop and support a process for determining when a research office developed report or tracking capability is to be transferred to Information Systems for automation and included in the District's decision support system (PARIS).
- 2. The College and the District office should coordinate efforts and strategize methods to improve the level of programming support that District Information Systems will provide for the Colleges' research functions under the District's new administrative system (Datatel).
- 3. The College should identify the institutional effectiveness indicators that best measure the College's progress toward achieving its institutional mission and schedule planning meetings dedicated to determining how the results may be used to impact current policies and planning processes.
- 4. The College should evaluate the need for a dedicated full-time Learning Outcomes Assessment Coordinator for 2002-2003.
- 5. The Academic Senate and GAP should work with the Instructional Advisory Team and the Student Services Advisory Team to revise Mission's instructional and non-instructional program review processes to A) align them with the measurable objectives-based planning models now being implemented at Mission, and B) to develop and implement procedures for more formally linking these processes to the budget, faculty allocation, and other relevant institutional planning procedures.

- (Actual wording in the self-study: The College should develop and implement procedures for more formally linking the program review processes to the budget, faculty allocation, and other relevant institutional planning procedures.)
- 6. The College should integrate within its strategic planning process the use of annual updates on the college's progress towards Student Equity, PFE, and goals developed at annual planning meetings (e.g., Movers & Shakers) and publicize plans for how results will be used to bring about change.
- 7. GAP should work with the Classified Senate to develop a process for assessing the institution's overall classified staffing needs in order to better benefit from job sharing opportunities. (Actual wording in the self-study: The College should develop a process for addressing the institution's overall classified staffing needs.)
- 8. The program review process should ensure that external evaluation sources such as the results from licensing boards, transfer performance statistics from UC and CSU systems, and WST scores from San Jose State University will be integrated with college planning processes and used to institute change.
- 9. The College should consider developing a quarterly newsletter to be direct mailed to residents in Mission's service area, corporate partners, and to civic organizations and leaders.
- 10. <u>EFMP Goal 2: Provide the technology, infrastructure, facilities and information distribution systems that will enable Mission College to support the instructional, student service, and administrative tasks required to supply successful learning opportunities for its students. (See EFMP specific strategies, 2.1-2.5, pp. 198-199).</u>

STANDARD FOUR: EDUCATIONAL PROGRAMS

- 1. GAP should work with the College Research Analyst to develop and implement a systematic process for obtaining relevant student, labor market, and community needs information that will coincide with program planning and review processes.
- 2. The Counseling Department and other instructional departments should consider designing a more formal and systematic method of enhancing communication between the departments and Counseling, including a training component for faculty to assist them in identifying when and how to refer students to counseling for assistance. (Actual wording in the self-study: The Counseling Department, with the assistance of instructional departments, should consider designing a more formal and systematic method of enhancing communication between the departments and Counseling.)
- 3. GAP, CRC, and the Academic Senate should work together to provide necessary support for development of a learning outcomes process at all levels.

- 4. The Academic Senate should weigh the pros and cons of requiring additional specific courses for graduation versus the current system of weaving those skill and knowledge areas throughout the curriculum.
- 5. The Academic Senate should lead the college in a discussion of the graduation requirements and make suggestions for revision if necessary. Re-examine graduation requirements with the possibility of modifying them to include oral communications, computer literacy, etc.
 - Actual wording in the self-study (combines 4 & 5 above): The Academic Senate should lead the College in a discussion of prerequisites and graduation requirements and mage suggestions for revision if necessary.
- 6. All academic disciplines at Mission College should re-evaluate their advisories and pre-requisites, and, where indicated, change advisories to pre-requisites so that students can be better guided into courses they are academically ready to take.
- 7. The College should formalize the inclusion of the Education and Facilities Master Plan recommendations into the program review process.
- 8. The Academic Senate should monitor and evaluate distance learning guidelines. In accordance with the Curriculum Committee's recommendation, distance learning (DL) course outlines submitted prior to the new guidelines should be reviewed and revised to accommodate "meaningful" versus "face to face" student contact.
- 9. Department Chairs should develop procedures to ensure that associate faculty receive copies of the most recent course outlines and identify a full-time member to assist new department faculty in preparing course syllabi and other instructional materials so that they meet college and discipline standards.
- 10. <u>EFMP Goal 1 from Action Plan & Implementation Strategies</u>, p. 198: Continue to build educational programs that will maintain the high academic standards and student-centered culture already in existence at Mission College. (See EFMP specific strategies, 1.1-1.7, pp. 198-199)
- 11. Identify high attrition classes and request disciplines review their curriculum, teaching methodologies, grade variability, etc., to develop recommendations for enhancing student retention and success (from EFMP, Collegewide Results, Inside Mission).
- 12. Encourage departments in areas where demand is growing to not remain static but rather work with Performance Goals Committee, Curriculum Review Committee, and the Academic Senate to gain additional FTEF, hire new faculty, add demand-driven curriculum, etc. (from EFMP, Collegewide Results, Inside Mission).

- 13. <u>Develop a comprehensive coherent model for improving skills in writing, communication, reading and math across the curriculum (from EFMP, Collegewide Results, Inside Mission).</u>
- 14. <u>Create an Internship Director position to expand and coordinate all internship opportunities for instructional programs (from EFMP, Collegewide Results, Inside Mission).</u>
- 15. Explore expanding "hot" programs to a non-credit delivery mode to meet community demand (packaging and delivery) (from EFMP, Collegewide Results, Inside Mission).
- 16. Create the internal and external partnerships necessary to ensure the College is responsive to its diverse community and moves forward as a leader in community economic development. (See EFMP specific strategies, 5.1-5.4, p. 200)
- 17. <u>EFMP Goal 7: Increase student success, particularly in the areas of basic skills improvement, course completion rates, degrees, certificates and transfer. (See EFMP specific strategies, 7.1-7.5, pp. 200-201)</u>

STANDARD FIVE: STUDENT SUPPORT & DEVELOPMENT

- 1. The College should expand registration by telephone and through the Web site, including an online application procedure (currently being developed) and the use of digital signatures (recently approved).
- 2. The Admissions and Records office should strengthen training and development of the staff to improve the level of customer service and to maximize program efficiency.
- 3. The College should ensure that all admission and registration procedures are accurately and consistently described.
- 4. The Student Development Division and instructional departments should consider creating a transfer advisory committee to institute more effective methods of reaching students and encouraging them to transfer upon completion of their "educational goals.
- 5. Opportunities for students to receive services and interact with faculty and staff via means other than in-person should be expanded. Examples of these might include distance counseling and online admissions processing. (Actual wording in the self-study: Opportunities for students to receive services and interact with faculty and staff via the Internet should be expanded.)
- 6. The College should seek out creative ideas and solutions for encouraging students to

serve in leadership roles and become more actively involved in campus life.

- 7. The College should identify, allocate, and coordinate sufficient resources to substantially expand outreach and recruitment activities to facilitate the enrollment of additional students, and to address the imbalance of historically underrepresented student groups in higher education.
- 8. The College should further investigate student concerns relative to public transportation to and from the college, and, if necessary, initiate contact with Santa Clara Valley Transportation Authority, the local public transit provider.
- 9. The College should ensure that all student service programs are included in the systematic program review process.
- 10. <u>EFMP Goal 3: Increase the capacity of the support services to respond to projected increases in enrollment and changing student needs (See EFMP specific strategies, 3.2-3.5, pp. 199-200)</u>
- 11. <u>Hire approved staff for the Testing Center, increase the hours services are available to faculty and students, and, when possible, expand physical space for the center (from EFMP, Collegewide Results, Inside Mission).</u>

STANDARD SIX: INFORMATION & LEARNING RESOURCES

- 1. The Technology Committee should review the need for a policy on developing dedicated laboratories and forward their recommendations to GAP for consideration.
- 2. The College should complete and implement a Five-Year Technology Plan based on the State Chancellor's Office recommendations for a computer maintenance and service plan.
- 3. The College should embrace the philosophy of making all facilities and services accessible to the largest number of students possible.
- 4. The College should consider adopting a standing budget for summer information and learning resources operations so they can plan and staff appropriately. (Actual wording in the self-study: The College should revise the timeline and baseline budget for summer service provision.)
- 5. The College should revise and update all information and learning resource technology plans to be in sync with the collegewide technology plan that implements the TCA model.
- 6. The College should include in its technology plan a process for the systematic evaluation of the effectiveness of learning and information resources and services.

STANDARD SEVEN: FACULTY & STAFF

- 1. The College should work with the Classified Senate to study the need to hire adequate numbers of qualified (full-time or permanent part-time) classified staff so that needed services are not disrupted.
- 2. The College should work with Human Resources to identify best practices for increasing Mission's ability to hire qualified minority candidates for positions at all levels.
- 3. All bargaining units should reassess the evaluation process, including forms. (Actual wording in the self-study: The negotiating units and the District should reassess the evaluation process and procedures.)
- 4. The College should work with HR to monitor the evaluation process of classified employees and ensure compliance with the SEIU contract.
- 5. HR should implement a training program to educate department chairs and associate faculty on Re-employment Preference, and ensure that its implementation is in accordance with the ACE contract. HR should also maintain a district master list of associate faculty who qualify for REP.

Actual wording in the self-study combines 3 and 5 above: Staff Development should implement a training program to educate department chairs and associate faculty on Re-employment Preference and the faculty appraisal process in general.

- 6. HR should assess the need for developing evaluation forms for classified staff which reflect different types of work.
- 7. Staff Development should consider conducting faculty training sessions on the appraisal process to clarify the process, heighten motivation, and facilitate development of objective departmental criteria to increase consistency in associate faculty evaluations.
- 8. Staff Development should consider expanding its offerings for classified staff: including developing a more substantial orientation program, a monthly seminar program, and disseminating information about professional development activities outside the college.
- 9. Departments should consider offering regular formal orientations for new associate faculty.
- 10. HR should inform employees of the WVMCCD Human Resources Procedures Manual and its accessibility and improve the process for notifying staff and faculty of changes to HR employment procedures.

- 11. HR should provide more in-person access to HR staff for Mission College employees. (Actual wording in the self-study. Combines 11 and 13: The College should establish a permanent human resources department at Mission College to ensure compliance in hiring and training to meet diversity goals.)
- 12. HR and Staff Development should improve training for hiring committees and improve overall communication.
- 13. The President's Office and the Office of Instruction should keep a copy of the diversity report. The hiring committees should consult the report during the hiring process to assist each college in meeting its diversity goals.
- 14. HR should seek input from a wide group of college personnel when updating the Human Resources Procedures Manual.
- 15. HR should consistently publish the HR Newsletter both in print and bye-mail to ensure that all categories of staff are kept informed of changes in policies and procedures.
- 16. EFMP Goal 4: Provide an environment that improves faculty, staff, and administrator recruitment and retention and enhances opportunities and support for involvement in professional development activities (See EFMP specific strategies, 4.1-4.2, p. 200)
- 17. Evaluate and develop guidelines for departments that have significant percentages of faculty on reassigned time for extended periods of time.
- 18. Address the need for modifying faculty load for distance learning classes.

SPECIFIC STAFFING REQUESTS RANKED BY THE EFMP STEERING COMMITTEE

Note: * = approved for hire fall 2001 - **requested in FY02 budget

FIRST PRIORITY

Full-time faculty & full-time classified in random order

- 2 Librarians -replace retirements (*1)
- Administrative Assistant for Admin Services Office**
- 1 Athletic Director
- 3 additional tech support for IT**
- Add months to Child Development faculty (1to 11, 1to 12)
- 6 LMTs increased to 12 months**
- 1 Calworks counselor
- 1 Employment Development Assistant
- 2 new Librarians
- 1 Job Developer for Career Transfer Center

- 1 Counselor for ACCESS
- 1 Athletic Trainer
- 1 Social Dance instructor*
- 4 spec educators-Ch. Dev**
- 1 Fire Tech instr to replace retirement*
- 1 grant specialist-Ch. Dev.
- 1 internship coordinator for Work Experience
- 1 A&R (convert from hourly)**
- 1 Biology faculty
- 1 Job Developer for Career Resources Network Center
- 1 Personal Counselor for Student Health Center
- 2 LMTs for Library
- 2 Chemistry faculty (1- replace retirement, 1 new)
- 1 Administrative Assistant for new Science building**
- 1 Engineering/Physics faculty (done) *
- 1 lab tech for Biology**
- 1 Instructional Technology faculty
- 1 lab aide- Manufacturing**
- 1 CA faculty
- 1 tech support for CA
- 2 Reading (1 retire replace, 1 new)
- (1*) 1 testing technician
- <u>1 Testing Coordinator (ESL/ENGL)</u>
- 1 Director for Contract Education
- 2 English (1-Journalism, 1-Tech writing)*
- 1 Financial Assistant for Contract Education**
- 2 Contract Education faculty
- 1 Program Manager (CAT)
- 1 Graphic/Multi Design*
- 3 assistants for Program Managers
- <u>1 Sculpture Art faculty</u>
- 1 Office Assistant for Work Experience**
- 1 Music faculty
- 1 OA Career Res.Ntwk Prog
- 1 Vietnamese faculty *
- 1 Math faculty*

Administration & other in random order

- +1 month for Academic Senate Secretary
- Create academic dean in Office of Instruction**
- + 0.3 RT for AcademicSenate President
- Reclass Administrative Assistant in Student Services office
- +1 mon for Admissions & Records cashiers and Financial Aid Office staff
- Hourly weekend RN assistance for Student Health Center
- 2- Nurse Practicioners for Student Health Center
- Office Assistant for Student Health Center

- Student Assistant for Student Health Center
- 1 Employment Development Assistant or Student Assistant for Career Transfer**
- +1 mon LATC Coordinator**
- Weekend and evening assistant for the LATC
- Increase lab technician in Math Tutoring lab to FT for evenings and weekend coverage**

SECOND PRIORITY

Full-time faculty & full-time classified in random order

- 1 FT Anthro/Sociology faculty*
- 1 Fin Assist for Admin Serv
- 1 FT Sociology faculty
- 50% AA for Class Senate
- <u>1 FT Psychology faculty</u>
- Convert hourly to FT for Student Services Information desk
- 1 FT secretary Athletics
- Additional staff for Web Master
- Increase staff for new Telcommunications Bldg

Administration & other in random order

- Research Analyst
- Upgrade Director of Admissions to Dean**

THIRD PRIORITY

Full-time faculty & full-time classified in random order

- 1 FT Real Estate —replace retirement
- Student Services Office Mgr
- 2 Business instructors replace retirements
- Online tutors for math
- 1-2 e-commerce/Business faculty
- FT Prog Assist for Mkting/Graphics Office
- 1 FT Athletics counselor
- Administrative Assistant for Research Office
- 1 Child Development Assistant Director
- Lab Aide for future Acctg/CA
- 4 lab instructors for Child Development
- 1 FT CNT instructor (for AS degree program)
- 8-10 Child Development Specialists
- 1-2 FT faculty-CIS
- Convert PT to FT Veterans Services
- 3 FT faculty ESL(1*)
- College recruiter EOPS
- Bilingual counselors
- ESL Wkend summer staffing as needed- EOPS
- 1 Geography instructor
- Inc. staff to expand Foreign Language lab

- 1 Admin Dean of Nursing Appl Sci
- Convert PT to FT Health Coord. Stud H. Ctr.
- 2 Health Occ faculty for RN program Appl Sci
- FT class for archive for Soc/Anthropology
- 1 FT coordinator Retail Floristy
- Admin Office Mgr Student Services Office
- Increase Articulation Officer Reassigned Time
- 1 clerk Com Ed
- 2 FT fac in Political Science
- Class support for Artic Office
- 1 Martial Arts faculty PE 2
- Instr aide Chem
- 1 Swimming instructor PE
- 1 clerk Com Ed
- 1 FT RN instructor Applied Sciences
- 50% lab tech in Engineering
- 1 FT Environmental Health Instructor Fire Tech
- 1 FT Distance Learning Coordinator (when program has 1000 students/semester)

STANDARD EIGHT: PHYSICAL RESOURCES

- 1. The College should develop procedures ensuring that upgraded labs include electrical and data infrastructure upgrades.
- 2. The Colleges and the District should collaborate to identify criteria and develop a process for determining which types of facility projects should be the responsibility of the District which the College would be obligated to fund.
- 3. The College(s) should work with the District to establish a District person to oversee the implementation of the waste management plan. Duties would include developing a formal recycling program, recommending environmentally safe cleaning agents, composting gardening waste, and developing a master file of chemicals from existing lists that would be accessible from external computers.
- 4. The Facilities/Safety Committee should investigate the pros and cons of the security proposals under consideration and submit their written recommendations to Governance and Planning and the president for action. <u>Improve security of all personnel</u>, equipment, and offices throughout Mission College.
- 5. The Purchasing Department should document, distribute information, and train staff on how inventory is established and replaced.
- 6. The IS department should explore cross training opportunities for its staff.
- 7. The College should develop a policy to regularly review and revise existing

landscaping plans as each new building is structurally completed and occupied.

- 8. Clear out center space; relocate offices and services to other sites.
- 9. Collect all student services on the ground floor.
- 10. Acquire/produce more faculty office space.
- 11. Acquire/produce more classrooms.
- 12. Eliminate MTs (MT 1-26 and MT A-E), relocating several programs to the main building or to a new building as available space is provided.
- 13. Upgrade infrastructure: electrical, data, recycling, flexible/dynamic building use.
- 14. Move administrative offices: Relocate all administrative offices (President and Deans) to the third floor of the main building and remodel the space vacated by the library to provide classrooms and offices.
- 15. <u>Upgrade learning and working environment.</u>
- 16. <u>Upgrade grounds</u>.
- 17. Be able to provide all services for increased student enrollment.
- 18. Construct three new buildings: Humanities & Performance Arts Building, Technology/Lecture Building, Contract Education/Economic Development/Community Education Building.

SPECIFIC FACILITIES REQUESTS INCLUDED IN THE EFMP AND RANKED BY THE EFMP STEERING COMMITTEE

Ranked #1 by Steering Committee in random order

- Move Staff Development closer to PT Center
- Space for offices for new staff in Library
- Renovate dugouts in baseball area
- More space for Admissions & Records, offices and security A&R area
- More space for Student Health Services w/ Center Space access
- A larger room for the Testing Center w/ adequate space for 40 people to take tests
- Sound proofing of all classrooms
- Need more large lecture rooms
- More multimedia classrooms
- <u>Lab and lecture space for Retail Floristry near Biology in N2 (old Chem or Physics area?)</u>
- Facilitate construction of a Fire Training Facility for the FireTechnology program
- A science type lecture room w/hoods for demonstrations Fire Technology

- Environmental lab to demonstrate waste treatment of hazardous materials Fire Technology
- More instructional classrooms
- Conference area to interact with businesses
- CIS technology classrooms (computer labs)
- CA lab upgrades
- 2nd Graphic Multimedia Design lab
- Multimedia tiered lecture hall
- First floor access for all Student Service programs/services

Ranked #2 by Steering Committee in random order

- A centrally located office w/ lounge for the Academic Senate
- Office space for the Classified Senate
- Larger space/meeting space for Staff Development
- Relocate the president's office on 3rd floor w/planning room and white board
- Dedicated building for Contract Education, Community Services and Economic Development.
- Resurface tennis courts
- Link EOPS to other Student Services functions
- Office space for Distance Learning

Ranked #3-4 by Steering Committee or unranked in random order

- <u>Student Senate increased dining and custodial space</u>
- Mini interactive classrom for Staff Development
- Improve office space for Administrative Services area
- 3rd floor remodel of Student Service office space
- Better office space for articulation officer one that will have space for support staff
- Modification of LRS office area to accommodate more staff
- New soccer stadium and pool
- Internal entrance (from Center Space) for EOPS
- Increased number of private offices for counseling
- Expanded space for MESA
- LATC more space and separate rooms for tutoring
- ACCESS permanent facilities
- Pass the Torch move to first floor
- Fine Arts Building w/ Theater, Music performance and lab space
- Cognitive neuroscience and behavioral lab for Psychology
- Library larger instructional room and 1 larger classroom
- Space for lab technician in main building for Biology
- Accounting and CA lab
- Computer classrooms dedicated to MFG training
- More computer classrooms
- CET repair room for teaching students how to repair computers
- Additional CAD lab for Design Drafting
- 6- dedicated classrooms for ESL

- Increase space for ESL center in LATC
- Increase language lab space LATC
- Performance space for Reader's theatre
- Increased space for Communications in LATC
- Improve security for Communications classrooms
- Several small rooms for speech practice in LATC
- Multimedia classroom for writing students
- 2 dedicated Foreign Language classrooms
- Reconfigure Ethnic Kitchen in 2S to expand Foreign Language Lab

STANDARD NINE: FINANCIAL RESOURCES

- 1. The Dean of Administrative Services should provide collegewide budget orientation sessions to inform requestors about the budget allocation process and the corresponding timeline.
- 2. CBAC and GAP, through the office of the Dean of Administrative Services, should develop a strategy that willlink the budget timelines at the District level with those at the College level.
- 3. CBAC should take the lead in monitoring any required adjustments to the new budget allocation, model and seeking concurrence from the Academic Senate and GAP.
- 4. The District should provide annual training to users to remind them of risk management practices.
- 5. <u>EFMP Goal 6</u>: <u>Create strategies to maximize funding and growth in order to meet the needs of students.</u> (See EFMP specific strategies, 6.1-6.2, p. 200)

STANDARD TEN: GOVERNANCE & ADMINISTRATION

- 1. The Board should review and integrate the mission and vision statements and broad goals of the District, the Colleges, the Board, and the Chancellor and distribute them.
- 2. The Board should update the Policy Manual and create a calendar for regular review in the future.
- 3. The Board should annually evaluate progress on all Board adopted goals, objectives, and priorities.
- 4. The College should study the issues regarding the turnover rate of the Chief Executive Officer to determine if the institution can do more to retain Presidents.

- 5. As the College continues to grow in size and complexity, the organizational structure should be reviewed to ensure that needs are met. Actual wording in the self-study: As the College continues to grow in size and complexity, the organizational structure should be reviewed to ensure that the College's core values and goals are met.
- 6. Improve feedback and communication regarding evaluations to assure that concerns are recognized and addressed effectively.
- 7. The College should encourage associate faculty to use the new compensation mechanism to increase their involvement in institutional governance and the development of educational policies.
- 8. The College should address the need for improved support for faculty participation in summer governance activities.
- 9. As the College continues to grow in size and complexity, the institutional support and training for staff participation in governance activities should be reviewed to ensure that needs are met.
 - Institutional support and training for faculty and staff participation in year-round governance activities should be strengthened. (Combines 8 and 9 above.)
- 10. The Classified Senate should work with GAP and the President to further delineate the appropriate areas of responsibility for staff in governance activities and investigate new ways to encourage and support classified participation.
- 11. The Associated Student Body should work with GAP and the President to develop strategies that would successfully encourage student participation in governance activities. Actual wording in the self-study: The College needs to develop strategies that will successfully encourage student participation in governance activities.
- 12. The Chancellor and the Executive Management Team (EMT) should review the recommendations compiled from such sources as the District Services and Facilities Master Plan, the college's Educational and Facilities Master Plan, and this accreditation self study for ways to improve district services to Mission College and develop a plan and time line for implementation.
- 13. The Chancellor and EMT should review the impact of physical location and accessibility to district services to provide more balanced opportunities for participation and input by both colleges.
- 14. Information Systems (IS) should develop a process that will ensure regular updates to the phone directory and communicate that process to the college.
- 15. HR should review the need for the Sexual Harassment Committee and the Affirmative Action/Staff Diversity Committee and recommend revision if needed.

16. <i>Th</i>	e Dean aximizat	of Adi	ninistrati ervices.	ve Ser	vices	should	work	with	the	District	to	ensure	the