

MIDTERM REPORT

Submitted by

Mission College
3000 Mission College Blvd.
Santa Clara, CA 95054-1804

A college of

West Valley-Mission Community College District

to

The Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

October 2004

TABLE OF CONTENTS

STATEMENT OF REPORT PREPARATION.....	iii
FOCUSED MIDTERM REPORT (Recommendations #3 & #4).....	1
RESPONSE TO ADDITIONAL ACCREDITATION TEAM RECOMMENDATIONS	5
Recommendation 1	5
Recommendation 2	6
Recommendation 5	9
Recommendation 6	10
Recommendation 7	10
Recommendation 8	11
Recommendation 9	12
PROGRESS ON PLANNING AGENDAS	13
Standard 1: INSTITUTIONAL MISSION	13
Standard 2: INSTITUTIONAL INTEGRITY	13
Standard 3: INSTITUTIONAL EFFECTIVENESS	14
Standard 4: EDUCATIONAL PROGRAMS.....	17
Standard 5: STUDENT SUPPORT AND DEVELOPMENT	18
Standard 6: INFORMATION AND LEARNING RESOURCES	19
Standard 7: FACULTY AND STAFF.....	19
Standard 10: GOVERNANCE AND ADMINISTRATION	21

APPENDICES

A. Program Master Planning Design24

B. Merged Plans: Educational & Facilities Master Plan, Self-Study46

C. Educational & Facilities Master Plan Summary Status Report.....61

STATEMENT OF REPORT PREPARATION

This report was prepared under the direction of the accreditation liaison officer and Vice President of Instruction of Mission College, Dr. Harriett J. Robles. Dr. Jonathan Brennan, faculty accreditation liaison, was given reassigned time during the Spring and Fall 2004 semesters to facilitate and coordinate the production of this report.

The Accreditation Steering Committee, comprised of faculty, staff, and administration on the college Governance and Planning Committee (GAP), was charged with assessing the progress made on each of the Accrediting Commission's recommendations from the 2001 visit and developing the responses that are included in this midterm report. During the spring of 2004, the faculty accreditation liaison solicited information from the previous Self-Study Standard Chairs and the College community. To address Recommendations #3 & 4, which comprise the Focused Midterm Report, the steering committee was assisted by the Vice President of Instruction and the Faculty Academic Senate. A draft of the report was disseminated to the College community for review by all shared governance groups in Spring, Summer, and Fall 2004. Comments and additions were reviewed by the steering committee and incorporated into the final draft of the midterm report. The final draft was reviewed and approved by the Academic Senate on August 26, 2004, and the Accreditation Steering Committee on September 1, 2004, and was presented as an information item to the District Council and the Chancellor.

Deleted: c

This report was approved by the West Valley-Mission Community College District Board of Trustees on September 16, 2004.

Dr. Frank Chong
President, Mission College

September 1, 2004
Date

FOCUSED MIDTERM REPORT

The Focused Midterm Report specifically addresses Recommendations #3 & #4:

Deleted: ¶

Recommendation #3: The team recommends that Mission College identify outcome measures or performance indicators and the means to assess those measures for its major College and program objectives. (Standard 3C.1)

Student Learning Outcomes & Program Objectives

In the area of student learning outcomes and program objectives, the College has made progress. In Spring 2004, the Academic Senate, in conjunction with the Office of Instruction, convened a Student Learning Outcomes Task Force to make recommendations for a process to implement measurable student learning outcomes. The Task Force reported back to the Senate with recommendations, approved by the Senate, that each department begin a review of program objectives and outcome statements, as contained in the college catalog. The initial reviews took place on August 31, 2004, at an all-college meeting, preceded by a presentation and training session on developing measurable student learning outcomes. After revising overall program objectives, due in December 2004, each department will then begin a course-by-course review in Spring 2005. The review will include the development of strategic plans to implement and assess the new measurable outcomes.

Deleted: in Spring, 2004

Deleted: S

Deleted: L

Deleted: O

Deleted: s

Deleted: proceeded

Also to be included in this process will be student support services. The College would like to better establish the impact of student support services on academic performance. For example, the 2001 visiting team observed that there did not appear to be a means by which the Learning Assistance & Tutorial Center (LATC) could measure its impact on student success. A full-time Lab Faculty Specialist was hired for the LATC in 2002 to oversee the tutoring component. The additional support has allowed the LATC to focus on outcomes and effectiveness, specifically via diagnostic testing in each credit lab. Students take a test upon entry into the lab and receive a personalized study program based on their diagnostic evaluation. The LATC is working on developing post-tests with a target date of Fall 2004. These measures will help the LATC to track the success of its students. The LATC would eventually like to be able to correlate student pass rates in content classes with completion of lab work to measure the lab's impact on student retention and success. Plans for such correlation measures are in progress but implementation will require resources such as the research office, data systems management, and programming, all of which are currently overtaxed and understaffed. The College's Research Analyst, who was proactive in the evaluation of student success, resigned in June 2004. The College plans to refill this position as soon as possible.

As part of its commitment to the establishment, measurement and evaluation of learning outcomes, the College hired a full-time, certificated Assessment Coordinator, who began in Fall 2004. The Assessment Coordinator's primary duties are to (1) plan, coordinate, organize, and manage the assessment functions of the college, including classroom-based

assessment and research related to student placement and progress; (2) provide education, training, and assistance to faculty in assessment and evaluation methods; and (3) develop and implement a college assessment plan. The College believes that the addition of this position will have a significant and positive impact on its efforts to focus on student learning outcomes.

Finally, the Academic Senate Presidents at both colleges, Mission and West Valley, met in August 2004 to discuss the need to collaboratively develop a student learning focus in both colleges' program review processes.

The College has also made progress in the development of measurable goals for its student services, instructional programs, and administrative services via the development of a new program review model. See the response to Recommendation #4 below.

Major College Objectives

In respect to major College objectives, the Chancellor has established a 2004-2005 goal to evaluate the strategic master plans for both the District and the colleges; implement an integrated planning process for the District and the colleges that links a comprehensive, coordinated planning process to resource allocation; and develop a systematic annual evaluation process for all District/College planning agendas. These agendas include an evaluation of the mission and goals of the colleges' master plans, including their Educational and Facilities Master Plans and Technology Plans. The College anticipates that both quantitative and qualitative assessment measures will be established in this process and will be the basis for determining progress for its strategic plans. The Mission College President will coordinate the College's review with that of the District.

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

Non-Instructional Programs

In Fall 2002, Mission College completed Phase I of an exhaustive program review of 15 student services, including ACCESS, Admissions & Records, Assessment, Athletics, the Career Center, Career Placement/Work Experience/Internships, Counseling, Disability Instructional Support Center, Extended Opportunity Programs & Services, Financial Aid, Matriculation, MESA, Student Government/Activities, Student Health Services, and the Transfer Center. (The Learning Assistance & Tutorial Center (LATC) is included with instructional programs.) The review began with the development of a set of common goals and objectives based on those listed in the Mission College Core Values and Goals (2001), the Educational and Facilities Master Plan (2001), and the most recent Accreditation Report (2001). Then the programs developed self-study guidelines. After

all the self-studies were completed, an analysis was conducted and a final report was written that made specific recommendations based on identified strengths and weaknesses. A progress report was made to the Board on September 19, 2002.

Phase II of the process calls for implementation of the recommendations and coordination of the Student Services review with the new program review process, which was under simultaneous development (see next paragraph). Phase III calls for an evaluation of the progress made by the programs as well as an evaluation of the review process.

All Programs: Instructional, Non-instructional and Administrative Services

During the 2002-2003 academic year and while the review was being conducted for non-instructional programs, a Senate-approved committee comprised of faculty and administrators worked to develop a new, comprehensive program review plan. Three sub-groups--Student Service Units, Instruction, and Administrative Services--were formed to ensure that the result would be an all-inclusive, interactive process. While each sub-group created a process to suit their specific needs, participants met collectively so that the individual components would mesh with each other and with the overall college and district goals. The resulting plan, called Program Master Planning (PMP), provides a framework for both planning and evaluation of services and instruction, and integrates these with college-wide processes such as budget, FTE allocation, hiring, and use of facilities. Guidelines and timelines were produced. The guidelines include District goals and College goals from the College's Core Values statement (2001) and its Educational and Facilities Master Plan (2001). (See Appendix A for a copy of the PMP document.)

For each department or service area, the new process is based on a five-year cycle and focuses on future outcomes. Each year, seven academic departments, three student service units, and one administrative service area are scheduled to develop a five-year master plan. A plan can list a maximum of five goals, accompanied by an implementation time line.

Deleted: illustrated with

Each completed plan will be presented to a group called The Forum, comprised of ten members, one from each college decision-making body. As a plan is being developed, planners will consult with the Forum members, to assist in the creation of realistic plans and allow for validation at the time of the presentation. In addition, Instruction, Student Service, and Administrative Units will receive guidance and training from the Program Master Planning Committee (PMPC). Once a plan is validated, each group must provide an annual update, deleting completed goals and adding new ones, so college decision-making groups will have current data with which to work.

Deleted: ,

The college community gave strong support to Program Master Planning. The Administrators, Student Services Council, and the Academic Senate first approved it separately in May 2003. In the early fall 2003, it was presented to the new College President, new Vice President of Instruction and again to the newly elected senators and the Division Chair Council. There was some refining of the process with the feedback

received. In October 2003, the Vice President of Instruction and the Academic Senate President presented it to the Board of Trustees.

A pilot of the new process was scheduled for the Spring of 2004. However, the faculty member who had overseen the development of the new process retired and the Academic Senate was unable to recruit a faculty member to take her place. The implementation of the process, including Phases II and III of the non-instructional program review, has been delayed one semester, to Fall 2004.

As mentioned above, the Mission College Academic Senate President met with the West Valley Academic Senate President in August 2004 to discuss how both colleges can improve their program review processes and ensure that student learning is appropriately addressed. This issue will be taken to both Senates for discussion in Fall 2004.

Deleted: ¶

**RESPONSES TO ADDITIONAL
WASC ACCREDITATION TEAM RECOMMENDATIONS**

This report addresses, below, the other seven (7) recommendations made by the Accreditation Team:

Recommendation 1: Mission College should revise the planning summary from the self study to incorporate major planning agenda activities identified in the Educational and Facilities Master Plan and other relevant planning documents and distribute this revised summary to the College community and the Accrediting Commission. (All standards)

The goal is for the College to have a clearer picture of college-wide planning activities and where they intersect. 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. In the Spring of 2004, the Vice President of Instruction was able to locate previous drafts with the original planning items and she merged these planning activities with those from the planning summary from the 2001 Accreditation Self-study and the recommendations from the Educational and Facilities Master Plan (2001). The complete list (attached) was presented to the Governance and Planning Committee on August 25, 2004 with the intent that as a first step in organizing the College’s planning agenda, the list be refined to eliminate redundancies and produce a more manageable list of activities for the College to pursue and monitor, including clear outcome measures and performance indicators. Once this list is produced, the College can take the next step to merge recommendations from other planning documents, such as matriculation and student equity. With this information, the College will be in a better position to prioritize, implement, assess, and evaluate its goals and do so more efficiently.

Deleted:

As part of the midterm progress report, The Commission requested an update on major planning activities identified in the Educational and Facilities Master Plan and other planning documents. In response to the Commission’s request for an update, attached (Appendix C) is a summary status report for the College’s Educational and Facilities Master Plan, the College’s most comprehensive planning document. The update addresses the three major components of the plan: education, staffing, and facilities. As noted above, the College has recognized the need to merge and prioritize the plethora of plans it has developed in various documents, including its self-study and its Educational and Facilities Master Plan, and it has begun that task. This activity will help shape the College’s planned review of its Educational and Facilities Master Plan, described in the response to Recommendation 3.

Recommendation 2: The team recommends that Mission College develop, implement, and regularly assess the results of its recruitment, retention, and success plan for underrepresented faculty, staff, and students. (Standards 2.6, 4A.1, 5.7, 7D.2)

Mission College does not have a recruitment, retention, and success plan for underrepresented faculty and staff. The College needs to work with the District to determine what such a plan should include, and then it needs to work through its shared governance process to develop a plan.

Deleted: ¶

Deleted: ¶

The District Human Resources (HR) department, having overall responsibility for facilitating employee hiring, has sought to improve its ability to attract and retain underrepresented faculty and staff as recommended in the most recent reaffirmation of accreditation. A number of actions have been taken, some are now underway, and some are planned for implementation over the next few years.

Human Resources, in conjunction with District Staff Development, instituted a Screening Committee Orientation in October 2002. The goal of this training is to better acquaint prospective screening committee members with the responsibilities and legal requirements regarding hiring at all levels of the institution. As part of that training, a Screening Committee Professional Development Manual was created in October 2002 and revised in October 2003. To date, 109 employees have been trained in a total of nine sessions. In addition, District staff development activities have included the initiation of a diversity awareness program known as “Different Like Me.” First offered in April 2003, it has been offered on eight different occasions. Feedback suggests that the quality of information provided in these sessions could be improved under the guidance of a staff person with special expertise in the area of diversity training. Mission College faculty have also expressed wider concerns regarding HR’s lack of expertise and prioritization in diversity planning, and the negative impact on developing and overseeing successful recruitment and retention strategies.

The Human Resources Department, in concert with the hiring department, handles recruitment of employees. In addition to posting positions on-line and with academic publications such as The Chronicle of Higher Education, positions have been advertised in a variety of special interest publications, although limited staffing and insufficient advertising funds limit the scope of that effort. Many changes have been made to the standard job announcement format to provide more information about the College’s strengths, health and welfare benefits, and other benefits that may attract new faculty and staff to the District.

Deleted: like

Deleted: .

The College has incomplete information about the status of its employees in terms of ethnicity and whether new hires are members of underrepresented groups. However, District HR has begun tracking job applicants for each position by each stage of the selection process (applicant pool, minimum qualified pool, interview pool and selected candidates). Information will be used to monitor the success rates of ethnic groups,

women and applicants with disabilities throughout each stage of the selection process. The information obtained will be used to develop an annual report to review the ethnicity of candidates throughout the selection process to determine if underrepresented faculty and staff have been adversely affected at any particular phase of the screening process.

The HR Department will be surveying new faculty and staff hired after July 1, 2004 to assess the recruitment experience, orientation process from HR and within individual departments/divisions, and other pertinent information. This information will be used to assess strengths and weaknesses in the processes and to inform future improvements. Such information will assist the College in developing the recruitment, retention, and success plan for underrepresented faculty and staff mentioned above.

Deleted: ¶
¶

In the Spring of 2004, concerns were brought forward about the District's compliance with Title 5 regulations regarding recruitment and retention of underrepresented faculty and the diversity of hiring pools. At this writing, the District has charged the Faculty and Staff Diversity and Inclusion Committee with addressing these concerns. In addition, the HR Interim Director is seeking advice from counsel as to the legality of particular recruitment strategies and the Board is forming an ad hoc committee regarding Title 5 compliance issues.

In order to more completely address concerns relative to the hiring of faculty, the HR Director has met with the two College Academic Senate Presidents to discuss development of hiring procedures consistent with Title 5, to review whether the current practice of establishing minimum qualifications above statewide minimums and including desirable qualifications on job announcements adversely affect the recruitment of applicants from underrepresented groups, to seek standardization of selection criteria, to review the use of total point counts and ranks, and to discuss the development of a mentoring program for new faculty. The District Academic Senate plans to present those hiring procedures in the Fall of 2004.

Since 2001, the College has hired 61 full-time faculty, 51 classified staff, four classified administrators, and four academic administrators. The following table shows the retention rate for each group as of August 2004. The data are for all employees, not only those from underrepresented groups.

Year	Classified	% Retained	Classified Administration	% Retained	Academic Administration	% Retained	Faculty	% Retained
2001	19	68%	4	50	2	100%	20	90%
2002	18	72%	0	N/A	0	N/A	10	100%
2003	11	100%	0	N/A	2	100%	3	100%
2004	3	100%	0	N/A	0	N/A	28	100%

One factor in overall retention is the ability of employees to have opportunities for career advancement. In the period between 2001 and 2004, 25 classified employees were able to advance to higher-level positions, as did two faculty, who moved into administration. As noted above, to continue to focus on issues of faculty retention, an exit interview process will be implemented in 2004-2005, which will include a survey to assess the

overall employment experience, as well as the strengths and weaknesses of the District and College.

The Commission's other recommendations centered around the College's analysis of its various diversity initiatives and the progress toward rectifying deficiencies found in the diversity initiatives, specifically the low Hispanic population. The Commission noted that the broad equity goals need to be examined and the success of equity programs should be evaluated. The Commission also stated that the College needs to create planning agendas to address the deficiencies of equity programs and create a mechanism to monitor the progress made towards the student and staff equity goals.

The College has not yet examined its broad equity goals, its diversity initiatives, or the success of its equity programs. A mechanism to monitor progress of the equity goals has not yet been put in place. However, the College was notified in Spring 2004 that its Student Equity Plan must be updated and submitted to the State in January 2005. The Vice President of Instruction met with the Vice President of Student Services and the College's Research Analyst to review the existing plan and to assess what the College needs to do to conduct a meaningful and timely review. The Academic Senate President was advised of the need to reconvene the Student Equity Committee in Fall 2004. It is the College's intention to use this update as an opportunity to focus on broader equity goals and diversity issues.

The college has made progress towards addressing the low Hispanic population. Since 2001, three full-time Spanish-speaking counselors have been hired. One of those counselor's duties include outreach to Hispanic and other underrepresented students. In March 2004, Mission College submitted a proposal for a Title 5 grant, comprising one comprehensive activity entitled *Improving Access and Success for Hispanic and Other Underserved Students*. The five-year activity focuses on three components: 1) Outreach to Underserved Communities; 2) Improving Learning Outcomes for Hispanic and Other Underserved Students; and 3) Developing a More Welcoming and Supportive Environment for Hispanic Students. The goal is to increase the Hispanic enrollment by at least 8% over the next five years. The College was informed on October 1, 2004 that its application was successful and the College will receive \$2.4 million over five years to achieve its goals.

Deleted: However, the

There is still no fully operational plan for diversity of the student body at Mission College. Outreach programs are being developed under the direction of the new outreach counselor, some focusing specifically on increasing the Hispanic population. For example, the National Hispanic College Fair was held at Mission in March 2004. A revitalized Latino Student Union club has begun to hold activities on campus.

In September 2004, the Counseling Department developed and implemented a Freshmen "Welcome to Mission College Day" for over 100 first time freshmen coming out of high school. These students were targeted to give them more information about Mission and about how to be a successful student with the intention of improving retention. One series of workshops was conducted in Vietnamese for those students. The Counseling

Department plans to follow up with these students to see what the retention rate was and how much the one-day program helped.

Also in the summer of 2004, the College initiated the Bridge Program. This program is geared to serve underserved students transitioning from high school to college. This group of students attended a one-unit class designed to help make them more successful college students. Initial response was positive.

As indicated above, the College will take advantage of the need to update its Student Equity Plan in Fall 2004 to address issues of underrepresented student populations.

Recommendation 5: The team recommends that Mission College implement a process for the systematic, periodic review of its existing courses. (Recommendation #5 – Standard 4D.6)

As the team noted, the pressures of growth have impacted Mission's ability to conduct a systematic review of its existing courses. Further complicating the picture is the fact that since the team's visit in 2001, the College has had four Presidents, three Vice Presidents of Instruction, and two Vice Presidents of Student Services. This high level of turnover has made it difficult for the College to implement new college-wide initiatives, and in some cases, even to adequately maintain on-going processes. In the first year of her tenure, the current Vice President of Instruction has identified a number of instructional issues that must be addressed, including the systematic review of courses recommended by the team and the currency of the catalog.

While courses submitted for revision to the College's Curriculum Review Committee are routinely updated in that process, there has been no attempt to review all courses to ensure that they meet current Title 5 requirements and that they fulfill the current needs of the programs and the students they serve. The Vice President of Instruction and Curriculum Review Committee Chair met with the Curriculum Review Committee on September 13, 2004 to initiate the development of a process for systematic, comprehensive curriculum review.

In addition, the College is planning to conduct a study on the balance of its curriculum. The last such review was conducted in 1996, when the Academic Senate formed a committee called the Balance of Curriculum Committee. Its purpose was to examine the big picture and make recommendations about the future directions of curriculum at Mission College. The members represented a cross-section of departments and met over a two-year period. The outcomes included a final report and many incremental position statements and discussions that ultimately contributed to decisions made by the college in terms of budget, resource allocation, faculty hiring, and the development of the Educational and Facilities Master Plan.

A first step in conducting a current review was taken in the Spring of 2004 with the establishment of a Technology Advisory Task Force to address an immediate problem. This task force was charged with examining the College's technology programs, which

have suffered a severe drop in enrollment as a result of the economic downturn in the Silicon Valley region. The Task Force produced a series of recommendations for short- and long-term strategies, which can serve as a starting point for the larger, college-wide study. The Vice President of Instruction has conferred with the Academic Senate President, and they will work collaboratively to bring a proposal for the collegewide study to the Senate in Fall 2004.

Recommendation 6: The team recommends that Mission College undertake a review of its general education program to ensure that the requirements reflect the newly defined values of the College and the needs of students. (Recommendation #6 – Standards 4C.2, 4C.4)

As noted below (Recommendation 7), the College has made progress in examining and revising its exit competencies for degrees. The College has not yet undertaken a review of its general education program. Such a review could naturally be a part of the planned discussion on the balance of curriculum, described in Recommendation 5, above. The Vice President of Instruction and the Academic Senate President met during Summer 2004 specifically to discuss how to implement both the balance of curriculum study and a review of the general education program.

In March 2003, the Academic Senate at Mission College passed a resolution that recommended making Information Competency including a component of technology literacy, a proficiency requirement for graduation. Since that time, the Information Competency Task Force, a subcommittee of the Academic Senate, has met regularly to implement this recommendation. The Academic Senate did not want an additional course requirement and preferred that information competency be infused into the curriculum. Therefore, the Task Force has been working with faculty from English 1A and Communications 1, both required courses, to determine how best to infuse elements of information competency into these courses. Faculty in those departments took the Information Competency Proficiency Exam to better understand what the proficiency would involve and to determine where there were gaps in their curriculum that might be filled through the use of existing Library Information Competency workshops. This planning is ongoing. It is anticipated that the proficiency requirement will be approved in 2004-2005 and go into effect in Fall 2005.

Recommendation 7: The team recommends that Mission College re-examine the spoken and written language competencies for its degrees and certificates and the means by which these exit competencies will be assessed. (Recommendation #7 – Standard 4B.5)

The Mission College Academic Senate appointed a sub-committee to examine spoken and written language competencies for its degrees and certificates and the means by which these exit competencies would be assessed. The committee forwarded recommendations ~~to the Senate, that the new graduation requirement for the AA/AS~~

Deleted: , adopted by
Deleted: ,

degrees be English 1A (rather than the one-level-below-transfer writing course), and that students demonstrate oral competency through taking Communication Studies courses or through passing a proficiency examination. These requirements were approved by the Senate in Spring 2003.

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

As mentioned above, Mission College has had significant administrative turnover since the 2001 team visit. The College has had four Presidents (within one year), three Vice Presidents of Instruction, and two Vice Presidents of Student Services (the current VP of Student Services is interim). Two administrative/management positions remain unfilled: the Dean of Student Support Services (which was vacated by the current interim Vice President of Student Services), and the Program Manager for the Office of Instruction. A third administrative position, the Director of the Library, is filled on an interim basis.

The President, Vice President of Instruction, and Interim Vice President of Student Services have been in their positions for one year. Each of these administrators spent their first year learning about the College, defining their roles, and establishing working relationships with faculty, staff, and their fellow administrators. During that time, the President analyzed the administrative organization and confirmed the weaknesses identified in the self-study and in the team's report. As of this writing, the interim position of Vice President of Student Services is scheduled to be filled effective Spring 2005. The position of Director of the Library was revisited with the Governance and Planning Committee in September 2004, which supported the President's recommendation that the position be filled permanently, effective Spring 2005.

There is recognition that the College's administrative structure is inadequate to support the growth and complexity of instructional and workforce development programs. Collegewide planning and assessment also need more administrative support, and the situation is especially acute in respect to operational management of academic programs. However, severe budget reductions in 2003-2004 and a persistent structural deficit in 2004-2005 constrain the College from adding additional positions or perhaps even filling the vacant Program Manager, or similar position, for the Office of Instruction. The President and his administrative team began discussions about realignment of existing administrative positions with the intent of taking a proposal to the Governance and Planning Committee in Fall 2004. It is hoped that administrative duties can be creatively realigned to meet College needs in absence of additional administrative support.

Recommendation 9: The team recommends that the Board of Trustees establish a regular review of Board policies and processes for assessing its performance in

order to ensure that it is providing effective and appropriate leadership for the College. (Recommendation #9 – Standard 10A.2, A.3, A.5)

Progress has been made on each of these recommendations. The District completed a comprehensive review and revision of its board policies in 2002. Since joining the Community College League of California Policy and Procedure Service, staff members have utilized the model policies and procedures and semi-annual updates to revise existing policies and procedures and to create new ones as necessitated by new laws and regulations. The District has scheduled a different chapter of board policy for review every two months, thus ensuring that all policies will be reviewed each academic year and revised as necessary. The Board has set as a goal to have several years of successful, standardized reviews of board policies completed by 2007.

The Board continues to conduct an annual self-evaluation of its performance. Dissatisfaction of some board members with the evaluation instrument and/or the process resulted in using a different or revised instrument each year. The Board will again utilize the 2003 form and process this year. The Chancellor is continuing to work with the Board to choose an evaluation instrument and process that is useful to the Board and beneficial to the District and to document a timeline and process for use by successive boards.

Deleted: Informal Recommendations Update¶

¶ Standard Five Additional Informal Recommendations Update:¶

¶ <#>Consider translating selected publications in order to further improve the flow of information to students and prospective students.¶

¶ <#>Improve on-line services and information provided to distance education students.¶

¶ <#>Provide more secure storage of student files in Financial Aid.¶

¶ <#>Improve the current office arrangement of the Director of Financial Aid to provide for confidential discussions with students.¶

Response to Additional Recommendations:¶

¶ Information was obtained from the areas of Admissions and Records, Financial Aid, and Counseling in order to address the above recommendations. These student service areas are working toward better meeting the needs of underrepresented students through various communication methods, including hard-copy informational flyers/publications, on-line/ website information, and in-person access to multilingual personnel.¶

¶ Assessment of Progress Made:¶

¶ Admissions and Records is in the process of producing a Spanish and a Vietnamese translation of the registration information flyer that is provided to students after they submit an application for admission. Assisting at the front counter of this office are permanent employees who speak the following languages in addition to English: Spanish, Vietnamese, Farsi, Assyrian, Tagalog, Portuguese, and Amharic (Ethiopia). ¶

¶ Financial Aid is in the process of advertising in bi-lingual publications. Financial Aid provides some forms to students in Spanish. This department continues to offer students help from a staff that speaks Vietnamese, Spanish, Tagalog, French, Amharic, and Chinese. Currently, no change has been made to improve the confidentiality of discussions by modifying the office arrangement for the director. Also, the storage of financial aid documents has not changed since 2001. ¶

¶ The Counseling Department has counselors that speak Spanish, Vietnamese, French, and Farsi. There is a flyer that explains the ESL progression in both Vietnamese and Spanish. Counselors have worked with Spanish-speaking students primarily from low-income families and with high sch ... [1]

PROGRESS ON PLANNING AGENDAS

STANDARD ONE: INSTITUTIONAL MISSION

Planning Summary:

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

The mission, core values and goals have not been reviewed since the visitation. The college has had a major change in administration in the interceding three years, and this agenda has not **yet** been addressed. The visitation team recommended that, “the College should assign responsibility to ensure that its identified planning agenda to create such a review cycle is carried out.” As indicated earlier, the College President will coordinate this review in 2004-2005 with the District’s initiative to evaluate and update District and college strategic plans, including mission statement, core values, goals, and objectives.

Deleted: The college should evaluate, revise or reaffirm its mission, core values and goals on a regular basis.¶
<#>The mission, core values and goals should be published in the appropriate documents, and posted widely so as to be visible on campus.¶

Deleted: ¶
Assessment of Progress Made:

Deleted: This is still in progress.

Deleted: ¶

STANDARD TWO: INSTITUTIONAL INTEGRITY

Planning Summary:

1) The college should evaluate the success of its cultural pluralism policy.

As part of the general education review requested by the Accreditation Report, the Mission College Academic Senate began an examination of the cultural pluralism component of the curriculum approval process in 2002-2003. During the all-college Development Day, faculty held round-table discussions regarding the effectiveness of the current system, which uses an infusion model that requires every course to address cultural pluralism. It was noted that some courses include only a perfunctory mention of diversity, while others address diversity in a much more comprehensive fashion. The feedback from the faculty indicated that the Senate should take another look at the cultural pluralism policy, perhaps devising a pool of existing and new courses that address diversity directly and would meet a graduation requirement. Because the Academic Senate also focused on and prioritized several other graduation requirements, including writing, speaking and information competencies, the Senate did not complete its review of this issue and has not yet proposed a revised policy.

Deleted: Plan or Forecast:¶
¶
The college will assign responsibility for implementing this planning agenda.¶

2) The college’s office of marketing and graphic design should develop a policy and schedule for publication review.

The College's Office of Marketing, Public Relations and Graphic Design Services has not developed a policy for publication review. This is due to the fact that the department is not in charge of nor budgeted for brochure/publication production. Instead, each

program/department within the college decides how to spend its available budget and contracts with the Marketing/Design department to implement its request based upon quantity, style, target audience and available funds. It has been the responsibility of the originating department to request updates and reprints or documents and provide the budget to pay for them. Since the self-study, there has been no coordinated college effort to centralize publication review under one responsible entity, although concerns have been expressed about a lack of design consistency for college publications. It should be noted that the Director of Marketing, Public Relations and Graphic Design Services has had no clerical support for two years as a result of budget reductions that did not permit refilling the vacant position in his office. The President considers this position a priority and recommended to the Governance and Planning Committee at its June 23, 2004 meeting, that it be reprioritized and filled as soon as possible. The Council agreed and the position should be filled in Fall 2004.

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

Planning Summary:

1) The college and the District Information Systems office should coordinate efforts and strategize methods to improve the level of support that Information Systems will provide for the college's research functions.

The Director of Information Systems position has been filled on an interim basis since March 2002. A search for a permanent director was unsuccessful and in July 2004 the District hired a new interim director, the third in two years, while it is conducting another search. Beginning in 2001, a major focus for Information Systems (IS) was a reorganization intended to address ever increasing demands for IS support, especially as a result of the District's conversion to Datatel. That plan was finally approved by the Board in Spring 2004 and is being implemented. Support to implement a data warehouse is identified in the job description for a Senior Applications and Database Administrator. The assignment of the data warehouse function to a staff person is a positive step, but it is only one of many duties assigned to this position.

Of equal, or perhaps greater, concern is that IS does not have the software applications to extract data from Datatel so that the data can be readily accessed and used by the college researchers. The Colleges lost much of their research capability as a result of the conversion to Datatel. A potential solution was reviewed about six months ago, but there has been no commitment at the District level to move forward. This is probably due to a number of factors, including the turnover in leadership within IS, the preoccupation with internal reorganization, IS's difficulty in meeting increased demands for service in all areas, the District's budget situation, and the fact that there is no District research function and thus, no one at the District level who can speak for research needs. When the District developed its strategic plan in 2001-2002, a concept paper for a district research and planning function was created. It proposed a structure that would retain a research presence at each College and supplement those resources with a District-level

organization. No action was ever taken on this plan, but the College strongly urges the District to resurrect and review the plan and use it as a basis for serious discussion as to how the District and Colleges can improve their ability to make informed planning decisions.

With the recent resignation of the College's researcher, the imminent hiring of another interim IS Director, and the recent resignation of the District's Vice Chancellor of Business Services, who oversees IS, it will be difficult to make this research agenda a priority for IS in the foreseeable future. This is of great concern to the College since it cannot move forward in establishing and assessing measurable student learning outcomes or institutional effectiveness performance indicators, for example, without having usable data and information.

2) The college should identify the institutional effectiveness indicators that best measure the College's progress toward achieving its institutional mission.

The College has yet to address this recommendation. Complicating this task is the fact that the College's Research Analyst resigned in June 2004. The College is moving forward to replace the position, but it is not anticipated that it can be filled any earlier than late Fall 2004. The Vice President of Instruction has developed a list of the areas in which the College needs to develop evaluation mechanisms as part of the overall planning process. Relative to the College's mission, she has so far identified student success indicators, such as number of transfers, number of transfer-prepared students, number of degrees and certificates, success rates, and persistence rates, especially for basic skills and ESL students. More complicated to measure will be those aspects of the mission that are less quantifiable, e.g., the extent to which the College is providing "enriching aesthetic experiences" or helping students "to participate responsibly in a democratic society."

Deleted: Note: No information was provided for this recommendation/planning agenda item:
Recommended Respondent: GAP/Senate

However, the College should review the mission statement as part of a larger effort to re-evaluate its Educational and Facilities Master Plan (EFMP). As noted earlier, the College has a number of planning documents, each of which contains numerous goals and planning activities. The College needs to merge these goals and activities, many of which are similar, into a single, comprehensive planning document such as the EFMP so that the College has a focused planning agenda that can be reasonably implemented and evaluated. In 2004-2005, the College President will initiate such a review as part of a larger District-wide effort to update District and College strategic plans.

3) The College should develop and implement procedures for more formally linking the program review processes to the budget, faculty allocation, and other relevant institutional planning procedures.

During the 2002-2003 academic year, a Senate-approved committee comprised of faculty and administrators developed a new, comprehensive program review plan, called Program Master Planning (PMP). (See Recommendation 4 for a description of the new model and the Appendix A for a complete copy of the PMP document.) As designed, the plan has direct links with resource allocation processes (financial, FTE allocation,

facilities, etc.) and other institutional planning procedures. However, the new process has yet to be piloted (scheduled for 2004-2005), and therefore, it is not yet known how successfully PMP will accomplish this goal.

4) **The College should develop a process for addressing the institution's overall classified staffing needs.**

Deleted: Note: No information was provided for this recommendation/planning agenda item:
Recommended
Respondent: GAP

West Valley-Mission Community College District is a multi-college district comprised of Mission College and West Valley College. Following a persistent interest in comparing the personnel split between the two colleges, an earnest classified and administration staff comparison was conducted in 2002. The result was that the two institutions appeared to be equitably staffed both in the classified and administration ranks.

Mission College's highest shared governance body, the Governance and Planning Committee (GAP), recently reviewed and prioritized all classified positions in the college. Although the aim of the review was to assist the council in budget reduction decisions, the exercise made it abundantly clear that the College had a serious classified staffing shortage. Over the years, while the College pursued growth enrollment, faculty hiring generally continued to keep pace with the enrollment increase. However, classified and administrative hiring remained relatively stagnant. Services to students and support for personnel thus suffered greatly. In recognition of district-wide shortages in classified and administration personnel, the West Valley-Mission Community College District Board of Trustees did adopt a "no-layoff, to the extent possible" policy in 2003-2004 to protect the remaining classified positions in the face of external and internal budgetary challenges.

Such discoveries district-wide have lead the District Budget Advisory Committee (DBAC), the district-wide shared governance committee that develops and monitors district funds, to reexamine the district's budget allocation model. The Budget Allocation Model Subcommittee (BAMS) was formed at the start of FY 2003-2004 to examine the allocation model and among other things, determine the level of classified staffing needs at all three entities of the district -- Central Services, West Valley College, and Mission College. This committee's work is still in progress.

In anticipation of budget reductions for 2004-2005, Mission College, through its Governance and Planning Committee, identified 7.5 classified FTE for defunding and prioritized the remaining unfilled classified positions, identifying 5.5 FTE in critical positions that needed to be filled should the budget situation improve. Two FTE in administrative positions, one a classified manager position, were left unfilled. The College was given approval by the District in late Spring 2004 to fill those 5.5 critical positions and the College began the hiring processes in Summer 2004. The College plans to review all its classified staffing needs, not only unfilled positions, in 2004-2005.

STANDARD FOUR: EDUCATIONAL PROGRAMS

Planning Summary:

1) **The Counseling Department, with the assistance of instructional departments, should design a more formal and systematic method of enhancing communication between the departments and Counseling.**

For the past two years just before each semester starts, the Counseling Department Chair has sent an email to all the department chairs inviting them to one of the Counseling Department meetings to talk about their departments, answer any questions, etc. This has worked out well, with other departments coming to at least two-thirds of Counseling's regular department meetings. This format will continue. For one meeting, the Counseling Department met with the entire Communications Division. This attempt was also successful and Counseling will continue this strategy with other divisions.

Counseling also takes advantage of Mission College's interdisciplinary philosophy that whenever possible faculty should be intermixed rather than separated by discipline. Counselors are able to have constant communication with other departments because many of their offices are intermingled in the same areas as other faculty. The Counseling Department Chair estimates that he communicates with the department chairs from at least 15 other departments on a weekly basis. While it might be more convenient in some respects to have counselors located in one area, the advantages of being integrated throughout the college outweigh any disadvantages.

A third means of constant communication is email. The Counseling Department Chair sends out requests to the other departments at the beginning of the semesters asking which of their classes can accommodate more students. This is done so that counselors can direct students towards those classes at the point of advisement.

The Counseling Department continues to explore additional ways to increase communication with other departments. The Chair plans to extend an invitation to other departments that he is willing to have a counselor attend their meetings if they want. They are considering the development of an email bulletin that would highlight important issues, changes, concerns, or problems from other departments to the counselors or vice versa.

2) **The Academic Senate should lead the College in a discussion of prerequisites and graduation requirements and make suggestions for revision if necessary.**

The Mission College Academic Senate appointed a sub-committee to examine spoken and written language competencies for its degrees and certificates and the means by which these exit competencies will be assessed. The committee forwarded recommendations to the Senate that the new graduation requirement for the AA/AS degrees be English IA (rather than the one level below transfer writing course), and that students demonstrate oral competency through taking Communication Studies courses or

through passing a proficiency examination. These requirements have been approved by the Senate.

In 2003-2004, the Senate established a Readiness Task Force. This task force was formed in response to the recommendations made in the college's Accreditation Report and recommendations of the Academic Senate for California Community Colleges. The Task Force was charged to gather information on the effectiveness of the College's current system of prerequisites, co-requisites, and advisories on student readiness, the currency of a prerequisite, and ultimately to make a recommendation to the Academic Senate. In May 2004, the Task Force brought forward twelve recommendations to the Academic Senate, which the Senate approved and accepted. Recommendations addressed prerequisites, assessment policies and procedures, and orientation. A major recommendation was the establishment of departmental student readiness plans that identify obstacles to student readiness for their courses, as well as proposed solutions. Individual plans would be merged into a college-wide plan by the end of Spring 2005.

STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

Planning Summary:

1) Opportunities for students to receive services and interact with faculty and staff via the Internet should be expanded.

In the area of instructional programs, Mission College has steadily increased the number of courses available to students in distance learning mode, including online. According to Mission College's most recent distance learning report for fiscal year 2002-2003, online sections increased from 19 in Fall 2001 to 34 in Spring 2003. An increasing number of students are taking advantage of this option. Eight hundred forty (840) students representing 3,196 WSCH were enrolled in online classes in Spring 2003. Compared to Spring 2001, that represents a 60% increase in WSCH generated by online classes.

Instructors are also making greater use of the web to manage class activities, whether the courses are taught online or in a traditional mode. Faculty's expanded use of the Internet has greatly increased options for students to interact with their instructors outside of scheduled class time, as well as to access updates on campus activities, services and service hours, and community information on a regular basis. The number of faculty using the web to enhance their courses has increased from one faculty member in Spring 2002 to 36 in the Spring of 2003, an increase of 97%. According to the 2002-2003 distance learning report, Instructional Technology and Services provided both individual and group in-service opportunities. For example, 56 hours of one-on-one faculty training for on-line course delivery were provided in the Fall of 2002 and 48 hours in Spring 2003. Instructional Technology and Services also provided training to groups. Thirty-two (32) hours of group training via 16 brown bag workshops were provided in Fall 2002; 12 brown bag workshops for a total of 24 hours of training were offered in Spring

2003. As a result of increased faculty interest and use, in Fall 2004 the College hired a fulltime, certificated coordinator for distance learning.

In the areas of counseling and other support services, the College has also expanded student access by making more services available online in addition to core functions such as admission and registration. For example, there is an online counseling orientation and the College's Careers & Lifestyles course is now available in distance learning format. A wide variety of links and information are also available. Counselor profiles are listed, along with their email addresses, so students can address their questions to the best available staff member. Although the students need to call to set up an appointment, almost all general inquiries can be handled via email. Academic counseling and limited vocational counseling can be done by email. No personal counseling is done on-line. Due to the increased BFAP funding, the Financial Aid Office has been able to upgrade electronic/technical capabilities by enhancing its website, providing links to all financial aid applications and documents, and corresponding with students via e-mail. The Library also provides a number of online services, including online access to library records and renewal; 24/7 access to the library catalog, web pages and databases; access to LINK+ books from 38 California/Nevada libraries; and increasing access to Ebooks. Finally, students can e-mail any library staff member through the library home page.

STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Planning Summary:

1) The college should revise the timeline and baseline budget for summer service provision.

Mission College's discretionary budget is monitored by a college shared governance body, the College Budget Advisory Committee (CBAC). Three years ago, it became apparent that the College did not have an on-going line item budget to support summer school activities. The budget was dependent on one-time carryover sources. CBAC determined that there should be a continuing source of funding starting FY 2003-2004. The College now has an on-going source of funding to support summer school activities at a sufficient level. The timeline has also been adjusted such that the discussion for summer staffing, supplies and duplicating needs starts in the Fall semester rather than toward the end of Spring semester as has been the practice in previous years.

Deleted: ¶

STANDARD SEVEN: FACULTY AND STAFF

Planning Summary:

(1) The negotiating units and the District should reassess the evaluation process and procedures.

This article is open for all bargaining groups in 2004-2005. Managers participated in FRISK (Facts, Rules, Impact, Suggestions, and Knowledge) training as well as general employee evaluation training over two days in January 2004. In July 2004, Information Systems and HR began to implement a notification process through Datatel that alerts supervisors to the need for completing specific employee evaluations by specific dates.

The Vice President of Instruction has made the timely, consistent, and satisfactory completion of faculty evaluations a priority, as well as staff evaluations where appropriate. This objective was included in the evaluation for each Division Chair in 2003-2004 and 2004-2005 and will be extended to Department Chairs in 2004-2005. The Vice President of Instruction has requested that HR offer an in-service on evaluations in Fall 2004.

Deleted: ¶

2) Staff development should implement a training program to educate department chairs and associate faculty on reemployment preference and the faculty appraisal process in general.

Deleted: I

The associate faculty employment article is open for 2004-2005. Generally, the bargaining unit, not Staff Development, is responsible for educating its members about provisions of the contract. If Mission supervisors and managers need assistance with interpreting the associate faculty re-employment preference language, HR can be asked for guidance. As mentioned above, the College has requested that HR offer an in-service on faculty evaluation in Fall 2004.

Deleted: Note: No information was provided for this recommendation/planning agenda item:¶
Recommended Respondent: Staff Development/Heather/HR

3) The College should establish a permanent human resources department at Mission College to ensure compliance in hiring and training to meet diversity goals.

The District is moving toward greater organizational centralization of the HR function as a core District service. Administrative Specialists for Personnel permanently located at the Colleges have been more fully incorporated into the HR team and the Mission specialist, while remaining at Mission, now reports to both the College Vice President of Instruction and the District Director of HR.

Effective Spring 2002, two full-time HR Specialists (academic and classified) were located at Mission College, performing the full range of HR services from hire to separation. Recruiting was and is still centralized at the District Offices located at West Valley College. The HR specialists rotate time at MC and WV so one is scheduled to be at Mission every day (except for staff meetings at WV, currently every other week). In 2004-2005, HR will embark on a comprehensive plan to increase its presence of staff at the College. Each weekday, a different HR employee from the central office will be on site so that Mission employees have direct access to the services provided in the areas of recruitment, benefits, classified employees, and academic employees. The HR Director will also be on-site and available to College staff on a regular basis. The College will monitor the degree to which this change improves Mission's access to human resources services and improves training and support to meet diversity goals.

Deleted: Note: No information was provided for this recommendation/planning agenda item:¶
Recommended Respondent: HR/GAP

STANDARD TEN: GOVERNANCE AND ADMINISTRATION

Planning Summary:

1) The college should study the issues regarding the turnover rate of the chief executive officer to determine if the institution can do more to retain presidents.

Between its accreditation visit in 1995 and 2001, Mission College had four presidents--two permanent and two interim. The turnover rate for Chief Executive Officers did not improve between the most recent accreditation visit in 2001 and 2004. Between 2002 and 2003, a span of one year, the College again had four presidents. President O'Hearn took another position and left the college at the end of the academic year 2002. He was replaced by the District's Vice Chancellor of Business Services, who served for Fall semester 2002 as interim President, and then left to take a presidency at another college. The Vice President of Instruction at West Valley, Mission's sister college, was assigned to serve as interim president during Spring 2003. A new president, Dr. Frank Chong, was hired effective July 1, 2003. No formal study has been conducted as to the high turnover rate for CEOs at Mission College.

2) 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.

As mentioned above, Mission College has had significant administrative turnover since the 2001 team visit and is currently down one administrator. There is recognition that the College's administrative structure is inadequate to support the growth and complexity of instructional and workforce development programs. For example, one of the College's core values is community connection. The President considers his involvement with the community to be of highest priority, but the current organizational structure has two vice presidents, four deans, and a director reporting directly to the President. The number of direct reports limits the time the President can devote outside the College. In 2003-2004, the President and his administrative team began discussions about realignment of existing administrative functions with the intent of taking a proposal for realignment to the Governance and Planning Committee in Fall 2004. The Vice President of Instruction expanded the discussion to include division and department organization at the annual Division Chair retreat in August 2004. The shared governance organizational structure is also an issue and needs to be reviewed. See the following recommendation.

3) Institutional support and training for faculty and staff participation in year-round governance activities should be strengthened.

In 2004-2005, the Academic Senate President and the Vice President of Instruction had several conversations about the difficulty of recruiting faculty for a number of shared governance activities, including program review. For classified staff, staffing shortages and lack of sufficient release time are cited as reasons they have difficulty participating at the desired level. The Academic Senate President and Vice President of Instruction agreed that one of the contributing factors appears to be an overly complex and redundant

committee structure and held two meetings in July and August 2004 to initiate a college-wide review that will continue in Fall 2004. It is anticipated that this review will result in recommendations for changes in the shared governance structure that will streamline the system, improve efficiency of the utilization of faculty and staff resources, and thus improve opportunities for participation.

In Spring 2004, the College recruited a new Staff Development Coordinator. She works with an advisory committee, reports directly to the President, and works closely with the Vice President of Instruction to plan professional development activities for both faculty and classified staff. One of the College's primary professional development activities is a year-long orientation program for new faculty. This orientation includes information about shared governance and College and District committees. Although first-year faculty do not serve on committees, they are provided with the information so that when they are eligible in their second year, they can make an informed choice.

The College has not provided systematic training for faculty and staff participation in shared governance. This task has so far been the responsibility of the individual group. The Governance and Planning Committee held a retreat in August 2004 to revisit its role and responsibilities. Mission College may wish to consider an approach used by the District Council as one means of supporting participants in its shared governance activities. The District Council provides semi-annual training to its members on operating principles such as ground rules, procedures, and membership. These are reviewed for possible feedback and revision at the same time. This strategy helps to ensure that new members are oriented to the council and that all members are aware of their roles and responsibilities.

4) The College needs to develop strategies that will successfully encourage student participation in governance activities.

In 2003, the College established a new Associated Student Body (ASB) position called Director of Recruitment and Public Relations. This position serves to broaden the pool of students to participate directly in student governance and to promote overall student participation in college-wide activities, including ASB activities.

Each year, student leaders are selected by the ASB committee to participate in several state and national leadership conferences, with an emphasis on community college student governance. For example, the College sponsors several students to attend the American Student Association of Community College's National Conference for Student Advocacy held Washington DC during the spring. Additionally, this year, the College sponsored students to attend the "Leaders of the World" Conference that was held in San Diego, CA.

The ASB sponsors ASB program grants as well as student scholarships to continuing, transferring, high school, single-parent, and re-entry students. In 2003, the ASB tripled the total amount of scholarships awarded (from \$10,000 to \$30,000). In 2004, the ASB instituted a Collegewide Grant Program to support new initiatives and promising

programs at the college. For example, the ASB granted the Middle College Program funding to support a ropes course to enhance leadership and integration between classes. Also in 2004, the ASB sponsored two buses to transport Mission College students, faculty, and staff to attend the “March in March” rally at the State Capitol for continued support of California Community Colleges. In addition, the ASB has been actively involved in promoting voter registration through the Mission College website and other means. Finally, the College has continued to have active participation from student leaders (e.g., ASB officers) in the Governance and Planning Committee (GAP), the College’s highest shared governance body.

5) The Dean of Administrative Services should work with the District to ensure the maximization of services.

The Dean of Administrative Services is a key representative and liaison for Mission to ensure that the College realizes its equitable share of funds and services from the District. To that end, the Dean is a member of several district wide committees such as: District Budget Advisory Committee (DBAC), Budget Allocation Model Subcommittee (BAMS), District Administrative Services Council, and many ad hoc committees to promote collaboration among the three entities. Over the years, the Dean has been successful in realizing increased share of funds and services for Mission College while enhancing working relationships among the three entities. Two examples are: (1) Mission's associate faculty salary rate was adjusted upwards to equal West Valley's rate after years of debate removing the notion that West Valley hired from a more senior pool given its longer history. (2) The District Budget Allocation Model was equitably implemented with Mission now receiving a larger split of the District funds to reflect Mission's increasing rate of FTES.

APPENDIX A

**MISSION COLLEGE
PROGRAM MASTER PLAN TASK FORCE**

SPRING 2003

**Report Date:
May 13, 2003**

PROGRAM MASTER PLANNING DESIGN

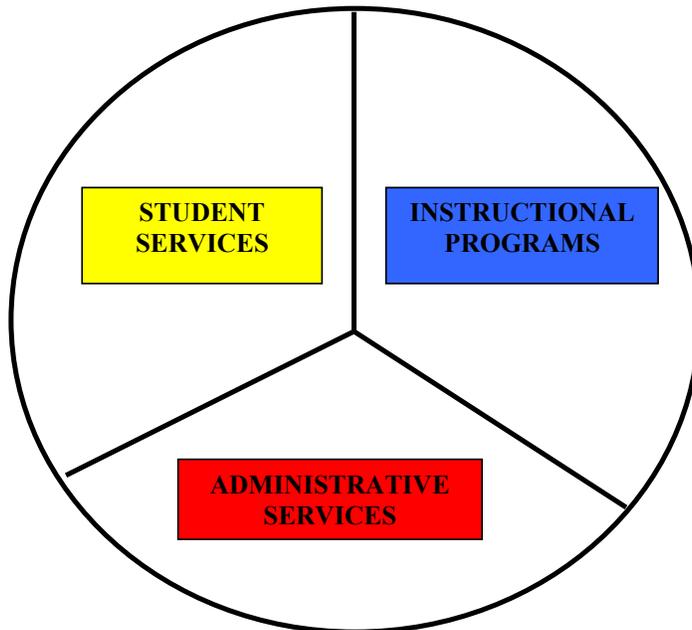


TABLE OF CONTENTS

I. General Description of the New Program Master Plan Process

A. Description and Rationale..... 1-2

B. Components:

- 1) The Forum Diagram.....3
- 2) The Validation Process & How it Works4
- 3) The Master Planning Sequence/Instruction 5-7
- 4) The Master Planning Sequence/Student Services..... 8-10
- 5) Program Master Planning Contact and Check List..... 11-12
- 6) Sample Program Master Plan Goal and Implementation Timelines/
Instruction 13-14
- 7) Program description form/Instruction.....15
- 8) Calendar16
 - Budget cycle
 - Curriculum cycle
 - FTE request cycle
 - Hiring request cycle
- 9) List of Departments and Services 2003-2008.....17

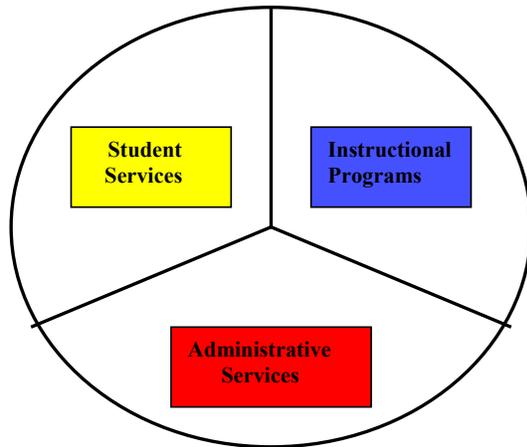
II. Developing your five-year plan

A. Using the Forum Checklist: Instruction..... 5-7
Student Services Master Plan Sequence 8-10

B. Using Program Data.....18

C. Outlining your five goals: the Program Master Plan Goal Form.....19

D. Outlining your time line: the Implementation Timeline Form20



PROGRAM MASTER PLANNING

Description and Rationale

During the 2002-2003 academic year a group of faculty, staff and administrators have updated the former **Program Review** process that has a very different focus for charting department progress. Under the former **Program Review**, academic departments examined the changes within their department over the last five years. The process focused heavily on responding to a long list of questions and evaluating data provided by the Research Office. At the very end was simply a brief list of recommendations for change. Once written and validated by a committee, these reports sat on shelves until the next required report. Needless to say, this was an evaluation process few relished and even fewer ever used. In addition, Student Services program review was separate and Administrative service areas were not a part of the previous program review process.

In the updated process, called **Program Master Planning**, the three college component groups, administrative service areas, student services units and instructional departments are under one umbrella and each group will develop a plan for the next five years.

A brief overview of the major components of the plan:

- A department or service area's list of 1-5 specific goals (maximum 5)
- A five-year Implementation Plan for those goals
- A presentation of the five-year department or service area to members of a college Forum. The Forum is comprised of one member from each of the nine groups that participate in making college decisions. The validation of the plan is a part of the presentation to the Forum members:

Administration	Facilities	Instructional Services
Budget/CBAC	FTE allocations	Student Services
Curriculum/CRC	An ASB Representative	Staffing & Hiring
- An annual update of the department or services area goals.

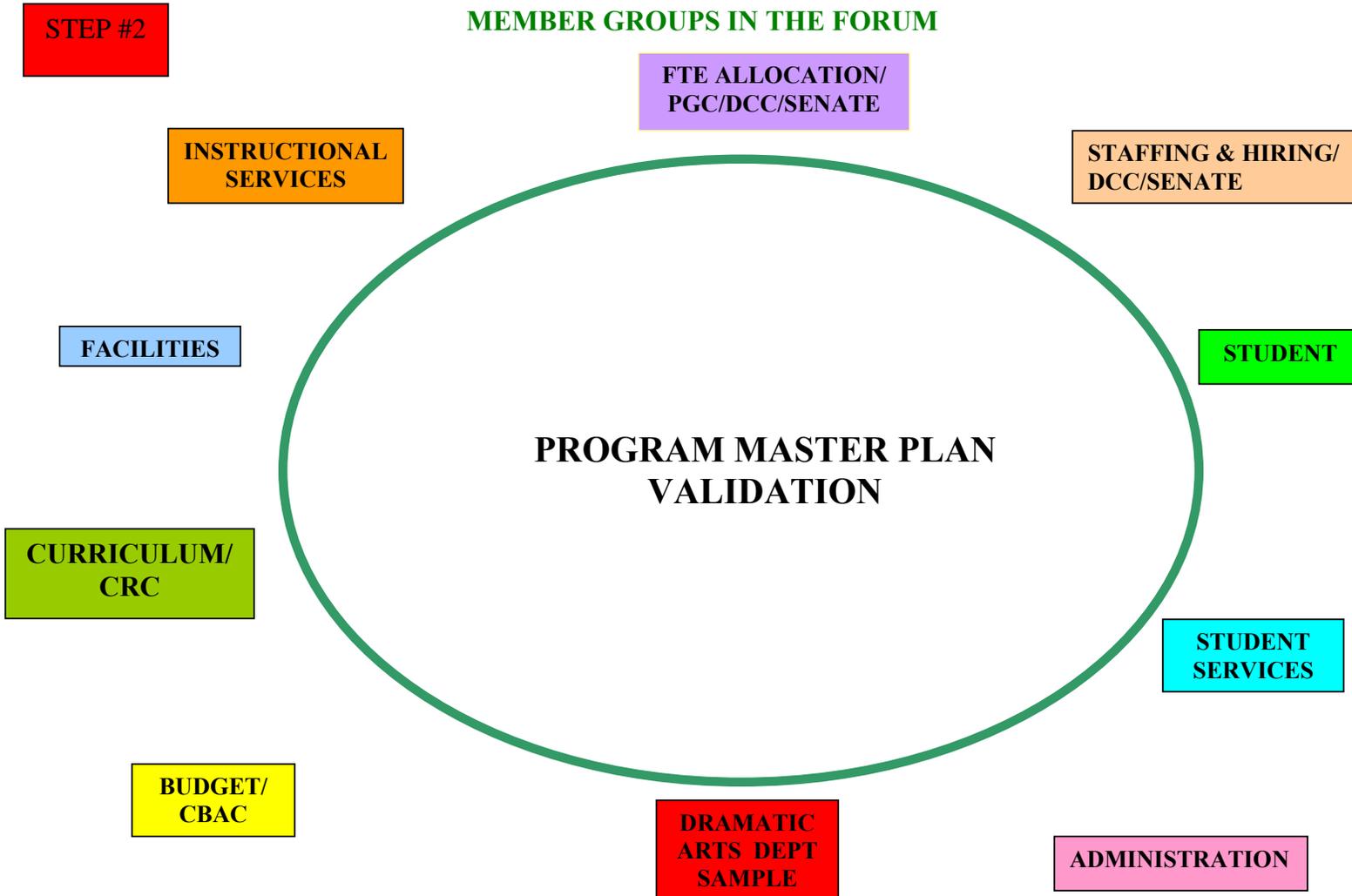
There are a number of special attributes of the new **Program Master Planning** process.

1. **A focus on the future**, not the past.
2. **A viable plan**: the plan is developed in consultation with members of the Forum and with the assistance of a member of the Program Master Planning Committee. (Each component group has a representative to guide them through the process: an administrator from Administration, two Student Services members, and ten instructional representatives, one for each division.
3. **A usable plan**: Department, service and unit master planners will consult with decision makers on the Forum and lay out a time line for incremental implementation. Supporting data may be available from the *Paris* website or from other department/services/unit research such as survey for use in developing the five-year plans. Tweaking the plan each September, eliminating completed goals and adding new ones will keep plans current and

effective. The updated plan will serve as the department, service area or unit's Annual Goal Statement and will be distributed to CBAC as part of the budget process.

4. **Having a voice in the plan:** The Forum is designed as an interactive arena in which the department, service area or unit presenter can have the ear of the decision making group members. This is a time for questions, clarification, since the plan is developed in consultation with Forum members. The Forum members will hear two presentations and month (limited to 30-40 minutes).
5. **A complete process:** Notes of the discussion in the Forum will be taken, and recommendations would be recorded and attached to the plan. Action taken on the recommendations is at the discretion of the department, service area or unit. The complete plan is submitted to the Program Master Plan Committee for submission to the Board of Trustees.
6. **A synchronized plan:** A calendar has been developed for requests such as FTE, funds, and faculty or staff.
7. **A user-friendly plan:** Forms will be available electronically. Assistance will be available from two sources, members of the Forum and members of the Program Master Planning Committee.
8. **A plan that motivates and encourages communication and shared governance.**

MEMBER GROUPS IN THE FORUM



THE VALIDATION PROCESS: HOW IT WORKS

The Master Planning process is based on a five-year cycle*

- A. There are three component groups in this process:**
- 1) Instruction**
 - There are 40+ instructional departments at the college. Six or seven departments will complete a five-year plan each year in the five-year cycle.
 - 2) Student Services**
 - There are fifteen service units. Three groups will complete a five-year plan each year in the five-year cycle. Each unit will have completed a self-study prior to the development of their five-year plan.
 - 3) Administrative Services**
 - There are five administrative areas. One area will complete a five-year plan each year in the five-year cycle.
- B. Each of the three component groups will follow the general sequence outlined above.**
- C. All program, service or administrative departments and areas will make minor changes to update their Master Plan at the start of each academic year to show progress and to add new goals to replace completed ones. This process will enable a department or/service to always have current data for use in all parts of the process.**
- D. Members of the Program Master Plan Committee (PMPC) will be available to assist departments in using the new department, service area, and unit master plan models. The PMPC is comprised of one representative from each instructional division, two members of the Student Services Committee and one member from the President's Council.**

*** The list of departments and service areas in the five-year cycle are listed on the last page.**

INSTRUCTIONAL MASTER PLAN SEQUENCE

Directions to assist departments:

STEP I: DEVELOP A FIVE YEAR PLAN

- Study the samples provided in the packet. You may also want to refer to the work your department did for the college Master Plan (E&FMP).
 - Outline a five-year plan
 - Establish your goals and outline an implementation time line
 - Consider each of the areas represented by the Forum members as you develop your plan and consult as needed with a member of each particular area to develop a realistic, effective plan. Obtain available department, service area or unit data from the PARIS/district website or from other research data. Each Forum component is outlined below in alphabetical order. Questions have been included to stimulate your thinking, but they are not all inclusive.
- 1) ■ **Administration**
 - Will any areas of administration be effected by your plan?
 - Would sharing some aspects of your plan assist in future implementation?
 - 2) ■ **Budget (CBAC)**
 - Budget requests are made on an annual basis. Submit requests through your department and division chair; consult with your DC for specific deadline dates.
 - What would projects cost to implement?
 - What's the current budget situation?
 - **Could the project be accomplished in phases?**
 - 3) ■ **Classified Senate**
 - Would anticipated projects affect office or other support staff?
 - 4) ■ **Curriculum (CRC)**
 - Devise a plan to cover review of all curriculum
 - Devise a plan to cover course prerequisites if appropriate
 - Do you plan to add new curriculum?
 - 5) ■ **Facilities:**
 - Will your plan involve any college space or plant changes? The planning and implementation of this type of change often require a lot of advance consultation and planning.
 - Space allocation
 - Physical plant modifications

- 6) ■ **FTE Allocation (PGC/DCC/Academic Senate)**
 - FTE requests are made through your Division Chair at the Performance Goals Committee (PGC), which is made up of Division Chairs, the VP of Instruction and the Budget Director.

- 7) ■ **Instructional Services**
 - Will department goals involve instructional support services?
 - Library Services
 - Learning Assistance and Tutoring Center (LATC); Math Lab
 - Technology Center: Computer Labs
 - Instructional Support Labs: science, nursing, etc.

- 8) ■ **Staffing & Hiring (DCC/Academic Senate)**
 - Will your plan involve acquiring additional staffing? Specific deadlines are set for hiring and must be approved by college decision making bodies. Consult your division chair or the office of the VP of Instruction for specific dates.
 - Faculty: DCC and Academic Senate
Faculty hiring involves making a request
 - Classified: CBAC/College budget process

- 9) ■ **Student (ASB)**
 - Students who would be affected by your plan may have some ideas and can provide useful feedback for faculty.

- 10) ■ **Student Services:**
 - Which services will be affected by your plans? Can counselors provide a service that may help implement your plan?
 - Admissions & Records
 - Counseling
 - Financial Aid
 - Use the checklist to ensure all aspects and impacted groups are considered. This should eliminate any surprises at the Forum.

STEP II: PRESENT YOUR PLAN TO THE FORUM MEMBERS

- Contact the Program Review Chair, who will work with the VP of Instruction, to set a date for your presentation to the Forum.* The presentation and discussion at the Forum constitutes the validation process.
- Complete plans should be distributed to Forum members a week before your presentation date. This will give people an opportunity to review your plan in advance and will streamline the validation process.

- At the Forum, you will have 30-45 minutes to discuss your plan with the other forum participants.
- Notes of comments and suggestions will be taken at the forum. These suggestions become part of the validation process. The suggestions but are not binding on the department, but the intent is to provide ideas would be useful in implementing a five-year plan.

STEP III: IMPLEMENT YOUR PLAN

- Instructional departments and Student Services Units begin implementation of their plan.
- Update your plan by September 30th annually. Consult your Program Master Plan Committee representative for assistance.

STUDENT SERVICES MASTER PLAN SEQUENCE

Directions to assist units:

STEP I: DEVELOP SELF STUDY DOCUMENT

- Follow the guidelines provided, and using as much back up data as possible, develop a written snapshot of your program. Use any materials, brochures, reports, surveys or any other supporting information to describe your unit.
- Use any information previously gathered, such as data and information for writing of a program review for a particular funding agency, Master Plan, Mission College Core Values and Goals or Accreditation Process.
- Present the Self-Study to the Program Review Committee for Student Services for review.
- The Program Review Committee for Student Services will identify common features and issues and write general recommendations and suggestions for the Student Services body as a whole.

STEP II: DEVELOP SELF STUDY DOCUMENT

- Study your Self-Study package and write a five-year plan. Narrow the goals and objectives written in your self-study to a maximum of 5 goals and objectives.
- Consider each of the areas represented by the Forum as you develop your plan and consult as needed with a member of each particular area to develop a realistic, effective plan. Obtain available data from the PARIS/district website or from other research data.
- Each Forum component is outlined below in alphabetical order. Questions have been included to stimulate your thinking, but they are not all inclusive. Address any sections that apply and include a statement if non applicable.
 - 1) Administration
 - Will any areas of administration be effected by your plan?
 - Would sharing some aspects of your plan assist in future implementation?
 - 2) Budget
 - Budget requests are made on an annual basis. Submit requests through your unit, Student Services Division and Student Services Council.
 - What would projects cost to implement?
 - What's the current budget situation?

- Could the project be accomplished in phases?
- 3) Classified Senate
 - Would anticipated projects affect office or other support staff?
 - 4) Curriculum (CRC)
 - Devise a plan to cover review of any curriculum in your unit.
 - Devise a plan to cover any possible course prerequisites, if appropriate.
 - Do you plan to add any new curriculum?
 - 5) Facilities
 - Will your plan involve any college space or plant changes? The planning and implementation of this type of change often requires a lot of advance consultation and planning.
 - Space allocation.
 - Physical plan modifications.
 - 6) FTE Allocation (PGC/DCC/Academic Senate)
 - FTE requests are made through your Division Chair at the Performance Goals Committee which is made up of Division Chairs, the VP of Instruction and the Budget Director.
 - 7) Instructional Services
 - Will Student Services units involve any instructional services?
 - Library Services?
 - Learning Assistance and Tutoring Center, Math Lab?
 - Technology Center? Computer Labs?
 - Instructional Support Labs: science, nursing, etc.?
 - 8) Staffing and Hiring (Student Services Council/Division)
 - Will your plan involve acquiring additional staffing? Specific deadlines are set for hiring and must be approved by college decision-making bodies. Consult your unit head, division chair or the office of the VP of Student Services for specific dates.
 - Faculty: DCC and Academic Senate
 - Non-Instructional Faculty: DCC and Student Services Council
 - Classified: CBAC/College budget process
 - 9) Student (ASB)
 - Students who would be affected by your plan may have some ideas and can provide useful feedback for staff.
 - 10) Student Services
 - Which of the other Student Services units will be affected by your plans?
 - o Admissions and Records?

- o Financial Aid?
- o Counseling?
- o ACCESS?
- o Assessment?
- o Athletics?
- o Career Transfer?
- o DISC?
- o EOPS?
- o Matriculation?
- o MESA?
- o Student Government/Activities?
- o Student Health?
- o Transfer Center Program?

PROGRAM MASTER PLANNING CONTACT CHECK LIST
2004-2005
THE FORUM COMMITTEE MEMBER GROUPS & CONTACT NAMES:

<u>MEMBER GROUP</u>	<u>CONTACT PERSON</u>
 1. BUDGET/CBAC	<u>Your DC/CBAC Rep</u>
 2. CURRICULUM/CRC	<u>Your CRC Representative</u>
 3. FACILITIES	<u>Chair: Jim Burrell</u>
 4. INSTRUCTIONAL SERVICES Library LATC Tech Center: Computer Labs	<u>Erlinda Estrada</u> <u>Amelia Akers-Martin</u> <u>Mina Jahan</u>
 5. FTE ALLOCATION PGC: Performance Goals Committee	<u>Your Division Chair</u>
 6. STAFFING & HIRING Faculty: DCC and Senate Classified: CBAC	<u>Your Division Chair</u> <u>Your Senate Representative</u> <u>Your DC/CBAC Rep</u>
 7. STUDENT & SUPPORT SERVICES Counseling Admissions & Records Financial Aid	<u>Counseling Division Chair</u> <u>Arlene Atondo</u> <u>Donna Stewart</u>
 8. ADMINISTRATION VP of Instruction VP of Student Services Dean of Workforce & Economic Development Director of Library Services Dean of Community Education Dean of Administrative Services Dean of Instructional Tech & Distance Learning Dean of Student Services Director of Marketing and Public Relations	<u>Harriett Robles</u> <u>Samuel Bersola</u> <u>Lin Marelick</u> <u>Erlinda Estrada</u> <u>Phil Pabich</u> <u>Worku Negash</u> <u>Mina Jahan</u> <u>Vacant</u> <u>Peter Anning</u>
 9. CLASSIFIED SENATE	<u>Doug Masury</u>
 10. ASB STUDENT REPRESENTATIVE	<u>Vacant</u>

• This check list is for department/program/or service area use during the Self-study and for Forum members use in evaluating five-year plans.

*Sample*****Sample*****Sample*****Sample*
PROGRAM MASTER PLAN PART I: DEPARTMENT/SERVICE GOALS

DISTRICT GOALS	COLLEGE GOALS /E&FMP	PROGRAM/DEPARTMENT GOALS DRAMATIC ARTS	PROGRAM DATA DRAMATIC ARTS	PROGRAM/DEPARTMENT OUTCOMES DRAMATIC ARTS
District Educational Master Plan (1997)	Mission Core Values & Goals (2001)	Department Concept Papers (2001)	Historical/research information. Select data to meet goals.	
1. Accessible	1. Create a student-centered institutional culture of professionalism, discovery, inclusion and success.	1. STAFFING • New faculty • Classified Lab Aide		• Hire 2 faculty
2. Accountable	2. Shape the academic program to meet community needs, emphasize student learning, and foster instructional excellence. 3. Promote academic success and create dynamic, innovative student services programs that address the richness of Mission College's population and community.	2. PROGRAM GROWTH & EFFICIENCY • FTE/WSCH • Certificates & Degrees • Facilities		• Add .6 FTE • Increase enrollment in F/S classes • Obtain dedicated space for drama practice
3. Quality	4. Strengthen Mission College's function as a community resource to preschool through 12 th grade institutions, local government, transfer institutions, businesses and industry, and community based organizations.	3. COURSE UPDATE • Review all curriculum • Update articulation agreements • New • Delete/ Inactivate • Course prerequisites		• Review old curriculum • Add new course* • Establish course prerequisites
4. Comprehensive	5. Raise institutional standards by developing the potential of the Mission college community and providing the tools necessary to foster innovation. 6. Create an institutional climate of full enfranchisement and participation for all students, faculty and staff.	4. STUDENTS • Student Success • Student Demographics • Transfer, Certificate and degree completion	• 50%	• Increase retention in Drama 1A • Improve student communication skills • Increase transfer rate by 5%

PROGRAM MASTER PLAN: IMPLEMENTATION TIMELINE & PROGRESS REPORT

	TIME LINE Year 1				TIME LINE Year 2				TIME LINE Year 3				TIME LINE Year 4	TIME LINE Year 5
DRAMATIC ARTS DEPARTMENT														
1. STAFFING • Hired 2 faculty					• Hire 1 new faculty								• Hire 2 nd new faculty to assist with curriculum development	
2. PROGRAM GROWTH & EFFICIENCY • Added .6 FTE • Increased enrollment in F/S class to 30 • Obtained dedicated space for drama practice	• Add .2 FTE • Increase from 18 to 21 • Begin process to acquire space				• Implement process to acquire space				• Add .2 FTE • Increase from 21 to 25 • Begin to use new space					• Add .2 FTE • Increase from 25 to 30
3. COURSE UPDATE • Reviewed old curriculum • Added new course • Established course prerequisites	• Review 1/3 of curriculum; submit changes • Add oral and written communication skills • Review course prerequisite requirements				• Review 1/3 of curriculum; submit changes • Add oral and written communication skills				• Review 1/3 of curriculum; submit changes • Add oral and written communication skills				• Develop new course	• Offer new course
4. STUDENTS • Increased retention in Drama 1B • Improved student communication skills					• Increase rate by 10% in 1B • Add written assignments and information competency to courses									
5. SUPPLIES & EQUIPMENT • Stage lighting • Costumes • Sound System	• Gather data on stage lighting				• Request funding for stage lighting				• Install new lighting • Request funding for costumes				• Gather data on sound system	• Use new costumes • Request funding for sound system
		1	2	3	4				1	2	3	4		

Annual Progress Report:
1- In progress; 2- Complete; 3 – No longer needed; 4- New

CURRENT PROGRAM DESCRIPTION

Program: _____

Type: GE _____ Certificate _____ Basic Skills _____

Community Ed: _____ Other: _____

Date started: _____

Types and numbers of courses: Lecture _____ Lab _____

Distance Learning _____

Numbers of sections: Day: _____ Afternoon: _____ Evening _____

Weekend: _____ Off campus: _____

Staffing: # of full time faculty: _____ # of associate faculty _____

of classified staff: _____

Program fees: List labs and fee amount: 1) _____

2) _____ 3) _____

Other funding sources: _____

Current Budget allocation: \$ _____

Duplicating: \$ _____

Equipment: \$ _____

Instructional supplies: \$ _____

Other: \$ _____

Program WSCH: '00-'01 _____ ; '00-'02 _____ ; '01-'03 _____

WSCH/FTE: '00-'01 _____ ; '00-'02 _____ ; '01-'03 _____

Facilities Use:

of labs assigned to the department: _____ Room(s) _____

Lab type: computer _____ Other: _____

(describe) _____

of computer labs used during the semester: _____

Other labs or facilities used weekly: (describe type and location)

Program Description

Limit your summary to the space provided.

Calendar for Submitting Master Plan Components

What	Due To	Date Due
Annual FTE Plan DCs update on line	Performance Goals Committee (PGC)	Fall
Curriculum Review Plan	Curriculum Review Committee (CRC)	Fall
Reserve Forum Date	Program Master Plan Committee (PMPC) Chair	September 30 th
Annual Updates: Forms on line	PMPC Representatives	September 30 th
Budget Requests: Budget forms on line From CBAC	College Budget Committee (CBAC) Representatives	October
Hiring Requests: Forms from college	Division Chair/CBAC Representative/ Student Services Council	May

Forum Meeting Dates: Still to be determined.

Suggested timeline: Monthly or twice a month as needed.

Primary months: October, November, February, March, and April.

Each year:

- 7-8 Instructional Plans**
- 1 Administrative Plan**
- 3 Student Services Plans**

**LIST OF FIVE-YEAR CYCLE FOR DEPARTMENTS AND SERVICES
2003-2008**

2003-2004	2003-2005	2005-2006	2006-2007	2007-2008v
Instruction				
1. CET/CNT	Psych Tech	Graphic Arts	Graphics & Multimedia Design	Allied Health
2. Accounting				
3. Physics/Astronomy	Communications	Real Estate	Engineering	Business
4. Philosophy	Chemistry	Biological Sciences	Computer Science	Economics
5. Music	General Business	English as a Second Language	Psychology	Fire Technology
6. English	Political Science	Marketing	Sociology	Humanities
7.Math	LATC	Management Supervision	Child Development	Real Estate
8.	Retail Floristry	CIT	Global Studies	Art
Administration				
1. Enable others to be leaders	2. Model the way through strong leadership	3. Set the framework with overall vision and direction	4. Secure resources	5. Challenge the status quo. Inspire a shared vision and maintain a productive work environment for all
Student Services				
1. Admissions & Records	Counseling	Career Center Programs	Athletics	Student Health Services
2. EOPS	DISC	Financial Aid	Matriculation	Student Government/Activities
3. MESA	ACCESS	Student Health Services	Transfer Center programs	Career Placement/Work Experience/Internships

USING THE FORUM SEQUENCE AND CHECKLISTS

- **Instructional programs refer to pages 5-7.**
- **Student Services units refer to pages 8-10.**

PROGRAM MASTER PLANNING DATA

To help your department decide on goals for your five-year plan, you can access instructional program data on the district PARIS website:

- <http://paris/>
- Click on "Reports"; then click on "Vital Statistics"
- Click on "Reports"; then click on "Topics"; then "Faculty Reports"

Note that the current data are not as extensive as in previous years. If you don't see what you need, or want to conduct a student survey, contact either the Research Analyst or Mina Jahan.

DEPARTMENT OR SERVICE NAME: _____
PROGRAM MASTER PLAN PART I: DEPARTMENT/SERVICE GOALS

DISTRICT GOALS	COLLEGE GOALS /E&FMP	PROGRAM/DEPARTMENT GOALS	PROGRAM DATA	PROGRAM/DEPARTMENT OUTCOMES
District Educational Master Plan (1997)	Mission Core Values & Goals (2001)	Department Concept Papers (2001)	Historical/research information. Select data to meet goals	
1. Accessible	1. Create a student-centered institutional culture of professionalism, discovery, inclusion and success.	1. STAFFING • New faculty • Classified Lab Aide		
2. Accountable	2. Shape the academic program to meet community needs, emphasize student learning, and foster instructional excellence. 3. Promote academic success and create dynamic, innovative student services programs that address the richness of Mission College's population and community.	2. PROGRAM GROWTH & EFFICIENCY • FTE/WSCH • Certificates & Degrees • Facilities		
3. Quality	4. Strengthen Mission College's function as a community resource to preschool through 12th grade institutions, local government, transfer institutions, businesses and industry, and community based organizations.	3. COURSE UPDATE • Review all curriculum • Update articulation agreements • New • Delete/ Inactivate • Course prerequisites		
4. Comprehensive	5. Raise institutional standards by developing the potential of the Mission College community and providing the tools necessary to foster innovation. 6. Create an institutional climate of full enfranchisement and participation for all students, faculty, and staff.	3. COURSE UPDATE • Review all curriculum • Update articulation agreements • New • Delete/ Inactivate • Course prerequisites		

DEPARTMENT OR SERVICE NAME: _____ **DATE:** _____

PROGRAM MASTER PLAN: IMPLEMENTATION TIMELINE & PROGRESS REPORT

	TIMELINE Year 1				TIMELINE Year 2				TIMELINE Year 3	TIMELINE Year 4	TIMELINE Year 5
DEPARTMENT OR SERVICE GOALS											
1. STAFFING											
2. PROGRAM GROWTH & EFFICIENCY											
3. COURSE UPDATE	<ul style="list-style-type: none"> o Review 1/3 of curriculum; submit changes o Add oral and written communication skills o Review course prerequisite requirements 				<ul style="list-style-type: none"> o Review 1/3 of curriculum; submit changes o Add oral and written communication skills 			<ul style="list-style-type: none"> o Review 1/3 of curriculum; submit changes o Add oral and written communication skills 	<ul style="list-style-type: none"> o Develop new course 	<ul style="list-style-type: none"> o Offer new course 	
4. STUDENTS					<ul style="list-style-type: none"> o Increase rate by 10% in 1B o Add written assignments and information competency to courses 						
5. SUPPLIES & EQUIPMENT	<ul style="list-style-type: none"> o Gather data on stage lighting 				<ul style="list-style-type: none"> o Request funding for stage lighting 			<ul style="list-style-type: none"> o Install new lighting o Request funding for costumes 	<ul style="list-style-type: none"> o Gather data on sound system 	<ul style="list-style-type: none"> o Use new costumes o Request funding for sound system 	
		1	2	3	4		1	2	3	4	

First column should repeat your list of goals

Annual Progress Report:
 1- In progress; 2- Complete; 3 – No longer needed; 4- New

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. 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).

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 make 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. EFMP Goal 1 from Action Plan & Implementation Strategies, 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).

Formatted: Bullets and Numbering

13. Develop a comprehensive coherent model for improving skills in writing, communication, reading and math across the curriculum (from EFMP, Collegewide Results, Inside Mission).
14. Create an Internship Director position to expand and coordinate all internship opportunities for instructional programs (from EFMP, Collegewide Results, Inside Mission).
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. 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)

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. 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)
11. 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).

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 by-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
- 1 Testing Coordinator (ESL/ENGL)
- 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
- 1 Sculpture – Art faculty
- 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
- 1 FT Psychology faculty
- Convert hourly to FT for Student Services Information desk
- 1 FT secretary – Athletics
- Additional staff for Web Master
- Increase staff for new Telecommunications 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, compo sting 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. [Improve security of all personnel, 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*

Formatted: Bullets and Numbering

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

8. Clear out center space; relocate offices and services to other sites. ← --- Formatted: Bullets and Numbering
9. Collect all student services on the ground floor. ← --- Formatted: Bullets and Numbering
10. Acquire/produce more faculty office space. ← --- Formatted: Bullets and Numbering
11. Acquire/produce more classrooms. ← --- Formatted: Bullets and Numbering
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. ← --- Formatted: Bullets and Numbering
13. Upgrade infrastructure: electrical, data, recycling, flexible/dynamic building use. ← --- Formatted: Bullets and Numbering
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. ← --- Formatted: Bullets and Numbering
15. Upgrade learning and working environment. ← --- Formatted: Bullets and Numbering
16. Upgrade grounds. ← --- Formatted: Bullets and Numbering
17. Be able to provide all services for increased student enrollment. ← --- Formatted: Bullets and Numbering
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
- Lab and lecture space for Retail Floristry – near Biology in N2 (old Chem or Physics area?)
- 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

- Student Senate – increased dining and custodial space
- Mini - interactive classroom 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 will link 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. [EFMP Goal 6: Create strategies to maximize funding and growth in order to meet the needs of students. \(See EFMP specific strategies, 6.1-6.2, p. 200\)](#)

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. *The Dean of Administrative Services should work with the District to ensure the maximization of services.*

APPENDIX C

Educational & Facilities Master Plan (2001) Summary Status Report September 2004

Following is a summary status report on Mission College's Educational and Facilities Master Plan (2001). The report is divided into three sections—Collegewide Educational Goals, Staffing, and Facilities—that include the major planning objectives for each area.

I. Collegewide Educational Goals

1. Identify high attrition classes and request disciplines review their curriculum, teaching methodologies, grade variability, etc., to develop recommendations for enhancing student retention and success.

To develop recommendations for enhancing student retention and success, the Senate established a Readiness Task Force in 2003-2004. This task force was formed in response to the recommendations made in the College's Accreditation Report and recommendations of the Academic Senate for California Community Colleges. The Task Force was charged to gather information on the effectiveness of the College's current system of prerequisites, co-requisites, and advisories on student readiness, the currency of a prerequisite, and ultimately to make a recommendation to the Academic Senate. In May 2004, the Task Force brought forward twelve recommendations to the Academic Senate, which the Senate approved and accepted. Recommendations addressed prerequisites, assessment policies and procedures, and orientation. A major recommendation was the establishment of departmental student readiness plans that identify obstacles to student readiness for their courses, as well as proposed solutions. Individual plans would be merged into a college-wide plan by the end of Spring 2005.

In addition to the Task Force, disciplines concerned about student retention and success have made notable progress. Two examples are:

The Math Department reviewed its placement tests to ensure that the contents correlated to the preparation or background of the students. As a result, the department adopted the state approved MDTP as a placement instrument. In addition, the department has established prerequisites for two more classes which have had relatively high failure rates due to students' diverse and inadequate preparation. The department has also begun the discussion on achieving uniform outcomes for multiple section courses. One approach is to create uniform pre-tests to be administered at the beginning of the semester to those classes that have high drop-out rates so that instructors can catch ill-prepared students and provide useful and timely advice for their progress. The department is also considering the issue of grade variability. It may set

up clear guidelines for competency expectation and encourage instructors to give semi-common tests and/or exams so that students who pass one class with one instructor may successfully enroll in the next class with perhaps a different instructor. However, this is a complex situation as it touches on individual instructor's teaching style and the issue of academic freedom.

The ESL Department revamped its curriculum to improve student progress and aligned its classes with current teaching methodology. The department's goal is to better prepare students for other classes and for the workplace. The program now has a 3-strand curriculum at the upper levels of ESL that requires students to pass all three areas before moving on to the next level. This will ensure that ESL students will have all skills needed as they proceed into English and other classes. The department procured and installed a state-of-the art language lab that provides ESL students with enhanced opportunities to acquire language skills. The department has initiated discussions with English, Reading and Communications with a focus on oral communication. Finally, the department plans to research and implement an oral assessment test.

2. 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.

The Assessment Office at Mission College serves two general functions: (1) it provides assessments for new and continuing students for proper placement into core classes as required by Title 5 matriculation regulations, and (2) it provides testing services, for example make-up testing, as a service to students and faculty. Therefore, it is necessary to have a testing specialist to conduct placement assessments and other kinds of tests. Since the team's visit, two Educational Testing Specialists at Mission College retired between 2001-2003 and the Administrative Assistant for Matriculation resigned in 2001.

Assessment requirements and office needs were reviewed during the Summer of 2003. In light of the severe budget constraints, the College decided to delete the second vacated position of Educational Testing Specialist (Range 54) and create a new position of Program Specialist/Matriculation (Range 57) that would combine the required assessment testing needs and other related matriculation component requirements, i.e., prerequisites/co-requisites, orientations, and student progress and follow-up. This position was created to be a key interface with the Counseling Department and with faculty regarding course placement requirements. In Fall 2003, the position of Program Specialist-Matriculation was filled. During the 2003-2004 academic year, the Program Specialist assisted in implementing new English and math assessment tests. Furthermore, this position worked to schedule more efficient assessment dates and times, (i.e., fewer assessments but larger groups and coordinating assessments with new student orientations).

During the Summer of 2003, the Assessment Office was moved from the third floor to the first floor of the Main Building to gain greater visibility for students and staff and to

coordinate better with the “front-end” matriculation offices such as Admissions & Records, Financial Aid, and Counseling. The Assessment Office is still in the process of designing this larger area to meet the needs of smaller and/or specific groups and has continued to offer makeup testing for students and faculty who cannot make up tests in any other way. However, funding for make-up testing has been sporadic and insufficient to offer as many hours as faculty believe are necessary to meet the needs. In part, this is a result of a collegewide decision during the 2002-2003 budget cuts to place make-up testing in the lowest priority category. Since Fall 2003, the Vice President of Instruction and the Interim Vice President of Student Services have worked with the Division Chair Council each semester to develop a schedule that would ensure at least a minimum level of service.

While the Program Specialist allowed the College to cover the minimum Matriculation requirements, the College discovered some areas of Assessment and course placement that were unclear and lacking in personnel. For example, when a placement score was inconclusive, the student was directed to see “test coordinator.” This test coordinator function was filled sometimes by a part-time faculty member, sometimes by department chairs, and most recently by the counselors. Because this referral system was not streamlined and centralized, students were often frustrated with the placement process. Consequently, the College determined the need for a full-time certificated Assessment Coordinator to be the liaison with faculty and to coordinate all placement scoring. This position was approved and filled for Fall 2004.

3. Encourage departments in areas where demand is growing to not remain static but rather work with the Performance Goals Committee, Curriculum Review Committee, and the Academic Senate to gain additional FTEF, hire new faculty, add demand-driven curriculum, etc.

The College has encouraged departments to address as proactively as possible changes in student needs. One measure of the response is the significant number of new and revised course, degree, and certificate proposals that have been processed by the Curriculum Review Committee. For Spring 2004 alone, the Committee reviewed and approved 37 new courses and 30 revised courses in addition to certificate and program changes.

Since 2001, the College has experienced dramatic fluctuations in program demand. For example, between 2001-2002 and 2002-2003, technology-related degrees for which the College has data decreased 24% and certificates decreased 38% for an overall decrease of 32%. The decrease in degrees and certificates reflects the precipitous drop in enrollment in these disciplines, the result of the loss of high-tech jobs in the Silicon Valley. At the same time, the College has experienced an increasing and strident demand for courses in health occupations, including courses in the necessary prerequisites such as biology, mathematics, and chemistry.

A Technology Advisory Task Force was created by the President in Spring 2004 to analyze the state of the College’s high-tech programs within the context of the needs of

the region. The Task Force produced a report with recommendations that will be reviewed by the Academic Senate in Fall 2004. Thus, the College took a proactive step to address decreasing enrollment. On the other hand, departments with increasing enrollment have been encouraged to make the changes necessary to respond to the demand. For example, the Vocational Nursing program undertook a major revision of its curriculum in 2003-2004. In addition, the nursing program is actively pursuing grants that would underwrite the development of an RN program to meet the region's documented need for registered nurses. As for staffing, Health Occupations requested 7 new positions in 2002-2003. Two positions were filled in the Spring of 2003. Three more positions were advertised in 2003-2004 and the department was able to fill two for Fall 2004. (The third remains open until filled). The remaining two positions will likely be reprioritized for 2004-2005. It should be noted that the College's system for prioritizing faculty hires depends upon departments requesting additional faculty. Thus, it is possible for there to be a high demand for classes in a department, but if no request is made for additional instructors, there is no opportunity for the College to intervene and recommend a position. This issue, which has been discussed by both the Division Chair Council and the Academic Senate, will be addressed at the beginning of the next prioritization cycle in Fall 2004.

Space is a major constraint at Mission College and impacts the College's ability to respond to demand, especially in disciplines that require specialized facilities such as laboratories. A major step forward occurred in Fall 2004 when the College opened its new Science & Technology Complex, a state-of-the-art, 21,120 assignable square footage building that provides lecture and specialized laboratory space for vital science programs such as biology, microbiology, chemistry, physics, and engineering.

4. Develop a comprehensive coherent model for improving skills in writing, communication, reading and math across the curriculum.

No such model has yet been developed, except within the context of strengthening graduation requirements. See #5 below. In 2002, the College submitted a Title III application to focus on basic skills, which would have resulted in such a model. However, the application was not successful.

Some progress has been made by the English, Reading, Communication Studies, and ESL Departments, which have met regularly for the last two years to find ways to improve students' transitions across programs. Outcomes include improved communication between departments and a revised curriculum in Reading, ESL English and Communication Studies. Discussions have included ways to work with faculty in other disciplines regarding basic skills. In addition, Mission College has a commitment to learning communities and the Learning Communities program has helped to strengthen skills in writing, communication, reading and math across the curriculum. Specific learning communities have included Counseling/English/ESL, Counseling/English/Reading, Nutritional Science/English, English/Reading, and Global Studies/English.

5. Re-examine graduation requirements with the possibility of modifying them to include oral communications, computer literacy, etc.

The Mission College Academic Senate appointed a sub-committee to examine spoken and written language competencies for its degrees and certificates and the means by which these exit competencies would be assessed. The committee forwarded recommendations to the Senate that the new graduation requirement for the AA/AS degrees be English 1A (rather than the one-level-below-transfer writing course), and that students demonstrate oral competency through taking Communication Studies courses or through passing a proficiency examination. These requirements were approved by the Senate.

In March 2003, the Academic Senate at Mission College passed a resolution that recommended making Information Competency, including a component of technology literacy, a proficiency requirement for graduation. Since that time, the Information Competency Task Force, a subcommittee of the Academic Senate, has met regularly to implement this recommendation. The Academic Senate did not want an additional course requirement and preferred that Information Competency be infused into the curriculum. Therefore, the Task Force has been working with faculty from English 1A and Communications 1, both required courses, to determine how best to infuse elements of information competency into these courses. Faculty in those departments took the Information Competency Proficiency Exam to better understand what the proficiency would involve and to determine where there were gaps in their curriculum that might be filled through the use of existing library Information Competency workshops. This planning is ongoing. It is anticipated that the proficiency requirement will go into effect in Fall 2005.

6. Improve security of all personnel, equipment and offices throughout Mission College.

Little progress has been made on this goal since 2001. The College explored the possibility of rekeying the main building. The projected cost was prohibitive, and the College was unable to secure state or local funding. The use of temporary cubicles for offices, necessary because of the College's limited space, poses special challenges. The College continues to explore more limited options, for example, new locking mechanisms for labs that contain expensive equipment. If the District's facilities bond is approved by voters in November 2004, the College will renovate the main building and at that time, it will be able to improve overall security.

7. Create an Internship Director position to expand and coordinate all internship opportunities for instructional programs.

As an approach to severe budget cuts in 2002-2003, the College prioritized core functions

into five categories. The goal of creating an Internship Director, a goal established in 2001 before the budget crisis, had to be re-evaluated and the College placed the internship function in the lowest category. In 2003-2004, the unfilled position of the Internship Program Specialist was permanently defunded, again for the reason of making permanent adjustments to address a budget deficit. However, the Technology Advisory Task Force in its final report issued in late Spring 2004 recognized the need to provide students with more internship opportunities, especially in technical fields, and made a recommendation to that effect. The question for the College will be how to provide those services with remaining staff, and this question will be addressed when the Academic Senate reviews the report in Fall 2004.

8. Evaluate and develop guidelines for departments that have significant percentages of faculty on reassigned time for extended periods of time.

There have been concerns, especially on the part of small departments, about faculty who are reassigned for long periods of time. While there have been informal discussions about this situation, there has been no systematic review for departments that have significant percentages of faculty on reassigned time for extended periods of time. Department and Division Chairs, in concert with the Vice President of Instruction and Dean of Workforce and Economic Development (who handles most grants and related reassigned time), are responsible for monitoring reassigned time to ensure that it does not negatively impact a department.

9. Address the need for modifying faculty load for distance learning classes.

Article 18, Load, has been reopened for faculty contract negotiations in 2004-2005. Distance learning classes will be addressed.

10. Explore expanding “hot” programs to a non-credit delivery mode to meet community demand (packaging and delivery).

The intent behind this goal was to improve the speed with which high-demand curricula could be developed and delivered to students who were more interested in obtaining skills and less interested in earning credit certificates or degrees. Most “hot” subjects in 2001 were in high-tech areas, although the dot-com collapse in the Silicon Valley in the late 1990’s had already prompted a downward trend in demand that has only worsened. In Spring 2004, the College President convened a task force to address the precipitous decline in enrollment in these programs. “Hot” subjects now are those in health occupations and fire protection technology, the prerequisite sciences for these fields, and general education courses. The College has used its contract education program to respond with offerings such as landscape design and maintenance, environmental services aide/custodial, home care aide, and retail floristry.

Two organizational changes during 2003-2004 have made the College more responsive to offering classes in the noncredit mode: 1) Designating the Vice President of Instruction to monitor noncredit offerings 2) Charging the Vice President of Student Services with the

development of a plan for an integrated enrollment strategy. These changes have brought renewed attention to the noncredit apportionment structure at Mission College.

II. Staffing

The staffing needs that were identified and prioritized in the Educational and Facilities Master Plan were extensive and detailed (see Appendix B). They also proved to be extremely changeable. As the District and College's budget situation deteriorated from 2001 to the present, the College frequently revisited and revised its staffing priorities, so the lists from 2001 have been modified to the extent that they may be of little value in comparison to current conditions. Regarding faculty, the prioritization process is annual and reflects student need and demand as well as the District's goal of meeting its faculty obligation number and/or the 75/25 ratio. Since 2001, the college has hired 61 full-time faculty and four academic administrators. In that same period, it has hired 51 classified and 4 classified administrators.

In 2003-2004, the College once again revisited its classified positions and identified 7.5 classified FTE for permanent deletion and prioritized the remaining unfilled classified positions, identifying 5.5 FTE in critical positions that needed to be filled should the budget situation improve. Two FTE in administrative positions, one a classified manager position, were left unfilled. The College was given approval by the District in late Spring 2004 to fill those 5.5 critical positions and the College initiated hiring processes in Summer 2004. The College plans to review all its classified staffing needs, not only unfilled positions, in 2004-2005.

III. Facilities

The College's fifteen-year construction plan in its Educational and Facilities Master Plan contains the following components:

1. Science & Technology Complex **(Completed Fall 2004)**
2. Physical Education Phase II: Partial **(Completed Fall 2003)**
3. Child Development Center **(Completed Summer 2002)**
4. Main Building Third Floor Reconstruction **(Scheduled to begin 2004-05)**
5. Main Building Second Floor Reconstruction
6. Physical Education Phase III
7. Physical Education Phase II Completion (renovation of areas vacated by PE in the Main Bldg.)
8. Cultural, Technical and Performing Arts Center
9. Contract and Community Education Building
10. General Education Building
11. Child Care Facility
12. District Central Services Building
13. Parking Garage

14. Main Building Reconstruction
15. Hospitality Management Building Reconstruction
16. Campus Landscape Improvements
17. Campus Infrastructure Improvements

The Child Development Center was completed in 2002 and the Science & Technology Complex opened in Fall 2004. PE Phase II (Partial) was completed in Fall 2003. Main Building Third Floor reconstruction is scheduled to begin in 2004-05.

In 2003, the District began to discuss the possibility of pursuing a facilities bond in 2004. In preparation for a bond, the College revisited its Educational and Facilities Master Plan and reprioritized the remaining projects into four tiers. In July 2004, the Board of Trustees agreed to place a bond on the November 2004 ballot for \$235,000,000, which if successful, will provide Mission College with the funds to move forward on the following projects within Tier One:

Renovation of the Main Building

- Main Building Reconstruction
- Main Building 2nd Floor Reconstruction
- A & R and Financial Aid Expansion

Health & Safety: Campuswide Infrastructure

- Mechanical Systems Replacement
- Electrical Systems Modernization
- Fire Alarm System Replacement
- Technology Infrastructure
- Campus Landscape
- Campus Infrastructure – sewers

Replacement of temporary buildings with a new General Education Building

Reconstruction of the Hospitality Management Building.

|

Informal Recommendations Update

Standard Five Additional Informal Recommendations Update:

- Consider translating selected publications in order to further improve the flow of information to students and prospective students.
- Improve on-line services and information provided to distance education students.
- Provide more secure storage of student files in Financial Aid.
- Improve the current office arrangement of the Director of Financial Aid to provide for confidential discussions with students.

Response to Additional Recommendations:

Information was obtained from the areas of Admissions and Records, Financial Aid, and Counseling in order to address the above recommendations. These student service areas are working toward better meeting the needs of underrepresented students through various communication methods, including hard-copy informational flyers/publications, on-line/ website information, and in-person access to multilingual personnel.

Assessment of Progress Made:

Admissions and Records is in the process of producing a Spanish and a Vietnamese translation of the registration information flyer that is provided to students after they submit an application for admission. Assisting at the front counter of this office are permanent employees who speak the following languages in addition to English: Spanish, Vietnamese, Farsi, Assyrian, Tagalog, Portuguese, and Amharic (Ethiopia).

Financial Aid is in the process of advertising in bi-lingual publications. Financial Aid provides some forms to students in Spanish. This department continues to offer students help from a staff that speaks Vietnamese, Spanish, Tagalog, French, Amharic, and Chinese. Currently, no change has been made to improve the confidentiality of discussions by modifying the office arrangement for the director. Also, the storage of financial aid documents has not changed since 2001.

The Counseling Department has counselors that speak Spanish, Vietnamese, French, and Farsi. There is a flyer that explains the ESL progression in both Vietnamese and Spanish. Counselors have worked with Spanish-speaking students primarily from low-income families and with high schools doing special presentations/workshops for students and parents in Vietnamese. There is currently an outreach counselor targeting students from underrepresented groups. The Counseling Department also has on-line orientation available on the college website. A wide variety of links and information are also available. Counselor profiles are listed, along with their email addresses, so students can address their questions to the best available staff member. Although the students need to call to set up an

appointment, almost all general inquiries can be handle via email. Academic counseling and limited vocational counseling can be done by email. No personal counseling is done on-line.

Plan or Forecast

Admissions and Records plans to offer information on the website in Spanish and Vietnamese in the near future. With additional staff being hired, the Financial Aid department hopes to offer more translated flyers and forms in the near future and to continue to meet the bilingual needs of the students in person. Plans are being made to post a statement in all necessary languages on the website which states that if students need assistance in understanding and/or completing forms, to please come to the Financial Aid office. There are also plans underway to obtain additional office space to resolve the issue of confidentiality of student discussions and of secure storage of financial aid documents.

Standard Nine Additional Informal Recommendations Update:

Assessment of Progress Made:

Since the accreditation visits, the college has completed several new construction projects, including: a Library, PE shower and locker facility, Child Development Center, and a two-story science building.

Following a constructive discussion between the colleges and the district office, the district agreed and restored all Fund 17 revenues associated with Contract Education agreements (Fund 595). The Board of Trustees are currently considering increasing the district-wide reserve by an additional 3% over the coming few years.

The Datatel system is now working quite well, and telephone and web registration capabilities have been implemented since. District-wide budget discussions initiated much earlier in FY 03-04 in the form of expanded DBAC (the District Budget Advisory Committee) meetings and college based open Budget Forums.