

Mission College

Educational Master Plan



Approved Draft, Fall 2007

PRESIDENT'S STATEMENT

In spring 2007, Mission College celebrated its 30th year of providing quality education to the communities it serves. In preparation for future generations of students, the College instituted a comprehensive educational and facilities master planning process (EFMP) in 2005. This process was noteworthy in several respects. First, it included college-wide program review in which 100% of programs and services participated. Second, this process included a component on student learning outcomes. Student learning is the reason why the College exists, and therefore it was both appropriate and necessary that student learning be an integral part of planning. Third, the Academic Senate provided the leadership for this process, which reflects the College's commitment to participatory governance.

The educational portion of the EFMP process was concluded in spring 2007 after a series of five college-wide forums. The results are contained in this report, which provides the direction for decisions on academic programs and services. This information, in turn, will drive decisions about facilities. This report will also serve as the basis for subsequent program review and will inform the College's resource allocation process.

The creation of a plan of this magnitude required and received contributions from many individuals, committees and groups. Special thanks to

- the Academic Senate, especially Presidents Alex Braun and Cathy Cox and Vice President Stephanie Kashima. Their leadership was extremely valuable and deeply appreciated;
- the faculty, staff and administrators of the Core Group, who reviewed and evaluated each and every program review;
- Research Analyst Daniel Peck for providing the data and analysis that supported the process and for his assistance in its planning and implementation;
- the members of the Governance & Planning Committee for their thoughtful review and timely feedback,
- Jennifer Ludwick for ensuring that EFMP information was collected and disseminated and Linda Angelotti and Andrea Zirbes for helping to produce this report.

Harriett J. Robles, Ed. D.
President

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EXECUTIVE SUMMARY

Systematic assessment, planning, implementation, and evaluation are essential if the College is to successfully fulfill its mission and its priorities: student learning and success. It should reflect the values and goals of both the district and the College. The purpose of the educational plan is to provide direction to the College as it allocates its resources – human, physical, and fiscal – to fulfill its mission and meet the educational needs of the communities it serves. This updated educational plan was initiated in response to changes in economic and demographic factors, which in turn have resulted in changes in the academic needs of the students the College serves.

The decision to update the College’s 2001 educational plan in 2005 was made in response to changing conditions and expectations, including significant demographic changes in the region and new accreditation standards. Included in the process were the review and revision of the College’s mission statement. Central to this educational and facilities master planning process (EFMP) were program review and student learning outcomes. This planning process provided the opportunity to bring all programs and services to currency in terms of program review and to begin to make the connection between student learning and decisions about programs and services. It also provided the opportunity to assess the impact of the recent recession on the region and the College, as well as to assess future trends.

The Educational & Facilities Master Plan process began in Academic Year 2005-2006 as a project of the Academic Senate and the Governance and Planning committee (GAP). This process was unique in that it integrated several planning initiatives into one process: program review, student learning outcomes, and the update of the College’s educational plan in preparation for the development of a facilities master plan. As part of this process, all departments and services at the College were asked to complete a series of three “assignments” looking at past trends, student learning outcomes, and future expectations. An EFMP Core Group, with diverse representation of faculty, staff, students, and administrators, was created to review the assignments, solicit additional information as necessary, and recommend programs and services that warranted additional review on the part of the College.

Starting on March 2, 2007, a series of five College-wide forums were held with presentations and discussions on a wide range of topics and issues related to the future of the College. The first forum focused on visionary topics related to future directions in the employment sector, growing and emerging programs, and new approaches to the delivery of education. Internal and external factors – planning assumptions – were considered, including regional economic and demographic trends. The next three programs focused in turn on vocational and community education programs, traditional academic programs, and student and support services. The fifth EFMP forum was designed as a synthesis and review of key areas discussed in the previous four forums. As a result of this discussion,

a number of core recommendations were developed to guide overall services and facilities planning.

1. Pursue opportunities in Health Care and Wellness
2. Pursue green opportunities in Engineering and technology
3. Improve global information competency
4. Develop detailed plans of action for existing programs with significant challenges:
CIS, CNET, and Manufacturing
5. Support potential growth of Hospitality Management
6. Support potential growth of Chemistry, Biology, and Health Occupations
7. Review current systems and staffing
8. Review and support training needs
9. Review and support student tutorial needs and basic skills services
10. Pursue enhanced learning opportunities for students

With direction from the Board of Trustees to pursue new academic buildings to ultimately replace the existing Main Building, a series of facilities-specific forums were scheduled to follow the educational planning phase. These forums were held in April and May of 2007 to program two new buildings to replace the first/third floors and second floor of the Main Building.

As a result of these educational and facilities planning forums, final project proposals/scope changes were submitted to the Board of Trustees in June 2007 and to the State Chancellor's Office in July 2007. The State Chancellor's Office subsequently determined that the proposals exceeded the limits of a scope change and provided direction to the College regarding resubmittal of the plans in 2007-08. In August 2007, the College selected and the Board approved an architect to develop the College's facilities master plan for both state and bond-funded facilities projects.

Included in this document is a wealth of information about each of the College's instructional and non-instructional programs and services, as well as information about the College's progress in the development and implementation of student learning outcomes. This information is being used as the foundation of the College's facilities master planning effort and it will be used to inform the College's allocation processes. The College recognizes the need to engage in continuous and proactive planning. In Fall 2007, the Academic Senate initiated a review of the program review process to make recommendations that will ensure the College has in place the systems that are required to ensure the highest quality programs and services to meet students' needs.

PURPOSE OF THE EDUCATIONAL MASTER PLAN

As stated in the College's previous master plan (2001), institutional change is necessary and continuous. Systematic assessment, planning, implementation, and evaluation are essential if the College is to successfully fulfill its mission and its priorities: student learning and success. It should reflect the values and goals of both the district and the College. The purpose of the educational plan is to provide direction to the College as it allocates its resources – human, physical, and fiscal – to fulfill its mission and meet the educational needs of the communities it serves. This updated educational plan was initiated in response to changes in economic and demographic factors, which in turn have resulted in changes in the academic needs of the students the College serves.

PLANNING ASSUMPTIONS

The following planning assumptions are statements of internal and external factors that will affect the way in which the College is able to work toward fulfilling its mission and achieving its goals.

1. Economic changes in the region require the College to be both proactive and responsive in order to ensure that it meets the needs of students, business, industry, and the community. These economic changes include:
 - Impact of dot-com collapse and rapidly changing tech industry
 - Changing labor market: emerging occupations, high-growth areas and areas of decline
 - Top three regional issues: housing, transportation, health care
 - Workplace skills: increased expectations for available jobs that require advanced level skills
 - Increasing expertise required in information competency and global competency
 - Increasing need for “soft” skills, such as interpersonal communication and the ability to work in diverse teams
 - Continuing need for workers with basic skills and solid preparation in science and math
 - Greater competition for students, e.g., growth of proprietary colleges and the potential Milpitas campus for San Jose-Evergreen CC District

2. Demographic changes in the region’s populations require the College to evaluate its instructional programs and support services in relation to student access and success. These changes include:
 - Significant loss of incumbent workers (est. 200,000) after the dot-com collapse
 - Shift from older, evening students seeking skills-training to younger, transfer-oriented day students
 - Growth in Hispanic population
 - Growth in population of English language learners
 - Projected decline in K-12 enrollment
 - Increasing high-school drop-out rates

3. Technology will be increasingly important in the delivery of instructional programs and student services.

4. Flexibility will be important in terms of delivery of instructional programs and services and facilities as the College plans for changing needs.

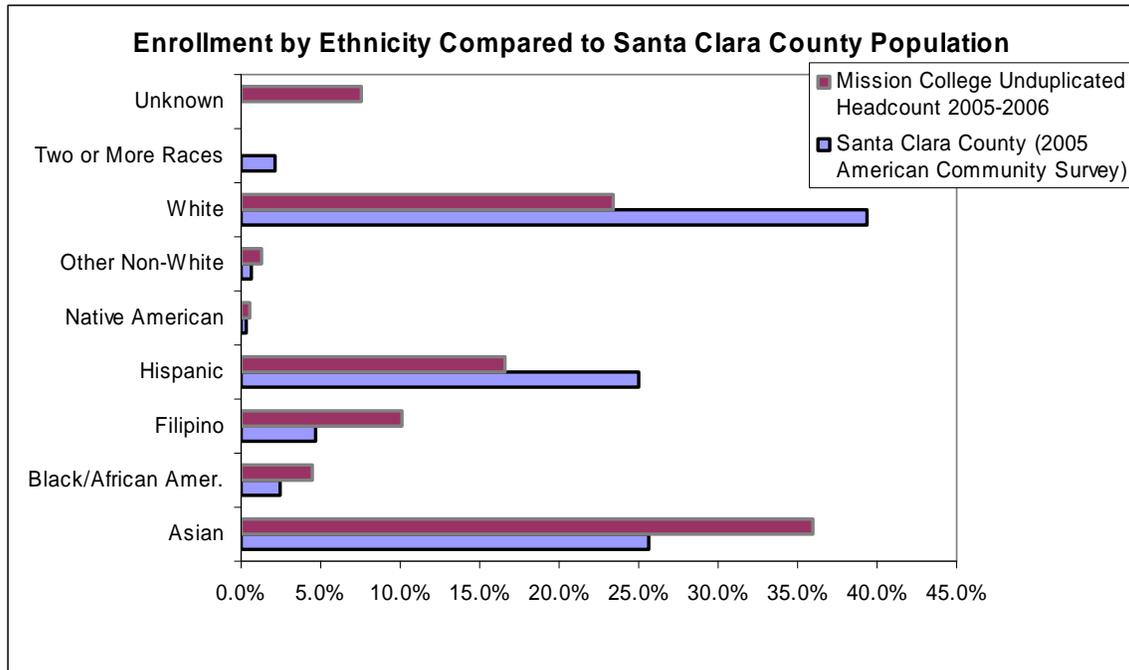
5. Enrollment will increase, but modestly and over time. Enrollment management will be a college- and district-wide activity and responsibility and require effective and efficient systems.

6. A number of state and bond-funded facilities will be constructed in the next ten years and their planning must be driven by instructional priorities.
7. Student learning outcomes at the course and program levels must be developed, implemented, and systematically evaluated.
8. Articulation with K-12 and four-year institutions will be increasingly important to ensure student success.
9. Funding for the community colleges, while improved, will not be sufficient to cover the full cost of instruction and support services. The College must continue to prioritize programs and services and ensure that those priorities determine allocation of resources.
10. The College must continue to seek new sources of revenue and support, including private and industry partnerships and grants.
11. Community and contract education and non-credit instruction will be increasingly important in order to serve the needs of the business and larger community as well as serve as pipelines to the credit programs.
12. Newly implemented state accountability indicators such as AB1417 and accreditation standards will need to be integrated into the College's planning process.
13. Emphasis on planning will require the College to increase its ability to collect and use data and information to inform its decision-making processes.
14. The College's commitment to diversity for both students and staff must be maintained and processes must be in place to assure equitable access, support and success.
15. To ensure quality and efficiency, the College must systematically assess and improve its organizational structure and processes and procedures, including administrative processes (budget, hiring, information systems, enrollment management), student services processes (registration, matriculation), teaching and learning processes (curriculum, learning outcomes), and accountability processes (AB1417, learning outcomes, accreditation, institutional effectiveness).
16. Participatory governance processes must be effective and efficient. For the College to achieve its mission and achieve institutional effectiveness, all segments – faculty, staff, administrators and students – must actively participate in planning, implementation and evaluation processes.
17. Professional development will be increasingly important in order for the College to maintain the most highly qualified faculty and staff.

ABOUT MISSION COLLEGE: STUDENT CHARACTERISTICS

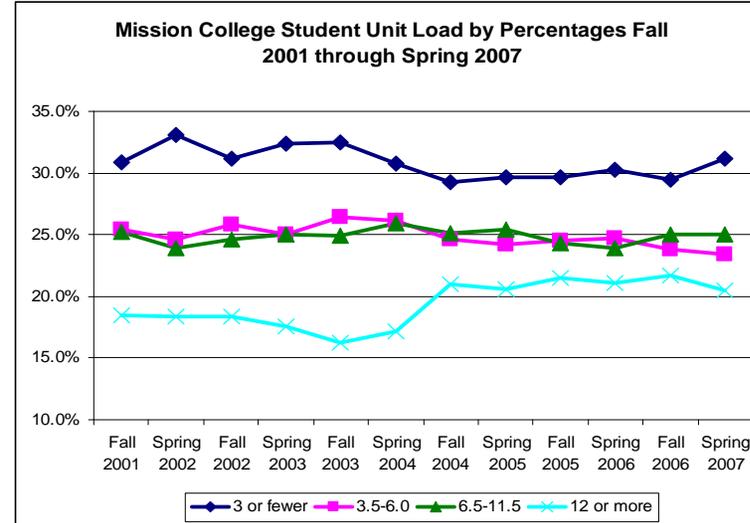
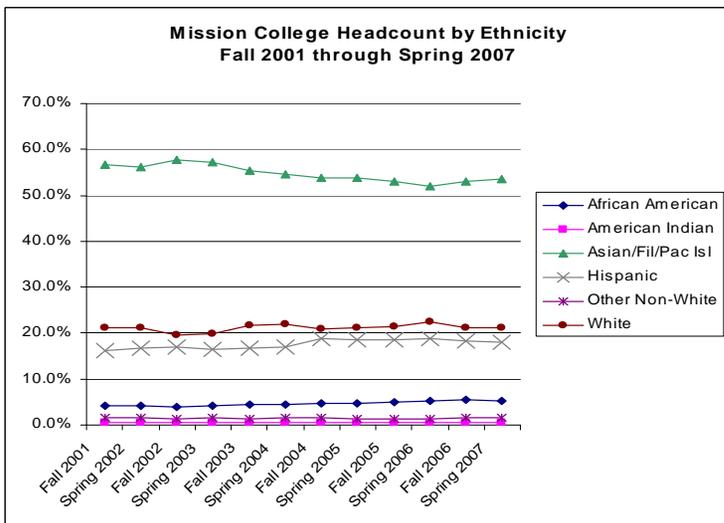
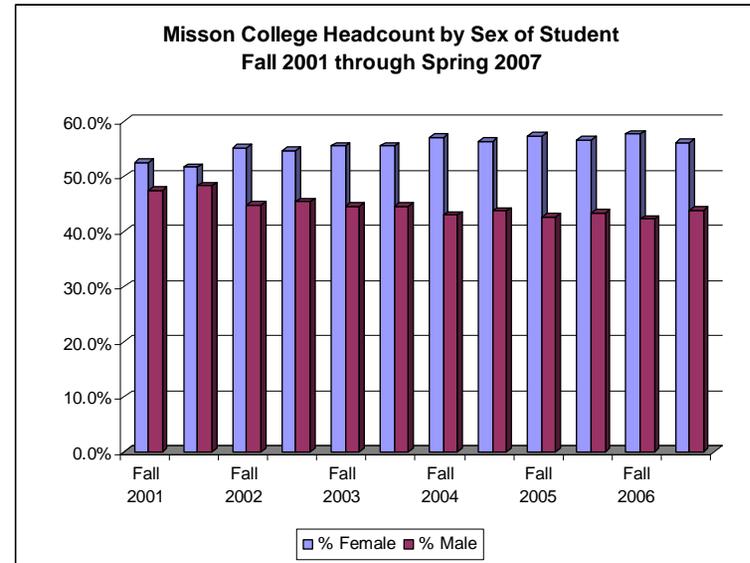
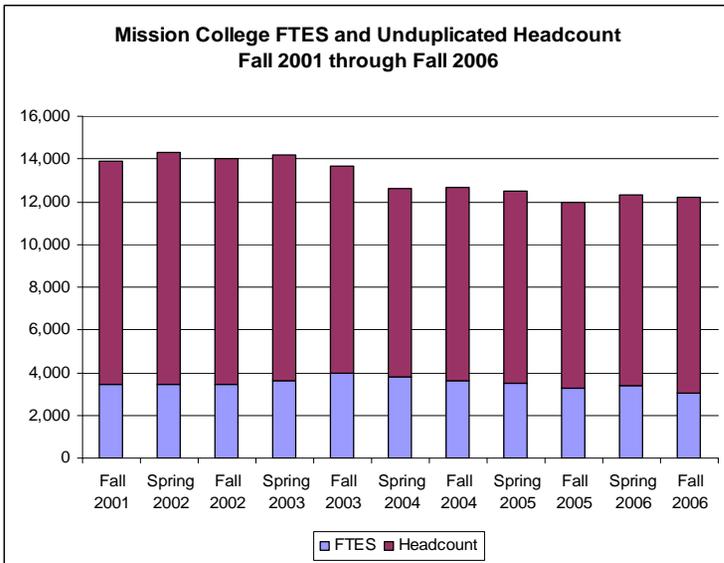
Mission College is experiencing a slow but steady shift in student demographics. While the overall number of students has gone down, FTES has not decreased at the same rate as unduplicated headcount. One significant reason for this is an increase in the number of students taking a full time load of 12 or more units. In addition, there is a significant shift from serving as a primarily evening campus (54% of students took only evening classes in the Spring of 2001, with another 30% taking a combination of day and evening classes) to serving as a full day and evening campus (in Spring 2006, the breakdown was 33% evening, 37% day, and 22% day and evening). Mission students are increasingly likely to be younger as well as to be transfer-oriented. Mission College lost a large number of adult learners who took evening classes during the tech boom, and current trends suggest a more balanced student body which is likely to lead to increased stability in enrollment numbers.

Mission College serves a highly diverse student population representing a wide range of cultural and ethnic backgrounds. Mission has begun to see an increase in the percentage of students of Hispanic origin, and this is anticipated to continue as school-age children begin to enter the college systems.



Source: WVMCCD P.A.R.I.S. Database; U.S. Census Bureau 2005 American Community Survey.

ABOUT MISSION COLLEGE: STUDENT CHARACTERISTICS



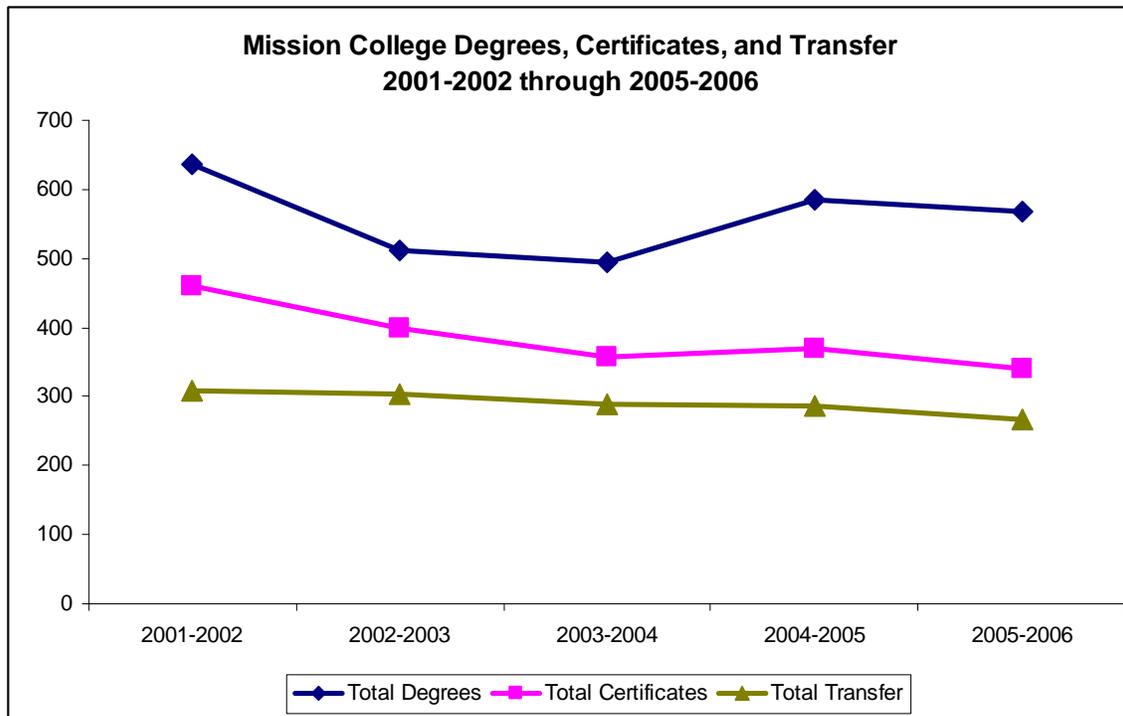
ABOUT MISSION COLLEGE: STUDENT CHARACTERISTICS

	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
FTES	3,427	3,455	3,432	3,608	3,994	3,767	3,622	3,481	3,268	3,360	3,058	--
Enrollment	31,553	32,076	31,130	30,886	27,388	25,218	25,940	26,441	25,205	25,697	26,370	26,858
Headcount	10,494	10,834	10,594	10,553	9,643	8,872	9,042	8,991	8,700	8,965	9,118	9,361
Sex												
Female	52.5%	51.7%	55.1%	54.6%	55.5%	55.5%	57.0%	56.3%	57.3%	56.6%	57.7%	56.2%
Male	47.5%	48.3%	44.9%	45.4%	44.5%	44.5%	43.0%	43.7%	42.7%	43.4%	42.3%	43.8%
Ethnicity												
African-Amer	4.2%	4.2%	3.9%	4.3%	4.4%	4.5%	4.6%	4.7%	5.0%	5.1%	5.5%	5.1%
American Indian	0.6%	0.4%	0.5%	0.5%	0.4%	0.4%	0.5%	0.5%	0.6%	0.6%	0.5%	0.6%
Asian/Fil/Pac Isl	56.6%	56.1%	57.8%	57.3%	55.5%	54.5%	53.7%	53.8%	53.1%	51.9%	53.0%	53.6%
Hispanic	16.1%	16.6%	17.0%	16.5%	16.7%	17.0%	18.8%	18.5%	18.5%	18.7%	18.3%	18.0%
Other	1.5%	1.6%	1.4%	1.5%	1.4%	1.5%	1.5%	1.4%	1.3%	1.4%	1.5%	1.5%
White	21.1%	21.1%	19.6%	19.8%	21.6%	22.0%	20.8%	21.1%	21.5%	22.4%	21.2%	21.2%
Age												
< 21	18.0%	16.9%	17.2%	15.9%	19.3%	18.4%	21.1%	19.2%	20.9%	19.5%	20.8%	19.3%
21-25	22.2%	22.2%	22.1%	23.0%	23.8%	24.9%	23.3%	24.1%	23.0%	23.2%	23.8%	24.3%
26-30	19.2%	19.1%	19.3%	19.9%	18.3%	17.4%	16.7%	17.0%	16.6%	16.7%	15.9%	16.4%
31-40	24.0%	24.3%	24.9%	23.6%	21.7%	21.5%	21.2%	21.7%	21.2%	21.9%	20.2%	20.4%
41-50	11.5%	12.2%	11.5%	12.0%	11.3%	11.8%	12.0%	11.9%	12.1%	12.2%	12.8%	12.6%
51-60	4.2%	4.2%	4.0%	4.5%	4.5%	4.7%	4.7%	5.0%	5.1%	5.3%	5.3%	5.5%
> 60	1.0%	1.1%	1.1%	1.1%	1.1%	1.3%	1.0%	1.1%	1.1%	1.2%	1.2%	1.4%
Unit Load												
3 or fewer	30.9%	33.1%	31.2%	32.4%	32.5%	30.8%	29.3%	29.7%	29.7%	30.3%	29.5%	31.2%
3.5-6.0	25.4%	24.6%	25.8%	25.0%	26.4%	26.1%	24.6%	24.2%	24.5%	24.7%	23.8%	23.4%
6.5-11.5	25.2%	23.9%	24.6%	25.0%	24.9%	25.9%	25.1%	25.4%	24.3%	23.9%	25.0%	25.0%
12 or more	18.5%	18.4%	18.4%	17.6%	16.2%	17.2%	21.0%	20.6%	21.5%	21.1%	21.7%	20.5%

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

ABOUT MISSION COLLEGE: STUDENT AWARDS AND TRANSFER

Mission College has experienced declines in both degrees and certificates awarded, although the declines do show signs of stabilizing for both, with even a partial rise once again in total degrees. While transfer has declined overall since 2001-2002, the level of decline is modest given the relatively steep declines in overall enrollment. Combined with the modest increase in transfers to the UC system, this suggests that there is a healthy level of interest in transfer among Mission students.



ABOUT MISSION COLLEGE: STUDENT AWARDS

	Degrees 2001 - 2002	Degrees 2002 - 2003	Degrees 2003 - 2004	Degrees 2004 - 2005	Degrees 2005 - 2006	Certificates 2001 - 2002	Certificates 2002 - 2003	Certificates 2003 - 2004	Certificates 2004 - 2005	Certificates 2005 - 2006
Total	636	511	494	584	567	461	398	357	369	339
Sex										
Female	371	295	261	317	336	308	294	280	298	273
Male	265	214	231	262	229	150	103	73	71	62
Ethnicity										
African-Amer	14	14	25	32	33	42	24	17	35	16
American Indian	0	2	2	0	1	1	0	1	4	0
Asian/Fil/Pac Isl	369	267	257	298	278	272	243	217	214	217
Hispanic	89	63	61	79	71	46	48	59	44	45
Other	10	4	7	5	11	6	9	4	5	1
White	152	154	133	150	145	91	66	51	61	48
Disability Status										
Disability	46	16	27	31	31	26	10	5	20	16
No Disability	590	495	467	553	536	435	388	352	349	323

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

ABOUT MISSION COLLEGE: STUDENT TRANSFER

	Transfer to Public 4-Year Institutions 2001 - 2002	Transfer to Public 4-Year Institutions 2002 - 2003	Transfer to Public 4-Year Institutions 2003 - 2004	Transfer to Public 4-Year Institutions 2004 - 2005	Transfer to Public 4-Year Institutions 2005 - 2006
UC System	26	25	28	29	35
CSU System	283	278	262	257	233
Total	309	303	290	286	268

Source: California Postsecondary Education Commission transfer pathways database.

ABOUT THE ENVIRONMENT: EDUCATION PROJECTIONS

While the student population within K-12 is projected to remain relatively stable, the demographics within that population continue to change, with a significant increase in Hispanic student populations. Statewide, the California Budget Project estimates that, within a decade's time, 54% of K-12 enrollment will be of Hispanic background. In 2004, Hispanic students surpassed white students in the Silicon Valley region as the largest student group (as cited in the Silicon Valley's Leadership Group 2007 Silicon Valley Projections). Additionally, the region continues to see high levels of English language learner students. While California represents 12% of the nation's overall population, California also represents more than 40% of the English language learner students.

It is significant to note that the projections for West Valley-Mission, as well as for community colleges overall, are significantly higher than at the K-12 level. The populations graduating at the high school level are being projected to enter community colleges to continue their basic skills preparation. However, matriculation of high school students to college cannot be taken for granted. Potential students can be discouraged from pursuing higher education due to a number of factors such as declining graduation rates; poor preparation in basic skills, especially for under represented populations; the post-recession availability of entry-level, albeit low-wage, positions; and the high cost of living, especially housing, in the region.

ABOUT THE ENVIRONMENT: SNAPSHOT OF HIGH SCHOOL EDUCATION

HIGH SCHOOL SUCCESS RATES, SANTA CLARA COUNTY 2004-2005					
	Graduates		Graduates with UC/CSU Required Courses		4-Year Dropout Rate
American Indian	83	0.5%	34	41.0%	22.1%
Asian	3,968	26.2%	2,592	65.3%	5.1%
Pacific Islander	105	0.7%	28	26.7%	13.8%
Filipino	948	6.3%	378	39.9%	9.9%
Hispanic	3,979	26.3%	835	21.0%	28.4%
African American	539	3.6%	135	25.0%	17.8%
White	5,246	34.6%	2,759	52.6%	6.9%
Multiple/No Response	290	1.9%	130	44.8%	16.5%
Total	15,158	100.0%	6,891	45.5%	14.6%

25.6% of all K-12 students enrolled in Santa Clara County are English-Learner students, with over half of these students (16.9% of enrollment) being of Hispanic background.

Source: Ed-Data, California Education Data Partnership, 2006 County Reports.

ABOUT THE ENVIRONMENT: K-12 EDUCATION PROJECTIONS

PROJECTED CALIFORNIA GRADED PUBLIC K-12 SCHOOL ENROLLMENT BY SCHOOL YEAR										
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
County of Santa Clara	253,439	254,169	254,074	253,864	253,605	253,128	252,307	251,403	250,712	250,123
State of California	6,234,067	6,209,831	6,184,714	6,171,529	6,173,910	6,186,649	6,212,063	6,253,850	6,315,328	6,392,255

PROJECTED CALIFORNIA PUBLIC HIGH SCHOOL GRADUATES BY SCHOOL YEAR										
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
County of Santa Clara	15,868	16,481	16,220	16,205	16,270	16,484	16,487	16,228	16,058	16,069
State of California	373,554	388,307	386,370	380,314	379,545	378,851	375,105	369,206	363,775	362,434

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

ABOUT THE ENVIRONMENT: COMMUNITY COLLEGE PROJECTIONS

PROJECTED CHANGE IN 18-19 YEAR OLD POPULATION				
	2000	2010	Total Change	Percent Change
County of Santa Clara	42,561	60,795	18,234	42.8%
State of California	953,253	1,346,996	393,473	41.3%
PROJECTED CHANGE IN HISPANIC 18-19 YEAR OLD POPULATION				
	2000	2010	Total Change	Percent Change
County of Santa Clara	12,664	19,718	7,054	55.7%
State of California	330,046	566,081	236,035	71.5%
PROJECTED CHANGE IN COMMUNITY COLLEGE ENROLLMENT BY DISTRICT				
	2001	2011	Total Change	Percent Change
Foothill-De Anza	44,676	52,368	7,692	17.2%
Fremont-Newark	10,210	11,648	1,438	14.1%
Gavilan	6,040	6,761	721	11.9%
San Jose-Evergreen	24,296	30,272	5,976	24.6%
San Mateo	26,449	28,390	1,941	7.3%
West Valley - Mission	26,193	30,716	4,523	17.3%
All California Community College Districts	1,685,723	2,070,360	384,638	22.8%

Source: Ensuring Access with Quality to California's Community Colleges, National Center for Public Policy and Higher Education, 2004.

ABOUT THE ENVIRONMENT: ECONOMIC CONDITIONS

Mission College is located within the heart of the Silicon Valley region. While many community residents may not work within the traditionally heralded technological companies, developments over the last several years have had a significant impact on the entire region. The Silicon Valley Leadership Group summarizes the key developments within the 2007 Silicon Valley Projections:

Over the years the Valley has been buffeted by the severe crosswinds of change:

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

These changes present a series of challenges and opportunities within education, including the preparation of workers for a global economy, reinforcement of core basic skills, and supporting students in competitive transfer pathways. As costs of living continue to rise within the region, so do the costs of education.

Although Santa Clara and the surrounding communities will not experience the rapid growth of recent years, overall population is projected at a still significant level of growth. Looking at the fastest growing jobs and the jobs with the most openings projected through the next few decades, a few areas such as health care, education, and various skilled occupations are expected to have high demand.

ABOUT THE ENVIRONMENT: POPULATION AND EMPLOYMENT PROJECTIONS IN SANTA CLARA COUNTY

	2000	2005	2010	2015	2020	2025	2030
Total Population	1,682,585	1,750,100	1,855,500	1,959,100	2,073,300	2,165,800	2,267,100
Households	565,863	595,550	628,670	660,850	692,440	725,090	762,720
Employed Residents	863,432	734,000	803,200	874,300	944,200	1,019,210	1,086,300
Mean Household Income (in constant 2000 dollars)	105,300	94,500	101,800	109,700	116,200	122,700	129,000
Total Jobs							
Total Jobs	1,044,130	903,840	992,420	1,077,050	1,161,930	1,249,090	1,339,970
Agricultural and Natural Resources Jobs	4,560	4,500	4,500	4,500	4,500	4,500	4,500
Manufacturing, Wholesale and Transportation Jobs	346,520	276,450	302,420	328,120	354,860	382,420	410,500
Retail Jobs	100,570	87,160	95,620	103,420	111,700	119,630	127,510
Financial and Professional Service Jobs	211,250	176,950	196,260	213,190	228,750	245,340	264,160
Health, Educational and Recreational Service Jobs	247,530	241,840	265,100	286,830	307,390	329,010	351,140
Other Jobs	133,700	116,940	128,520	140,990	154,730	168,190	182,160

Source: Association of Bay Area Governments Projections 2005.

ABOUT THE ENVIRONMENT: FASTEST GROWING OCCUPATIONS, 2004-2014

San Jose-Sunnyvale-Santa Clara Metropolitan Statistical Area (Santa Clara and San Benito Counties)

SOC Code	Occupational Title	Annual Average Employment 2004	Annual Average Employment 2014	Percent Change	Median Hourly Wage [1]	Education & Training Levels [3]
31-1011	Home Health Aides	1,400	2,210	57.9	\$10.21	30-Day OJT (11)
15-1081	Network Systems and Data Communications Analysts	3,430	4,940	44.0	\$36.90	BA/BS Degree (5)
39-9021	Personal and Home Care Aides	1,240	1,680	35.5	\$10.28	30-Day OJT (11)
47-2044	Tile and Marble Setters	940	1,270	35.1	\$18.90	12-Month OJT (9)
15-1071	Network and Computer Systems Administrators	3,790	4,960	30.9	\$42.21	BA/BS Degree (5)
15-1032	Computer Software Engineers, Systems Software	13,520	17,400	28.7	\$50.83	BA/BS Degree (5)
49-9021	Heating, Air Conditioning, and	940	1,200	27.7	\$26.51	12-Month OJT

	Refrigeration Mechanics and Installers					(9)
15-1061	Database Administrators	1,170	1,490	27.4	\$40.34	BA/BS Degree (5)
25-2041	Special Education Teachers, Preschool, Kindergarten, and Elementary School	440	560	27.3	[2]	BA/BS Degree (5)
31-9092	Medical Assistants	2,330	2,960	27.0	\$16.66	1-12 Month OJT (10)
47-2152	Plumbers, Pipefitters, and Steamfitters	2,280	2,850	25.0	\$27.82	12-Month OJT (9)
25-2011	Preschool Teachers, Except Special Education	3,440	4,280	24.4	\$14.24	Post-Secondary Voc-Ed (7)
47-2141	Painters, Construction and Maintenance	3,690	4,590	24.4	\$18.26	1-12 Month OJT (10)
29-2021	Dental Hygienists	950	1,180	24.2	\$29.44	AA Degree (6)
19-1042	Medical Scientists, Except Epidemiologists	1,200	1,490	24.2	\$40.45	PhD Degree (2)
13-1051	Cost Estimators	1,300	1,610	23.8	\$32.52	BA/BS Degree (5)
23-2011	Paralegals and Legal Assistants	1,800	2,220	23.3	\$25.13	AA Degree (6)
47-2111	Electricians	4,120	5,030	22.1	\$32.24	12-Month OJT (9)
47-2042	Floor Layers, Except Carpet, Wood, and Hard Tiles	500	610	22.0	\$24.93	1-12 Month OJT (10)
21-1093	Social and Human Service Assistants	730	890	21.9	\$14.95	1-12 Month OJT (10)
39-3011	Gaming Dealers	550	670	21.8	\$8.39	Post-Secondary Voc-Ed (7)
39-9031	Fitness Trainers and Aerobics Instructors	1,700	2,070	21.8	\$20.94	Post-Secondary Voc-Ed (7)
31-9091	Dental Assistants	2,950	3,590	21.7	\$14.19	1-12 Month OJT (10)
21-1015	Rehabilitation Counselors	830	1,010	21.7	\$17.62	MA/MS Degree (3)
47-2081	Drywall and Ceiling Tile Installers	3,980	4,830	21.4	\$25.46	1-12 Month OJT (10)
47-2211	Sheet Metal Workers	1,500	1,820	21.3	\$23.28	1-12 Month OJT

						(10)
53-3041	Taxi Drivers and Chauffeurs	850	1,030	21.2	\$10.56	30-Day OJT (11)
15-1031	Computer Software Engineers, Applications	22,490	27,250	21.2	\$47.72	BA/BS Degree (5)
39-3091	Amusement and Recreation Attendants	1,660	2,010	21.1	\$9.30	30-Day OJT (11)
29-2052	Pharmacy Technicians	970	1,170	20.6	\$19.17	1-12 Month OJT (10)
47-2161	Plasterers and Stucco Masons	450	540	20.0	\$21.89	12-Month OJT (9)
25-1194	Vocational Education Teachers, Postsecondary	650	780	20.0	\$22.51	Post-Secondary Voc-Ed (7)
51-3011	Bakers	800	960	20.0	\$12.94	12-Month OJT (9)
47-2073	Operating Engineers and Other Construction Equipment Operators	1,110	1,330	19.8	\$28.93	1-12 Month OJT (10)
47-2041	Carpet Installers	1,770	2,120	19.8	\$27.36	1-12 Month OJT (10)
49-9052	Telecommunications Line Installers and Repairers	1,020	1,220	19.6	\$26.42	12-Month OJT (9)
25-1191	Graduate Teaching Assistants	920	1,100	19.6	N/A	BA/BS Degree (5)
41-2031	Retail Salespersons	25,010	29,860	19.4	\$10.73	30-Day OJT (11)
11-9151	Social and Community Service Managers	680	810	19.1	\$28.59	BA/BS Degree (5)
47-2082	Tapers	960	1,140	18.8	\$27.09	1-12 Month OJT (10)
47-1011	First-Line Supervisors/Managers of Construction Trades and Extraction Workers	3,950	4,680	18.5	\$38.76	Work Experience (8)
21-1021	Child, Family, and School Social Workers	770	910	18.2	\$16.98	BA/BS Degree (5)
25-2012	Kindergarten Teachers, Except Special Education	950	1,120	17.9	[2]	BA/BS Degree (5)
35-2021	Food Preparation Workers	6,580	7,740	17.6	\$9.10	30-Day OJT (11)
43-4051	Customer Service Representatives	10,270	12,080	17.6	\$19.96	1-12 Month OJT (10)

11-9021	Construction Managers	2,620	3,080	17.6	\$40.71	BA/BS Degree (5)
37-1011	First-Line Supervisors/Managers of Housekeeping and Janitorial Workers	980	1,150	17.3	\$19.19	Work Experience (8)
13-1031	Claims Adjusters, Examiners, and Investigators	990	1,160	17.2	\$30.65	12-Month OJT (9)
11-9031	Education Administrators, Preschool and Child Care Center/Program	470	550	17.0	\$24.03	BA/BS + Experience (4)
47-2031	Carpenters	6,700	7,840	17.0	\$26.20	12-Month OJT (9)

March 2005 Benchmark

Table includes the self-employed, unpaid family workers and farm employment.

N/A - Information is not available.

Excludes "All Other" Categories.

Occupations with employment below 400 are excluded.

[1]

Median Hourly Wage is the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from the first quarter of 2006 and do not include self-employment nor unpaid family workers.

[2]

In occupations where workers do not work full-time, or year-round, it is not possible to calculate an hourly wage.

[3] Education & Training Levels:

- (1) LLD/MD Degree=First Professional Degree
- (2) PhD Degree=Doctoral Degree
- (3) MA/MS Degree=Master's Degree
- (4) BA/BS + Experience=Bachelor's Degree or Higher and Some Work Experience
- (5) BA/BS Degree=Bachelor's Degree
- (6) AA Degree=Associate Degree
- (7) Post-Secondary Voc-Ed=Post-Secondary Vocational Education
- (8) Work Experience=Work Experience in a Related Occupation
- (9) 12-Month OJT=Long-Term On-the-Job-Training
- (10) 1-12 Month OJT=Moderate-Term On-the-Job-Training
- (11) 30-Day OJT=Short-Term On-the-Job-Training

Source: California Employment Development Department, 2007.

ABOUT THE ENVIRONMENT: OCCUPATIONS WITH THE MOST JOB OPENINGS, 2004-2014

San Jose-Sunnyvale-Santa Clara Metropolitan Statistical Area (Santa Clara and San Benito Counties)

SOC Code	Occupational Title	Job Openings [1]	Median Hourly Wage [2]	Education & Training Levels [4]
41-2031	Retail Salespersons	13,940	\$10.73	30-Day OJT (11)
41-2011	Cashiers	9,320	\$9.67	30-Day OJT (11)
35-3031	Waiters and Waitresses	7,270	\$8.04	30-Day OJT (11)
15-1031	Computer Software Engineers, Applications	6,980	\$47.72	BA/BS Degree (5)
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	5,520	\$8.25	30-Day OJT (11)
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	5,270	\$10.43	30-Day OJT (11)
15-1032	Computer Software Engineers, Systems Software	5,220	\$50.83	BA/BS Degree (5)
29-1111	Registered Nurses	4,920	\$43.73	AA Degree (6)
43-9061	Office Clerks, General	4,910	\$15.58	30-Day OJT (11)
11-1021	General and Operations Managers	4,640	\$59.22	BA/BS + Experience (4)
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	4,200	\$10.81	30-Day OJT (11)
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	3,930	\$8.65	30-Day OJT (11)
43-6011	Executive Secretaries and Administrative Assistants	3,700	\$24.53	1-12 Month OJT (10)
35-2021	Food Preparation Workers	3,490	\$9.10	30-Day OJT (11)
43-4051	Customer Service Representatives	3,340	\$19.96	1-12 Month OJT (10)
43-5081	Stock Clerks and Order Fillers	3,210	\$12.01	30-Day OJT (11)
13-2011	Accountants and Auditors	3,200	\$31.83	BA/BS Degree (5)
25-2021	Elementary School Teachers, Except Special Education	3,180	[3]	BA/BS Degree (5)
37-3011	Landscaping and Groundskeeping Workers	2,800	\$12.73	30-Day OJT (11)
25-9041	Teacher Assistants	2,740	[3]	30-Day OJT (11)
33-9032	Security Guards	2,730	\$12.79	30-Day OJT (11)
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	2,690	\$30.98	1-12 Month OJT (10)
43-3031	Bookkeeping, Accounting, and Auditing Clerks	2,530	\$19.02	1-12 Month OJT (10)
43-4171	Receptionists and Information Clerks	2,440	\$14.35	30-Day OJT (11)

17-2072	Electronics Engineers, Except Computer	2,310	\$45.66	BA/BS Degree (5)
49-9042	Maintenance and Repair Workers, General	2,300	\$19.66	12-Month OJT (9)
11-9041	Engineering Managers	2,260	\$68.43	BA/BS + Experience (4)
47-2031	Carpenters	2,230	\$26.20	12-Month OJT (9)
35-2014	Cooks, Restaurant	2,170	\$10.52	12-Month OJT (9)
17-2112	Industrial Engineers	2,160	\$45.48	BA/BS Degree (5)
41-1011	First-Line Supervisors/Managers of Retail Sales Workers	2,140	\$18.65	Work Experience (8)
17-2061	Computer Hardware Engineers	2,030	\$49.52	BA/BS Degree (5)
43-1011	First-Line Supervisors/Managers of Office and Administrative Support Workers	1,980	\$26.30	Work Experience (8)
15-1041	Computer Support Specialists	1,950	\$28.91	AA Degree (6)
25-2031	Secondary School Teachers, Except Special and Vocational Education	1,930	[3]	BA/BS Degree (5)
15-1081	Network Systems and Data Communications Analysts	1,910	\$36.90	BA/BS Degree (5)
35-2011	Cooks, Fast Food	1,890	\$8.21	30-Day OJT (11)
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	1,860	\$40.32	1-12 Month OJT (10)
11-3021	Computer and Information Systems Managers	1,800	\$65.79	BA/BS + Experience (4)
47-2111	Electricians	1,730	\$32.24	12-Month OJT (9)
47-2081	Drywall and Ceiling Tile Installers	1,710	\$25.46	1-12 Month OJT (10)
41-2021	Counter and Rental Clerks	1,680	\$10.01	30-Day OJT (11)
37-2012	Maids and Housekeeping Cleaners	1,660	\$10.13	30-Day OJT (11)
35-1012	First-Line Supervisors/Managers of Food Preparation and Serving Workers	1,620	\$12.66	Work Experience (8)
15-1071	Network and Computer Systems Administrators	1,590	\$42.21	BA/BS Degree (5)
51-2092	Team Assemblers	1,590	\$14.09	1-12 Month OJT (10)
11-2021	Marketing Managers	1,580	\$65.75	BA/BS + Experience (4)
49-3023	Automotive Service Technicians and Mechanics	1,580	\$22.55	Post-Secondary Voc-Ed (7)
15-1051	Computer Systems Analysts	1,570	\$40.55	BA/BS Degree (5)
11-3031	Financial Managers	1,550	\$58.50	BA/BS + Experience (4)

March 2005 Benchmark

Table includes the self-employed, unpaid family workers and farm employment.

N/A - Information is not available.

Excludes "All Other" Categories.

- [1] Job openings are the sum of new jobs and net replacements for the total 10 years. Some occupations may have declining employment during the projection period due to industry change; however, they have a substantial number of job openings due to the need for replacements. Net Replacement openings are an estimate of the number of job openings expected because people have permanently left an occupation. It estimates the net movement of 1) experienced workers who leave an occupation and start working in another occupation, stop working altogether, or leave the geographic area minus 2) experienced workers who move into such an opening. It does not represent the total number of jobs to be filled due to the need to replace workers.
- [2] Median Hourly Wage is the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from the first quarter of 2006 and do not include self-employment nor unpaid family workers.
- [3] In occupations where workers do not work full-time, or year-round, it is not possible to calculate an hourly wage.
- [4] Education & Training Levels:
 - (1) LLD/MD Degree=First Professional Degree
 - (2) PhD Degree=Doctoral Degree
 - (3) MA/MS Degree=Master's Degree
 - (4) BA/BS + Experience=Bachelor's Degree or Higher and Some Work Experience
 - (5) BA/BS Degree=Bachelor's Degree
 - (6) AA Degree=Associate Degree
 - (7) Post-Secondary Voc-Ed=Post-Secondary Vocational Education
 - (8) Work Experience=Work Experience in a Related Occupation
 - (9) 12-Month OJT=Long-Term On-the-Job-Training
 - (10) 1-12 Month OJT=Moderate-Term On-the-Job-Training
 - (11) 30-Day OJT=Short-Term On-the-Job-Training

Source: California Employment Development Department, 2007.

MISSION AND GOALS OF THE WEST VALLEY-MISSION COMMUNITY COLLEGE DISTRICT

MISSION STATEMENT

The West Valley-Mission Community College District is committed to achieving student success through innovative and effective lifelong education and career opportunities, which include associate degrees, certificates, transfer, occupational programs, workforce development, pre-collegiate, global, and community education programs. The District strives to maintain and support institutional integrity; mutual respect, diversity, and tolerance; rigorous evaluation; an exceptional workforce of faculty and staff; and partnerships between students, faculty, staff, administrators, the Board of Trustees, and the community. The District promotes an environment conducive to open dialogue and the free exchange leading to the achievement of successful student learning outcomes.

A Guiding Framework

Our Values

We value the following core principles and qualities as the foundations for our work and our vision for the future.

- Student Success
- Excellence
- Diversity and Inclusion
- Service
- Engaged Learning
- Effective Communication
- Exploration and Creativity
- Stewardship and Accountability, and
- Partnerships

Our Vision

The District continually strives to be:

- Student Centered
- A Leader In Teaching and Learning
- Dynamic and Responsive
- Linked to Our Partners and Communities
- Highly Accessible
- A Leader in Technology
- Collaborative, and
- Focused on Quality and Excellence

COLLEGE MISSION STATEMENT

On July 11, 2007, the Governance and Planning Committee, the College's highest shared governance group adopted the following revised mission statement and it was approved by the Board of Trustees on September 6, 2007.

Mission College's first priorities are student learning and success.

The College serves the ever changing educational and economic development needs of Santa Clara, Silicon Valley, and the larger community, and seeks to develop community leaders who can participate responsibly in a democratic society and become global stewards in a dynamic world economy.

To accomplish its mission, the College:

- Provides transfer, degree, and certificate programs in lower division arts and sciences; community, career, and vocational education; and educational opportunities in basic skills and English as a Second Language;
- Systematically assesses, evaluates, and improves student learning, educational programs, and student support services;
- Maintains an organizational culture that engages in continuous learning and uses the results of systematic assessment and evaluation to inform decision making, allocate resources, and improve institutional policies and procedures;
- Provides comprehensive academic and technological resources; *and*
- Provides a variety of culturally enriching experiences that embrace the diversity of the College community.

FOUNDING PRINCIPLES AND PHILOSOPHY

In carrying out the College's mission, the learning program and educational environment/systems of Mission College are, and will continue to be, grounded in the following founding principles and philosophy

:

FOUNDING PRINCIPLES

1. Mission College focuses on learning rather than teaching and meeting student needs by creating a supportive environment that facilitates learning and builds confidence and self-esteem.
2. Mission College promotes teaching excellence and on-going professional development of faculty and staff.
3. Mission College provides a learning environment in which:
 - The faculty members are facilitators of learning who realize that the student's educational needs and goals are paramount;
 - The student is actively involved in the learning process and in his/her educational program;
 - A variety of instructional approaches are used to enhance the learning of students who have diverse academic and cultural backgrounds, different learning styles, and demanding schedules with work and family responsibilities.
 - A place is provided for every student who can benefit from the programs and services offered.
 - The lifelong educational needs of students are met by encouraging cross-cultural learning and understanding, and
 - Educational excellence is fostered, enabling students to reach their fullest intellectual potential.
4. Mission College works in partnership with its community and in the spirit of cooperation encourages the community to be actively involved with the College.
5. Mission College functions in a spirit of democracy and shared responsibility and decision making in which faculty and staff:
 - Facilitate student learning and success.
 - Participate as a team in the total commitment of the College to serve the educational needs of the community.
 - Support an organizational structure focused on developing strategies, when necessary, for resolving conflicting values, and
 - Are linked by a communication/information network that integrates the College internally and ties it externally with its community.
6. Mission College ensures student access, increases opportunities for learning, and removes educational barriers by providing courses and programs that:
 - Are taught by excellent, knowledgeable, and supportive faculty,

PHILOSOPHY

- We believe in meeting the lifelong educational needs of Mission College's students by encouraging cross-cultural learning and understanding.
- We believe in providing a place for every student who can benefit from programs and services offered.
- We believe in fostering excellence in education so that students may reach their fullest intellectual potential.
- We believe in meeting student needs by creating a supportive environment which facilitates learning and builds confidence and self-esteem.
- We believe in working in partnership with the community in a spirit of cooperation.
- We believe in promoting teaching excellence and professional faculty and staff development.
- We believe that a variety of instructional approaches must be provided to enhance the learning of students who have diverse academic and cultural backgrounds, different learning styles and who have demanding schedules, with work and family responsibilities.

COMMITMENTS

Based on its founding principles and philosophy, the College has committed to:

1. Providing an open door institution where students are assessed, counseled and placed in courses commensurate with their knowledge, skills, abilities and interests.
2. Heightening student participation in the learning process through a variety of learning opportunities.
3. Extending the opportunity of higher education to those in the community who ordinarily would not or could not participate.
4. Educating students to think creatively and critically, communicate effectively, gather and evaluate information, and perform quantitative and qualitative analysis.
5. Involving the community as an active participant and resource to learning and the expansion of knowledge.
6. Making the College an active part of the community and the community an active part of the College.
7. Providing necessary services and resources to assist students in achieving their educational goals.
8. Fostering a spirit of cooperation and team work in carrying out the educational program, including needs assessment, planning, budgeting and evaluation.
9. Providing a process of improvement and renewal for all staff, programs and services through evaluation, research and development.

CORE VALUES AND GOALS

Updated Spring 2007, Governance & Planning Committee

Mission College faculty and staff collaboratively developed eight core values and goal statements which informed its previous master planning process and which remain in effect for the current planning process.

Core Value 1: Culture of the Institution: Create a student-centered institutional culture of professionalism, discovery, inclusion and success.

Goals:

- Encourage a culture of professionalism and mutual respect
- Integrate and coordinate all programs that promote student access and success.
- Create a climate of discovery that values and embraces both inquiry and creativity.
- Create a campus climate that is welcoming, supportive, and inclusive.
- Maintain a cross-disciplinary culture by locating faculty and staff throughout all buildings to prevent isolation and compartmentalization.

Core Value 2: Teaching and Learning: Shape the academic program to meet community needs, emphasize student learning, and foster instructional excellence.

Goals:

- Systematically review the instructional programs and services. Create a teaching environment that recognizes and responds to diverse learning styles and needs.
- Encourage the formation of innovative teaching and learning strategies.
- Evaluate and align the curriculum with the strategic direction of the College on a regular basis.
- Attract and maintain a high quality and diverse teaching force.
- Evaluate and upgrade the teaching and technology skills of faculty on a regular basis.
- Promote and support a balanced technology-based educational delivery system
- Provide an educational environment that prepares all students to communicate clearly, think analytically and critically, work collaboratively, and utilize technology effectively.
- Promote lifelong learning, career ladders, and retraining options for students by reviewing degree and certificate requirements.
- Create a comprehensive core curriculum that meets the primary mission of the College.

Core Value 3: Comprehensive Student: Promote academic success and create dynamic, innovative student services programs that address the richness of Mission College's student population and community.

Goals:

- Provide leadership in matriculation services and standards statewide.
- Provide an option for web-based access to all student services.

- Provide all students with quality customer service through appropriate staff training, staffing and adequate facilities.
- Assist the College in attaining AB1417 accountability goals in the areas of student progress and achievement, persistence, and completion (total number of units, basic skills, and vocational).
- Collaborate with the Office of Instruction to develop strategies that promote student success by creating strong student and institutional partnerships.
- Provide a student activities/governance program that promotes student development and meets the needs of the student population and local community.

Core Value 4: Community Connections: Strengthen Mission College's function as a community resource to preschool through 12th grade institutions, businesses and industry, and community based organizations.

Goals:

- Conduct community needs assessments on a regular, on-going basis for alignment of the College's goals and programs to meet the needs of the community.
- Review regularly the direction of college programs and align the results of the community needs assessments and socio-economic conditions to the design of the programs.
- Establish outreach and articulation partnerships with preschool through 12th grade and transfer institutions.
- Develop opportunities for students to engage in activities that promote social and global responsibility.
- Develop and strengthen mutually beneficial corporate partnerships.
- Influence social, public, and educational policy through our legislative agenda and advocacy.
- Strengthen marketing efforts to increase the visibility of the College.
- Provide services to community based organizations.

Core Value 5: High Performance Educational Institutions: Raise institutional standards by developing the potential of the Mission College community and providing the tools necessary to foster innovation, responsiveness, and excellence.

Goals:

- Invest in and embrace the College's human capital through faculty and staff development, career pathways, and the Professional Growth and Development program.
- Develop an infrastructure that supports flexibility in the delivery of programs and services.
- Develop programs that respond to opportunities and community needs.
- Insure that the number of faculty and staff positions is sufficient to support the work of the College.
- Acquire, update and maintain information and learning resources to support faculty, instruction, student academic success, and life-long learning.
- Lead the Silicon Valley in providing alternative and innovative learning opportunities.

Core Value 6: Diversity: Create an institutional climate of full enfranchisement and participation for all students, faculty, and staff.

Goals:

- Increase student success, retention, persistence, and transfer among historically underrepresented students.
- Establish programs and outreach activities to attract a diverse student population.
- Develop and implement programs and services to provide equitable opportunities for all students.
- Eliminate barriers to attracting and maintaining a high quality and diverse faculty and staff.
- Establish an on-going program to review, enhance, and coordinate issues and programs associated with student equity, access, opportunities, and success.
- Promote cross-cultural understanding among and between students, faculty, and staff.
- Provide career advancement opportunities for staff in order to support, attain, and maintain diversity at all levels of the College.

Core Value 7: Planning and Institutional Effectiveness: Integrate planning, budgeting and institutional effectiveness measures to evaluate overall progress in meeting the goals of Mission College.

Goals:

- Enhance the institutional planning process by integrating educational, financial, physical, and human resources planning to improve programs and services.
- Develop and implement an annual process by which institutional effectiveness measures are identified, linked to specific goals, and used to shape subsequent planning.
- Systematically review all instructional and non-instructional programs to improve institutional effectiveness and to impact future college planning processes.
- Communicate the quality of the College and its programs to the public.

Core Value 8: College: Create high quality, welcoming facilities that promote the programs of Mission College and enhance its ability to be the cultural and technological heart of the Silicon Valley.

Goals:

- Align all facility modifications with the Educational and Facilities Master Plan.
- Construct facilities to support current and proposed academic and student support programs and services.
- Create and implement a landscaping plan that blends all new buildings into a coordinated campus environment.
- Complete bond-funded facilities projects.
- Eliminate all temporary structures.

STUDENT LEARNING OUTCOMES

The heart of any educational plan should be student learning. The Student Learning Outcomes (SLO) activities began at Mission College in 2004 when several faculty attended training in SLOs through support from the new Title V Grant the College had received.

In early summer 2005, the College Assessment Coordinator, two Basic Skills faculty in Math and ESL, one classified staff member and one Student Services faculty member met over a period of days to create an SLO training manual meant to train faculty in writing assessment plans which included SLO statements for courses and programs. In late summer 2005, the Title V Grant paid for three faculty from the College to attend a week long SLO training sponsored by the RP Group and the California Assessment Institute.

During Fall 2005, two of those faculty, who were also part of the Title V Grant staff, trained a larger group of three Math faculty and four ESL faculty to write SLOs and assessment plans. These new teams from Math and ESL spent the Fall semester of 2005 writing Student Learner Outcome and Objective statements for three ESL courses and one Math course. They also wrote instructional activities and assessments.

Also during the Fall of 2005, the Academic Senate created an SLO Committee comprised of the Academic Senate President, the Assessment Coordinator, and three faculty members. This SLO Committee met weekly to create an SLO template with instructions, examples and a checklist to assist faculty in writing SLOs. During Fall Flex Day, an Academic Senate member gave a presentation on SLOs to introduce the concept to faculty. The "Took Kits" were distributed digitally to the head of each program including academic programs and student services programs. Each program head was asked to write a Program Level Outcome statement collaboratively with other members of the program. The Committee reviewed the submissions and gave feedback where needed.

During Spring 2006, Title V faculty in Math and ESL piloted their courses that had newly written SLOs. There were a number of sections for each of the four pilot courses. Additionally, the ESL team began writing course SLOs, objectives, instructional activities, and assessments for another set of courses.

College wide in Spring 2006, another presentation was given during Flex Day. The Assessment Coordinator had taken a job elsewhere, so the faculty SLO Coordinator took over coordination of the activities. All submissions of Program Level SLOs were reviewed by the Coordinator and returned with suggestions for improvement until a final draft had been completed. 85% of Programs submitted an SLO statement for review. The final drafts were submitted and some were able to be included in the 2006-2007 college catalog.

Also in Fall 2006, the Title V ESL team began piloting their second round of three courses, reviewed the data from the first round and began writing their third round of course SLOs. The Math team began writing their second round course SLOs for Math C, Intermediate Algebra, and created a new learning community for one of their pilot courses, Math 903, Elementary Algebra.

The Reading and English departments received training in SLO statement writing from in-house faculty trainers and external faculty trainers. They each wrote SLO statements for their separate lab courses with assessments.

In Spring 2007, the ESL team began piloting their third round of courses and began writing the fourth round of course SLOs. The Math Department began piloting the Math C with SLOs and continued to work on revising the Math 903 pilot sections. The Reading and English departments piloted their new labs. The English Department alone saw over 900 students participate in their new lab course.

Also in Spring 2007, Mission College hosted a regional Northern California meeting of area SLO Coordinators which was attended by 35 Coordinators. This meeting was sponsored by the State Academic Senate and provided coordinators with guidance and support in moving area colleges forward in writing SLOs for all levels of college activities and in reporting to the state on progress.

In April 2007, the College was required by the Accrediting Commission for Community and Junior Colleges to submit an update on its progress in the development and implementation of SLOs. This matrix, included in this report under Supporting Documentation, provided the College with an assessment of its progress and will serve as a benchmark and road map for continued work on SLOs.

The College awaits the hiring of a new Assessment Coordinator when funding becomes available. In the Fall of 2007, the SLO Committee offered college-wide training on writing course-level SLO statements. The SLO Coordinator worked with each academic program to assist in writing SLOs and assessments for one course per program for the Fall of 2007. The Math Department worked on the SLOs for Math 900 (arithmetic) and Math 902 (pre-algebra) in Fall 2007, completing the writing of SLOs for all Math Basic Skills courses.

The student learning outcomes created to date are located in Supporting Documentation: Instructional Program Components and Supporting Documentation: Non-instructional Programs and Departments Components.

PROCESS

The decision to update the College's 2001 educational plan in 2005 was made in response to changing conditions and expectations, including significant demographic changes in the region and new accreditation standards. Central to this educational and facilities master planning process (EFMP) were program review and student learning outcomes. This planning process provided the opportunity to bring all programs and services to currency in terms of program review and to begin to make the connection between student learning and decisions about programs and services. It also provided the opportunity to assess the impact of the 2001 recession on the region and the College, as well as to assess future trends.

The Educational & Facilities Master Plan (EFMP) process began in Academic Year 2005-2006 as a project of the Academic Senate and the Governance and Planning committee (GAP). (See Supporting Documentation for a detailed time line.) As part of this process, all departments and services at the College were asked to complete a series of three "assignments" looking at past trends, student learning outcomes, and future expectations. An EFMP Core Group, with diverse representation of faculty, staff, students, and administrators, was created to review the assignments, solicit additional information as necessary, and recommend programs and services that warranted additional review on the part of the College. The Core Group members were:

Stephanie Kashima	Instruction: Academic
Ron Smebye	Instruction: Vocational
Phil Pabich	Economic Development/Community Ed
Elaine Wong	Library
Yolanda Coleman	Student Services
Helen Ostrander	Instructional Support Services
Cindy Vinson	Distance Learning
Jim Brodie	ASB
Cathy Cox	Academic Senate
Betty Inoue	Classified Senate
Dan Sanidad	Administration
Daniel Peck	Research
Pat Hudak	Technology
Jim Burrell	Facilities
Worku Negash	Budget

As charged, the Core group reviewed these assignments in order to plan a series of college-wide discussions. The Core Group developed criteria to select programs and services that it felt should be the focus of the discussions. A primary criterion was the degree of change that the program or service had experienced or anticipated it would experience. The comprehensiveness of specific planning strategies outlined by programs and services, the responsiveness to student learning needs and opportunities, and the potential impact on other areas of the College were also key areas of consideration. Many programs and services were determined to be relatively stable,

but others were selected for discussion to better inform planning efforts and to begin the process of priority-setting.

Starting on March 2, 2007, a series of five college-wide forums were held with presentations and discussions on a wide range of topics and issues related to the future of the College). The first forum focused on visionary topics related to future directions in the employment sector, growing and emerging programs, and new approaches to the delivery of education. The next three programs focused in turn on vocational and community education programs, traditional academic programs, and student and support services. The fifth EFMP forum was designed as a synthesis and review of key areas discussed in the previous four forums. (See Supporting Documentation for notes from the forums.) As part of this discussion, a number of core recommendations were developed to serve as the heart of future planning.

CORE RECOMMENDATIONS

The core recommendations listed below come directly from the discussions in the five college-wide forums. These are meant to represent a wide range of topics important to the future of the College and for supporting the success of our students. These are not meant, however, to be comprehensive of all college needs or directions, nor are they meant to be a comprehensive summary of all ideas shared within the college assignments and discussions. Instead, these represent some of the core ideas that emerged as a part of this entire process. The guiding principle in all cases is to provide the strongest learning environment possible to meet the needs of our students.

1. Pursue Opportunities in Health Care and Wellness

Mission College should investigate additional opportunities to provide education in Health Care, including the possibility of additional certificates, degrees, or transfer pathways. Specific areas for consideration include geriatrics, physical therapy, occupational therapy, radiation technician, and recreational technician.

KEY PLAYERS: Faculty and staff from existing health-related areas including Health Occupations, Pharmacy Technician, Wellness and Human Performance, RHORC, Natural Sciences and Social Sciences, Counseling

INITIAL STEPS: Initiate a Health Care Planning Forum to discuss possibilities. Research 2-year and 4-year programs in neighboring locations as well as information on trends in health care occupations. Classes may be added in steps rather than as full-blown programs.

TIMELINE: Forum to be held in Fall 2007. Potential for additional classes to follow in Academic Year 2008-2009.

2. Pursue Green Opportunities in Engineering and Technology

Mission College should investigate opportunities to provide classes related to “green” technologies, design, and planning. Initial consideration should be to see if we could create a “green concentration” through the re-packaging and/or tweaking of existing classes with the addition of new classes as appropriate. Specific green areas include engineering and technologies, sustainable/alternative energy, and construction and landscape maintenance. Particular attention should be paid to ways to enhance Engineering curriculum to match current trends.

KEY PLAYERS: For technologies and energy: Faculty and staff from Engineering, CIS, Natural Sciences, Counseling
For construction and landscape: Faculty and staff from JDIF Landscape program, Retail Floristry, Biology, Counseling

INITIAL STEPS: Research 2-year and 4-year programs in neighboring locations as well as information on trends in green technology and applications. Develop an advisory panel of industry professionals.

TIMELINE: Contact industry professionals and begin discussions Fall 2007.

3. Improve Global Information Competency

Mission College should rededicate its commitment to global information competency for all students. Faculty should be encouraged to support the infusion of global awareness and cultural competency components across all curriculum. The College should consider the adoption of timely college-wide global themes on an annual basis as one way to stimulate discussion. The College should begin discussion at the college or district level for a coordinator position as provided in previous years through grants. Finally, the College should support activities of Global Studies in terms of marketing and program awareness.

KEY PLAYERS: Academic Senate, Global Studies, Global Education, Social Sciences, Counseling

INITIAL STEPS: Initiate discussions and hold presentations related to incorporating global and cultural components in the classroom. Global Studies should work with marketing and Counseling to develop awareness of the program among students and faculty.

TIMELINE: Discussions should begin Spring 2006. Global Studies should develop a plan of action by the end of Summer 2007.

4. Develop Detailed Plans of Action for Existing Programs with Significant Challenges

Three programs (CIS, CNET, and Manufacturing) have been identified as facing significant challenges in student interest requiring alterations in offered curriculum. In order to support new curriculum by Fall 2008, curriculum changes must begin the process of approval by Fall 2007. In order to accommodate this timeline, these programs are being asked to submit detailed plans of action by the end of Spring Semester 2007. The Academic Senate will take the lead in working with these programs to consider new approaches of gaining student interest.

KEY PLAYERS: Academic Senate, CIS, CNET, Manufacturing, Counseling

INITIAL STEPS: CIS, CNET and Manufacturing should consult with Counseling, area programs, and industry leaders to develop plans of action. New curriculum should be introduced in Fall 2007 to be implemented by Fall 2008.

TIMELINE: Planning should be underway or begin immediately with drafts of plans of action completed by Spring 2007.

5. Support Potential Growth of Hospitality Management

Recognizing the fiscal implications of constant repair and replacement in the current HM facilities, and recognizing the potential for further program growth from expanded offerings, the College recommends the building of a new facility to house Hospitality Management.

KEY PLAYERS: Hospitality Management, Facilities Planning teams, Planning/Facilities Consultants

INITIAL STEPS: The College President will work with HM and planning/facilities consultants to draft an outline of the project. This outline will be shared with governing bodies for wider discussion and input; if response is positive, the College should initiate a formal approval process.

TIMELINE: As HM facilities were included in the Bond measures already passed, initial planning can begin immediately. The College should begin open discussion in Spring 2007 for potential approval of pursuing an HM facility.

6. Support Potential Growth of Chemistry, Biology, and Health Occupations

Recognizing the student demand for Health Occupations and for the natural science courses at the core of Health Occupations curriculum, recognizing the importance of natural science classes as part of preparation for transfer, and further recognizing the importance of the natural sciences for pursuit of a concentration in “green” classes, the College reaffirms its commitment to Health Occupations and the natural sciences.

KEY PLAYERS: Health Occupations, Chemistry, Biology, Facilities Planning teams, CCS

INITIAL STEPS: Include programs in all facilities planning activities; look at funding levels for key positions to approach market rates, as necessary.

TIMELINE: In process and continuing.

7. Review Current Systems and Staffing

Mission College should work with an outside organizational systems analyst to review many of the current systems and levels of staffing to improve systems of operation. This review should be conducted by experts familiar with college systems and would look at existing activities and staffing levels to provide concrete recommendations.

KEY PLAYERS: GAP, College Administration, Division Chairs

INITIAL STEPS: Identify potential consulting firms familiar with college systems. Pilot the review process with review of a single system, such as schedule building.

TIMELINE: Begin locating consultants Spring 2007 with a pilot analysis in Summer or Fall 2007.

8. Review and Support Training Needs

Mission College should appoint leadership to head specific areas of training who will work with the College to identify and implement training activities, including multiple methods of training delivery (in person, online, etc.). Faculty, the College, and the District are encouraged to work together on future consideration of additional Flex Days (Professional Development) for faculty and professional development for all staff units.

KEY PLAYERS: GAP, Academic Senate, Classified Senate, College Administration, Division Chairs, Training leadership

INITIAL STEPS: Identify broad areas of training and appoint leadership.

TIMELINE: Appoint training leaders Summer/Fall 2007 with initial training activities beginning Fall 2007.

9. Review and Support Student Tutorial Needs and Basic Skills Services

Mission College is dedicated to providing the most effective support and tutorial services possible to help students achieve in Basic Skills and learning. The College should establish a Basic Skills Committee to oversee and coordinate all activities related to basic skills education. In order to provide effective service and institutionalize recent initiatives, it is further recommended that the College review the various models at Mission for providing tutorial services, look at models from other colleges, and develop a coordinated plan of action for supporting and growing these services.

KEY PLAYERS: LATC, English Writing Center, MAPS, DISC, EOPS, Math, English, ESL, Reading, Counseling, Library, Welcome Center

INITIAL STEPS: Institute a Basic Skills Committee. Develop a tutorial services task force to compile information on internal and external models for providing support and tutorial services; use this information to develop a proposed plan of action.

TIMELINE: Appoint Basic Skills Committee and task force team members Fall 2007 with a proposed plan of action drafted by Spring 2008.

10. Pursue Enhanced Learning Opportunities for Students

Mission College should pursue opportunities to provide enhanced and interactive learning and experience for students. As part of this effort, it is recommended that the College actively enhance and coordinate its internship possibilities—both internal and external. In addition, the College should support developments in the area of effective Learning Communities including the consideration of innovative approaches (such as online communities).

KEY PLAYERS: Work Experience, Career Center, Learning Communities Committee, Workforce and Economic Development, Counseling

INITIAL STEPS: Request an update from the Learning Communities Committee. Call for a meeting of key players to discuss enhancement of internship possibilities.

TIMELINE: Request update for Spring 2007/Fall 2007. Hold internship meeting Spring 2007/Fall 2007.

NEXT STEPS

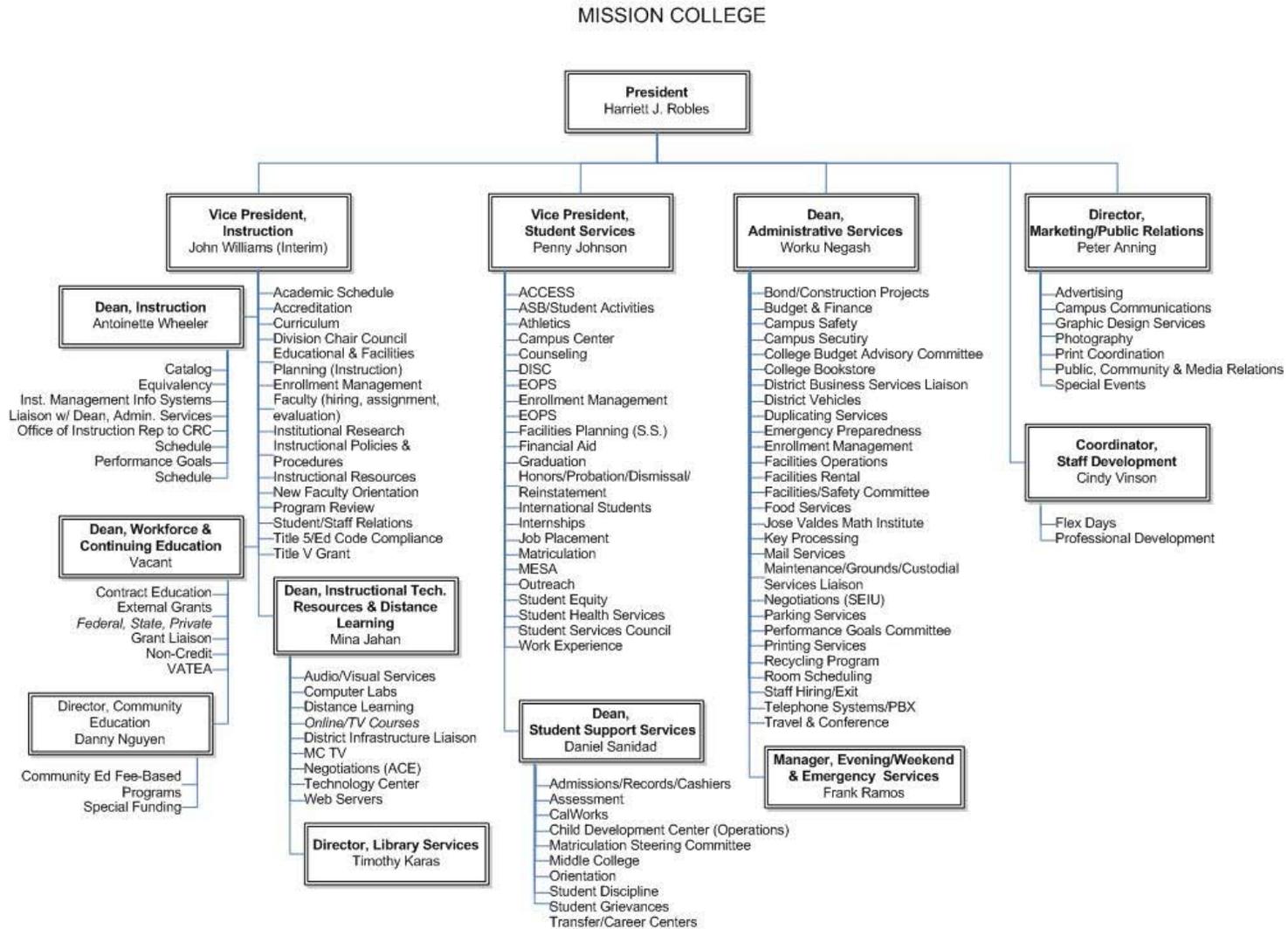
These core recommendations will serve as a starting point for the specific facilities planning that will occur over the next year. With direction from the Board of Trustees to pursue new academic buildings to ultimately replace the existing Main Building, a series of additional forums began on April 20 to discuss the details of facilities planning for the first/third and second floors and were concluded in May 2007.

Further, GAP will work with the Core Group to create a comprehensive report for all programs and services to reach beyond programs listed in the core recommendations. The goal is to provide feedback and opportunities for new ideas across the College.

In Fall 2007, the Academic Senate began a review of the program review component of the EFMP process and will revise it as necessary to ensure that the College has an effective, continuous, and regular process by which it reviews programs and services and modifies them as necessary to meet student needs and support student learning.

SUPPORTING DOCUMENTATION

MISSION COLLEGE ORGANIZATIONAL STRUCTURE



Organizational Chart last updated June 2007

ACJC STUDENT LEARNING OUTCOME MATRIX

2006-2007 Institutional Annual Report Update on Student Learning Outcomes Mission College

Part I: Student Learning Outcomes for Courses

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs	Disciplines
1. Defining Expected Student Learning Outcomes	Has the College defined expected student learning outcomes for all courses?		X	% of Courses ___1%___ N=14/1051	English 940 ESL 930LS; ESL 930RV; ESL 930GW; ESL 940LS; ESL 940RV; ESL 940GW; ESL 950LS; ESL 950RV; ESL 950GW ; Math 903; Math C Reading 975-968	English; ESL; Mathematics; Reading
2. Defining Assessment of Expected Student Learning Outcomes	Has the College identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?		X	% of Courses ___1%___ N=14/1051	English 940 ESL 930LS; ESL 930RV; ESL 930GW; ESL 940LS; ESL 940RV; ESL 940GW; ESL 950LS; ESL 950RV; ESL 950GW ; Math 903; Math C Reading 975-968	English; ESL; Mathematics; Reading
3. Assessing Student Learning Outcomes	Has the College assessed student learning outcomes for all courses?		X	% of Courses ___1%___ N=14/1051	English 940 ESL 930LS; ESL 930RV; ESL 930GW; ESL 940LS; ESL 940RV; ESL 940GW; ESL 950LS; ESL	English; ESL; Mathematics; Reading

					950RV; ESL 950GW ; Math 903; Math C Reading 975-968	
4. Analyzing the Results of Assessment	Has the College analyzed assessment results for the student learning outcomes for all courses?		X	% of Courses ____.05%_____ N=8/1051	ESL 930LS; ESL 930RV; ESL 930GW; ESL 940LS; ESL 940RV; ESL 940GW; ; Math 903;	ESL; Mathematics;
5. Planning and implementing changes to pedagogy, facilities, etc. to improve learning	Using the assessment results, has the College planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?		X	% of Courses ____.05%_____ N=8/1051	ESL 930LS; ESL 930RV; ESL 930GW; ESL 940LS; ESL 940RV; ESL 940GW; ; Math 903;	ESL; Mathematics;

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs
6. Defining Expected Student Learning Outcomes	Has the institution defined expected student learning outcomes for all programs leading to certificates and degrees?		X	% of Courses ____0/1051 courses = 0%; 17/55 programs = 30% _____	Anthropology; Child Development; Computer Applications; CNET; Drafting; Economics; English; Foreign Languages; Global Studies; History; Marketing; Music; Political Science; Psychology; Reading; Social Science
7. Mapping	Has the institution mapped expected programmatic student			% of	English 940; Reading 975; Math 903; Math C

Programmatic Student Learning Outcomes to Courses	learning outcomes to all the courses and other learning experiences (i.e. work experience, internships, co-curricular, etc.) required to complete the certificate and degree programs?		X	Courses _____.025% ____ N=4/1051	
8. Defining Assessment of Expected Student Learning Outcomes	Has the College identified appropriate assessment methodologies for the programmatic expected student learning outcomes, including summative assessment where appropriate?		X	% of Courses ____0/1051 courses = 0%; 17/55 programs = 30% ____	Anthropology; Child Development; Computer Applications; CNET; Drafting; Economics; English; Foreign Languages; Global Studies; History; Marketing; Music; Political Science; Psychology; Reading; Social Science
9. Assessing Student Learning Outcomes	Has the College assessed expected student learning outcomes for all courses required to complete the certificate and degree programs?		X	% of Courses _____.025% ____ N=4/1051	English 940; Reading 975; Math 903; Math C
10. Analyzing the Results of Assessment	Has the College analyzed assessment results for all courses required to complete the certificate and degree programs?		X	% of Courses _____.012% ____ N=2/1051	Math 903; Math C
11. Planning and implementing changes to pedagogy, facilities, etc. to improve learning	Using assessment results, has the College planned and implemented changes to pedagogy, facilities, etc. to improve learning for all certificate/degree programs?		X	% of Courses _____.012% ____ N=2/1051	Math 903; Math C
12. Defining Expected	Has the College defined expected student learning outcomes for		X	% of	Anthropology; Economics; English; Foreign Languages;

Student Learning Outcomes	general education?			Courses ___0/1051 courses = 0%; 12/55 programs = 20% _____	Global Studies; History; Mathematics, Music; Political Science; Psychology; Reading; Social Science
13. Mapping of Programmatic Student Learning Outcomes to Courses	Has the College mapped expected general education student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.) required to complete the general education requirements of the institution?		X	% of Courses _____.025% ____ N=4/1051	English 940; Reading 975; Math 903; Math C
14. Defining Assessment of Expected Student Learning Outcomes	Has the College identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?		X	% of Courses _____.025% ____ N=4/1051	English 940; Reading 975; Math 903; Math C
15. Assessing Student Learning Outcomes	Has the College assessed student learning outcomes for all courses in general education?		X	% of Courses _____.025% ____ N=4/1051	English 940; Reading 975; Math 903; Math C
16. Analyzing the Results of Assessment	Has the College analyzed assessment results for all courses in general education?		X	% of Courses _____.012% ____ N=2/1051	Math 903; Math C
17. Planning and implementing changes to pedagogy,	Using assessment results, has the College planned and implemented changes to pedagogy, facilities, etc. to improve learning for all general education courses?		X	% of Courses _____.012% ____ N=2/1051	Math 903; Math C

facilities, etc. to improve learning					
18. Defining Expected Student Learning Outcomes	<p>Has the College defined expected student learning outcomes for instructional support (i.e. library and learning resources, tutoring, etc.)?</p> <p>Has the College defined expected student learning outcomes for student support services?</p>		<p>X</p> <p>X</p>	<p>% of Instructional Support Courses or other experiences _____0____</p> <p>% of Student Support Services Courses or other experiences __0_____</p>	
19. Mapping of Programmatic Student Learning Outcomes to Courses	<p>Has the College mapped expected instructional support student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?</p> <p>Has the College mapped expected student support services student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?</p>		<p>X</p> <p>X</p>	<p>% of Instructional Support Courses or other experiences _____0_____</p> <p>% of Student Support Services Courses or other experiences _____0_____</p>	
20. Defining Assessment of Expected Student Learning Outcomes	<p>Has the College identified appropriate assessment methodologies for the expected student learning outcomes in instructional support courses or other experiences?</p> <p>Has the College identified appropriate assessment</p>		<p>X</p> <p>X</p>	<p>% of Instructional Support Courses or other experiences _____0____</p> <p>% of Student Support Services Courses or other</p>	

	methodologies for the expected student learning outcomes in student support service courses or other learning experiences?			experiences ____0____	
21. Assessing Student Learning Outcomes	Has the College assessed student learning outcomes for all courses or other experiences in instructional support?		X	% of Courses or other experiences in Instructional Support ____0____	
	Has the College assessed student learning outcomes for all courses or other experiences in student support services?		X	% of Courses or other experiences in Student Support Services ____0____	
22. Analyzing the Results of Assessment	Has the College analyzed assessment results for all courses or other learning experiences in instructional support?		X	% of Courses or other learning experiences in instructional support? ____0____	
	Has the College analyzed assessment results for all courses or other learning experiences in student support services?		X	% of Courses or other learning experiences in student support services? ____0____	
23. Planning and implementing changes to pedagogy, facilities, etc. to improve learning	Using the assessment results, has the College planned and implemented changes to pedagogy, facilities, etc. to improve learning for all instructional support courses or other learning experiences?		X	% of Courses or other learning experiences in Instructional Support? ____0____	
	Using assessment results, has the		X		

	College planned and implemented changes to pedagogy, facilities, etc. to improve learning for all student support services courses or other learning experiences?			% of Courses or other learning experiences in Student Support Services? _____0____	
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EFMP PROCESS TIMELINE

- 8/17/05 Planning agenda set with GAP
- 8/26/05 Flex Day for Faculty
Introduced the process to college faculty
Shared summary trend information with departments and offices
- 9/30/05 Assignment #1 – Update from 2001
Near 95 % initial completion
- 10/14/05 Assignment #2 – Student Learner Outcomes
- 10/21/05 College Forum – Update and Discussion
Shared summary information from Assignment #1
Received feedback and guidance for the rest of the process
Led to a review and modification of Asst #3
- 12/2/05 College Forum – Asst 3 Workshop
Provided update on Student Learner Outcomes
Held workshop to share ideas and answer questions regarding Asst 3
- 12/07/05 Assignment #3 – Future Directions
Near 100% completion rate
Office of Instruction identified incomplete assignments and solicited resubmissions during month of December (by Dec 20)
- 1/26/06 Flex Day – EFMP Mid-Process Update
Again shared ideas and solicited feedback on the process
- 2/06 Core Group recruited in January and February
15 member structure for college representation
- 2/06 Validation and Evaluation checklists designed through GAP
Core group met for first time
- 3/06 Core Group began working
Separated into 5 workgroups for the Validation stage
Validation Phase
 Some assignments returned for clarification
 All departments contacted and allowed to revise, if desired
Core Group reorganized into 4 groups for the Evaluation stage
Began planning College-Wide Forums to share evaluations and initiate discussion
- 3/06 Senate Resolutions suspending committee participation
Core Group members had completed individual evaluations, but sub-groups had not met to share and combine evaluations
- 8/16/06 Update and planning discussion with GAP
- 11/15/06 Update and planning discussion with GAP
- 12/14/06 Core Group resumes meeting following lifting of Senate Resolutions
 Began planning College Forums
 Resumed evaluation of department assignments
- 2/07 Core Group completes Evaluation Phase
 Sub-groups complete evaluations
 Evaluations shared and discussed at Core Group level

Agendas set for College-Wide Forums

Discussion Guides created for forum participants

- 3/02/07 EFMP Educational Component College-Wide Forum 1: Visionary Forum
- 3/09/07 EFMP Educational Component College-Wide Forum 2: Vocational Programs
- 3/16/07 EFMP Educational Component College-Wide Forum 3: Academic Programs
- 3/23/07 EFMP Educational Component College-Wide Forum 4: Student and Support Services
- 4/13/07 EFMP Educational Component College-Wide Forum 5: Synthesis Forum
- 4/20/07 EFMP Facilities Component College-Wide Forum 1: Link to Educational Component
- 4/25/07 EFMP Educational Component Forum Recommendations distributed to all college members.
- 4/27/07 EFMP Facilities Component College-Wide Forum 2: Program Specific Planning
- 5/04/07 EFMP Facilities Component College-Wide Forum 3: Program Specific Planning
- 5/11/07 EFMP Facilities Component College-Wide Forum 4: Program Specific Planning
- 5/18/07 Academic Senate President contacted department leaders to plan next steps for implementation of EFMP Educational Component Recommendations
- 5/18/07 EFMP Facilities Component College-Wide Forum 5: Program Specific Planning
- 5/24/07 EFMP Facilities Component College-Wide Forum 6: Program Specific Planning
- 5/30/07 Draft review by Governance & Planning Committee (GAP)
- 6/6/07 Draft review with Governance & Planning Committee (GAP)
- 12/12/07 GAP approval of educational plan

COMPONENTS OF THE PROCESS

CORE GROUP EVALUATION CRITERIA

The following checklists were developed jointly by the Governance and Planning Committee along with the EFMP Core Group to serve as a guide in the evaluation of programs and services. First, submissions were reviewed for “validity,” essentially whether the submissions were complete. The Core Group then evaluated the programs based on the comprehensiveness of their submissions in planning strategies for responding to shifts in student populations and student learning needs or opportunities.

EFMP VALIDATION CHECKLIST Assignment 3– Instruction and Student Services

Please use the following as a guide in your review of EFMP Assignment 3 submissions.

Program: _____

VALIDATION

NO YES

- Does program provide a clear picture of the near future? (*Reference Question #1*)
- Does program provide a basis for/evidence to support this picture? (*Question #1*)
- Does program indicate a clear strategy/plan for this picture? (*Question #1 and #9*)
- Does program include specific priorities for improving student access and/or success? (*Question #7*)
- Does the program have clearly defined goals? (*Question #9*)
- Is the presentation complete?
If no, what is missing? What key items are not addressed?

SUMMARY

Given your review, this program/service :

- has provided sufficient information for the evaluation phase
- needs to supply additional information as indicated above

Reviewer's Initials:

EFMP VALIDATION CHECKLIST
Assignment 3 – Administration and Governance

Please use the following as a guide in your review of EFMP Assignment 3 submissions.

Office/Group: _____

VALIDATION

NO YES

- Does office/group provide a clear picture of future changes? (Reference Question #1)
- Does office/group provide a clear purpose for each change? (Question #1)
- Do changes suggest a clear direction for the office/group? (Question #1 and #7)
- Does the office/group have clearly defined goals? (Question #7)
- Is the presentation complete?
If no, what is missing? What key items are not addressed?

SUMMARY

Given your review, this program/service :

- has provided sufficient information for the evaluation phase
- needs to supply additional information as indicated above

Reviewer's Initials: _____

EFMP ANALYSIS & EVALUATION CHECKLIST

Assignment 3– Instruction and Student Services

Please use the following as a guide in your review of EFMP Assignment 3 submissions.

Program/Service: _____

ANALYSIS & EVALUATION

NO YES

- Does program have a strategy for approaching future trends?
- Is this strategy in-line with evidence/does strategy match trends?
- Is this strategy realistic and plausible given known changes in resources over the next 3 years?
- Are goals consistent with the core strategy?
- Do specified activities match the listed goals?
- Are goals and activities realistic and plausible given known changes in resources over the next 3 years?
- Based on your experience, expertise, and representation, do the goals and activities match the College mission?
- Is there enough information to make planning and allocation decisions?
If no, what is missing? What key items are not addressed?

Additional thoughts:

SUMMARY

Given your review, this service strategy should be:

- accepted / endorsed with little discussion
- reviewed and discussed at the college level

Reviewer's Initials:

EFMP ANALYSIS & EVALUATION CHECKLIST

Assignment 3– Administration and Governance

Please use the following as a guide in your review of EFMP Assignment 3 submissions.

Office/Group: _____

ANALYSIS & EVALUATION

NO YES

- Does program have a strategy for approaching future trends and needs in the College?
- Is this strategy in-line with college evidence/does strategy match trends in the College?
- Is this strategy realistic and plausible given known changes in resources over the next 3 years?
- Are goals consistent with the core strategy?
- Do specified activities match the listed goals?
- Are goals and activities realistic and plausible given known changes in resources over the next 3 years?
- Based on your experience, expertise, and representation, do the goals and activities match the College mission?
- Is there enough information to make planning and allocation decisions?
If no, what is missing? What key items are not addressed?

Additional thoughts:

SUMMARY

Given your review, this service strategy should be:

- accepted / endorsed with little discussion
- reviewed and discussed at the college level

Reviewer's Initials:

EFMP SYNTHESIS FORUM 5 PARTICIPANT WORKSHEETS

In order to frame the fifth EFMP forum focused on the educational component of the EFMP, a series of “participant worksheets” were created to facilitate small-group discussions within the overall forum. Each worksheet was created to capture key elements from the previous four forum discussions and organize them into a series of potential decisions. Forum participants were asked to consider each of the areas on the worksheets one at a time in small groups, and then return to the larger group for a full group discussion. The list of ten EFMP recommendations came from the larger group discussions at this fifth forum.

**Mission College EFMP Forum #5: Synthesis and Recommendations
Participant Worksheet**

Emerging Areas

Those areas with new and emerging developments anticipated to have impact on future jobs and economic change.

Energy and Sustainability

- Alternative Energies
- Sustainable Energies
- Biohazard Treatment
- Ecological Stability

Construction and Design

- Urban planning
- Green and alternative construction
- Environmental preservation
- Landscape maintenance and environmental horticulture

Technology

- Nanotechnology (electronics and beyond)
- Biotechnology
- Green technology

Global Information Competency

- Global awareness
- Cultural competency
- Global business practices

Health Care

- Geriatrics/Gerontology
- Emerging treatments
- Nursing and health care support services

Additional Areas *(please list additional areas here)*

- _____
- _____

Priorities

For each area you consider a priority, please brainstorm the What (what are the next steps), the Who (who should take the lead in pursuing this area), and the When (what is a reasonable timeline for making progress).

Area: _____

What:

Who:

When

Area: _____

What:

Who:

When

Area: _____

What:

Who:

When

Mission College EFMP Forum #5: Synthesis and Recommendations Participant Worksheet

Existing High Demand Areas

Those areas currently offered at Mission College with indicators of high demand and potential growth.

Health Occupations

- Community indicators indicate continued and growing demand for health care workers; students continue to enroll in courses with significant waitlists. Challenges include location of qualified faculty, space for classes, and overall costs of program.

Chemistry and Biology

- Student demand continues to grow for both programs; connections with health care and emerging technologies suggest even further growth. Challenges include location of qualified faculty, space for classes, and overall costs of program.

Hospitality Management

- Quality and reputation of program has led to continued and sustained growth; challenges include an outdated facility in need of repair or reconstruction as well as ongoing costs.

Wellness and Human Performance (formerly Physical Education) and Music

- Leisure and wellness needs have led to strong demand for courses from the general community in addition to the general student body; challenges include facility space not conducive to class activities.

Additional Areas *(please list additional areas here)*

- _____
- _____

Priorities

For each area you consider a priority, please brainstorm the What (what are the next steps), the Who (who should take the lead in pursuing this area), and the When (what is a reasonable timeline for making progress).

Area: _____

What:
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When

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Area: _____

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Mission College EFMP Forum #5: Synthesis and Recommendations Participant Worksheet

Existing Areas with Significant Challenges

Those areas currently offered at Mission College with challenges of enrollment or challenges of student access due to a lack of student awareness or understanding.

Global Studies

- Program has had difficulty gaining dedicated students. Program may have opportunities to build further awareness or perhaps to restructure from a stand-alone program to a series of classes infused across curriculum.

CIS and CNET

- Both programs have faced significant overall declines following the economic downturn in Silicon Valley. Programs may have opportunities to capitalize on new economic growth through revisions of curriculum, alternative packaging of offerings, or through heightened student awareness from a clarification of the relationship between programs.

Manufacturing

- Program has faced serious declines in enrollment. Program may have opportunities through revisions of curriculum, a refocus or modified direction within manufacturing, or through further linkages to other programs.

Additional Areas *(please list additional areas here)*

- _____
- _____

Priorities

For each area you consider a priority, please brainstorm the What (what are the next steps), the Who (who should take the lead in pursuing this area), and the When (what is a reasonable timeline for making progress).

Area: _____

What:

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Area: _____

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Area: _____

What:

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Mission College EFMP Forum #5: Synthesis and Recommendations Participant Worksheet

Infrastructure and Support Needs

Those areas identified as necessary to support and strengthen activities of the College, now and in the future.

- Support staff
- Training
- Access to data, information, and research
- Regional partnerships
- Institutionalization of Writing Center, MAPS, Welcome Center, and Title V Grant activities
- Student internships and integrated work experience
- Learning communities
- Increased communication between departments and counselors
- Review of CCCApply/online registration procedures
- Funding of Total Cost of Ownership for technology
- Creative and smart ways of using re-assigned time; flexible opportunities for staff involvement

Additional Areas *(please list additional areas here)*

- _____
- _____
- _____
- _____

Priorities

For each area you consider a priority, please brainstorm the What (what are the next steps), the Who (who should take the lead in pursuing this area), and the When (what is a reasonable timeline for making progress).

Area: _____

What:

Who:

When:

Area: _____

What:

Who:

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Area: _____

What:

Who:

When:

DETAILED APPENDICES (UNDER SEPARATE COVER)

PROCESS COMPONENTS

EFMP Visionary Forum 1: Overview Summary
Summary Listing of Space Requests from Assignment 3
Summary Listing of Personnel Requests from Assignment 3

INSTRUCTIONAL PROGRAM COMPONENTS

Index to all included programs
EFMP Core Group Discussion Guide with Summary of Discussion
EFMP Assignment 1
EFMP Assignment 2 SLOs
EFMP Assignment 3
2001-2007 Trend Data Summary Sheets

NON-INSTRUCTIONAL PROGRAM & DEPARTMENT COMPONENTS

Index to all included programs and departments
EFMP Core Group Discussion Guide with Summary of Discussion
EFMP Assignment 1
EFMP Assignment 2 SLOs (where applicable)
EFMP Assignment 3