PEER REVIEW TEAM REPORT

Mission College
3000 Mission College Blvd
Santa Clara, CA 95054

A confidential report prepared for the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges

This report represents the findings of the peer review team that visited Mission College from 3.9.2020 to 3.12.2020

Diana Z. Rodriguez
Team Chair
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Mission College
Comprehensive Evaluation Visit

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INSTITUTION: Mission College
DATES OF VISIT: March 9, 2020 - March 12, 2020
TEAM CHAIR: Diana Z. Rodriguez, President San Bernardino Valley College

Mission College is a two-year college offering 84 transfer, degree, and certificates in the arts, sciences and career technical education. Additionally, Mission College offers basic skills education, ESL, community education, and workforce development. A part of the West Valley-Mission Community College District, Mission College is in a largely urban/suburban area. Mission College serves a diverse student population and has unduplicated annual headcount of over 13,000 students.

A nine-member peer review (team) was assembled to review the College’s Institutional Self-Evaluation Report (ISER) and determine whether the Mission College meets Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education (USDE) Regulations. In preparation for the visit, the team chair attended a team chair training workshop on December 3, 2019 and conducted a pre-visit phone call with President Peck on January 27, 2020. The external peer review team received team training provided by staff from ACCJC on February 4, 2020. Prior to the visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview and evidence requests.

The review team received the College’s self-evaluation document (ISER) and related evidence several weeks prior to the site visit. Team members found the ISER to be a comprehensive, well written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies.

The Mission College campus visit March 9, 2020 to March 13, 2020 took place under unique circumstances. The state of California had declared a state of emergency due to the COVID-19 virus outbreak. Travel was discouraged for persons who may be susceptible to the virus which impacted one member of the team. Another member experienced a family emergency just prior to the visit. The team chair, in consultation with ACCJC, determined team members would be able to participate in team meetings and meet with Mission College personnel via Zoom Conferencing. The team recognizes the significant effort taken by Mission College to ensure that off-site team members could fully participate in the visit.

The seven members of the Visiting Team that attended the campus visit had the opportunity to interact with faculty (121), staff (101), administration (131), students (6), and community members (9) during the team reception, 38 meetings with college and district personnel, and two open forums (duplicated headcount). Off-site members participated in a total of twenty-one meetings, and interacted campus and district personnel via telephone and video conferencing. The campus suspended face-to-face due to COVID-19 at the end of the second day of the visit, but the team was able to continue with the scheduled meetings and forums.
The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the ISER and Quality Focus Essay containing several self-identified action plans for institutional improvement that are consistent with the campus mission.
Major Findings and Recommendations of the Peer Review Team Report

Team Commendations

College Commendation # 1: The team commends Mission College for its implementation of the program revitalization process to ensure continuous quality improvement when programs fall below institution-set standards and/or program review standards so that students can complete their education in a timely manner (I.B.3, II.A.15).

College Commendation # 2: The team commends Mission College for their use of the Front Door Experience data to holistically improve the quality of student services and enhance the accomplishment of the college mission (II.C.1).

College Commendation # 3: The team commends college leadership, no matter what their official titles, for developing a culture of equity and inclusion to support administrators, faculty, staff, and students in taking initiative for improving the practices, programs, and services in which they are involved. (IV.A.1)

District Commendation # 1: The team commends the District for its creation of processes, programs, and services to increase faculty equity and diversity, consistent with its mission, including implementation of the Faculty Diversity Internship Program (FDIP) and EEO planning. (III.A.12)

Team Recommendations

Recommendations to Meet Standards:

College Recommendation # 1: In order to meet the standard, the college should implement procedures for the disaggregation, analysis, and evaluation of learning outcomes. (I.B.6)

District Recommendation #1: In order to meet the standard, the team recommends that the District systematically evaluates all personnel at stated intervals in accordance with college policies. (III.A.5)

District Recommendation #2: In order to improve quality and ensure that capacity of technology is adequate to support the College’s mission, operations, programs, and services, the District should continuously plan and coordinate technology updates and replacements with the colleges. (III.C.2)
Introduction

Mission College is a two-year college offering 84 transfer, degree, and certificates in the arts, sciences and career technical education. Additionally, Mission College offers basic skills education, ESL, community education, and workforce development. A part of the West Valley-Mission Community College District, Mission College is located on a 164 acres campus in Santa Clara County in a largely urban/suburban area. Mission College serves a diverse student population and has an unduplicated annual head count of over 13,000 students.

Last comprehensively reviewed in 2014, the College submitted a follow-up-term report in 2015 and 2016, and a mid-term report in 2017. In addition to its ACCJC accreditation, the College offers other programs that are accredited or approved by recognized external agencies and accrediting agencies.

The team needed to request a substantial amount of additional evidence in advance of the visit to verify the facts stated in Institutional Self-Evaluation Report (ISER). The Office of the Vice President of Instruction was instrumental in fulfilling these requests in a timely manner. The College described its student population, student success metrics, and documented its planning through the Educational and Facilities Master Plan.

There was a sense of community, collaboration, and consensus building in leadership, strategic planning, innovation, equity and inclusion that is reflected in the College culture. This was validated by individual and group interview as well as the two community forums held at the campus. Students, faculty, staff, administrators, and the community at-large were authentic in their dedication and commitment to the success of the college and the district.

Mission College was impacted by the COVID-19 public health emergency during the team visit. The District acted to suspend face-to-face classes at the conclusion of the second day of the visit. Despite these challenges, college leadership continued to welcome and support the visiting team by facilitating in person and remote meetings, and accommodating evidence requests.
Eligibility Requirements

1. Authority: The team confirmed that Mission College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

Mission College meets the ER.

2. Operational Status: The team confirmed that the College is operational and provided educational services to 13,085 students for the 2018-19 academic year. The majority of these students are pursuing goals that relate to attainment of a degree, certificate, or transfer.

Mission College meets the ER.

3. Degrees: The team confirmed that the majority of courses offered at Mission College lead to a degree, certificate, or transfer. A majority of Mission’s students are enrolled in courses leading to transfer and/or a degree or certificate.

Mission College meets the ER.

4. Chief Executive Officer: The team confirmed that the Chancellor, employed by the Governing Board and in accordance with BP/AP 2430, has delegated full responsibility to the College CEO to implement and administer delegated district and system policies without interference and holds the College CEO accountable for the operation of the college.

Mission College meets the ER.

5. Financial Accountability: The team confirmed that Mission College engages a qualified external auditor to conduct audits of all financial records. All audits are certified and all explanations of findings are documented appropriately. Audit reports are made available to the public.

Mission College meets the ER.
Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

☒ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

☒ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

☒ The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

☐ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

☐ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The institution accreditation website is easily accessed through a link at the footer of the campus’s webpage. The accreditation website contains links to all accreditation documents and communications with ACCJC. The site includes contact information for ACCJC. The campus forums were well advertised for the accreditation site visit. No third-party comments were received from the Commission.
Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒ The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)

☒ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)

☒ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)

☒ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

☐ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

☐ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: Note this Eligibility Standard does not include I.B.6
Mission College analyzes its performance one institution-set standards and student achievement and takes appropriate measures in areas where its performance is not at the expected level. The institution uses institution-set standards to guide self-evaluation and institutional improvement.
Credits, Program Length, and Tuition
Evaluation Items:

| ☒ | Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9) |
| ☒ | The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9) |
| ☒ | Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2) |
| ☒ | Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9) |
| ☒ | The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits. |

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

| ☒ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| ☐ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| ☐ | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements. |

Narrative: The Team confirmed that Mission College offers degrees and programs that include the appropriate length, breadth, depth, and rigor as indicated by articulation agreements with four-year institutions. The course outlines of record, the college catalog, and the schedule of classes demonstrate that units of credit for lecture, laboratory and clinical practice courses, including courses offered through distance education conform to the Carnegie Unit. Fees for all certificate and associate degree programs are consistent across the institution. The College does not offer courses requiring clock hour conversions.
Transfer Policies

Evaluation Items:

☒ Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
☒ Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
☒ The institution complies with the Commission Policy on Transfer of Credit.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
☐ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
☐ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:
Mission College describes transfer policies, course and program requirements, as well as stated learning outcomes for its Associate degrees and certificates in the college catalog and on the college website.
## Distance Education and Correspondence Education

### Evaluation Items:

<table>
<thead>
<tr>
<th>For Distance Education:</th>
<th></th>
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<tbody>
<tr>
<td>☒</td>
<td>The institution demonstrates regular and substantive interaction between students and the instructor.</td>
</tr>
<tr>
<td>☒</td>
<td>The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)</td>
</tr>
<tr>
<td>☒</td>
<td>The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For Correspondence Education:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)</td>
</tr>
<tr>
<td>☐</td>
<td>The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.</td>
</tr>
</tbody>
</table>

### Overall:

| ☒ | The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1) |
| ☒ | The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education. |

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

### Conclusion Check-Off (mark one):

| ☒ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| ☐ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
| ☐ | The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements. |
| ☐ | The college does not offer Distance Education or Correspondence Education. |

**Narrative:** The team reviewed 15 sample courses provided by the college for regular and substantive interaction and found evidence of interaction as defined by the college in each sample: instructor to student interaction, student to student interaction, and student interaction with course content. The College does not offer any correspondence education.
Student Complaints

Evaluation Items:

☒ The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

☒ The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

☒ The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.

☒ The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)

☒ The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

☐ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

☐ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:
The Team confirmed that Mission College has an established procedure for student grievances in order to provide a means to resolve alleged unfair or improper action by any member of the academic community.
Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☑ The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)


☑ The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

☑ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

☐ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

☐ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: Mission College’s catalog provides information about its accredited status. The site provides accurate, current, and detailed information about its programs, locations, and policies. The catalog is available in both digital and print media format. This information is available to students, and members of the public on the college website as well.
Title IV Compliance

Evaluation Items:

☒ The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)

☒ If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)

☒ If applicable, the institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)

☒ If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)

☒ The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

☐ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

☐ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team confirmed that the College’s Cohort Default rate is within the acceptable range defined by the USDE.
I.A. Mission

General Observations:

Mission College (MC) has a broadly communicated, Board-approved mission statement that describes the College’s educational purposes, its intended student population, the types of degrees and certificates it offers, and its commitment to student learning and student achievement. The mission statement provides a vision that stakeholders can rally around for the benefit of student success. College processes and governance structure demonstrate consideration of the mission in planning and resource allocation and in the development of goals for learning and achievement. Further, the team found that the College uses data systematically to determine its effectiveness in accomplishing its mission through program review and institutional planning.

Findings and Evidence:

The Mission College (MC) mission statement describes the institution’s broad educational purposes, its intended student population, the types of degrees and certificates, and its commitment to student learning and achievement. In conjunction with their vision and values, they have a clear commitment to student success. The team verified that the mission articulates the College’s commitment providing a rigorous and supportive learning environment. (I.A.1)

The team confirmed that the College uses data to determine how effectively it is accomplishing its mission in various ways. To facilitate the use of data in this regard, Research, Planning, and Institutional Effectiveness office provides data to the College and its committees. The Institutional Effectiveness Committee (IEC), a committee of the College Council, ensures that College’s planning processes and institutional effectiveness measures are aligned with accreditation standards and communicated to college constituencies. Using data, the College establishes long-term and short-term goals to meet the mission. The 2018-2023 Educational and Facilities Master Plan (EFMP) sets overarching direction for MC. The 2019-2022 Mission College Student Equity Plan sets long-term goals and priorities in achieving equitable student success. Lastly, the IEC recommended new long-term, visionary goals, which were approved by the College in spring 2019. (I.A.2)

The team substantiated that the College’s academic and student support programs are aligned with its mission. Resource requests are made through program review. Decision-making, planning, and resource allocation are guided by the College’s Participatory Governance and Decision-Making Handbook (Handbook) and are achieved through comprehensive program review, in which departments and programs must demonstrate alignment with institutional goals and priorities. The Handbook outlines the College’s planning and decision-making processes,
which are rooted in the mission. The College Budget Advisory Committee (CBAC) ensures alignment to the mission in the resource allocation process, which is done by linking requests to institutional goals. The College has taken great steps to link resource allocation requests to their mission, learning or area outcomes, and/or equity work. The mission also informs the College’s institutional goals for student learning as expressed in their five Institutional Learning Outcomes (ILOs). (I.A.3)

The team validated that MC’s mission statement is widely communicated throughout the College, published in the college Catalog, the EFMP, the 2019-2022 Mission College Student Equity Plan, Participatory Governance and Decision-Making Handbook, and on the college website. There is a two-year cycle of review and the current statement was approved by the West Valley-Mission Community College District Board of Trustees on September 3, 2019. The College had engaged over 50 faculty, classified professionals, and administrators met for open house sessions that culminated in the current mission statement, vision, and core values. Students also participated in a session about what made MC unique. (I.A.4)

Conclusions:
College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Mission College (MC) demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. This dialog is supported by data on student achievement, student and learning support services, and the College’s institution-set standards for student achievement. The College uses these data and organizes its institutional processes to support student learning and student achievement. Further, MC assesses accomplishment of its mission through annual and comprehensive program review processes and the monitoring of progress toward its institutional goals. Appropriate achievement data are disaggregated for analysis by program type, mode of delivery, and subpopulations of its student body. Outcomes data are not being disaggregated as yet, but the College has implemented systems to address this gap. Strategies are implemented to address performance gaps and the College regularly evaluates its policies and practices to assure their effectiveness in supporting academic quality and accomplishment of the mission. The results of assessment and evaluation activities are communicated at the annual planning summits so the College can build on its strengths, identify its weaknesses, and set appropriate priorities.

Findings and Evidence:

Through review of the evidence and in interviews, Mission College (MC) demonstrated that there is institutional dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The team found that dialog occurs at the department level through program review, committee level through the review of data and plans, and institutional level through strategic planning
summits as well as equity summits. The Institutional Effectiveness Committee (IEC) is responsible for the annual development and publication of the College’s institution-set standards and reporting on the status of those standards to the campus-wide community. Annually, the director of research, planning, and institutional effectiveness presents these results to shared governance groups, including College Council, Academic Senate, Classified Senate, and Associated Student Government (ASG). (I.B.1)

The team corroborated that MC defines and assesses student learning outcomes for all instructional programs and student and learning support services. Course-level student learning outcomes (SLOs) are included on course syllabi and in the course outlines of record. Program learning outcomes (PLOs) are published in the College Catalog within the description for each of its academic programs. Institutional learning outcomes (ILOs) are also published online and in the College Catalog within the section describing the College Mission. The service area outcomes (SAOs) for student and learning support services are also included in the College Catalog where each service or program is described.

The Outcomes Assessment Committee (OAC) oversees the implementation of the Student Learning and Service Area Outcomes and Assessment processes. The College recently transitioned to eLumen for all outcomes assessment. The team verified that the College has mapped its SLOs to its PLOs and ILOs. Additionally, through review of relevant documents and interviews, the team certified that course assessment data is incorporated into the comprehensive program review four-year process, and used in dialog about planning and improvements. With the implementation of eLumen, the Program Review Committee is planning to incorporate PLO assessment into the program review process. Institutional learning outcomes are now aggregated from SLO data in eLumen and reported out in the College’s Fast Facts. With the implementation of eLumen, the OAC chair works with faculty chairs to develop an assessment for eLumen implementation. Prior to eLumen, these plans were tracked on paper. Outcomes assessments are addressed as part of program review. Institutional learning outcomes will continue to be assessed on a two to three-year cycle incorporating the new data from eLumen. (I.B.2)

The team determined that MC has established, through the IEC, institution-set standards (ISS) for student achievement in several key areas that are appropriate to its mission. The College has a process whereby programs, with one or more metrics falling below the ISS, submit an action plan for improvement. In the event that a program continues to fall below ISS metrics, the program is sent to the Academic Directions Committee for viability review, which may lead to program improvement through the revitalization process. Each ISS metric includes both minimum and aspirational goals in pursuit of continuous improvement. The College’s aspirational goals are aligned to the state’s Student Success Scorecard momentum points. This year, the IEC is examining metrics from multiple plans including the Vision for Success, the Student Equity Plan, and the Guided Pathways initiative to identify a new set of metrics that more accurately captures the College’s mission and goals. Additionally, through interviews and supplemental evidence, the team confirmed that the College has plans to address shortfalls in its ISS achievement. The College published an ISS report annually, which is available on the research webpage. The team commends the college for its implementation for improvement when programs fall below institution-set standards. (I.B.3)
The team confirmed that the College has established governance, decision-making, and institutional planning processes as documented in its *Participatory Governance and Decision-Making Handbook*. Through its annual Strategic Planning Summit, governance structure, decision-making and planning processes, institutional achievement data are reviewed and evaluated. At the most recent Strategic Planning Summit, a draft of a new set of metrics was presented as well as a new dashboard. Additionally, individual committees identified how committee work aligns to College goals related to equity, pathways, and aspirational goals. (I.B.4)

The team found that MC assesses accomplishment of its mission and evaluates student achievement and learning outcomes through its comprehensive and annual program review processes. Through interviews and evidence, the team determined that program review is integral to the College’s culture of dialog, planning processes, and assessment of student learning and achievement. Comprehensive program review, conducted on a four-year cycle, includes program-level data aligned to the College’s mission, changes in program quality, effectiveness, viability, and performance on past goals. Also included in the program review template is a review of data via a data dashboard. The team reviewed the College’s data dashboard and validated that student achievement data are disaggregated by ethnicity, program and mode of delivery. (I.B.5)

Through the efforts of the IEC and the director of research, planning, and institutional of effectiveness, the team determined that MC disaggregates and analyzes student achievement data for subpopulations of students. These include course success and retention rates disaggregated by gender, age, ethnicity, and special populations. These data are incorporated into the program review process, discussed at strategic planning summits, and reported in the 2019-2022 Mission College Student Equity Plan. The team reviewed examples and evidence that when the College identifies performance gaps, programs address these through program review. The College has been awarded several grants aimed at improving student success in STEM fields, where gaps are greatest, to close equity gaps. When a program does not meet an Institutional Set Standard, they are either self-referred or referred by the Office of Instruction to the Academic Directions Committee for program revitalization. Recommendations for revitalization may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps. Further, in order to better meet the needs of its diverse student population, the College recognizes the need to improve its capabilities in disaggregating and analyzing the learning outcomes (SLOs, PLOs, and ILOs) by subpopulations of students. While achievement data is disaggregated, the College is not yet disaggregating outcomes data. The College has, however, implemented eLumen for outcomes reporting and PowerBI for data dashboards to better assist in their efforts. In fall 2019, the departments received disaggregated achievement data by ethnicity, which included notations of groups that were disproportionately impacted. (I.B.6)

The team observed that MC engages in regular evaluations of its policies and practices across all areas of the institution. This is demonstrated through the College’s annual strategic planning summit, participatory governance processes, and expressed in the *Participatory Governance and Decision-Making Handbook*. For example, the Student Services Council discusses and evaluates policies and practices related to services; the College Budget Advisory Committee (CBAC)
reviews the policies and practices tied to resource management; and College Council reviews policies related to governance. The WVMCCD also reviews their Board Policies and Administrative Procedures annually. (I.B.7)

The team verified that the College uses its annual strategic planning summit to communicate results of assessment and evaluation to establish shared understanding of the College’s performance on ISSs and ILOs as well as progress on equity and pathways work. At these summits, priorities are set for the College committees and constituencies. Data and dashboards are publicly available on the Research and Planning website. These include Fast Facts, ISS reports, and ILO attainment. (I.B.8)

The team found that MC engages in continuous, broad based, systematic evaluation and planning. This is expressed in the 2018-2023 Educational and Facilities Master Plan (EFMP). This is also demonstrated by the College’s program review and resource allocation processes. This process requires narratives reflecting program-level discussions of contribution to the College mission, program quality, effectiveness, viability, and anticipated new or additional resources needed to “keep the program current, viable and robust.” (I.B.9)

Conclusions:

The College meets Standard I.B except for subsection I.B.6. The College exceeds the standard in subsection I.B 3 with exemplary program discontinuance processes leading to continuous quality improvement.

**College Recommendation #1:** In order to meet the standard, the college should implement procedures for the disaggregation, analysis, and evaluation of learning outcomes (I.B.6)

**College Commendation # 1:** The team commends Mission College for its implementation of the program revitalization process to ensure continuous quality improvement when programs fall below institution-set standards and/or program review standards so that students can complete their education in a timely manner (I.B.3, II.A.15).

**I.C. Institutional Integrity**

**General Observations:**

Mission College (MC) demonstrates institutional integrity through its commitment to assure the clarity, accuracy, and integrity of information provided to the College community and the public. The College publishes its mission statement, learning outcomes, student achievement outcomes, educational programs, student support services, and accredited status with its accreditors on its website and in the catalog. Information about fees, college and academic policies, and procedures are available to the MC community and the public on its website. The College has a commitment to academic freedom and holds the campus community (employees and students) to standards of conduct and/or a code of ethics.
Findings and Evidence:

The team reviewed evidence demonstrating that MC communicates information about its mission, vision, core values, learning outcomes, educational programs, student support services, and accredited status through the College website. In addition to online communication, the College mission; learning outcomes; information about educational programs; and, support services are printed in College Catalog. To ensure the clarity, accuracy, and integrity of information provided to the community and the public, the Office of Instruction works with their faculty and staff to ensure that academic information published in the College Catalog and class schedules are accurate. Additionally, the Office of Instruction coordinates with the Office of Student Services for any catalog or related updates related to student services or student policies. College has established a systematic review process through committee and department review. The accreditation status of the College is similarly available on the website, one click away from the main page, and printed in the College Catalog. (I.C.1)

The team reviewed the College Catalog and certified that all Commission catalog requirements are accurate and accounted for. The catalog, available online and in print format, provides students with precise, accurate, and current information on all facts, requirements, policies, and procedures. The College updates its catalog annually and regularly posts addenda to the catalog website. (I.C.2)

The team confirmed that MC documents on the College website and in the 2017-2022 Educational Master Plan its assessment of student learning and evaluation of student achievement. The primary vehicle for communication data to current and prospective students is through the Fast Facts published each semester on the Research and Planning website. The Fast Facts now include ILO information. (I.C.3)

The team substantiated that the College describes the purpose, content, course requirements, and expected learning outcomes for its certificates and degrees in the printed and online catalogs. Each department provides a link on their website to the appropriate page of the catalog that includes this same information. (I.C.4)

The team corroborated that MC regularly reviews institutional policies and procedures. This work is conducted through appropriate governance committees or operational departments. For example, distance education policies are reviewed by the Distance Education Committee and policies related to payment of registration fees are reviewed within the enrollment and financial services department. As noted in Standard I.C.2, the catalog is updated annually. However, there is no clear cycle of review for college publications in general. As a best practice, it is suggested that the College establish a cycle of review for publications such as faculty and student handbooks as well as other handbooks and guides produced through established committees. (I.C.5)

The team found that the College accurately informs current and prospective students through the catalog, the website, the class schedule, and the Financial Aid website about the total cost of education and other required expenses. Specific textbook information and costs are available on
the College’s bookstore website and in the bookstore. Classes that have materials fees obtain that information in the schedule of classes, online or in print format. (I.C.6)

Through a review of evidence, the team noted that the College demonstrates its commitment to academic freedom and responsibility and academic integrity through WVMCCD Board Policy (BP) and Administrative Procedure (AP) 4030 Academic Freedom. Information about academic freedom is also published in the College’s catalog and website, which is easily accessible to faculty and students. This commitment is further expressed in Article 4 of the faculty’s collective bargaining agreement, which requires the Board to maintain and implement a policy of academic freedom through collegial consultation with the Academic Senate. (I.C.7)

The team confirmed that the District maintain policies and procedures that promote honesty, responsibility, and academic integrity, which are publicly available on the District website. Specifically, Board Policy 2715 Code of Ethics/Standards of Practices applies to members of the Board of Trustees; BP 3050 and AP 3050 Institutional Code of Ethics apply to all employees of the WVMCCD; and BP 5500 and AP 5500 Standards of Student Conduct along with AP 5520 Student Discipline Procedures apply to students. Consequence for violations are included either in the policy or corresponding procedure. Policies and procedures for students are published in the College Catalog, MC’s Students Rights and Responsibilities, and the Distance Education Handbook. The handbook more specifically described academic dishonesty related to distance education courses. (I.C.8)

The team verified that faculty distinguish between personal conviction and professionally accepted views in their respective disciplines. The faculty are expected to provide an environment for students to freely pursue learning where questions may be asked, and opinions may be discussed. The Faculty Code of Ethics, included in the Faculty Handbook and adopted from the American Association of University Professors (AAUP), details the responsibilities implied in the pursuit of free inquiry, and specifically describes faculty members’ obligation to present the subject matter of the course to the students and to cover the content described in the approved course outline of record. Furthermore, the faculty evaluation procedure includes classroom observations and student surveys that allow for feedback on the instructor’s performance in conveying information in a fair and objective fashion. (I.C.9)

The team substantiated that the College does not require conformity to specific beliefs or worldviews for their students, faculty, classified staff, or administrators. Additionally, Mission College does not operate in foreign locations. (I.C.10, I.C.11)

The team confirmed that MC complies with Eligibility Requirements, Accreditation Standards, applicable Commission policies, guidelines, and requirements for public disclosure, institutional reporting, and results of accreditation reviews. The College provided public notification of evaluation team visit, held two public forums, and gave time for third party comment. The College's accreditation webpage is one click from the landing page. All participatory governance committee and operational committee website pages included agendas, minutes, presentations, reports, and data, which are publicly accessible to provide transparent communication to the College community. (I.C.12)
The team verified that the College accurately and honestly describes its accredited status to the public and other accrediting agencies. The College maintains relations with outside accrediting agencies including the California Board of Registered Nursing (BRN) and the Board of Vocational Nursing and Psychiatric Technicians. Mission College’s Financial Aid Office cooperates with the U.S. Department of Education on a regular basis in order to comply with federal Title IV regulations. The College also maintains a relationship with the California Community College Athletic Association (CCCAA) and complies with its rules and regulations affecting their athletic program. Additionally, the institution complies with requirements such as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act by publicly posting the annual safety and security reports on the District website. (I.C.13)

The team corroborated that Mission College is a not-for-profit public institution. As such, it does not generate returns for investors, contribute to related or parent organizations, or support external interests. (I.C.14)

Conclusions:

The College meets the Standard.
Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Mission College has a breadth of options for students, including transfer courses, programs and pathways, degrees and certificates, Career Technical Education (CTE), basic skills, ESL, noncredit, GED prep, and community education. The college provides courses via face-to-face, distance education (DE) and hybrid modalities; a Coordinator has oversight of DE and there is training for faculty teaching online. Evaluation, quality assurance and continuous improvement occurs through the Program Review process and the Curriculum Committee; the College is actively implementing eLumen as a management tool. There is an inventory of Master courses and programs, and curriculum development includes integration of outcomes. Schedules of courses are based on student need and trends, the college attempts to develop schedules one year in advance and a college-wide scheduling grid is utilized. Attention is paid to students’ progression for scheduling as well as cancelling classes, and the College is working on developing program maps, per Guided Pathways.

Revitalization and discontinuance are addressed, with a focus on student continuance/completion. The college has a strong and robust program revitalization process, which focuses on program improvement where programs may not be meeting viability or success goals. There is strong evidence that the committee responsible for this process reviews data, makes recommendations, and ultimately votes for discontinuance where that difficult decision is necessary.

Findings and Evidence:

The college has clearly identified processes to ensure the alignment of curriculum to the college mission, including the curriculum approval process, program review, and DE review. Per the Curriculum Review Committee (CRC) manual and DE addendum, the team verified that curriculum appropriateness to higher education is addressed through the curriculum review process, and course and program learning outcomes are a required component of curriculum submission. Employment and transfer are addressed through the types of programs offered by the college.

The college offers programs leading to associate degrees, transfer, and employment as described in the curriculum manual and in the college catalog. The college offers a variety of Instructional Programs that are consistent with the college’s mission and lead to transfer, degrees, certificates and/or community education. There is a solid dual enrollment program as well as distance education to meet the needs of the community.
Evidence of policy and process is clear, and in meeting with the curriculum committee the team confirmed that the stated curriculum review process is followed from submission through technical review to full committee review. (II.A.1)

In the ISER the college addressed the previous version of this substandard IIA.2, for institutions with comprehensive reviews scheduled through Fall 2019. The response focused initially on elements of the curriculum review process used to ensure “generally accepted academic and professional standards,” which are sourced from California’s Title 5. The college did, however, discuss the relationship of program review to the curriculum process, and demonstrates continuous improvement of its courses and programs via that process. Student achievement data is analyzed as part of the program review process and used to improve instruction and support student success. There is clear evidence in the examples provided of a connection between program review and curriculum, and of faculty discussion of curriculum development, student support and student success data.

The college is currently going through a reorganization of SLO data collection from handwritten analysis to eLumen. In order to maintain established procedures and capture accurate data, they will be using both handwritten analysis as well as piloting the eLumen database starting Fall 2019. The students receive SLOs on the syllabi and there is a method to ensure compliance.

Elements of the curriculum review process are evidenced by excerpts from the curriculum manual, as noted in IIA1. (II.A.2)

The college has processes to identify learning outcomes in courses and programs, and for the regular updating of curriculum, including official approval of course outlines. The team confirmed in meetings with the outcomes assessment committee and related personnel that course, program, and institutional learning outcomes are regularly assessed. Per the faculty manual, syllabi are submitted to department chairs each semester and are required to include SLO’s. The team review a provided sample of fifteen syllabi and associated Course Outlines of Record and confirmed that SLO’s were listed on each. The majority of samples reviewed confirmed that SLO’s listed on syllabi matched those on Course Outlines; however three of the provided samples were not a match for the COR’s. A best practice for the college to adopt is to regularly review syllabi and compare to Course Outlines to ensure that each and every course has the correct SLOs included.

Outcomes development is described in the curriculum manual (p.27), which also describes the process for updating courses and programs. The provided curriculum inventories show regular due dates for course and program curriculum review. There is one example provided of an on-paper course level SLO assessment and one of a PLO assessment in addition to the timelines. Evidence is also provided in the faculty handbook, which states that syllabi require SLOs, and there is a screen shot of an internal folder where syllabi are stored; provided program reviews also discuss outcomes assessment. (II.A.3)

The college has incorrectly referenced this standard in the ISER as “The institution offers Basic Skills level curriculum,” which is the California term. The college identifies pre-collegiate courses using 900 numbers and/or notations in the college catalog for courses that are non-degree
applicable. Direct support has been provided through coursework, though much of this is changing due to AB705. The reader is directed to IIC for more support services information; the team confirmed in meetings with Academic Support Services that the college provided support to students in basic skill courses. Embedded tutoring prioritizes requests for tutors based on need for basic skills support, among other factors.

The college offers many Basic Skills curriculum classes and has a committee to identify needs in programs (e.g., Child development and Culinary). The classes are differentiated from college level courses in the numbering. The Faculty has actively worked to develop credit courses and non-credit courses to bridge the gap between basic skills and college level as part of the ongoing work of AB705 implementation.

The Curriculum Manual states that 900 numbers are for “pre-collegiate” courses (p. 15), however the College Catalog is less clear on this point: the “Degree-Applicable Credit Courses” description says “All credit courses, except those with course numbers in the 900’s, will apply as credit toward an A.A. or A.S. degree” and the “Non-Degree Applicable Courses” description states instead that “All noncredit and some credit courses are non-degree applicable. Non-degree applicable courses carry a notation in their course description in this catalog.” (see catalog p. 25). The team recommends revising the catalog and/or curriculum manual language as-needed for clarity and consistency.

Most references to support in this section refer to curricular support—there are a variety of noncredit certificates in ESL, including certificates paired with career goals (i.e. ESL and Child Development. The Tutoring, Writing, MESA and STEM centers provide just-in-time support for courses, including tutoring and embedded tutoring. And MESA, for example, provides workshops for several courses and invites all students enrolled, not just MESA participants. (II.A.4)

The college follows practices common to American higher education in its course and program policies and requirements. Associate Degrees require 60 units/semester credits at the associate level; the college does not grant baccalaureate degrees. The degrees and programs at the College follow all laws and practices of higher education as outlined in AR 4021 and AR 4022. There is a systematic review process for all new and old courses through several identified committees. The courses are reviewed through the established guidelines of the Education Code, the Chancellor’s office, State Academic Senate and ACCJC.

Unit requirements for associate degrees are referenced in cited AP/BPs and in the college curriculum manual (p. 36, minimum requirements for associate degree). Depth and rigor are addressed in policies on the associate degree and general education (AP4025). The Academic Directions Committee is charged to review new programs for fit with the college mission and support programs in revitalization, ensuring new programs fit the college and that students are able to complete. Program viability is also explicitly addressed in program review, per provided samples reviewed by the team. (II.A.5)

The college uses a college-wide scheduling grid to minimize course overlap and makes some courses available during evening hours or via distance education to facilitate completion. The
course cancelation policy ensures courses needed for completion are available to students. The college is working toward program mapping and degree works implementation as part of guided pathways, but more information is needed regarding progress on these initiatives. The college is using current data trends and surveys to schedule courses to ensure student completion in a timely manner. Courses are scheduled one year in advance; for example, Spring 2021 classes are determined and scheduled during the Spring 2020 semester, and solidified early in the Fall 2020 semester. The college is working on implementing software (Degree Works) to help with their enrollment management within the Guided Pathways framework. As identified in their Quality Focus Essay, this is an area the college is working on to improve the student experience (II.A.6).

The college offers face-to-face, fully online, and hybrid modalities for courses, and provides a number of faculty training opportunities and resources to support success in distance education modalities and is tracking equity gaps in this area. Student success is supported through tutorial services in both face-to-face and online modalities, as well. Equity in instruction is referenced in the college’s professional development plan and equity framework.

The trend for distance education has increased and the college has responded to that trend by offering more courses online. The college has robust support for DE in their manual, curriculum review process, and available faculty materials and training (including grant funds used to provide services and equipment for DE). The college has identified equity gaps in DE success and is working to address these gaps. The professional development plan references the team confirmed this practice and heard examples of professional development available to both full and part-time faculty.

The college also offers embedded tutoring, online tutoring and other resources for Distance Education courses to address equitable access. Some learning support services are available via distance; for example, EOPS provides phone appointments, has non-instructional course shells in Canvas, and is exploring the use of tools such as Zoom to facilitate real-time appointments at a distance. The college has recently purchased Comevo for the purpose of equitable online orientation, and work is being done to fully utilize the early alert function within Canvas. Student Services has expanded their work with equity and inclusion, offering equity-focused workshops tailored to constituency groups and culminating event open to the entire college; this effort is strategic and intentional, with plans to expand and evolve in future semesters. (II.A.7)

While the college wrote that “The College does not use any department-wide course and/or program examinations that affect student grades or placement,” the college does utilize a placement tool for ESL courses as demonstrated on their website. The team confirmed in meetings that the test itself (CELSA) was previously validated by the state Chancellor’s Office, and a supplemental writing sample collected by the college is normed and scored by multiple raters to reduce bias. The scores used for student placement were initially vetted and validated through the college’s research office. The college is in the process of transitioning from the CELSA to a local directed self-placement process, and the team confirmed there is a plan in place as this process is developed to reduce bias and validate the new process through a pilot year comparing the self-placement results against the existing placement process. (II.A.8)
The college has processes in place to ensure that the units of credit are consistent with generally accepted norms and uses the Carnegie student contact hour, including institutional policies. The college also awards course credit, degrees and certificates based on the attainment of faculty generated SLO’s. Learning outcomes for courses are listed on the course outline and the curriculum committee reviews these to ensure alignment with other requirements of the course; the team confirmed this practice in interviews with the curriculum committee. Provided APs/BPs show alignment of the course units with standard practice (AP 4021). These assessment summaries were previously submitted via paper forms and are in the process of transitioning to eLumen. The team reviewed the online repository for these files and confirmed that PLO assessments were regularly submitted. (II.A.9)

Policies for credit for prior learning, including transfer-of-credit, are made available to students in the college catalog; these policies include review of courses to verify equivalency. The college develops articulation agreements via curriculum processes and through its articulation office. The Articulation Officer works closely with faculty and the Curriculum Committee to ensure that the Student Outcomes are comparable. Where a direct agreement does not exist, courses are reviewed “to verify core elements of the course including topics, course objectives, lecture and/or lab hours, and pre-/corequisites are sufficiently aligned with Mission College courses.” (catalog p. 29). The college offers a number of transfer courses and programs, including C-ID courses and associate degrees for transfer. (II.A.10)

The college included student learning outcomes at the program level program appropriate to the areas listed in the standard by mapping their course and program outcomes to institutional learning outcomes in effective communication, personal development and ethical responsibilities, critical inquiry, community and citizenship, and information and technology literacy. ILOs are listed in the college catalog and reference the indicated skills. Program learning outcomes are also listed in the college catalog. The team verified in interviews that both course and program SLOs were mapped to the ILOs in spreadsheets housed in the college’s internal storage drive for assessment files. Following the system transition to eLumen, these maps have been transferred and reviewed by departments for accuracy. Course SLOs are mapped to the program and ILO level, with the program to ILO component of the mapping completed on the back end via internal eLumen system coding. (II.A.11)

There is a process in place that is reflected in BP and AP 4025 and 4100 which requires rigorous review of each new course to be reviewed requesting General Education status. The requirements for the degree programs are clearly listed on their website, and local GE categories include the listed components. The Curriculum Review Committee is responsible for GE review, and meetings with the committee confirmed that the articulation officer reviews submitted courses for alignment with the proposed GE area, inclusive of course outcome alignment, and courses are then discussed with the full committee.

The provided catalog lists requirements for local GE (p.29), and a linked board policy (4025) also indicates the associated GE philosophy. A provided excerpt from the curriculum manual states that the curriculum review committee periodically reviews the overall GE pattern, and there is evidence of this in Senate minutes discussing the addition of a new equity category. However, there is not much information provided regarding the criteria for course review,
beyond that a box is completed in eLumen. The learning outcomes include knowledge and comprehension of the listed requirements as reviewed by the articulation officer and the Curriculum Review Committee. (II.A.12)

College programs include focused study in an area or interdisciplinary core, with a requirement of at least 18 units indicated in policy. Course learning outcomes are mapped to PLOS to indicate how program competencies are met; although the ability to indicate levels of mastery is available the college is not yet using this feature. The team encourages the college to continue their planned eLumen implementation process and follow up on incorporation of appropriate mastery levels once mapping is fully implemented in the new system. Appropriate level of courses is reviewed in curriculum materials.

Policies indicating the 18-unit requirement are part of APs/BPs (BP 4100). PLOs are listed in the college catalog, and the college provides two examples of CSLOs mapped to PLOs, in addition to reports of this overall mapping referenced in other sections. Although the examples include a field to “set attainment levels” in the mapping, this does not appear to be completed in the examples provided. The curriculum manual references review processes that are meant to ensure that courses are at a level appropriate to the associate degree. (p. 9) (II.A.13)

Competencies are indicated in PLOs and reviewed via the curriculum committee and various advisory groups. Pass rates for external licensure are tracked in annual reporting for programs with this requirement. The college’s Academic Directions Committee and revitalization process further ensure that programs are meeting their target goals. PLOs are listed in the college catalog and requirements for curriculum review of CTE programs are indicated in the curriculum manual. In addition to standard review, new CTE programs are subject to review by a CTE committee for fit and viability. The revitalization process reflects a strong commitment to ensure strong licensure rates/ outcomes, as evidenced by the provided example of the health occupations/ Physical Therapy program under review in that committee.

Through collaboration with the CTE advisories, the Bay Area Consortium and the Deputy and State Sector Navigators, the College ensures that CTE programs meet the technical and professional competencies that meet employment and licensure standards. Through the program review process, CTE programs are also required to ensure that the SLO’s and PLO’s include industry standards. CTE programs review their programs every two years. (II.A.14)

The college has a plan in place that includes Academic Senate faculty, discipline faculty, administration and counselors to determine program viability and program discontinuance, a process which involves a senate committee (the Academic Directions Committee) tasked with assisting struggling programs to improve their outcomes prior to initiation of discontinuance. The policy is student-focused and takes into consideration the currently enrolled students with student supports built into the process. Where programs are discontinued, procedures are in place to ensure students are able to complete.

The college process for program discontinuance contains guidance for allowing student completion (offering courses through independent study or other means for completion of enrolled students) (p. 7). An example of discontinuation of retail floristry is provided, with
evidence of an assigned counselor assisting remaining students to complete program requirements.

There is a program revitalization process, including a Program Revitalization Referral form developed by the Academic Directions Committee. This form indicates that this process reviews remediation attempted and status thereof, desired outcomes, and whether SLOs and Program Review are completed. The team commends Mission College for its implementation of the program revitalization process so that students can complete their education in a timely manner. (II.A.15)

The college regularly evaluates its collegiate, pre-collegiate, and CTE programs through the program review and curriculum review processes. Continuing/contract education is evaluated through a modified SLO process and/or student evaluation surveys administered by instructors. (II.A.16)

**Conclusion:**

The college meets Standard II.A and exceeds the subsection II.A.15 through processes addressing program review and revitalization.

**College Commendation # 1:** The team commends Mission College for its implementation of the program revitalization process to ensure continuous quality improvement when programs fall below institution-set standards and/or program review standards so that students can complete their education in a timely manner (I.B.3, II.A.15).

**II.B: Library and Learning Support Services**

**General Observations:**

The college illustrates robust Library services and offerings, Library planning, tutoring, Academic Support Center, and college support services including tutorial, various grants and categorical programs (e.g. MESA; EOPS; TRIO) and resources for disabled students.

Mission College’s Library and Academic Support Center (ASC) provide ample and suitable technology and resources to the student population. Subscriptions to databases and technology services seem suitable and regularly evaluated. There are adequate physical and online library resources there are for students to use. The library has allocated study space for students, important programs such as textbook loans in return for canned food donations. The offerings and services afforded by the Academic Support Center are in line with those expected of a higher education institution.

The quality of the information, technology, and resources made available through the library and the Academic Support Center seem commensurate to the needs and expectations of students in a
higher education setting. Evidence indicates that services are made available to students of a diverse population and with special needs, such as students in need of disabled student support services. The Academic Support Center conducts a key service, embedded tutoring. This method of supporting students has been assessed through indirect measures and the college plans on conducting direct assessment of embedded tutoring via course success rates.

Evidence and Findings:

The Library provides evidence that illustrates the success of its programs, such as the Textbook Loan, in meeting student needs. It demonstrated that librarians are in the loop on assessing the Service Area Outcomes, course SLOs. The Academic Support Center’s effectiveness is illustrated through multiple surveys of student opinion regarding Embedded Tutors and provided data in the Tutoring and Course Success Report, which articulates how the Academic Support Center faculty and staff are data-driven in ensuring services meet student needs and are effective at supporting learning. The library supports student learning through services including collections, technology, instructional assistance, and collaborative spaces. Library hours include evenings and Saturdays to support student needs, and librarians are available for student support in classrooms (both via Canvas modules and in person), via phone, and through electronic forms for contact. Learning support services are offered through the Academic Support Center (tutoring) and are available via face to face and online modalities. Additional support services include categorical programs and services such as the welcome center and Veterans services (II.B.1).

A sample of Canvas courses show embedded links for information literacy modules and tutoring services, and library contact information which includes a phone number and online form for research assistance. There is also a list of support programs with services and hours, and the various numbers of students serviced by ASC (II.B.1).

The library has a process for selection of materials and provides several examples in program review of materials selected via faculty or student requests, these include the purchase of anatomy models for biology students and the creation of the online information literacy tutorial in response to student survey feedback. Evidence includes the posted collections policy on the website, and the included program reviews which provide anecdotal evidence of responses to faculty and student requests. The librarians and ASC faculty and staff collaborate on collection development to meet the discipline specific needs of departments across campus. The team confirmed during the library tour that faculty requests for resources are vetted through discipline-assigned librarians, who forward the requests to the appropriate acquisitions librarian for vetting (II.B.2).

Both the library and ASC undergo appropriate and timely review, participating with analysis of service area and student learning assessment. The library evaluates services primarily through a variety of student surveys, which are also used for service area outcomes assessment and include questions related to support for learning. Learning outcomes are assessed in academic courses that the library offers. Tutorial services are also assessed via feedback surveys and student success data, where the success of students who enroll in tutorial courses is compared to those who do not. Example program reviews show data from these surveys being applied to service
improvement. A variety of surveys are included in evidence, such as a feedback survey on the food for textbooks program, where students are asked if the program supported their ability to do homework and understand course material. Departments also have methods for gathering student input through both qualitative and quantitative measures. (II.B.3).

Student Services actively seeks out student voices and engagement in processes and discussions, and through student surveys to discuss the adequacy in meeting student needs. Results from assessment are purposefully utilized for program and service improvement (II.B.3).

The library contracts with services including its library service platform (which is in transition), cataloging tool, and various subscription databases. Academic Support Center has an agreement with NetTutor. Services are reviewed via satisfaction surveys and usage statistics and one contract is provided in evidence; contracts for online databases are in place through CCLC Library consortium. The library uses 3M gate security with tattle tape for collection security. Evidence is provided for one contract and some evidence through surveys, program review, and usage statistics is given but this addresses satisfaction (II.B.4).

Conclusion:

The College meets standard II.B.

II.C: Student Services

General Observations:

The student services area is involved in quality leadership and equity activities on campus and offers a large amount of services in the evening and online services. It is apparent through their narrative and supporting evidence that the college actively self-assesses and self-reflects in order to continuously improve. Ask MC is a tool to answer many current and prospective students’ questions; counselors attend trainings and provide orientations and workshops for students; DegreeWorks has been implemented as a tool for students and counselors. There is collaboration between Instruction and Student Services; there is evaluation of processes.

Findings and Evidence:

The college demonstrates that it regularly reviews quality and effectiveness of services and programs according to Administrative Procedures. This routine review aligns with the mission, in order to ensure quality learning across programmatic offerings, exemplified by the Front Door Experience evaluation and changes to meet student needs. The college uses data to ensure the quality of its designs and program reviews, this data is disaggregated in many instances. A system of participatory governance and collaboration yields advancements on policy review, program review, and student services (II.C.1).
The college uses an appropriate amount of data sources to evaluate service areas including program review, area outcome assessment, program advisory committees, and student surveys. Student Services evaluates how they are serving students both face to face and online. The college demonstrates that it regularly reviews quality and effectiveness of services and programs according to Administrative Procedures; this routine review aligns with the mission, in order to ensure quality learning across programmatic offerings. The college uses data to ensure the quality of its designs and program reviews, this data is disaggregated in many instances. A system of participatory governance and collaboration yields advancements on policy review, program review, and student services. A number of gaps and areas for improvement were identified across different services such as Outreach, MESA, and EOPS. Illustrations of corresponding continuous improvements articulate how the service areas are responding to those gaps (II.C.2).

There is ample evidence to support the college’s narrative in describing how they meet the College ensures equitable access. Some of this evidence includes: board policies and procedures; college processes and forms, master plan, goals, vision, program review and SLO documents and templates, minutes, Integrated Plan Student Life Cycle Barriers, Equity Plan student analysis, athletics orientation, flyers, Integrated and Equity Plans, user guides, Catalog, Admissions and Records website (live and screenshots). The college works with outside consultants to better leverage the Student Information System’s functionality to enhance the student experience. They are also adopting the Open CCCApply application, which will help to expedite the application processes (II.C.3).

Co-curricular, athletics and categorical programs are robustly supported. The institutions conducts sound policy including the control of finances for these programs. (II.C.4).

The college provides support services available in person and online; this includes access to online counseling, orientation, admissions and records, and financial aid. A centralized portal provides access to important resources such as transcripts, early alerts, financial aid, registration, Office 365, and the distance education platform. These resources are also available through mobile devices. The Counseling Department is trained and seeks out professional development to better serve students across a variety of modalities and times. Counselors attend trainings and conferences in order to remain up to date with CSU and UC requirements, and the counseling department offers courses, orientation, and workshops on a variety of topics for students (II.C.5).

The college, in accordance with Board Policy and Administrative Procedures publishes and adheres to general admission policies for the college and program specific admission requirements for Health Occupations. College clearly defines, publishes, and advises students of pathways to achieve their goals. MC clearly advises requirements for all degrees, certificates and transfer pathways which are outlined in the college catalog which is updated and printed annually and on the campus website (II.C.6).

Mission College utilizes CCCApply and evaluates admission and financial aid policies and processes. MC has complied with AB 705 and transitioned to a new placement process for placement in transfer-level math and English courses for incoming college students. Information
regarding who needs to complete the placement assistant tool is available on the Placement and Assessment Services website. For those unable to provide high school performance data, a guided self-placement tool was also developed. In fall 2019, MC formed the Assessment and Placement Task Force in order to monitor and evaluate any issues relating to the placement and assessment tool as well as to recommend improvements to the tool and processes (II.C.7).

Permanent student records such as Admissions and Records and Financial Aid are maintained in both paper and electronic formats, utilizing Lasaerfiche and Banner Document Management (BDM). Any paper records are maintained in secured locked locations on campus and are accessible only by authorized personnel. Laserfiche records are digitally stored on a district server, and BDM documents are hosted by Ellucian and stored in the Cloud; only authorized personnel have access to the digital records. Another example of securely maintaining data is the Welcome Center, which keeps records of student usage in a secure location (II.C.8).

**Conclusion:**

Mission College meets standard II.C. The college exceeds the subsection on II.C.I regarding evaluation of student service data to meet the mission.

**College Commendation # 2:** The team commends Mission College for their use of the Front Door Experience data to holistically improve the quality of student services and enhance the accomplishment of the college mission (II.C.1).
Standard III

Resources

III.A. Human Resources

General Observations:

The West Valley-Mission Community College District (WVMCCD) and Mission College (MC) have well-established recruitment and hiring processes and training for faculty, classified staff and administrators. These human resources processes are grounded in the engagement and shared responsibility of all constituency groups and codified in policies, procedures, and handbooks. The Human Resources (HR) Department in the WNMCCD oversees all human resources functions in conjunction with support at each of the colleges. The District’s policies and procedures ensure comprehensive employment practices are fair and equitable, and result in the hiring of well-qualified employees who meet or exceed minimum requirements. Mission College uses data and the program review process to determine staffing needs. The District has the highest ratio of full-time to part-time faculty in the state at 70.19 percent.

The WVMCCD provides avenues for the review and revision of HR policies and procedures that provide for broad consultation among campus constituency groups, while ensuring consistency and accountability. All aspects of Human Resources management, including an ethics policy for all employees, align with the College’s core value of integrity. The College uses various delivery methods to provide professional development opportunities for all employees. The College has a commitment to diversity as demonstrated by the professional development opportunities provided to all employees and aligned with their core values of social justice, equity, and inclusivity. The District also demonstrates a commitment to diversity in its policies and procedure and through the development of the new Faculty Diversity Internship Program. The Human Resources Department tracks classified and administrative employee evaluations and the due dates with reminder notices sent to the direct supervisors. Faculty evaluations are tracked by the College’s Management Analyst for associate faculty and the Vice President’s Office for full-time faculty. Tracking of administrative and classified evaluations were not recorded systematically. Finally, the District’s Office of Human Resources maintains the security and confidentiality of personnel records, providing access only as requested and appropriate to employees or their direct supervisors.

Findings and Evidence:

The team confirmed that Mission College (MC) has clear policies and procedures for hiring faculty, classified, and administrative employees as evidenced by Chapter 7 of their Board policies (BPs) and Administrative Procedures (APs) as well as in the District’s Equal Employment Opportunity (EEO) Plan. Specifically, BP/AP 7120 outlines their recruitment and hiring practices. All board policies and related administrative procedures are accessible to the public via the District’s website. Recruitment procedures for all employees are fair and equitable.
as codified in BP/AP 3420 Equal Employment Opportunity. All job openings are posted on the West Valley Mission Community College District (WVMCCD) website. The District’s Human Resources (HR) department oversees all phases of the recruitment and hiring process. The College works cooperatively with HR to ensure that hiring is uniform in all phases of the recruitment process. All faculty, staff, and administrators participating in hiring committee undergo EEO training. In interviews with faculty, staff, and administrators, the team heard appreciation for the support received from the District in the hiring process, and that the process was clear and equitable. Furthermore, to increase the consistency and effectiveness of the recruitment process, the College hired a full-time Management Analyst to serve as a liaison to HR and assist in ensuring the integrity of hiring processes. (III.A.1)

The team also reviewed job descriptions for administrators, classified staff, and full-time and part-time faculty. All descriptions clearly indicate the position duties, responsibilities, and minimum qualifications. In keeping with AP7232, in 2014, the District underwent a districtwide position classification and compensation. This exercise ensured that job descriptions accurately reflected position duties, responsibilities, and authority. The College and District adhere to hiring regulations, procedures, and protocols, which ensure they meet the needs of their student population. (III.A.1)

The team verified that faculty job announcements require appropriate qualifications and knowledge of the subject matter as well as a requirement that faculty contribute to the development and review of curriculum and assessment of student learning. Board Policy 7210 Academic Employees further describes the characteristics of academic employees including full time and part time faculty. The District also maintains two handbooks for recruitment of all faculty. The Faculty Recruitment and Selection Handbook primarily outlines the process for full time faculty hiring. The Part-Time, Associate Faculty Recruitment Handbook details the hiring process of adjunct faculty. The District maintains several administrative procedures pertaining to faculty qualifications, requirements, and responsibilities: AP 7211 Faculty Service Areas, Minimum Qualifications and Equivalencies, AP 7212 Temporary Faculty, AP 7214 Part-time Faculty – Office Hours, and AP 7215 Academic Employees: Probationary Contract Faculty. (III.A.2)

The team noted that administrators and other college personnel responsible for educational programs and services undergo the same recruitment, screening, and overall scrutiny for appropriate qualifications and experience. Applicants apply via the WVMCCD website and the HR Department provides a preliminary screening of required application materials, including official transcripts. Applicants hold degrees from both U.S. and international universities. The team further substantiated that degrees meet the appropriate minimum qualifications for California community colleges or have gone through the equivalency process outlined in AP 7211 Faculty Service Areas, Minimum Qualifications and Equivalencies. Each posted job description contains the following statement: “Candidates with degrees not identical to the required state or local qualifications must apply for equivalency by completing the equivalency form, which is part of the application package… Candidates with degrees earned outside of the United States must provide official certification of equivalency to U.S. degrees by a certified U.S. credential review service, must have a U.S. evaluation (course by course of the transcripts)
and must be submitted with this online application.” A link to the list of sample credential review services is available on the District HR website. (III.A.3, III.A.4)

Through interviews and review of evidence submitted by the District HR Department and college personnel, the team was unable to corroborate that the evaluation of full and part-time personnel adheres to the timelines. However, written criteria for evaluating all personnel exists and includes performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes do seek to assess the effectiveness of personnel and encourage improvement. The College’s evaluation of its personnel is considered a critical component of accurately assessing the effectiveness of overall job performance. There is systematic means for the institution to determine who needs an evaluation or if their evaluation was completed within specified timeframes. The HR Department maintains excel spreadsheets to determine which administrators and classified employees need to be evaluated. The College maintains spreadsheets to determine which faculty, full-time or associate faculty, need to be evaluated in any given term. District should evaluate all personnel systematically and at stated intervals in accordance with related policies. (III.A.5)

The team found that MC uses effective methods to inform the need for faculty for each program and service. Specifically, through program review, departments analyze how well current staffing levels are meeting program needs and have an opportunity to address future staffing needs. Through the Academic Senate’s annual new faculty hiring prioritization process, departments may request new faculty. The Senate provides a ranked list to the college president, who provides a written response stating which positions will be filled for the following year. The College and District adheres to state mandates to determine the sufficient number of qualified faculty. The team was impressed that the District’s FON is the highest in the state representing that 70.19 percent of faculty are full-time. (III.A.7)

The team determined that MC has policies and practices which provide for adjunct orientation, oversight, evaluation, and professional development. The evaluation process and criteria are outlined in Article 108.5 of the collective bargaining agreement. Included in these criteria is the adjunct faculty in the process of outcomes assessment and use of results to improve student learning. Once a year, the vice president of instruction hosts a paid two-hour associate faculty orientation as well as offering stipends for adjuncts to attend an “All College (FLEX) Day.” Part-time faculty have two representatives on the Academic Senate. Part-time faculty are intentionally included and invited to participate in professional development including on teams for areas such as BSILI and Reading Apprenticeship workshops. Lastly, adjunct faculty are also encouraged to attend department meetings and other professional development throughout the year. (III.A.8)

The team validated the College's efforts to meet its operational staffing needs by using the established program review process. Additional classified staff positions are formally requested using the Program Review Resource Request Form (PRRR). These requests from all divisions as well as recommendations from the College Budget Advisory Committee (CBAC), Facilities and Safety Committee (FSC), and Marketing are discussed and ranked at the President’s Cabinet. The Cabinet evaluates, validates, and makes recommendations on college-wide professional development, personnel, and marketing requests. Once personnel requests are approved, they are recommended to College Council (CC) for review and recommendation to the president.
Following CC recommendation, the Executive Management Team reviews the positions in consideration of competing needs and fiscal restraints and, if approved, positions are established and authorized for recruitment. (III.A.9)

The team confirmed that MC maintains managers and administrators with appropriate preparation and expertise for effective administrative leadership to support the College’s mission. The need for additional administrators is identified via the program review process and requested using the PRRR form. The District’s HR department requires a needs analysis before recruitment may commence. (III.A.10)

The team verified that Mission College complies with all District personnel policies and procedures, which are outlined in chapter 7 of the District’s BPs and APs as well as relevant negotiated portions of the District’s collective bargaining agreements. Coordination of these policies are the responsibility of the HR department. The team certified that these personnel policies and procedures are published and accessible on the WVMCCD website. (III.A.11)

Board Policy 3410 Nondiscrimination and BP 3420 Equal Employment Opportunity, along with the corresponding Administrative Procedures, promote employment opportunities and safeguards against unlawful discrimination. The team recognized several core values for Mission College that illustrate and promote these ideals including social justice, equity, and inclusivity. Furthermore, the District established an Equal Employment Opportunity Diversity Advisory Council (EEODAC) to assist in implementing the plan. The EEODAC supports and promotes best practice areas including focused outreach when hiring, procedures for addressing diversity throughout the hiring process, and diversity incorporated into criteria for employee evaluation. The District has offered trainings focused on diversity and inclusion, Title IX, and discrimination, which include implicit bias training and topics on race and ethnicity (III.A.11, III.A.12).

In spring 2019, the District approved a Faculty Diversity Internship Program (FDIP) to enhance the College’s efforts toward building a diverse and representative faculty. Funding for the paid internship program is through the Land Corporation, which supports several initiatives at both colleges and the district. The FDIP launched in fall 20109 with an initial cohort of eleven participants from thirty-six applicants. Approximately 70% of the first cohort are Latinx with others of Asian descent. At least four of the eleven have been employed after one semester of participation. This program was part of the District EEO Plan and in keeping with the multiple measures used by the state Chancellor’s Office. The team was impressed by the intentional efforts taken by the District to address the inequity in representation when comparing faculty demographics to that of the students. The FDIP program and EEO Plan data indicate increasing faculty equity and diversity, consistent with MC’s mission. (III.A.12)

The team certified that BP 3050 Institutional Code of Ethics defines ethics, the expectations of ethical behavior for employees and students, and employee responsibilities. The corresponding administrative procedure provides the consequences for violating the policy. The District Council reviews all board policies and administrative procedures and includes representation from collective bargaining groups, the Academic Senate, and student government. As such, both BP 3050 and AP 3050 were agreed to by the Board with collective bargaining units having input
through the District Council. The code of ethics aligns with MC core value of integrity. Board Policy 2715 *Code of Ethics/Standards of Practice* outlines the expectation for Board of Trustee members and is further addressed in Standard IV.C.11. (III.A.13)

In keeping with its core value of continuous learning, the team observed MC’s commitment to supporting the professional learning needs for all constituent groups. The team heard directly from several employees throughout the visit, including representatives from the Faculty Professional Development Committee (FPDC) and the Professional Development Super Committee (PDSC), that there is a wide selection of professional development offered at the College, and they are supported to participate in these activities. In 2017, all employees were granted access to the professional learning network, Lynda.com. Through the FPDC, faculty may apply for support through the Teaching, Learning, and Improvement Fund, which was established by the Land Corporation. This fund is intended to support faculty in their efforts to grow professionally, enhance classroom effectiveness, and develop innovative strategies for continued improvement of student learning. Through the PDSC, all faculty and staff may submit an application for funding to attend a conference, put on an on-campus workshop, or taking a class for professional growth. Additionally, applicants are asked to address how the proposal is connected student equity and/or learning or area outcomes. For both committees, a rubric is provided in advance so applicants are well informed of the criteria used for allocation of resources. Separate dedicated funding is available from the District as negotiated in the faculty collective bargaining agreement for conference attendance. Additionally, the District has an Employee Assistance Program (EAP), which provides another vehicle of professional development for all employees. (III.A.14)

The team validated that the District has provisions for keeping personnel records secure and confidential. Administrative Procedure 7145 *Personnel Files* outlines who and when records may be examined and what may or may not be included in the personnel file. Additionally, the collective bargaining agreement provides information regarding personnel files: Article 12 of the WVM Classified Employee Association agreement, Articles 11 and 106 of the WVM Federation of Teachers, AFT 6554 agreement, Article 14 of the Supervisor’s Association, Teamsters Local 856 agreement, and Article 11 of the Peace Officers Association agreement. The team substantiated that the District safeguards the security and confidentiality of personnel files by maintaining files in a secured area and limiting access of those files to the employee and his/her direct supervisor. Furthermore, a log is kept for the personnel files that have been reviewed noting who looked at the file and the reason for that review. (III.A.15)

**Conclusions:**

The College meets Standard III.A except for Standard III.A.5 which addresses systematic evaluation. The College exceeds the standards for subsection III.A.12 by implementing programs to address faculty diversity consistent with its mission.

**District Recommendation #1:** In order to meet the standard, the team recommends that the District systematically evaluates all personnel at stated intervals in accordance with college policies. (III.A.5)
**District Commendation #1:** The team commends the District for its creation of processes, programs, and services to increase faculty equity and diversity, consistent with its mission, including implementation of the Faculty Diversity Internship Program (FDIP) and EEO planning. (III.A.12)

### III.B. Physical Resources

**General Observations:**

Mission College has safe and sufficient physical resources to provide quality courses, programs, and services to its students. The college does a good job linking the Educational and Facilities Master Plan to guide the decisions about facilities construction, modernization and improvements used for three bond measures. Many of the facilities have been recently constructed or will soon be updated by either of the two active bond measures, Bond C and W. In cooperation with the District, the College operates and maintains buildings totaling over 461,000 assignable square footage on an 85-acre parcel of land. The ‘Main Building’ opened in 1979, and through institutional master planning, the campus continues to transform to accommodate the changing needs of students, programs, and services. A well-developed systematic process for planning is guiding the transition. The Board of Trustees provides the general direction for facilities development, construction, and renovation via the District’s Five-Year Construction Plan. Ongoing monitoring of the Facilities is accomplished by an online work order system, annual inspections, a shared governance committee, and robust financial resources to maintain the building and grounds. Good facilities and maintenance leadership is in place to direct the maintenance and repair of the physical structures on campus.

**Findings and Evidence**

The evidence demonstrates the institution ensures that all facilities are safe and sufficient. Annual planning and programs are in place for a scheduled maintenance plan, and a District Injury and Illness Prevention Program. The Facilities and Safety Committee on an annual basis reviews and prioritizes facility related requests received from Program Review. In addition, the committee members annually review the Clery Report, a recent lighting report, and a student safety survey that received a robust response to make repairs and improvements where merited. Students are able to report unsafe conditions via faculty and staff who are able to utilize the work order system. The Facilities Director ensures that all safety related concerns are promptly addressed. In the words of a Facilities and Safety Committee member they appreciate the monthly meetings since decisions are made promptly and much work is accomplished to maintain the campus. Systems are established to control building access, provide emergency notification, and ensure there is comprehensive emergency planning. (III.B.1)

The Educational and Facilities Master Plan guides the decisions about facilities construction, modernization, and improvements for three bond measures two of which are still active. The needs of programs and services are considered in the Educational Facilities Master Plan and they
align with the institutional mission. Purchasing a new autoclave, updating lighting at the tennis courts, and new lighting for the baseball field are examples of improvements that came through the Program Review process. Comprehensive planning teams for new construction consist of area managers, faculty, staff, construction manager, and consultants. In meeting with the Dean over the Library, the planning process to capture the program requirements on the Library remodel project was discussed. Construction documents that are finalized are shared with the College President and Vice President of Administrative Services. There should also be a process in place to formally share planning documents and final FF&E purchases with the entire campus. (III.B.2)

Mission College regularly assesses facility needs via processes in the Educational Facilities Master Plan, the Five-Year Construction Plan, the FUSION Facility Assessment Study, the Five-Year State Schedule Maintenance Plan, and the class scheduling and room assignment software Ad Astra. In addition, the campus recently contracted with the Statewide Association of Community Colleges to complete a room by room inspection, review proper labeling of Hazmat, and document safety considerations. The inspection report was then used to generate workflow for Facility Services. (III.B.3)

Evidence was provided linking the long-range capital projects to institutional planning in the Educational Facilities Master Plan. Projections for one time and recurring costs are captured in the evidence as well, Total Cost of Ownership for Facilities document. LEED Certification and Smart Metering ensures industry standards are being met for durability in constructed facilities and optimal performance monitoring over the lifecycle of the asset. The evidence in the ISER and interviews with the Facilities & Safety Committee, Vice President of Administrative Services, and the Facilities Director demonstrate there is a comprehensive approach to balancing both facilities management and financial management for construction and maintenance of new buildings to support institutional goals. (III.B.4)

Conclusions:

The College meets Standard III.B.

III.C. Technology Resources

General Observations:

In general, technology services support the needs of the institution’s management, operations, and programs. Technology support on the campus consists of the College’s Educational Technology Services (ETS) department, District Information Systems (IS) staff, and supervision of ETS staff by a Dean who additionally administers academic programs. A functional map delineating District and College areas of responsibility was provided, specifying support tasks and related service outcomes for each function. Long-range planning is demonstrated by technology plans at the District and College levels. Several participatory governance entities for the College and the District exist to enable input by constituents on technology review, planning,
and budget allocation. To assure system reliability, the College works collaboratively with District personnel to assure technology resources are functional on a daily basis.

Findings and Evidence:

Evidence exists demonstrating the District and College plan for updates and replacements to its technology: The West-Valley-Mission Community College District Technology Plan, 2018 through 2021, and the Mission College Technology Development Plan, 2019 through 2023. ETS and IS formally meet bi-weekly to address operations. A sample of minutes provided show there has been a discussion of projects, ongoing concerns, and updates on the status of services. These frequent meetings provide a venue for any emerging needs or challenges to be discussed and resolved. One recent example is the local work order ticketing system recently adopted by the College to facilitate management of technology support requests; this project enables ETS to respond immediately as needs arise. (III.C.1)

The College further strengthened its technology planning by updating its Program Review Resource Request (PRRR) Form Guide and establishing a technology refresh schedule (ETRIS) to manage expectations for when replacement is possible. The College provided a functional map which clearly delineates District and College functions across all core technology operations. According to the map, District responsibilities relative to updating, replacing, and maintaining technology infrastructure include all administrative systems, as well as key responsibilities over applications/programming support. Specifically, the District “maintains/supports (1) the Data Warehouse system; and (2) the Cognos Business Intelligence (BI) Tools.” The replacement of the District enterprise resource platform, Banner, in recent years would have required the District data warehouse system and data powering the BI tool to be updated. The District does not have an overarching plan, strategy, or systematic approach to update the data warehouse system, and acquisition of any new BI tools (e.g., Power BI, Kumu, or Ad Astra Analytics). It was confirmed by the District Associate Vice Chancellor of IT (AVC-IS) during a team interview that managing the updates to the District data warehouse system and BI tools is a large-scale project that would be the District’s responsibility to manage. The AVC-IS was in his 5th week in this position at the time of the interview and assured the team that he is in the process of taking stock of all technology issues and intends to actively engage College personnel to discuss and resolve. The District should continuously plan and coordinate technology updates and replacements with the colleges, to ensure quality and capacity are adequate to support its mission, operations, programs, and services. (III.C.2)

The College assures technology resources on campus and online are reliable and accessible through its current Technology Development Plan, 2019 through 2023. In addition, the supervising dean utilizes reports from the new work order ticketing system. ETS staff are able to access work orders through their mobile devices to enable faster response times. The combination of principles, goals, and objectives on the College’s technology plan, and the specification of procedures linking technology requests to its program review and budget allocation processes will positively contribute to standardizing technology specifications for desktops, laptops, servers and other hardware, as well as desktop images, lab configurations, etc—thereby maximizing reliable access, safety, and security as its ETRIS replacements are deployed, or as new technologies are acquired. (III.C.3)
The District addresses access, system reliability, disaster recovery, and security for the overall technology infrastructure and administrative systems through the West-Valley-Mission Community College District Technology Plan, 2018 through 2021. District technologies are configured to comply with federal regulations. The District plan describes its approach to network redundancy (disk, tape), as well as backups (full system nightly for its main enterprise platform, Banner; incremental backups for Windows). Security and safety infrastructure include the mass notification system, public safety system, virus protection, messaging gateway, firewall, and network traffic prioritization. Operationally, IS staff on the College campus manage the network on a daily basis and works collaboratively with ETS; performance reporting is available to monitor servers and is used by IS staff and the Dean over ETS to monitor functionality. (III.C.3)

The College regularly addresses training during and the week before All College (Flex) Day. Providing that training is shared by several entities appropriate to the technology: ETS provides basic training on system navigation and functionality (“point-and-click”); effective use of educational technology is administered by faculty through the Academic Senate’s Distance Learning and Faculty Professional Development Committees. Ongoing user support is provided by District through the Help Desk, District work order system for network issues, and the College work order system for desktop support. For student support, the College’s Welcome Center is staffed in part by student ambassadors who provide support with student email, Canvas use, the College’s student portal, and other registration-related transactions. For systems related to research and analysis reporting, training was provided by the Research and Planning Office. (III.C.4)

Guiding the appropriate use of technology in the teaching and learning processes is Board Policy 3720, Computer and Network Use, and Administrative Regulation 3720, Information Technology Use. Additionally, other guidance on appropriate use and management of technology is provided by the College technology development plan, and the Library Computer Use Policy. Reinforcing compliance through training is provided by District Human Resources Office on ADA 504 and 508 (accessibility), as well as on Family Educational Rights and Privacy Act (FERPA). (III.C.5)

Conclusions:

The College meets Standard III.C.

District Recommendation #2: In order to improve quality and ensure that capacity of technology is adequate to support the College’s mission, operations, programs, and services, the District should continuously plan and coordinate technology updates and replacements with the colleges. (III.C.2)
III.D. Fiscal Resources

General Observations:

The financial resources of the college and district are sufficient to support and sustain student learning programs and services in addition to improving institutional effectiveness. The District moved to being a community-supported (basic aid) district in FY 13/14. The revenue received from the local property tax revenues is in excess of the minimum funding level established by the California Community Colleges Chancellor’s Office (CCCCO) and is less affected by state budget shortfalls. This change in funding sources substantially improved the finances of the district. As a result, the district now has an irrevocable trust to fully fund its annual Other Post-Employment Benefits (OPEB) based on a current actuarial study and a Pension Stabilization Trust Fund to address increases in the long-term pension obligations. The results of the annual audits, good internal controls that are reviewed often, and transparency in resource allocation support that the college and district are managing the fiscal resources very well.

Evidence and Findings:

Mission College is a community-supported district that receives local property tax revenue in excess of the minimum funding level established for California Community Colleges. The following evidence Board policy 6200 and 6250 are in place to meet the educational goals for student learning. The evidence provided and the process shared in meeting with the College Council demonstrate that the District Resource Allocation Model is being modified to align better with the Student-Centered Funding Formula. The RAM provides additional resources for equity and student success by design based upon evidence and an interview with the District Financial Work Group. The College Budget Advisory Committee provides recommendations to reallocate resources. At this point Mission College has an aspirational goal to serve more low-income and underserved students and increase success and completion rates. Data is starting to be collected on increasing student success but it is still too early to complete an analysis on the results at the campus level. An example shared in the Academic Directions Committee of an enhancement to a program that was funded through Integrated Budget Allocation and Program Review is the Voluntary Income Tax Assistance Program. The Program Review templates have been recently updated in the last two years. A key component that was added has been the addition of assessment of resource allocation results from prior years. (III.D.1)

Evidence demonstrates that the goals of the institution guide the annual fiscal planning process through comprehensive institutional planning and alignment with the statewide Vision for Success. In interviewing the CBAC it was shared that the first meeting of the fiscal year had extensive discussed on aligning funding requests with the mission of the College in addition to laying out the annual work and monthly agendas. The governing board and leadership receive financial updates monthly in reports in addition to an annual budget workshop and real time detail on Banner and the Argos reporting system. Ample evidence was provided that ties resource allocation to planning and program review. It was learned in the College Counsel meeting interview that competing needs for limited resources are resolved by having well developed rubrics and criteria and planning documents. (III.D.2)
The site visiting team observed that the District and College have clear policies and procedures for financial planning and budget development that adhere to an annual planning calendar. The College Budget Advisory Committee is the participatory governance committee providing constituent participation in financial planning and budget development. This was also confirmed in meeting with the financial leadership at the District Office. (III.D.3)

Based upon interviews with the College Council, the CBAC committee and individuals involved in institutional planning all agree that the campus receives accurate financial information from budget workshops where budget assumptions and approaches to developing the budget are shared. The budget information in the evidence provided is sufficient in content to support realistic institutional and financial planning. Sound financial planning is in place at the District, campus, and shared governance structure that reviews past, present, and future fiscal needs. (III.D.4)

The most recent audits from the past three years provide evidence that Mission College has substantial internal control mechanisms with appropriate board policies and adequate personal to ensure dependable, accurate, and timely financial information. During this three-year period the audits have received unqualified/unmodified opinions on the financial statements. Thus, further demonstrating the integrity of the financial management practices. The Research Office on behalf of the Institutional Effectiveness Committee reviewed the resource reallocation process for process improvement. The results were shared with CBAC. In addition, the Business Office does continuous quality improvement by completing program review, revising templates, and updating office procedures. (III.D.5, III.D.6)

Evidence of audit results were found to be communicated out and shared at all levels including the Board, District, and College. Communication happens at the District level with campus input. The District coordinates audit findings with the foundation and the Citizens Bond Oversight Committee. It was noted that any annual findings were corrected before the next audit. The Vice President of Administrative Services annually reviews the budget to actual expenses in the Q1 and Q2 reports. Resources that were previously reallocated and are not being utilized are redistributed to other emerging needs noted in Program Review. (III.D.7, III.D.8)

The District maintains strong unrestricted fiscal reserves to meet financial emergencies and unforeseen circumstances. The total fund balance for FY 18-19 was $55.4 million or about 35% of expenditures. The District purchases adequate levels of general, auto, workers compensation, fire and theft insurance. In addition, facility use agreements require the District be named as an additional insured for a $1M per occurrence and $2M in aggregate minimum coverage limit. It is recommended that indemnity requirements for sporting events and the land corporation be reviewed to minimize potential liabilities. (III.D.9, III.D.11)

As evident by the job description the vice president of administrative services has oversight of all fiscal matters and works in conjunction with the College Budget Advisory Committee (CBAC) to ensure transparency and adhere to fiscal policies, processes, and planning. Annual external audits confirm appropriate management of the Mission College Foundation and as well as compliance with the College’s major federal funding program requirements, including Title IV. (III.D.10, III.D.14)
The District has established an irrevocable trust and all investment earnings and funds deposited in this account are restricted to paying retiree health benefits. The District has fully funded its annual OPEB obligation based on the current actuarial study based upon the balance in the financial statement for the FY 19-20 Final Budget – OPEB Trust Fund 791. The District regularly reviews and budgets for future compensated absences and banked load leave obligations. (III.D.12)

The District determines the amount of locally incurred debt and allocates resources for repayment without affecting the institution’s financial stability and is evident based upon the last three years of audits. In addition to the District and College’s controls, oversight, and accountability there is Citizens Bond Oversight Committee, who monitors the expenditure of bond dollars. (III.D.13)

The loan default rates based on a three-year cohort with FY2016 being the most recent cohort are well within acceptable ranges and no remediation is needed. In the cohort the lowest default rate for Mission College was 9.6% in FY15 and 12.6% in FY 16 & 14. The College closely monitors its loan default rates to ensure compliance. (III.D.15)

The site team reviewed the District’s established policies and procedures designed to ensure compliance and minimize risk and appear to conform to standard practices. Contractual agreements initiated at the College are developed and vetted at the District level via Banner to make sure they are consistent with the overall mission and goals. (III.D.16)

**Conclusions:**

The College meets Standard III.D.
Standard IV
Leadership and Governance

IV.A Decision-Making Roles and Processes

General Observations:
Mission College has Board Policies and Administrative Procedures in place that establish administrator, faculty, classified staff, and student participation in decision making processes. Board Policy (BP) 2510 and Administrative Procedures (AP) 2510 delineate the roles of faculty, staff, students, and administration in these processes. The College also has a Participatory Governance and Decision Making Handbook, which defines the roles of the constituent groups. The College Council is the College’s primary participatory governance body. The College Council includes representation from Administration, the Academic Senate, Classified Senate, and the Associated Students Government. The Academic Senate is the College’s main governance body for faculty on academic and professional matters. BP 2510 also establishes that the Board works closely with the Academic Senate on curriculum change and approval.

Findings and Evidence:
The governance handbook outlines the role of various groups in governance process and committees and includes participation of faculty, classified staff, administrators and students. The handbook contains a “9+1” for classified staff, a strong indication of support for the inclusion of this group in governance processes (Handbook p. 13). Evidence provided includes an example of a proposed plan for professional development which was brought to and discussed at College Council, including input from students and faculty. Funding examples include the forms for the teaching and learning innovation fund. The team recognized that the College exceeded with policies that overtly encourage all employees and students, regardless of title, to take initiative in improving practices, programs and services. (IV.A.1)

The governance handbook and BP 2510 specify roles of administrators, staff, faculty and students in decision-making. There are “+1” lists included in the manual outlining not only faculty and student roles in decision-making but also classified staff. The governance handbook contains a flow chart for decisions (handbook p. 20). The team confirmed in meetings with governance groups the manner in which individuals bring forward ideas and work together on appropriate policy and planning. As described in the governance handbook, “All ideas or proposed changes that have a district-wide impact will move through the participatory governance process via appropriate committee.” Members of governance groups confirmed in team meetings that individuals are able to bring ideas forward to the appropriate subcommittees, or to comment on items before the governance groups through their representatives on these committees. The college has been particularly successful in incorporating classified staff into the
decision-making process through the 9+1 developed for the classified senate and the collaboration between that body and other campus committees. (IV.A.2)

The governance manual specifies the roles for faculty (p. 11) and administrators (p. 14) in governance. The section on faculty roles specifies faculty involvement in governance including representation “on all major governance committees in the college, including those that deal with institutional planning, budget planning and resource allocation, and facilities planning and administration.” (p. 11). Faculty and administrators have roles on the committees assigned to review the resource allocation process each year, which include the Institutional effectiveness Committee, Program Review Committee, and College Budget Advisory Committee (chart, p. 11). (IV.A.3)

The governance handbook specifies that faculty, students, and staff all have a role in curriculum and student learning programs: The Faculty Senate10+1 includes curriculum (p. 12), the student 9+1 includes curriculum development, course/program, discontinuation, and student services planning/development (p.15-16), and the classified 9+1 includes curriculum systems, and support related to degree and certificate awards and educational program development (p. 13). Administrator operational planning is described as including providing curriculum support to faculty, which is discussed via a weekly meeting with the Instructional Deans and VPI. Curriculum Review Committee Membership is described in the Curriculum Manual (see evidence IIA3-1), and includes faculty reps from each division and a student government rep as voting members, and the curriculum specialist (staff), VPI and a Dean of Instruction as non-voting members (Curriculum Manual, p. 51). (IV.A.4)

District-level responsibility for this standard is shared but evidence is provided only via policy that specifies the role of local Senates in decision-making. The governance handbook specifies the role of various groups in decision-making and provided master plans (Educational Master Plan and Facilities Master Plan) both document participation from faculty, staff, administrators and students via the associated planning committees. Opportunities to comment on planning are also available at Strategic Planning Summits conducted by the College President and other summits and retreats documented throughout the ISER (see evidence in IV.B.1-6, for an example agenda, and I.A.2-3 for notes from a Basic Skills Planning Retreat). (IV.A.5)

Minutes from governance groups are posted on committee websites. Example minutes describing a college council decision to approve professional development coordinator position were also provided in IV.A.1-3. The governance manual specifies that members will report to their constituent groups (see Participatory Governance Committees, p. 17), and the team confirmed this process through meetings with Academic Senate, Classified Senate, Student Senate and the College Council. (IV.A.6)

The team confirmed in meetings with Academic and Classified Senate that these bodies set annual goals and evaluate these goals throughout the year. Goals are set during fall retreats, with follow-up shared at midterm and at the end of the year. The Institutional Effectiveness Committee (IEC) identifies these metrics and calculates the standards and goals annually and has developed a plan for working in partnership with the affected area to improve performance on any metric on which the College did not meet the institution-set standard The overall
Improvement of the decision-making process is also part of the college’s improvement plan for IV.A.2. (IV.A.7)

Conclusions:

The College meets Standard IV.A. and exceeds the standard IV.A.1

College Commendation # 3: The team commends college leadership, no matter what their official titles, for developing a culture of equity and inclusion to support administrators, faculty, staff, and students in taking initiative for improving the practices, programs, and services in which they are involved. (IV.A.1)

IV.B Chief Executive Officer

General Observations:

The president provides effective leadership to Mission College and is responsible for the overall administration of the College’s instructional, student services, institutional support, academic support and workforce development. The president carries out these responsibilities as outlined in the job description and AR 3100 Organizational Structure. The president works collaboratively with all participatory governance groups and is actively engaged with the groups. The president has been actively involved in the accreditation process and has implemented regulations and procedures as required. Finally, the president has engaged with the community in a variety of ways to increase support for the College.

Findings and Evidence:

The chief executive officer has primary responsibility as shown through the board policies, job description and participatory governance model in providing the College with leadership in planning, organizing, budgeting, selecting personnel and assessing institutional effectiveness. Board Policy 3100 Organizational Structure outlines the flow of authority from the Board to the Chancellor to the College President. Through his leadership, institutional effectiveness is a college wide discussion which effects planning and budgeting, which includes the Strategic Plan and Educational Master Plan (IV.B.1)

The CEO oversees the administrative structure. For example, recently the College went through an organizational change based on the needs of the College to better address complex State initiatives. The new organizational chart shows the Vice Presidents and several Directors report directly to the College President, who then have the authority over their departments and staff and faculty (IV.B.2).

Through participatory governance and in conjunction with the Institutional Effectiveness Committee, the College president has established institutional performance standards and uses collegial processes to ensure that institutional data is used to guide improvement instruction and services. The president
ensures that allocation of campus resources are guided by the College’s institutional planning processes to support the Campus mission. (IV.B.3)

BP 3200 Accreditation requires the president “ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges.” The President works with the Vice President of Instruction and College Council to ensure College compliance with accreditation requirements. (IV.B.4)

Through meetings with the chancellor, the Executive Management Team and College Council, the College President is able to implement all policies and regulations and ensure that the college’s practices are consistent with the mission and include effective budget control. (IV.B.5)

The College President routinely meets with various business and education stakeholders in the surrounding area to inform and promote the college. The community is kept informed through the “Mission in the News” website and press releases. There is also a strong partnership and outreach with the K-12 school districts, Santa Clara, San Jose and Milpitas (IV.B.6)

Conclusions:

The College meets Standard IV.B.

IV.C. Governing Board

General Observations:

As stated in BP 2010 Board Membership, “The Board shall consist of seven members elected by the qualified voters of the District. Members shall be elected by trustee area as defined in BP 2100 titled Board Elections.” The Board has established and adheres to clear policies related to the selection, evaluation and authority of the CEO of the institution. It also has policies and procedures in place related to the Board’s operation, professional development, self-evaluation and ethical requirements. Finally, the Board has established clear delineation between the general oversight responsibilities of the board and the operational responsibilities of the CEO.

Findings and Evidence:

Board Policies and Administrative Procedures are available via the Board website. BP 2410 describes the Board’s ability to set Board Policies and review procedures. BP 2200 describes the duties of the board, which include “assure fiscal health and stability” and “monitor institutional performance and educational quality.” (IV.C.1)

The Board’s Code of Ethics includes a commitment to “Working together to achieve common goals, looking beyond self-interest, and encouraging compromise and positive change when necessary.” (BP 2715). The narrative provides an example of a Board Member dissenting on a Bond Measure vote but later supporting the campaign. (IV.C.2)
Board Policies on selection and evaluation of the Chancellor are provided along with the contact document for consultant services used to recruit a new Chancellor in 2018-2019. There are policies in place to hire Chancellors as well as BP 2435, which outlines the policies of evaluating the Chancellor. (IV.C.3)

BP 2200: Board Duties and Responsibilities requires that the Board “represents the public interest and advocate and protect the District” BP 2200 establishes that the Board “represent the public interest” as well as “advocate and protect the District.” The Board is an independent policy-making body and consists of seven members, representing specific areas, elected for terms of four years. (IV.C.4).

Also, BP 2200 establishes that the Board has the responsibility to “monitor institutional performance and educational quality.” The Board has ultimate responsibility for legal matters and requires the president to keep the Board informed of all legal matters and that the Board has primary responsibility to “assure fiscal health and stability.” (IV.C.5).

Information on the Board is accessible through the College website. All Board Policies addressing duties, responsibilities, and operating procedures can be found in the link entitled “Policies” or the link titled “Procedures” There are specific Board Policies for the duties, the structure and the responsibilities of the board meetings: BP 2010 Board Membership and BP 2200 Board Duties and Responsibilities. (IV.C.6)

A review of Board agendas and minutes demonstrate Board actions are consistent with policies. BP 2410 Board Policies and Administrative Procedures. The BP does not indicate an assessment cycle, but there is a draft calendar for policy updates and the Board has been routinely updating these. (IV.C.7).

Student Success presentations from 2018 and 2017 are provided in evidence and also referenced in the Board schedule and minutes. The Board hears a “report on progress toward District Goals” in June; a Board Agenda from May 2018 indicates the Board received a report on the Mission College Equity retreat used to develop its Equity plan (IV.C.8)

BP 2740, Board Education “the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.” Provided board schedules include presentations and training, and the provided example of a Board workshop from March 2017 indicates the Board held a special meeting to receive training on diversity in community college employment. BP 2745 specifies the process and timeline for an annual Board evaluation. (IV.C.9, IV.C.10)

All Board Members are subject to the Code of Ethics established in BP 2715: Code of Ethics/Standards of Practice. BP 2715 also describes the procedures for sanctioning Board Members for ethical violations and the specific disciplinary actions. BP 2710: Conflict of Interest states that “Board members shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as Board members.” (IV.C.11).
BP: 2430 Delegation of Authority to the Chancellor states that “The Board delegates to the Chancellor the executive responsibility for administering policies adopted by the Board and executing all decisions of the Board requiring administrative action.” Interviews with relevant parties indicate the Chancellor has oversight and exercises his authority without board intervention. (IV.C.12)

BP 3200 specifies the requirement of the Chancellor to ensure the Board is informed about Accreditation and participates in the process where required. Provided Board agendas and minutes show the board received accreditation training at its March 19 meeting and approved the college’s ISER reports on Dec 10, 2019. (IV.C.13)

Conclusions:

The College meets the Standard IV.C.

IV.D. Multi-College Districts or Systems

General Observations:

The Chancellor provides leadership in setting and communicating expectations of educational excellence throughout the district and assures support for the effective operation of the colleges. Per AR 3100 Organizational Structure, the Chancellor establishes clearly defined roles, authority and responsibility between the colleges and the district. The Chancellor clearly delineates, documents, and communicates the operational responsibilities and functions of the district from those of the colleges and consistently adheres to this delineation in practice.

The Chancellor also ensures that the colleges receive effective and adequate district support for the colleges to achieve their missions. AP 6240 Allocation of Community Support Funds is the policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district. District planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. The District Council is set up so that colleges can effectively communicate their needs and the colleges can make decisions best for their college.

The Chancellor regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning as outlined in BP 2510 Participation in Local Decision Making.

Findings and Evidence:

In reviewing the evidence, the district has established policies and procedures, which clearly delineate roles and responsibilities for the district and college including the delegation of authority to the president of Mission College to implement and administer district policies. The
district also provides Mission College with adequate services, resources, and support to achieve their unique missions. This is supported through affirmations from members from every shared governance committee the visiting team interviewed. (IV.D.1, IV.D.2, IV.D.4)

To ensure fair and adequate distribution of resources the team reviewed the district Resource Allocation Model (RAM). Annual revisions are made to the model to reflect the changes that are happening with the Student Centered Funding Formula in addition to creating a fair approach to distribution of fiscal resources. In addition, there is an associate faculty funding model that was provided as evidence to allocate funding for part-time faculty and contractual reassigned time to the colleges. The models were created and implemented through the participatory governance process. In meeting with the District Financial Work Group it is noted that there is cross representation and business is conducted in an open and transparent manner. Lastly, there is an established procedure to equitably allocate funding and address requests for use of the Land Corporation fiscal resources. (IV.D.3)

The evidence shows procedures and structures describing ongoing integrated planning and assessment between the college and district. The District Council is the highest participatory governance committee and is where the district and college personnel meet to discuss issues and share information. In meeting with the District Service Council, it was noted that the structure of the executive management has increased in the last two years by adding additional vice chancellors. Previously these responsibilities were performed by a single individual. The flattening of responsibilities is further evidence that the District is attempting to strengthen connections and support with the operations of the campus. (IV.D.5, IV.D.6)

The District regularly reviews roles, decision-making processes and governance structures through the review and revision of the Board Policy Manual. In reviewing the meeting minutes to District Council and meeting with the District Administrative Services Council it was noted that there is a regular and ongoing review of District Policy. Changes to policy can originate at the campus level and surface at the District for adoption in regards to academic and professional matters. In addition, fiscal and operational procedure primarily originate at the District and are vetted by the constituency groups at the campus. (IV.D.7)

Conclusions:

Mission College meets the Standard IV.D.
Quality Focus Essay

Mission College has developed two complementary initiatives that focus on addressing achievement gaps that show disproportionate impact (DI) for students and improving program maps and scheduling processes to facilitate access and reduce degree completion times for all students. These initiatives are clearly tied to the accreditation standards and the campus mission.

Project 1) Addressing Disproportionate Impact (DI) Amongst Key Groups has more of a student services focus, looking at the student experience and creating equity outcomes. Mission College has analyzed the disproportionate impact data, identified key groups and will work to infuse an equity minded lens across the campus. Equity data will be disseminated through data dashboard. This project will be spearheaded by the SEA Program Council. The SEA Program Council is being broken into three workgroups to facilitate the work and move forward with the goals.

Project 2) Clarifying the Path for Students: Redesigning Program Mapping and Scheduling is designed to complement and grow Mission College’s Guided Pathways work. Mission College uses a cross-section of constituents to broaden discussion and expand on the collective wisdom of the campus. One result of these discussions is breaking program mapping into two- and four-year tracks to accommodate the needs of their large part-time student population.

Strengths: It is notable that Mission College is including professional development for faculty and staff on equity data training for Project 1. Project 2 has defined benchmarks, timelines, and self-evaluation criteria built into the project.

Weaknesses: Benchmarks, timelines, and self-evaluation criteria are less developed and apparent in Project 1. The team expressed concern that District Recommendation 2 could impede the college’s ability to access the data necessary to move forward on QFE projects.

Overall, the team feels that Mission College’s QFE will have a positive impact on student achievement and improve student learning.