



**Institutional Self-Evaluation Report**

**In Support of an Application for**

**Reaffirmation of Accreditation**

Submitted by  
Mission College  
3000 Mission College Boulevard  
Santa Clara, CA 95054

to

Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

Submitted December 2019

Certification

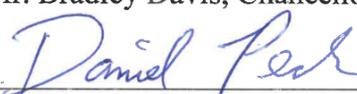
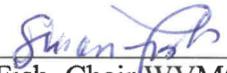
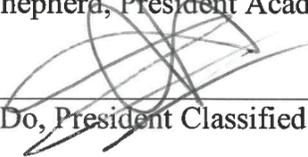
To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: Daniel Peck, President  
Mission College  
3000 Mission College Blvd, Santa Clara, CA 95054

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

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Mr. Bradley Davis, Chancellor WVMCCD	Date
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Mr. Daniel Peck, President Mission College	Date
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## Table of Contents

A. Introduction .....	7
College History .....	7
Service Area.....	8
Student Enrollment Data.....	9
Enrollment.....	10
Labor Market Data.....	15
Service Area Industry Overview.....	15
Demographic Data .....	16
Mission College Student Demographics.....	16
Socio-Economic Data .....	22
Role in Community.....	22
Providing Opportunity .....	22
Service Area Educational Attainment.....	23
Service Area Poverty, Unemployment, and Growth .....	24
Education Goals .....	25
Our Community .....	26
Student Socioeconomic Backgrounds.....	27
Sites.....	28
Specialized or Programmatic Accreditation .....	29
B. Presentation of Student Achievement Data and Institution-Set Standards .....	31
Student Performance .....	31
Course Success.....	31
Disproportionate Impact .....	33
College-Wide Student Achievement and Institution-Set Standards .....	35
Programmatic Student Achievement and Institution-Set Standards.....	38
Distance Education .....	41
Equity in Distance Education.....	43
Completion and Awards .....	46
Degrees and Certificates .....	46
Transfer.....	47
C. Organization of the Self-Evaluation Process .....	48
D. Certification of Continued Compliance with Eligibility Requirements.....	79
Eligibility Requirement 1: Authority .....	79
Eligibility Requirement 2: Operational Status .....	79
Eligibility Requirement 3: Degrees .....	80
Eligibility Requirement 4: Chief Executive Officer .....	81
Eligibility Requirement 5: Financial Accountability .....	82
E. Certification of Continued Institutional Compliance with Commission Policies .....	83
Public Notification of an Evaluation Team Visit and Third Party Comment.....	83
Standards and Performance with Respect to Student Achievement .....	84

Credits, Program Length, and Tuition .....	85
Transfer Policies .....	86
Distance Education and Correspondence Education .....	86
Student Complaints.....	87
Institutional Disclosure and Advertising and Recruitment Materials.....	88
Title IV Compliance .....	89
F. Institutional Analysis .....	90
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity....	90
A. Mission.....	90
B. Assuring Academic Quality and Institutional Effectiveness.....	99
C. Institutional Integrity.....	115
Standard II: Student Learning Programs and Support Services.....	130
A. Instructional Programs .....	130
B. Library and Learning Support Services .....	173
C. Student Support Services .....	187
Standard III: Resources.....	213
A. Human Resources .....	213
B. Physical Resources.....	238
C. Technology Resources .....	253
D. Financial Resources .....	264
Standard IV: Leadership and Governance .....	300
A. Decision-Making Roles and Processes .....	301
B. Chief Executive Officer .....	311
C. Governing Board.....	321
D. Multi-College Districts or Systems.....	335
G. Quality Focus Essay.....	343
Introduction.....	343
Project #1: Addressing Disproportionate Impact (DI) Amongst Key Groups.....	343
Action Plan.....	344
Project 2: Clarifying the Path for Students: Redesigning Program Mapping and Scheduling.....	346
Action Plan.....	347
Changes and Plans Arising out of Self-Evaluation Process .....	352
Standard II.A.1: Disproportionate Impact .....	352
Standard II.A.3: PLO Assessment .....	352
Standard II.A.6: Scheduling for student completion .....	352
Standard II.A.7: DE success .....	352
Standard III.C.2: Technology resource prioritization.....	353
Standard IV.A.2: Evaluation of decision-making processes .....	353

## List of Tables

Table 1 - Student Educational Attainment at Application: Spring 2019 .....	14
Table 2 - Largest Silicon Valley Industries: Current and Projected .....	15
Table 3 - Poverty Rate in Santa Clara County by Level of Educational Attainment .....	23
Table 4 - Skills Builders: Student Success Scorecard .....	23
Table 5 - Population Growth Rate Trend, Santa Clara County: 1960 - 2018.....	26
Table 6 - Student Financial Aid Trend by Type, Amount .....	27
Table 7 - Local Vision Goals Disproportionate Impact, Baseline: 2016-17.....	34
Table 8 – College Wide Student Achievement and Institution-Set Standards .....	35
Table 9 - Programmatic Student Achievement and Institution-set standards: Licensure Exam Pass Rates.....	38
Table 10- Programmatic Student Achievement and Institution-set standards: Job Placement ....	39
Table 11 - Degrees and Certificates Trend .....	46
Table 12 - Functional Map for Standard I: Institutional Mission and Effectiveness.....	55
Table 13 - Fuctional Map for Standard II: Student Learning Programs and Support Services ....	59
Table 14 - Functional Map for Standard III: Resources .....	66
Table 15 - Functional Map for Standard IV: Leadership and Governance.....	72
Table 16 - Mission College Enrollment and Number of Degrees and Certificates Earned.....	80
Table 17 - Enrollment in Degree Applicable Courses, Trend .....	81
Table 18 - Mission College Support Services.....	177
Table 19 - Student Support Services Gaps Identified and Improvements Made.....	191
Table 20 - Access to Institutional Student Services.....	194
Table 21 - Examples of Co-Curricular Activities at Mission College.....	198
Table 22 - Training and Professional Development Opportunities for Counselors.....	201

## List of Figures

Figure 1 - Top Zip Codes of Enrollment of Mission College Credit Students By In- or Out-of-District Status and Zip Code Poverty Rate: Fall 2019 .....	9
Figure 2 – Annual Unduplicated Headcount, Including Both Credit and Non-Credit .....	10
Figure 3 - FTES Trend by Credit and Non-Credit.....	11
Figure 4 - Seatcount Trend by Instructional Method.....	12
Figure 5 - Section Count Comparison by Instructional Method.....	13
Figure 6 - Students' Educational Goals Fall 2019.....	14
Figure 7 - Student Population By Ethnicity, Trend .....	17
Figure 8 - Student Enrollment by Detailed Ethnicity Disaggregation: Fall 2019.....	18
Figure 9 - Employee and Student Ethnicity Comparison Fall 2018 .....	19
Figure 10 - Student Enrollment by Gender, Trend .....	20
Figure 11 - Student Enrollment by Age Group, Trend .....	21
Figure 12 - Santa Clara County Unemployment Rate Trend: 2015-2019 .....	24
Figure 13 - Students' Educational Goals Fall 2019.....	25
Figure 14 - High School Student Performance Metrics Comparison .....	28
Figure 15 - Course Success Trend - All Students .....	31
Figure 16 - Success Rates in Basic Skills Courses by Instructional Method.....	32
Figure 17 - Success Rates in Transferable Courses by Instructional Method .....	32
Figure 18 - Success Rates in Vocational Courses by Instructional Method .....	33
Figure 19 - Fill Rate Trend by Instruction Method.....	41
Figure 20 - Course Success Rate Trend by Method of Instruction.....	42
Figure 21 - Distance education Success Rates by Ethnicity: Fall 2018.....	43
Figure 22- Course Retention Rate by Instruction Method and Ethnicity 2018-2019.....	44
Figure 23 - Course Success Rate by Instruction Method and Ethnicity .....	45
Figure 24 - Degrees and Certificates Trend.....	46
Figure 25 - Mission College Transfer Trend to UC, CSU, ISP, and OOS .....	47
Figure 26 - Organization of the Self-Evaluation Process .....	48
Figure 27 - Organization of Self-Evaluation Teams.....	49
Figure 28 - Mission College Administration .....	50
Figure 29 - Mission College Instructional Divisions.....	51
Figure 30 - Mission College Student Services.....	52
Figure 31 – Mission College Administrative Services .....	53
Figure 323 - Program Mapping and Course Scheduling Process .....	347

## **A. Introduction**

### **College History**

Mission College is one of two colleges that make up the West Valley-Mission Community College District (WVMCCD) located primarily in Santa Clara County. The District was established in 1963 as the West Valley Joint Community College District. The first college, West Valley, opened on a temporary site in Campbell in 1964 and moved to its permanent campus in Saratoga in 1968. In 1966-67, 12 acres of land were purchased in Santa Clara, north of highway 101 between Lawrence Expressway and Coffin Road for the construction of Mission College. The total 164-acre parcel was acquired in 1970. Between 1975 and 1979, a Mission College interim campus was located at the Jefferson Intermediate School, Santa Clara. The first phase of construction at the Santa Clara site was completed in 1979, and the College began its 1979-1980 academic year with 3,500 students, 8 administrators, and 73 instructors. In September 1985, the name of the District was changed to West Valley-Mission Community College District to reflect the inclusion of Mission College.

Mission College is a comprehensive community college that offers 84 transfer, degree, and certificate programs in arts and sciences, as well as career technical education, basic skills education, English as a second language, community education, and workforce and economic development programs. Currently, more than 7,000 day, evening, and online students are enrolled. In Fall 2018 the College employed 121 full-time faculty, 213 part-time faculty, 144 classified staff, and 17 administrators and managers.

The service area of the WVMCCD is largely urban and suburban and includes portions of Santa Clara and Santa Cruz counties. The geographic boundaries of the District include the areas served by the Campbell Union High School, Los Gatos-Saratoga Joint Union High School, and Santa Clara Unified School Districts. Mission College is located in the northern end of the District, off a major highway in an urban area made up of numerous technology companies, hotels, an amusement park, a convention center, and Levi's Stadium (home of the 49ers). Mission's service area within the District covers the Santa Clara and Campbell high school districts.

Mission College serves an extraordinarily diverse region that has undergone significant economic change in recent years, which has posed challenges to the College as it attempts to assess and respond to the needs of the populations it serves. The technology boom has resulted in marked shifts in enrollment patterns and the demographics of the student population. Regional unemployment figures are among the nation's lowest, at just over 3%, which has led to a decline in enrollment. The College has experienced significant physical changes recently as well. The Main Building, which was built in 1979 and had been the hub of the campus, was torn down in 2018-2019 to make way for a central plaza (under construction with projected completion date in summer 2020). The Main Building was replaced with two new buildings, the Gary G. Gillmor Center (opened in fall 2014), and the James and Vincee Viso Student Engagement Center, which opened in spring 2018. A physical education annex building – the Viso Center - was built near the current gym, replacing physical education classrooms that had been housed in the Main Building, including weight training and adaptive physical education. In addition, the College has constructed a new facilities and maintenance service building and implemented infrastructure upgrades. With community bond support, plans are underway to build a new business and technology building replacing several portable classrooms, a new STEM Center, and a performing arts center to better serve student and community needs at Mission.

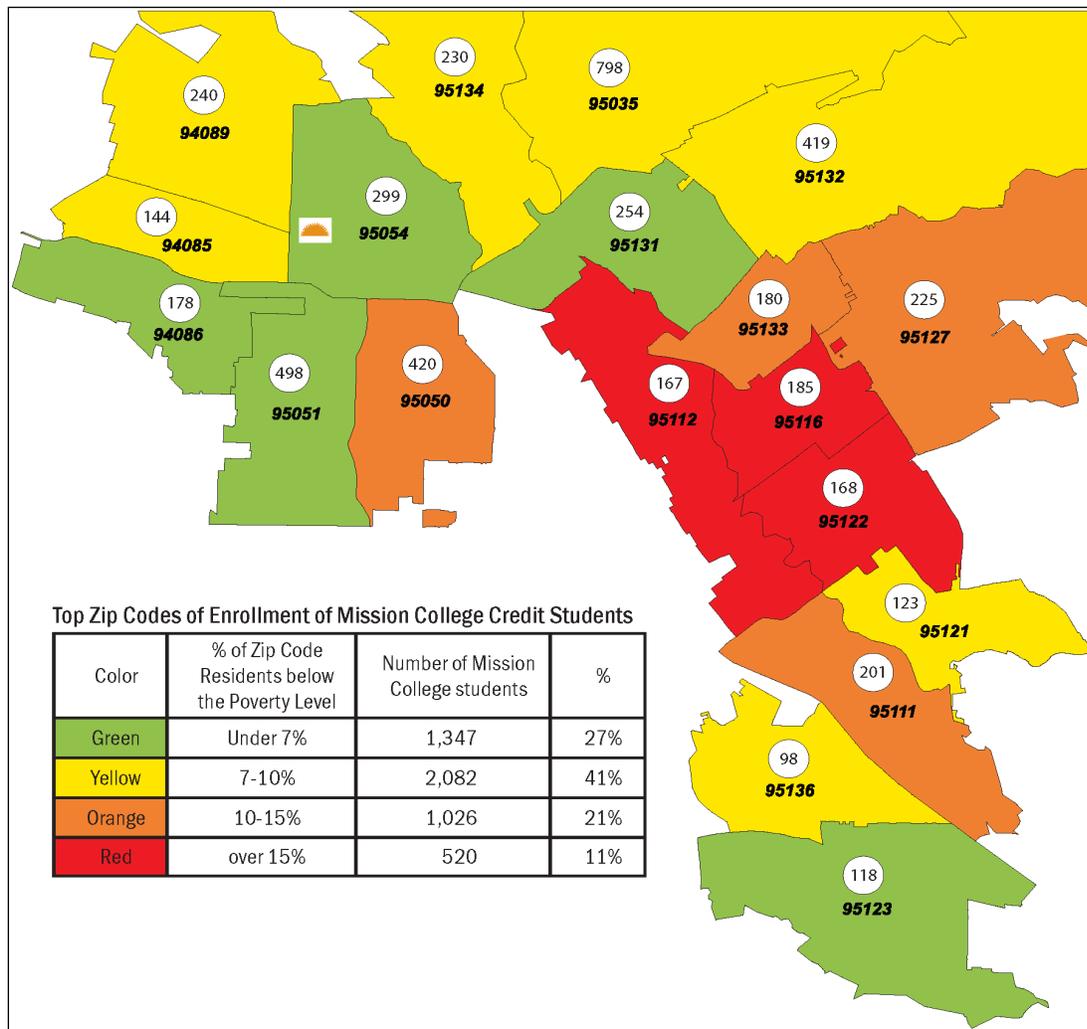
## **Service Area**

Mission College is located in the city of Santa Clara, in the heart of what has come to be known as Silicon Valley, which corresponds roughly to the geographical Santa Clara Valley, although its boundaries have expanded in recent years. Santa Clara is in a strategic regional location convenient to freeways, airports, railroads, expressways, light rail, and other public transportation. Silicon Valley is home to thousands of well-educated, highly skilled workers and has a labor force of 1,095,000. The WVMCCD encompasses the cities of Santa Clara, Campbell, Los Gatos, Saratoga, Monte Sereno, and parts of the cities of San Jose, Sunnyvale, and Cupertino.

## Student Enrollment Data

Interestingly, a substantial percentage of Mission College students live outside the District: Figure 1 below, shows that of the top zip codes among credit students at Mission in Fall 2019, only four are entirely within the District, and another three are only partially within the District. Among the students represented in this table, nearly 3,000 come from a zip code outside the District. This figure also displays the relative poverty level of each of the zip codes; three zip codes in the top three by attendance have a poverty rate over 15%.

**Figure 1 - Top Zip Codes of Enrollment of Mission College Credit Students By In- or Out-of-District Status and Zip Code Poverty Rate: Fall 2019**

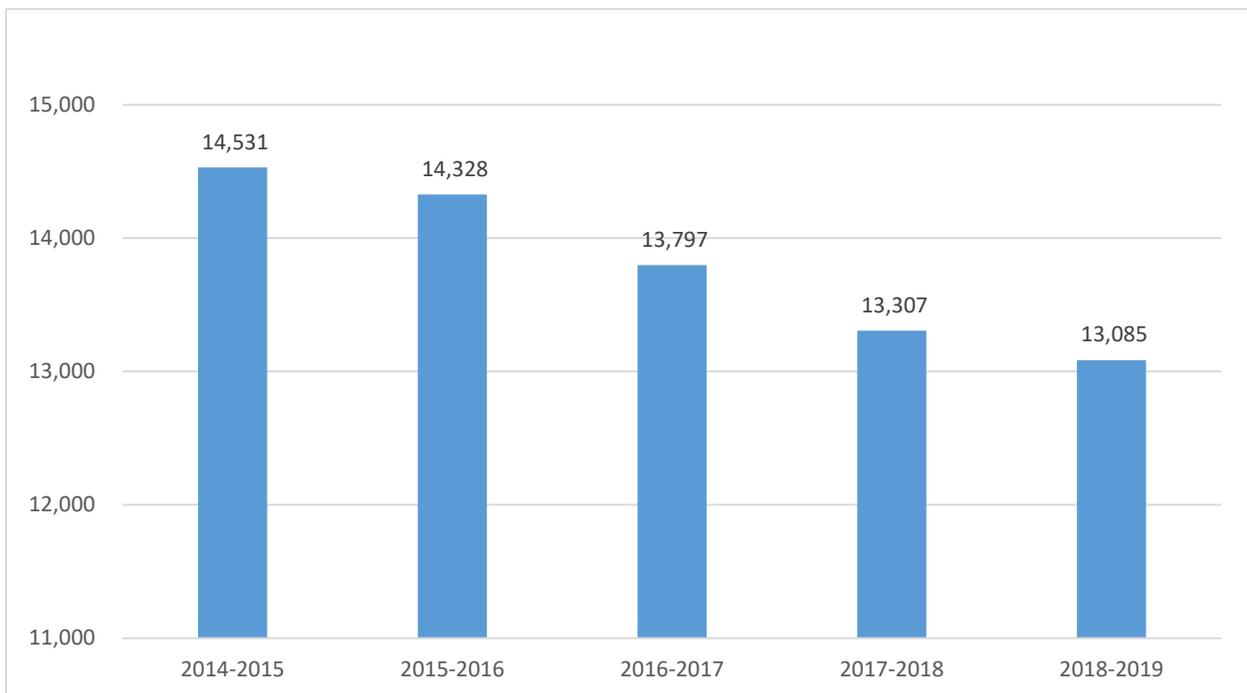


Source: WVMCCD Data Warehouse

## Enrollment

Like most community colleges in this area of the state, Mission College has seen its enrollment decline over the last several years. The unemployment rate for Santa Clara County in July 2019 was 2.8% (Source: California Employment Development Department); as unemployment rates decline – in this case, to unheard-of lows – fewer adults enroll in college. Mission College’s five-year annual headcount trend, credit and noncredit, is depicted in Figure 2.

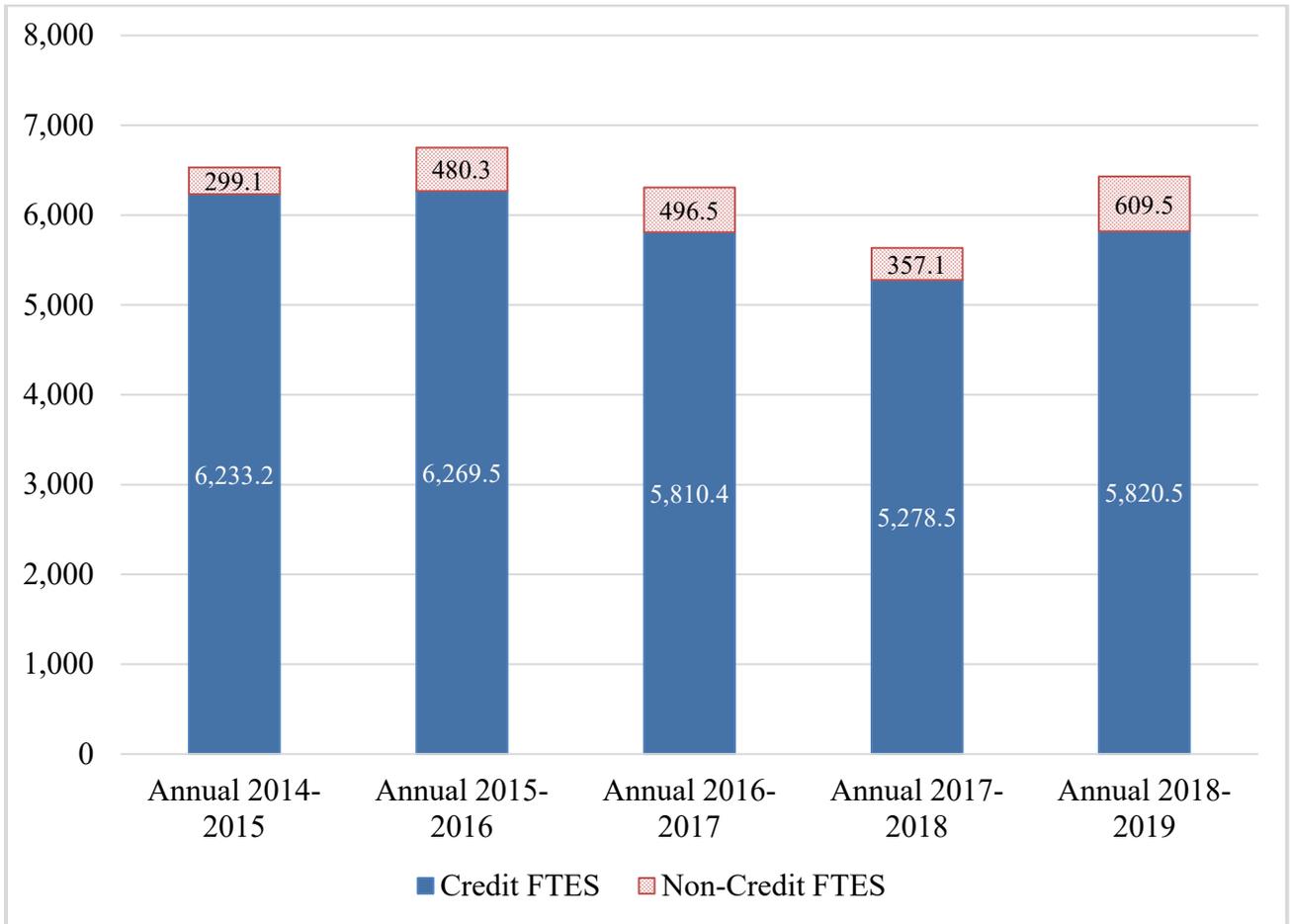
**Figure 2 – Annual Unduplicated Headcount, Including Both Credit and Non-Credit**



Source: CCCC DataMart

In step with unduplicated student enrolment, the College’s credit FTES trend is also lower than it was for many years before the current economic boom (see Figure 3). At the same time, the College is generating more noncredit FTES than it ever has, mostly in the area of classes for older adults. Noncredit FTES is expected to increase as submitted certificates in Career Development and College Preparation (CDCP) programs in Computer Applications and ESL for Child Development and Hospitality Management are approved by the state chancellor’s office.

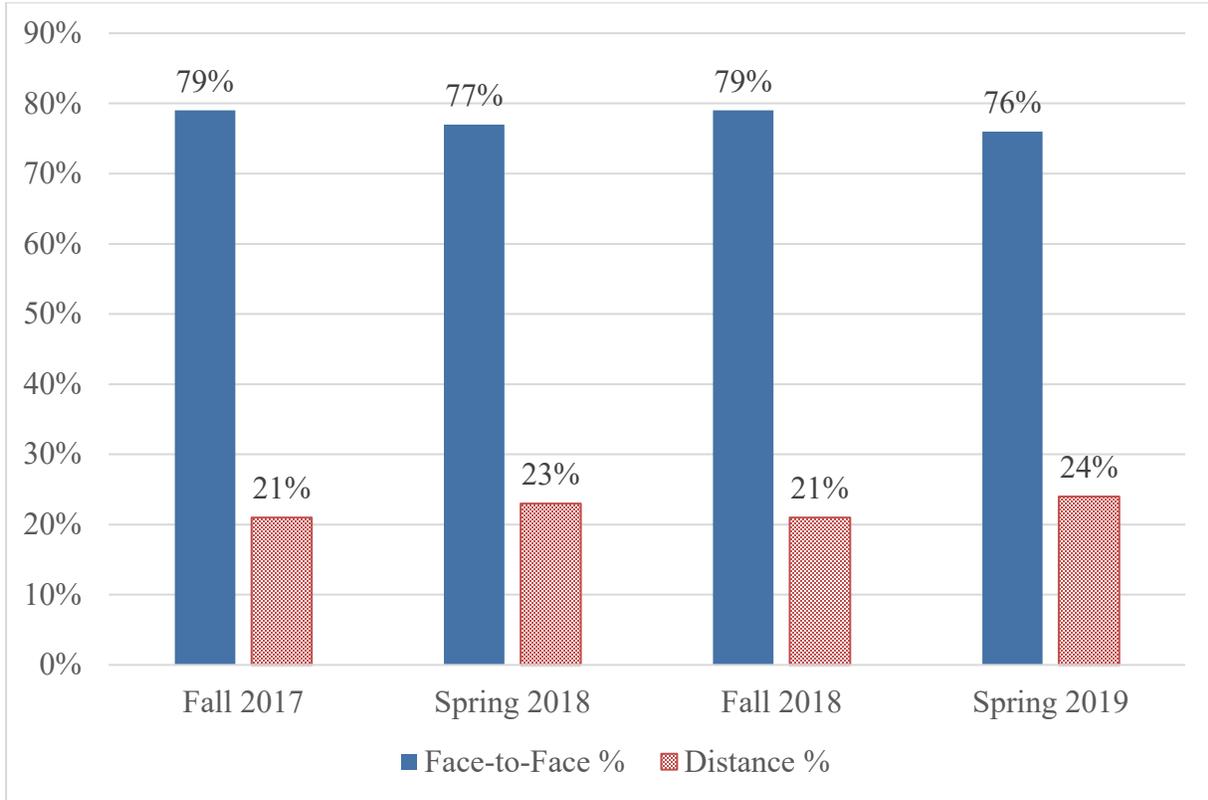
**Figure 3 - FTES Trend by Credit and Non-Credit**



Source: CCCC DataMart

Not surprisingly, given the 75% part-time enrollment and high levels of full-time employment among our students, the College is experiencing a shift in enrollment by type of instruction, with distance enrollment slowly becoming a greater percentage of overall enrollment.

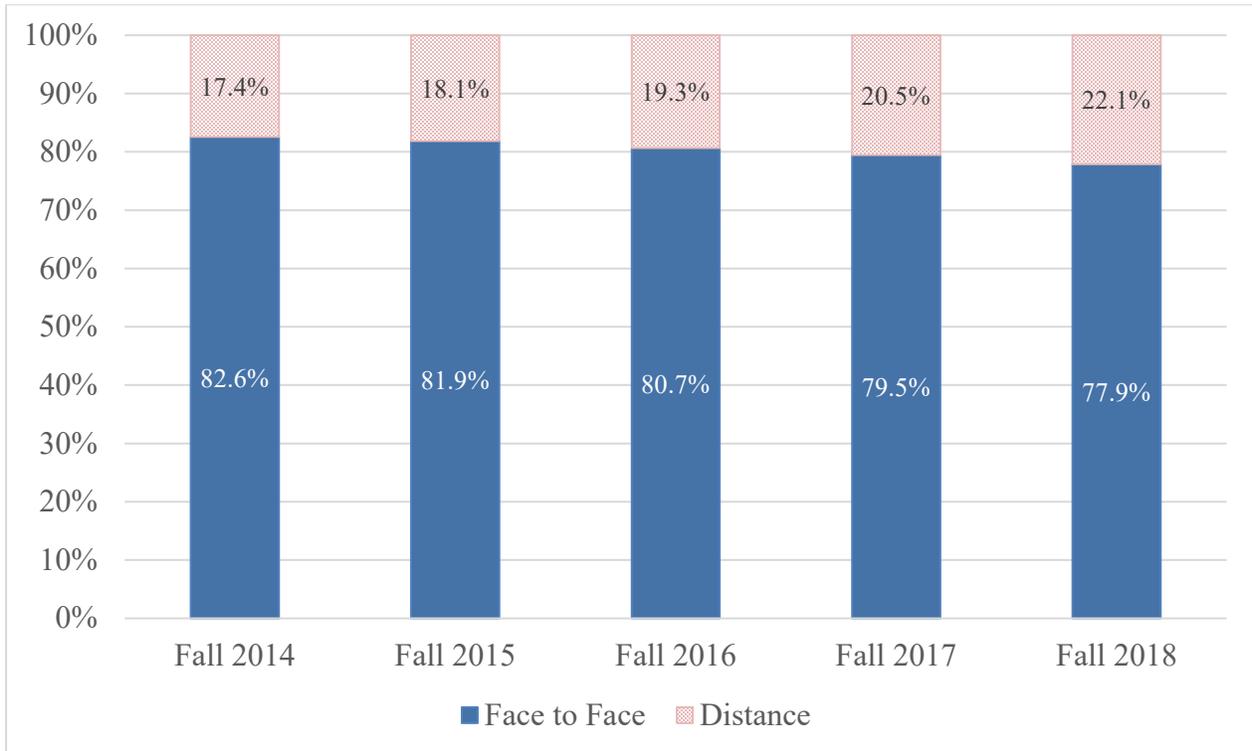
**Figure 4 - Seatcount Trend by Instructional Method**



Source: CCCCO DataMart

Due to both regional challenges (notably traffic), as well as an increasing number of courses approved to be offered via distance education, the percentage of sections offered in a distance education format has increased as a proportion of all sections.

**Figure 5 - Section Count Comparison by Instructional Method**

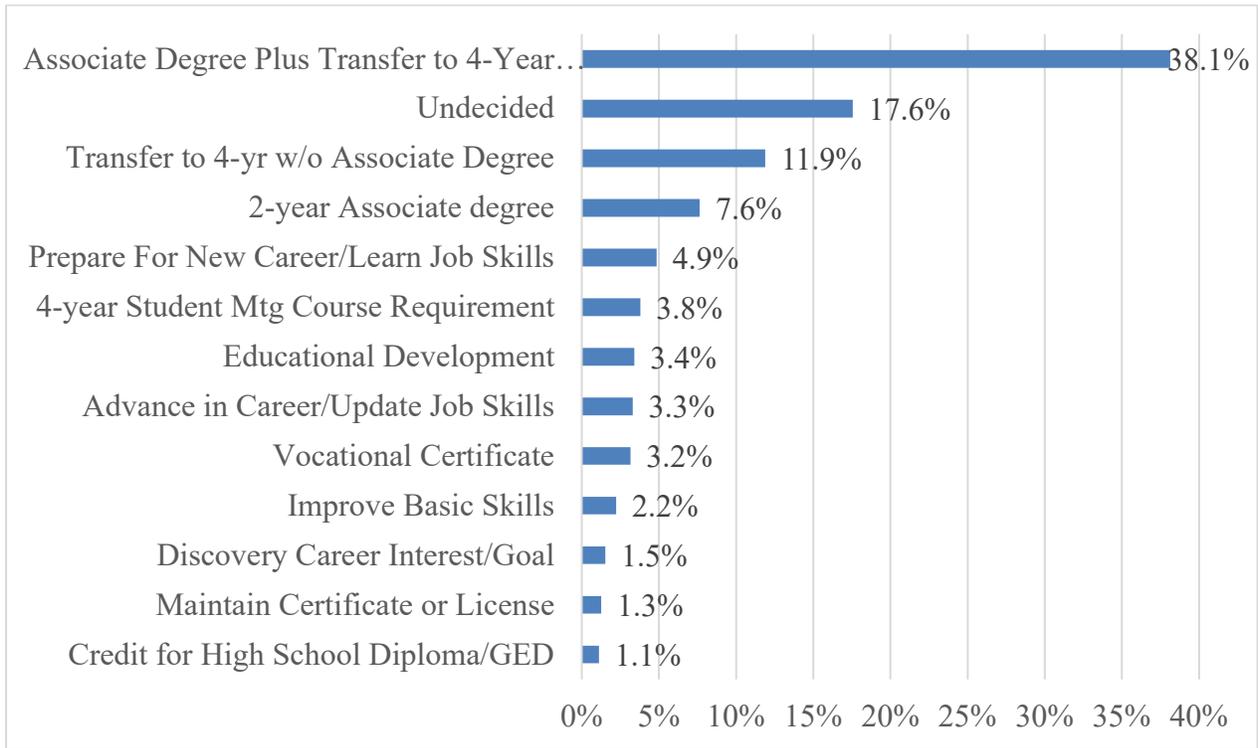


Source: CCCC DataMart

Mission College students have a wide variety of educational backgrounds (Figure 6). The College strives to meet them where they are and support them as they achieve their educational goals.

Table 1 illustrates the educational needs among Mission College students; while 62% have only attained high school graduation, a significant number (20%) have already earned a college degree and are attending Mission to expand their job skills, to advance or change their careers, or for personal enrichment. The College offers a variety of student supports including the Academic Support Center (ACE) and the STEM Center and offers student workshops in non-cognitive skills such as grit and mindfulness.

**Figure 6 - Students' Educational Goals Fall 2019**



**Table 1 - Student Educational Attainment at Application: Spring 2019**

College Degree Total	20.6%
Received a Bachelor's Degree or higher	77.2%
Received an Associate Degree	22.8%
High School Graduate Without A College Degree Total	63.7%
Foreign Secondary School Diploma / Certificate of Graduation	15.0%
Passed the GED, or received a High School Certificate of Equivalency	4.9%
Received a California High School Proficiency Certificate	2.1%
Received High School Diploma	78.0%
Not A High School Graduate Total	3.7%
Currently enrolled in adult school	32.9%
Not a graduate of, and no longer enrolled in high school	67.1%
Special Admit Student Total	5.5%
Special Admit Student currently enrolled in K-12	100.0%
Unknown Total	< 1.0%
Unknown / unreported	100.0%

## Labor Market Data

### Service Area Industry Overview

As the name suggests, Silicon Valley industries are primarily focused on the technology sector, but there are many large industries in other areas, from education to health care.

**Table 2 - Largest Silicon Valley Industries: Current and Projected**

Industry	2018 Jobs	2028 Jobs	Change in Jobs (2018-2028)	% Change	2018 Earnings Per Worker
Professional, Scientific, and Technical Services	171,053	199,587	28,534	17%	\$196,400
Manufacturing	169,569	160,161	(9,408)*	(6%)	\$253,979
Health Care and Social Assistance	129,447	164,251	34,804	27%	\$84,355
Government	98,308	104,217	5,909	6%	\$112,447
Information	92,163	129,196	37,033	40%	\$352,326
Accommodation and Food Services	90,812	106,142	15,330	17%	\$33,328
Retail Trade	89,279	88,961	(318)	(0%)	\$57,792
Administrative and Support and Waste Management and Remediation Services	66,400	69,692	3,292	5%	\$68,324
Construction	57,428	63,928	6,500	11%	\$95,675
Educational Services	54,325	64,201	9,876	18%	\$82,264

\*red font indicates a decrease

Source: California Employment Development Department

Mission College's students don't help only themselves by advancing their education – they also become contributing members of the regional society and economy. Mission College alumni are employed in the area in business, health care, childcare, and many other fields. At the same time,

the College struggles to find internships for students because most local technology companies are seeking to offer internships to students from four-year colleges and universities rather than students seeking associate degrees or future transfer to four-year colleges or universities.

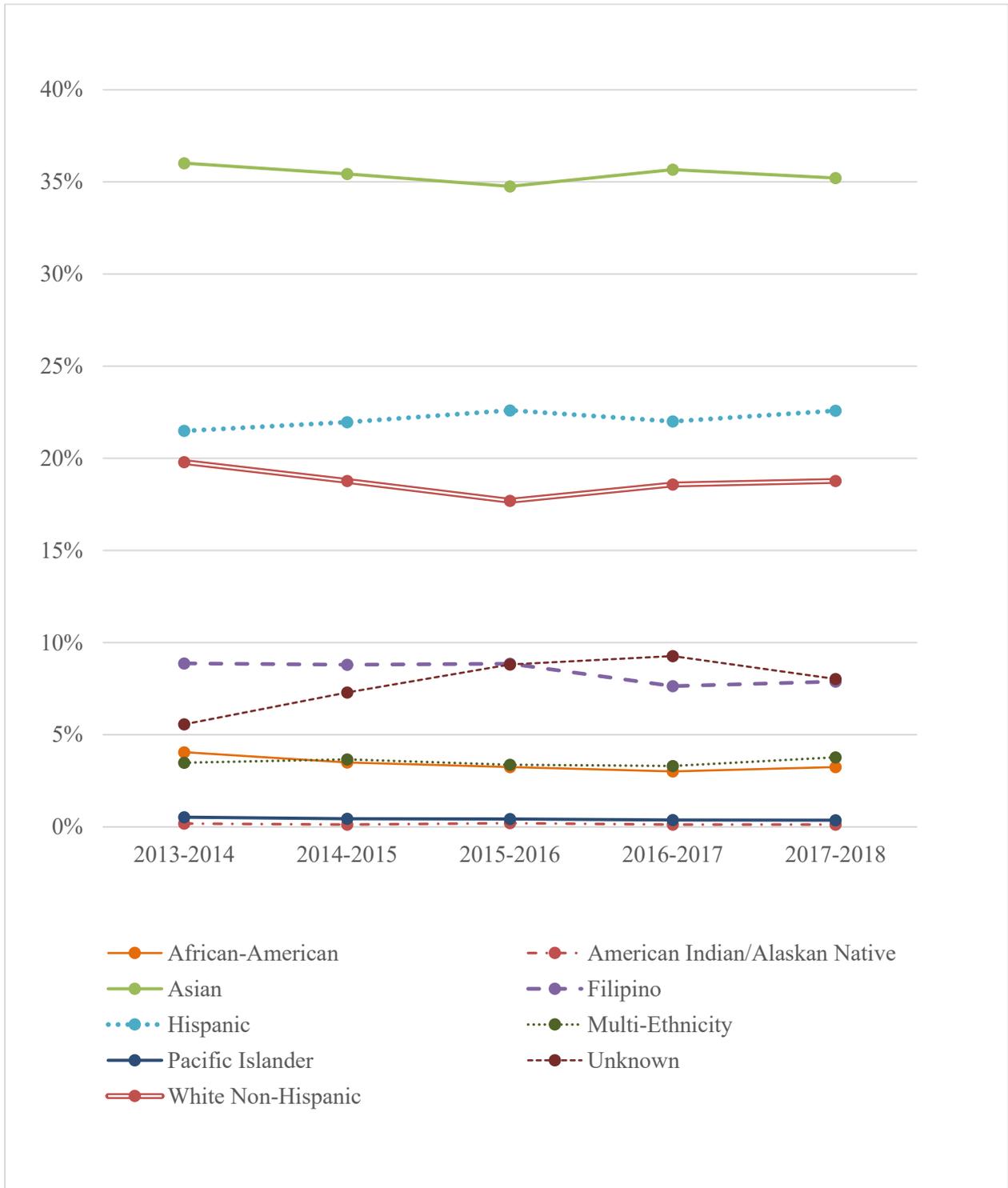
## **Demographic Data**

### **Mission College Student Demographics**

The ethnic composition of Mission College students has changed little over the last five years, as evidenced in Figure 7. Not seen in this chart, however, is the richly nuanced diversity of Mission College students – see Figure 8 for a single semester detailed ethnic disaggregation. The broad category of Asian is split out into greater detail, with Vietnamese students comprising the largest ethnic group on campus (15.1%). Likewise, the Hispanic student population can be disaggregated into five sub-categories which more accurately reflect students' backgrounds.

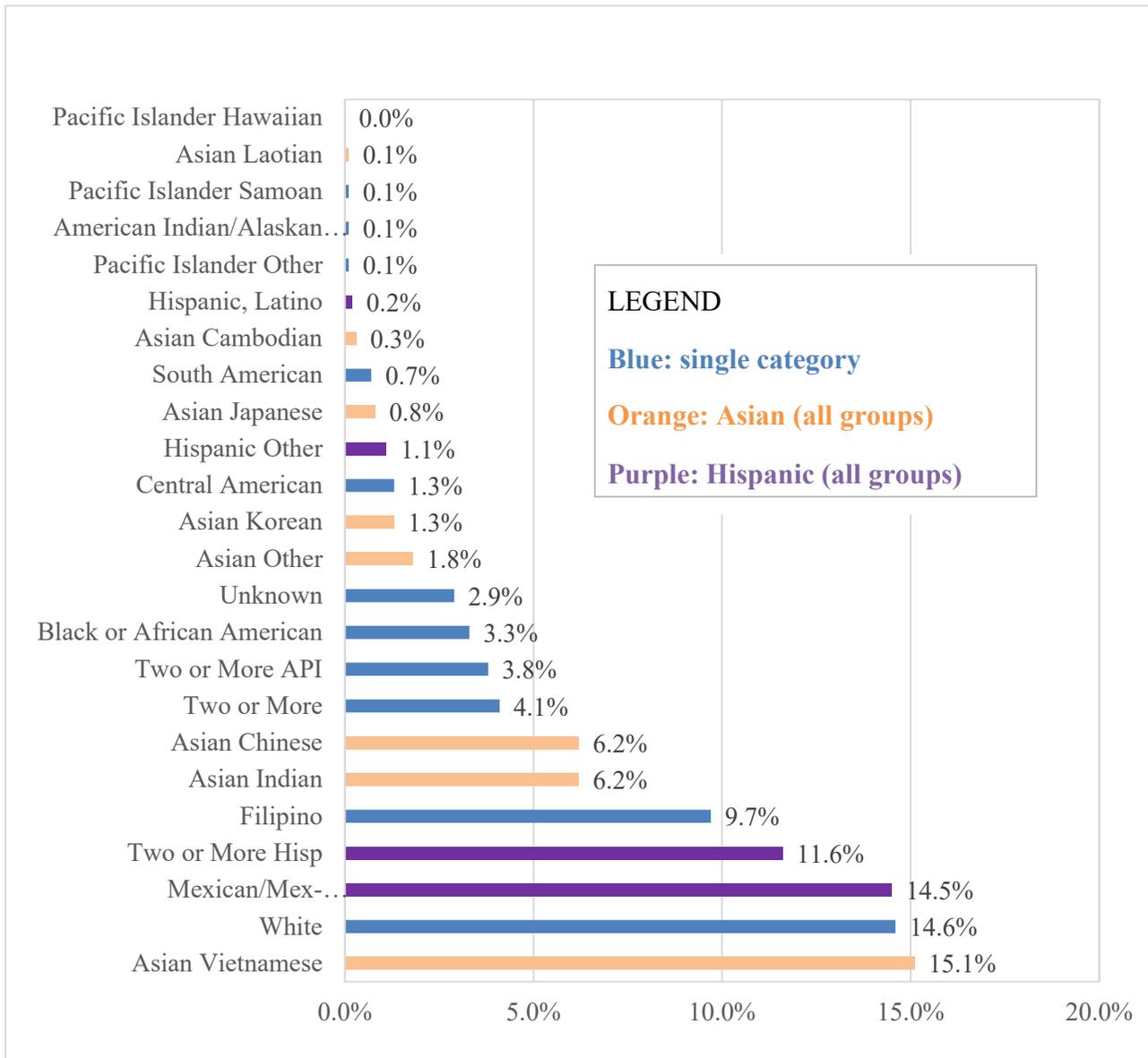
Mission College has been designated by the federal government as being both an Asian American, Native American, and Pacific Islander Serving Institution (AANAPISI), and a Hispanic Serving Institution (HSI). The college has applied for, and received, federal grants under both of these categories. These federal grants support efforts to bridge achievement gaps for these groups, as well as helping these populations of students (and all students) feel welcome and culturally valued. Examples of these efforts include the Equity Walk, the Student Leadership Engagement Institute, and in-course peer tutoring.

**Figure 7 - Student Population By Ethnicity, Trend**



Source: CCCC DataMart

**Figure 8 - Student Enrollment by Detailed Ethnicity Disaggregation: Fall 2019**

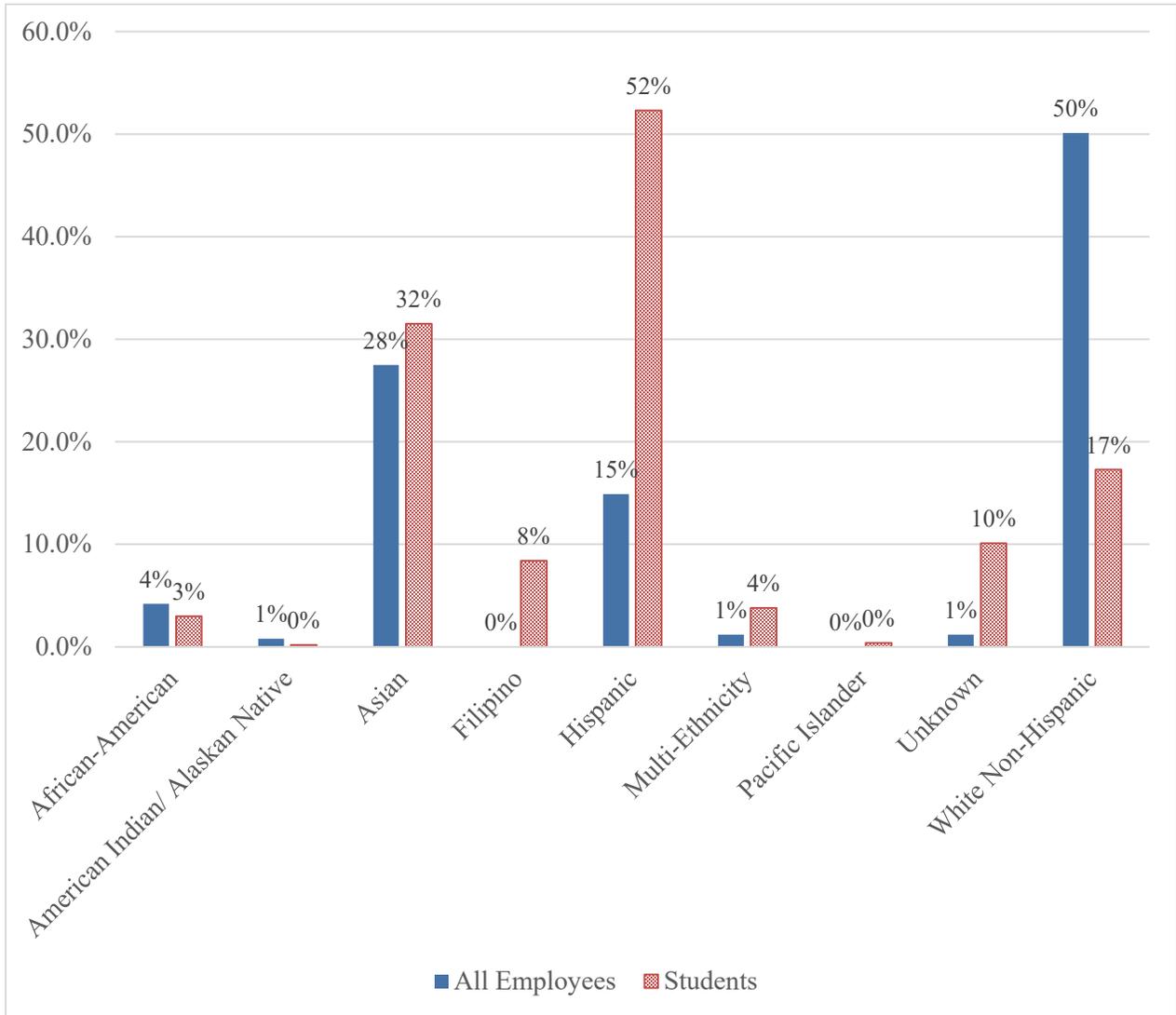


Source: WVMCCD Data Warehouse

Mission College and the WVMCCD strive for equity in hiring practices and understand the benefit to students of having college employees who reflect them demographically. As shown in Figure 9, there are significant differences in the ethnic composition of students and employees. Notably, there is a 37% difference in the percentage of students and employees who are Hispanic (with more students than employees), and a 33% higher level of employees whose ethnicity is white in comparison to students. The WVMCCD has updated its hiring policies to include

additional guidelines and has provided training intended to move toward an employee composition that more closely reflects that of the student body.

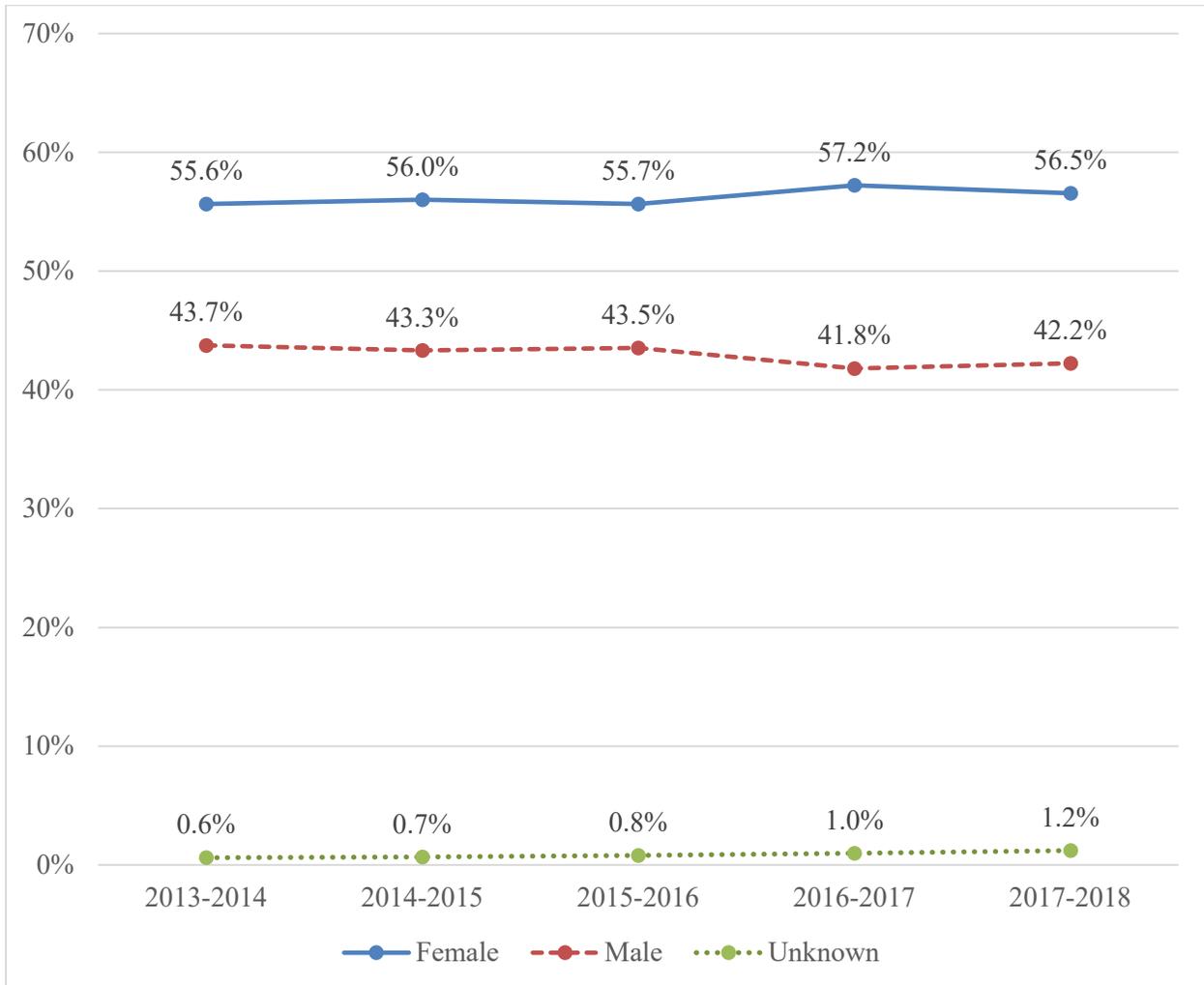
**Figure 9 - Employee and Student Ethnicity Comparison Fall 2018**



Source: CCCC DataMart

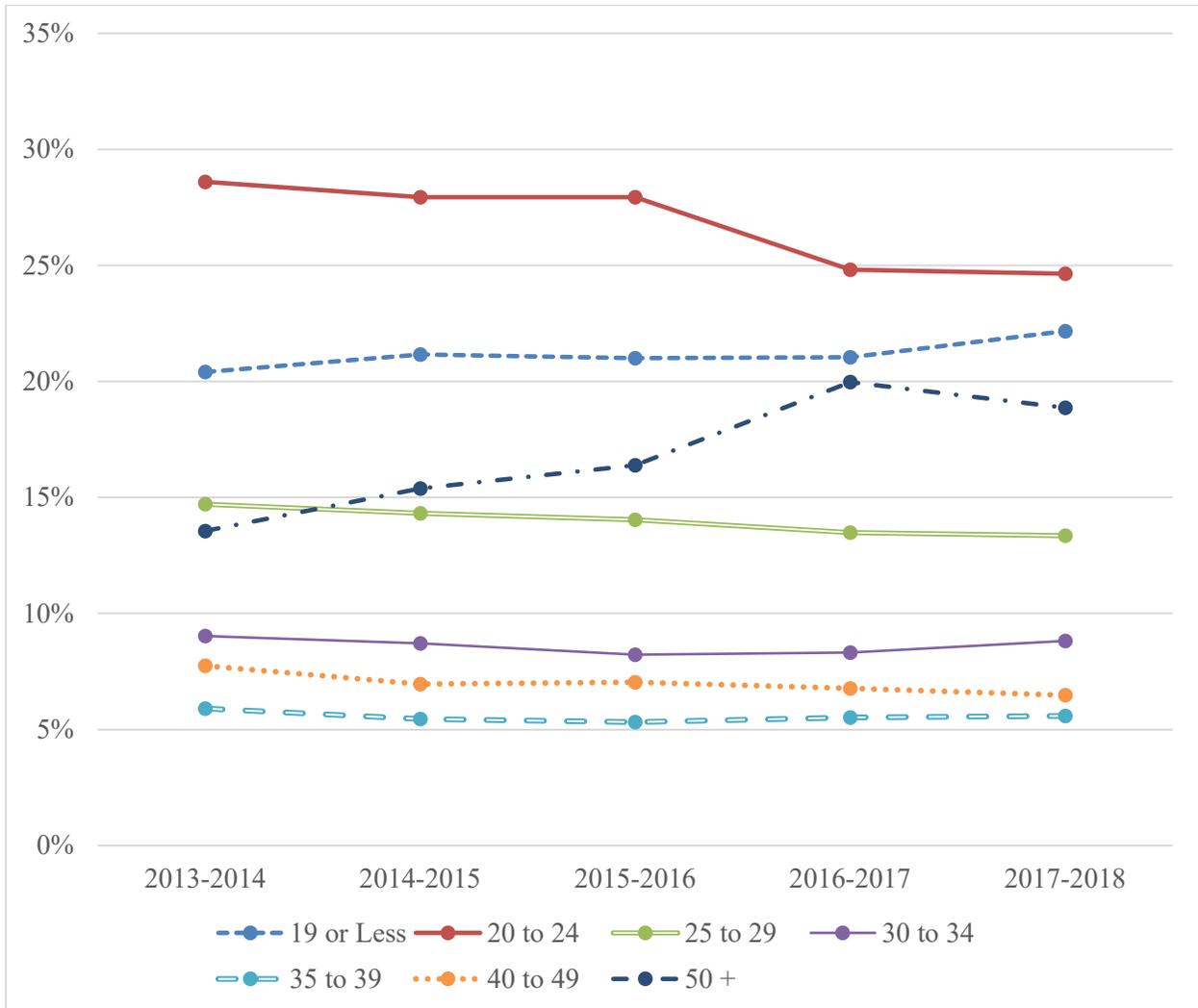
Mission’s enrollment trend by gender is largely unchanged over five years. It is currently the norm at colleges nationally for there to be more female college students than male (57% to 43%); there are 10% more females than males at Mission at this time. Efforts to address this enrollment gap are ongoing.

**Figure 10 - Student Enrollment by Gender, Trend**



Enrollment by age group shows some changing patterns, including a 5% increase in the number of students aged 50 and older over the last five years. At the same time, the population of students aged 20-24 has decreased by 4%, and there has been a small increase in the number of the youngest students, aged 19 and under.

**Figure 11 - Student Enrollment by Age Group, Trend**



Source: CCCC DataMart

## **Socio-Economic Data**

### **Role in Community**

Mission College plays a critical role in offering the education needed for individuals to find jobs and live in the most expensive area in the country. Over half of Mission's students come from a background that is disadvantaged by any number of factors including previous level of educational attainment, first-generation status, poverty, English language learner status, and other barriers.

Despite living in a haven of wealth, many Mission students and their families struggle to afford to live in the area. This can be particularly challenging for youth – in Santa Clara County there are over 16,000 disconnected youth, meaning that they are neither attending school nor are they employed. The College is committed to helping students to overcome barriers to joining the Silicon Valley workforce.

The median household income in Santa Clara County is \$106,761 (Source: US Census), highest in the state, but more than 32% of Mission's students are low income (WVMCCD Data Warehouse). Additional challenges that Mission's students face include: 36% are not United States citizens, 56% are first generation college students, and 14% are first-time college students (WVMCCD Data Warehouse).

### **Providing Opportunity**

In Santa Clara County the median wage gains by educational attainment are substantial, and Mission College is actively working to support students to complete their educational goals and benefit from those gains. The median wage gain for individuals completing some college or an Associate degree over those with high school (or equivalency) attainment is 36% (\$11,639); the College also actively supports students preparing to transfer, where the median wage gain for individuals completing a bachelor's degree over those with some college or an associate degree attainment is 83% (\$36,323).

### Service Area Educational Attainment

Mission College’s service area residents have high rates of educational attainment. More than 50% have a Bachelor’s degree or higher. The connection between educational attainment and poverty is clear:

**Table 3 - Poverty Rate in Santa Clara County by Level of Educational Attainment**

Less than high school graduate	17.80%
High school graduate (includes equivalency)	11.20%
Some college or Associate degree	7.20%
Bachelor’s degree or higher	3.50%

Source: U.S. Census

The College is proud to report that many of its students see substantial gains in income as a result of taking one or more higher level courses, even if they don’t earn a degree or certificate, or transfer. Table 4 illustrates the magnitude of some of these gains:

**Table 4 - Skills Builders: Student Success Scorecard**

<b>Discipline by Highest Enrollment</b>	<b>Median Percent Change*</b>	<b>N</b>
Accounting	40.6%	116
Computer Programming	17.1%	98
Child Development/Early Care and Education	51.4%	74
Business and Commerce, General	40.6%	74
Fire Protection Technology	45.4%	65
Office Technology/Office Computer Applications	19.8%	56
Certified Nurse Assistant	55.0%	53
Nutrition, Foods, and Culinary Arts	41.2%	44
Computer Networking	39.1%	44
Restaurant and Food Services and Management	23.2%	31
*The median percentage change in wages for students who completed higher level CTE coursework in 2015-2016 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.		

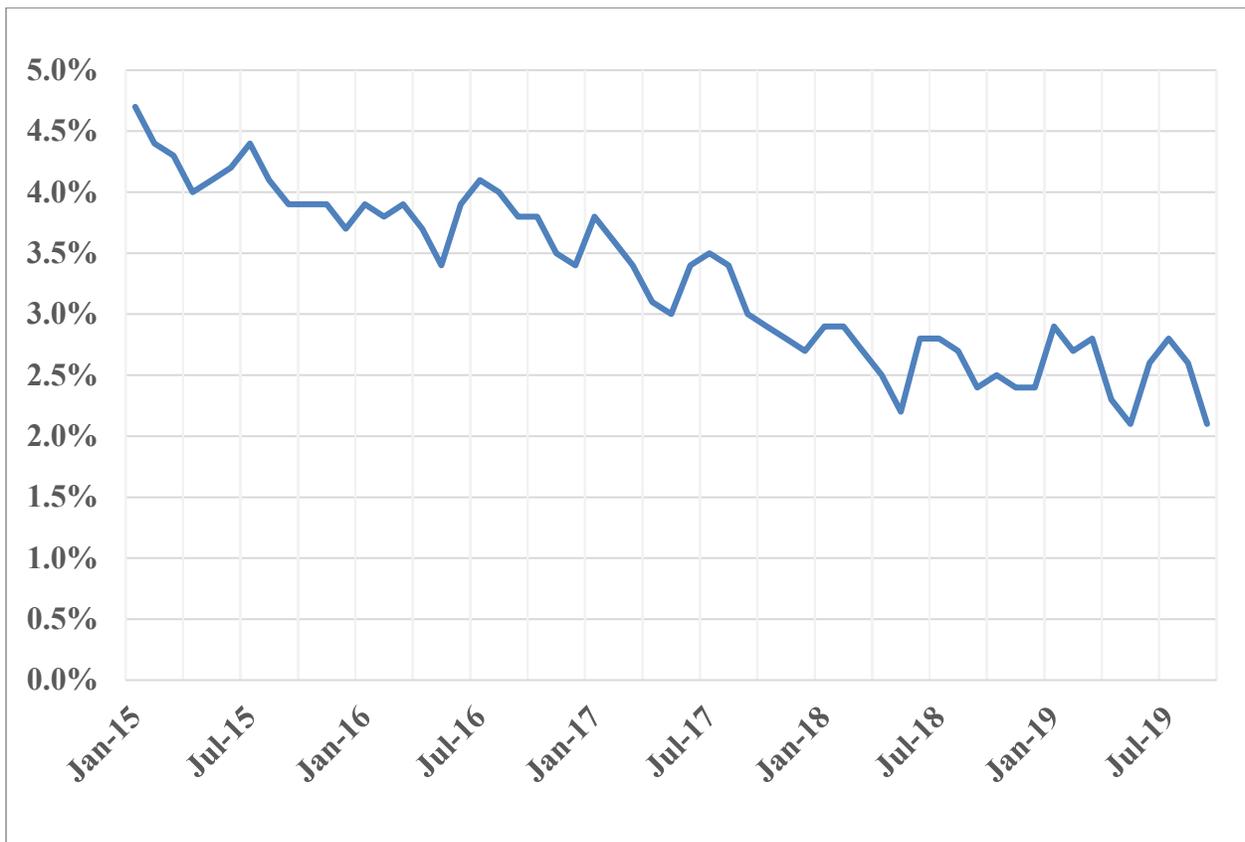
Source: CCCC Student Success Scorecard

### Service Area Poverty, Unemployment, and Growth

Because of the high cost of living, many who can't earn an income high enough to survive here leave the area, so the percent of Santa Clara County residents living below the poverty level is low, at 8.6%, compared with 19% statewide. For those ages 18 – 34, the poverty rate is 11%, and for those with only a high school education, the rate is 11.2%. (Source: U.S. Census)

The Santa Clara County unemployment rate for July 2019 was 2.8% (Source: California Employment Development Department) - for those who are struggling financially, it is more likely that they will work full time and attend college part time so that they can earn enough to survive. The area's housing expenses are 148% higher than the national average and the utility prices are 26% higher than the national average. Transportation expenses like bus fares and gas prices are 11% higher than the national average. (Source: Joint Venture Silicon Valley)

**Figure 12 - Santa Clara County Unemployment Rate Trend: 2015-2019**



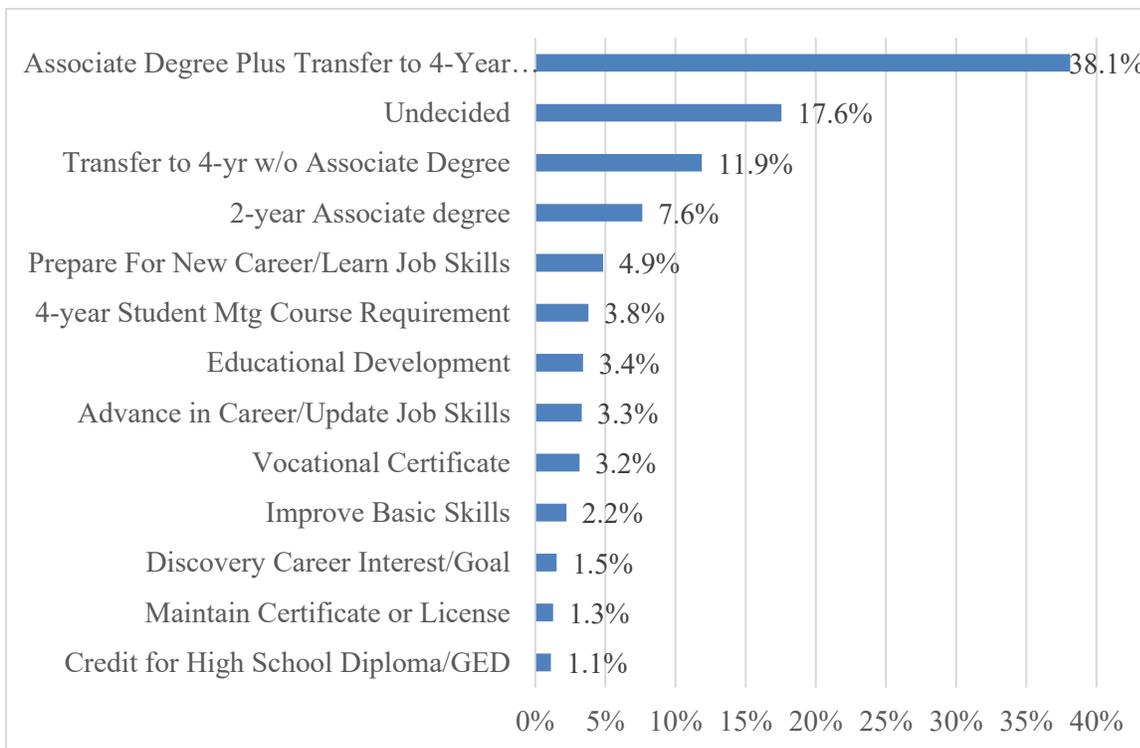
Source: California Employment Development Department

Population growth in Santa Clara County has slowed dramatically over time, as geographical boundaries are reached, employment is high, and the cost of living continues to mount.

### Education Goals

Mission students arrive with a variety of goals for their education as declared when they submit their applications; more than half intend to transfer, and more than half also want to earn an associate degree whether or not they intend to transfer – many of these are in CTE areas. Figure 13 illustrates the variety of goals students have when they submit their application to Mission College.

**Figure 13 - Students' Educational Goals Fall 2019**



Source: WVMCCD Data Warehouse

## Our Community

As shown in Table 5 the Santa Clara County population rate is projected to grow relatively slowly. The College and District are planning appropriately for this change in growth, focusing on the strength of programs and putting resources where community need is greatest.

**Table 5 - Population Growth Rate Trend, Santa Clara County: 1960 - 2018**

Year	Population	Growth	Growth Rate
2018	1,937,570	4,187	0.22%
2017	1,933,383	3,802	0.20%
2016	1,929,581	12,100	0.63%
2015	1,917,481	24,497	1.29%
2014	1,892,984	25,682	1.38%
2013	1,867,302	28,932	1.57%
2012	1,838,370	26,204	1.45%
2011	1,812,166	26,087	1.46%
2010	1,786,079	288,502	19.26%
1990	1,497,577	202,506	15.64%
1980	1,295,071	230,357	21.64%
1970	1,064,714	422,399	65.76%
1960	642,315	351,768	121.07%

Source: U.S. Census

The College’s service area is experiencing a construction boom both commercial and residential, but the new housing in Mission College’s service area is mostly apartments for adult professionals, with little new housing for families with children, so the College expects minimal immediate enrollment growth resulting from the additional housing.

The number of high school graduates from Mission’s two primary district feeder districts, Santa Clara Unified and Campbell Union High, is relatively low (2,618 in the most recent year’s data available at DataQuest), especially when factoring in the options afforded new graduates by having five community colleges in very close proximity. The “South Bay Swirl” is a local term for the trend among regional community college students to take courses at multiple colleges in the same term, or switch colleges completely during their community college careers.

## Student Socioeconomic Backgrounds

Because of its location in the heart of a tremendously wealthy area, many of Mission College’s students need the skills and knowledge that will enable them to survive and hope to advance here. In fall 2019, 32% of Mission’s students were low income, as defined by eligibility for the CA Promise Grant or a Pell grant (Table 6). Basic needs are a very real concern for students. The College is involved in a number of initiatives to support students with these needs, including a food bank, financial aid, and additional grants or scholarships for some students. In fall 2019, the College surveyed all its students about basic needs such as food insecurity, housing insecurity, and homelessness; 1,108 students responded, and the College intends to use the results to inform new policies to help address these needs for its students.

**Table 6 - Student Financial Aid Trend by Type, Amount**

	2015-16			2016-17			2017-18		
	Student Count	Award Count	Aid Amount	Student Count	Award Count	Aid Amount	Student Count	Award Count	Aid Amount
<b>CA College Promise Grant</b>	4,801	8,677	\$3,393,075	4,066	7,431	\$2,871,067	3,476	6,524	\$2,533,052
<b>Other Grants</b>	2,112	6,224	\$8,096,959	1,792	5,801	\$6,975,769	1,696	5,908	\$7,119,987
<b>Scholarships</b>	421	730	\$510,412	196	310	\$218,583	294	478	\$373,423
<b>Work Study</b>	61	102	\$139,566	65	101	\$141,524	50	52	\$120,529
<b>Financial Aid Total</b>	4,948	15,975	\$12,662,020	4,175	13,818	\$10,587,717	3,636	13,100	\$10,467,551

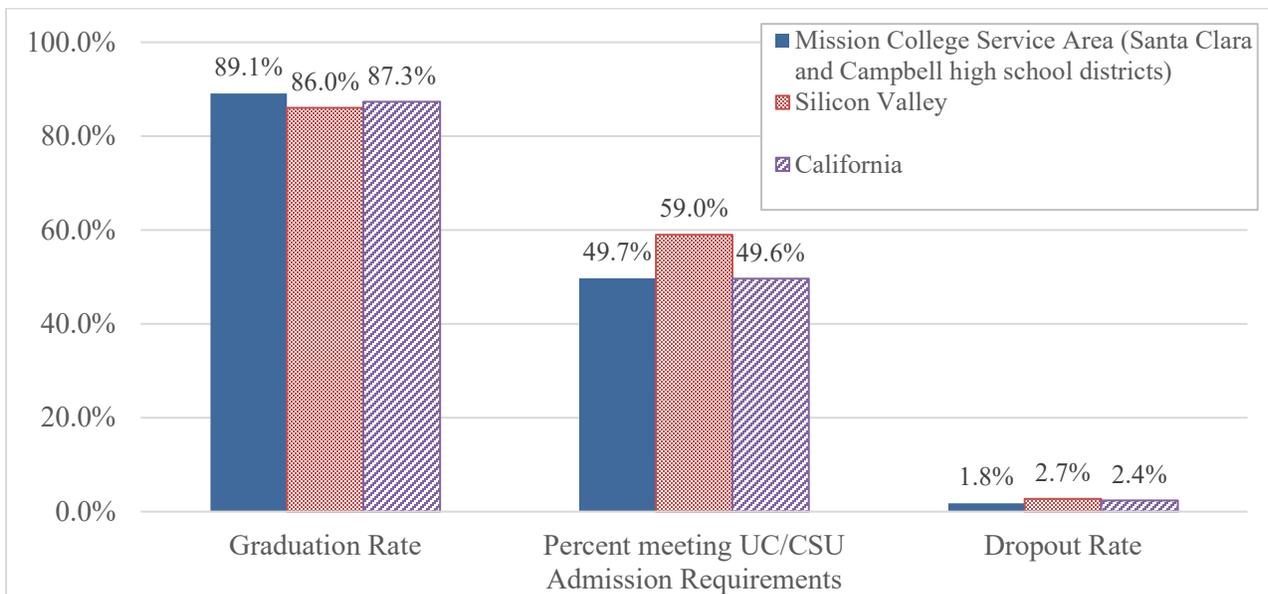
Source: CCCC DataMart

The majority of Mission’s students (55.8%) are first generation (WVMCCD Data Warehouse), where neither parent nor guardian has attained a postsecondary degree. Many of these students need support structures to help them to navigate college processes, as they cannot necessarily rely on their families to know the system. The College’s Welcome Center is at the center of these supports, providing a hub in the Student Engagement Center staffed with student ambassadors who are there to answer students’ questions. Another support provided by the College is

“Registration Party” days in the months leading up to the next term, when staff from key matriculation areas are on hand on a Saturday to help students complete all steps of the enrollment process in a single campus visit.

A comparison of high school student performance metrics shows that Mission College’s service area high schools have low dropout rates (1.8%) and high graduation rates (89.1%), but that there is a significant drop when it comes to service area high school graduates meeting the UC/CSU admissions requirements (DataQuest). Mission College’s transfer programs are uniquely situated to help service area students to complete their general education requirements and transfer to 4-year institutions. When analyzing the high school performance data metrics, it is important to bear in mind that many of Mission’s students come from outside Mission’s official service area.

**Figure 14 - High School Student Performance Metrics Comparison**



Source: DataQuest, California Department of Education

**Sites**

Mission College does not operate any external sites, however the College does offer some classes at local high school campuses, adult education centers, clinical sites for health occupation courses, apprenticeship field locations, and older adult facilities.

## Specialized or Programmatic Accreditation

Mission College has three programs in Allied Health that receive specialized accreditation:

- Associate Degree in Nursing: Agency: Board of Registered Nursing. Mission College's LVN/RN program underwent a comprehensive continual approval process and program review in spring 2018. This review is a state requirement completed every five years ([A-1](#)). The Board of Registered Nursing (BRN) also requires completion and submission of an annual college report, which is required to be completed each year in October ([A-2](#)). The Licensed Vocational Nursing to a Registered Nursing program (LVN-RN) is a bridge program that leads to an Associate Degree in Nursing (ADN). All approved and accredited schools offering registered nursing programs are listed on the California Board of Registered Nursing website ([A-3](#)). The College pass rates for the National Council Licensure Examination (NCLEX) are also listed on the on the California Board of Registered Nursing website ([A-4](#)).
- Vocational Nursing Program: Agency: Board of Vocational Nursing and Psychiatric Technicians. This program is evaluated at the same time the Psychiatric Technician program is reviewed ([A-5](#), [A-6](#)). An annual report is required every year ([A-7](#)). Colleges approved to offer Vocational Nursing programs are listed on the Board of Vocational Nursing and Psychiatric Technicians website ([A-8](#)).
- Psychiatric Technician: Agency Board of Vocational Nursing and Psychiatric Technicians. This program is evaluated at the same time the Vocational Nursing program is reviewed. Mission College decided to place the Psychiatric Technician program on hiatus in fall 2019. The Health Occupations department is in the progress of rewriting the curriculum to improve student pass rates in this area through the college revitalization process ([A-9](#)). Colleges approved to offer Psychiatric Technician programs are listed on the Board of Vocational Nursing and Psychiatric Technicians website ([A-10](#)).

### Evidence List

- [A-1](#) Letter on Associate Degree Nursing Program accreditation cycle
- [A-2](#) BRN Annual School Survey YR 2018 2019
- [A-3](#) California Board of Registered Nursing website listing Mission College
- [A-4](#) Mission College NCLEX pass rates-California Board of Registered Nursing website.

- [A-5](#) VN Renewal Status Letter
- [A-6](#) PT Renewal Status Letter
- [A-7](#) BVNPT Annual Report
- [A-8](#) California Board of Vocational Nursing and Psychiatric Technicians website listing  
Mission College Vocational Nursing Program
- [A-9](#) ADC Minutes regarding PT revitalization process.
- [A-10](#) Screenshot of California Board of Vocational Nursing and Psychiatric Technicians  
website listing Mission College Psychiatric Technician Program

## B. Presentation of Student Achievement Data and Institution-Set Standards

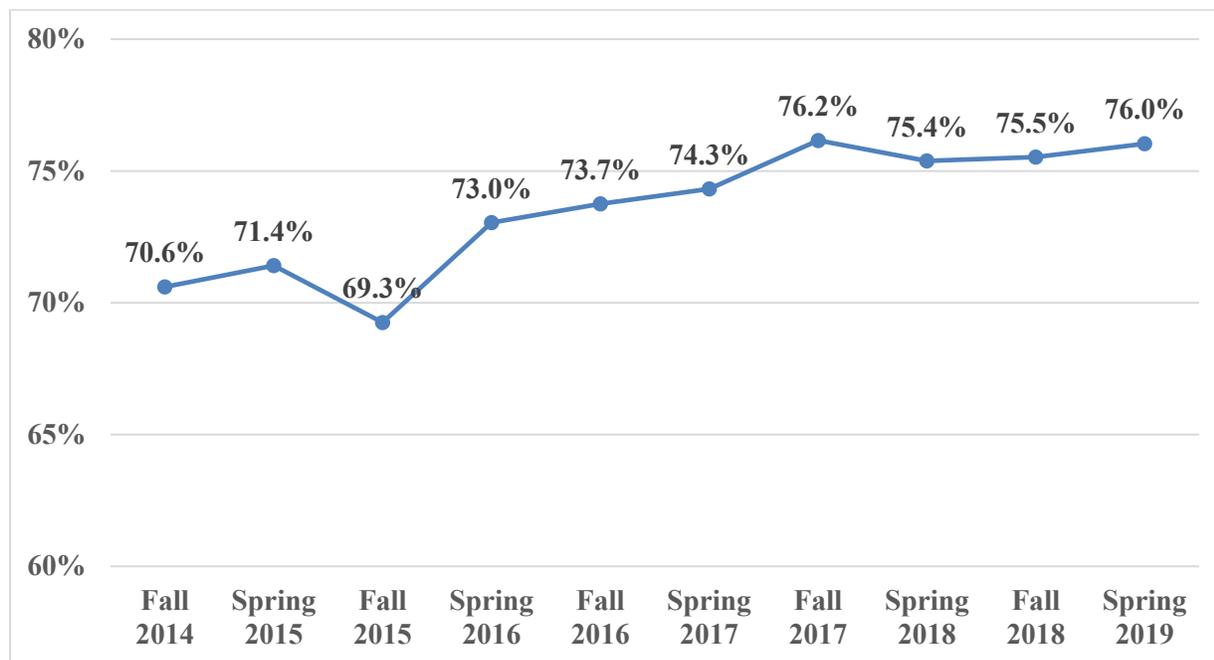
### Student Performance

#### Course Success

The course success rate among all students has increased slowly over the last five years, for an approximate gain of 6% during that time (see Figure 15).

Course success can be analyzed in a number of ways; included in this self-evaluation are success rates disaggregated by instruction method and by demographics.

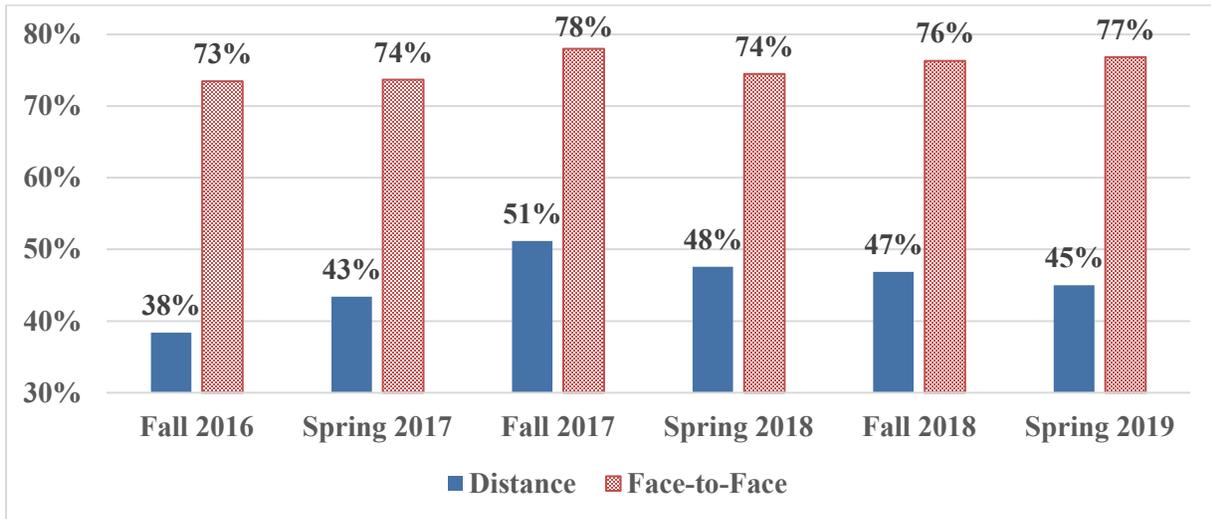
**Figure 15 - Course Success Trend - All Students**



Source: CCCCO DataMart

Not surprisingly, student course success rates vary by type of course, and by the instructional method used. For students in basic skills courses, the success rates in face-to-face courses are consistent with the College as a whole, but performance in distance education courses is significantly lower in comparison, with an average gap of 24% (Figure 16).

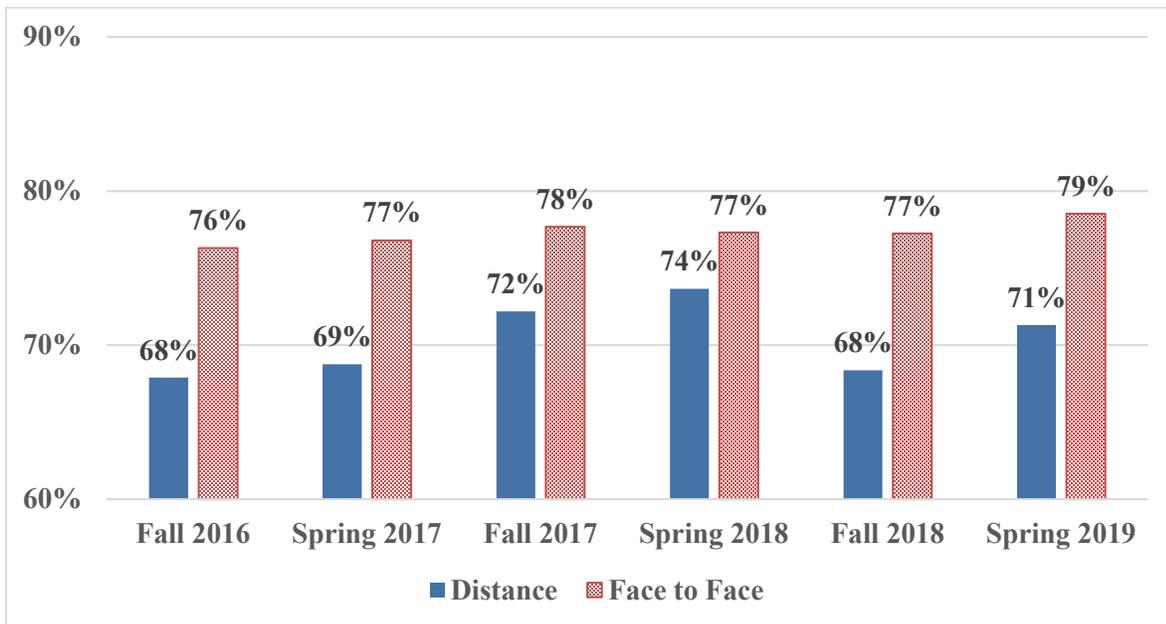
**Figure 16 - Success Rates in Basic Skills Courses by Instructional Method**



Source: CCCC DataMart

In transferable coursework, the gap in course success rates between the two instructional methods is much less pronounced (Figure 17). This is not surprising, as students in these courses are generally well-prepared for college-level coursework. However, there remains a gap ranging between 3% and 9% between the success rate of students in face-to-face versus distance education courses.

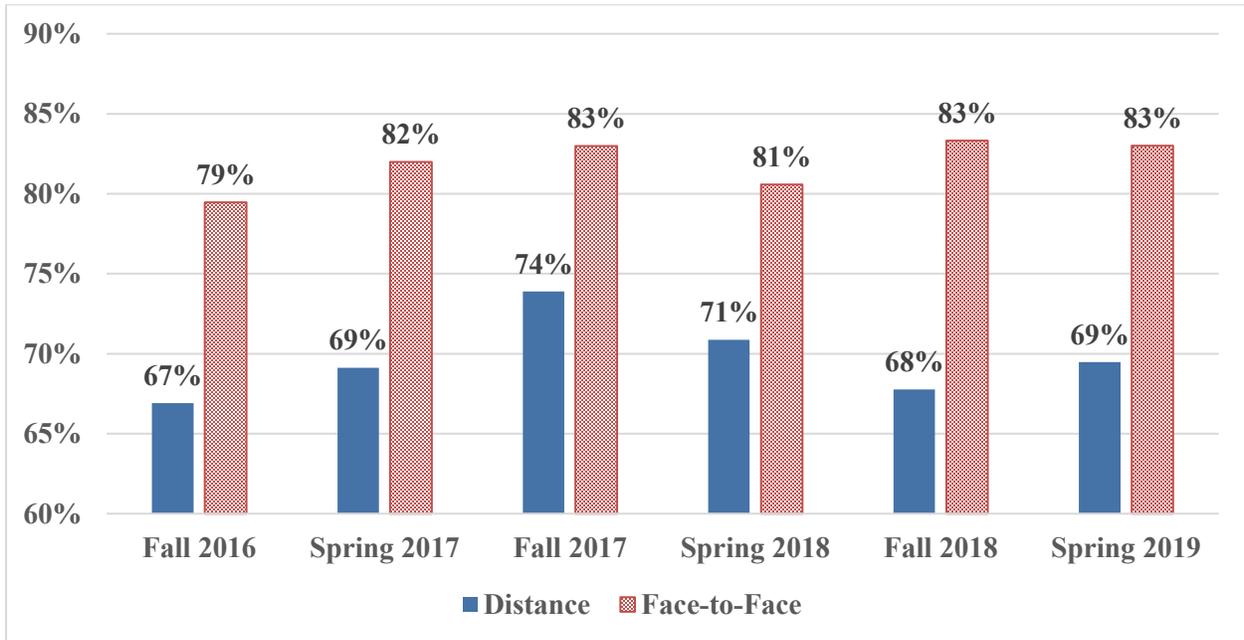
**Figure 17 - Success Rates in Transferable Courses by Instructional Method**



Source: CCCC DataMart

Among the College’s students enrolled in vocational courses, the success rates for face-to-face instruction are consistently the highest among all course types. The success rates for face-to-face and distance education success in courses in vocational programs varies between 9% to 25%.

**Figure 18 - Success Rates in Vocational Courses by Instructional Method**



Source: CCCC DataMart

**Disproportionate Impact**

Across the College, efforts are focused on addressing the areas of disproportionate impact among groups of students on key college performance indicators including the Local Vision Goals:

**Table 7 - Local Vision Goals Disproportionate Impact, Baseline: 2016-17**

Goal	DI Group	DI Groups			Total Student Population			Proportionality Index
		Students In Demographic Group Who Attained Goal	All Students in Demographic Group	Rate of Meeting Goal For Demographic Group	All Students Who Attained Goal	All Students	Rate of Meeting Goal For All Students	
Increase number of AA, AS, and AD-Ts	American Indian or Alaska Native	0	80	0.0%	372	42,860	0.9%	0.00
Increase number of AA, AS, and AD-Ts	More than one race	10	1,510	0.7%	372	42,860	0.9%	0.76
Increase number of certificates	American Indian or Alaska Native	0	40	0.0%	190	21,430	0.9%	0.00
Increase number of certificates	Black or African American	3	769	0.4%	190	21,430	0.9%	0.44
Increase number of certificates	Foster Youth	1	176	0.6%	190	21,430	0.9%	0.64
Increase number of certificates	Native Hawaiian or other Pacific Islander	0	88	0.0%	190	21,430	0.9%	0.00
Increase number of certificates	Veteran	0	296	0.0%	190	21,430	0.9%	0.00
Increase number attaining the Vision Goal	American Indian or Alaska Native	0	40	0.0%	413	21,430	1.9%	0.00
Increase number attaining the Vision Goal	Foster Youth	2	176	1.1%	413	21,430	1.9%	0.59
Increase number of AD-Ts	American Indian or Alaska Native	0	40	0.0%	161	21,430	0.8%	0.00
Increase number of AD-Ts	Black or African American	2	769	0.3%	161	21,430	0.8%	0.35
Increase number of AD-Ts	Foster Youth	1	176	0.6%	161	21,430	0.8%	0.76
Increase number of AD-Ts	Veteran	1	296	0.3%	161	21,430	0.8%	0.45
Increase number of CSU and UC transfers	Disabled	31	624	5.0%	682	9,167	7.4%	0.67
Increase number of CSU and UC transfers	Native Hawaiian or other Pacific Islander	0	40	0.0%	682	9,167	7.4%	0.00
Increase number of CSU and UC transfers	Veteran	9	174	5.2%	682	9,167	7.4%	0.70

Source: CCCC Vision for Success File Released Spring 2019

Proportionality Index Methodology	$\frac{((\text{Target Group With Educational Outcome} / \text{Total Students With Educational Outcome})}{(\text{Target Group In the Reference Population} / \text{Total Students in Reference Population}))}$
Proportionality Index = or < 0.90	Indicates Disproportionate Impact for This Group on This Metric
Proportionality Index > 0.90	Indicates No Disproportionate Impact for This Group on This Metric

## College-Wide Student Achievement and Institution-Set Standards

Mission College fosters campus wide awareness of the need to help students exceed the institution-set standards, and works toward attaining the College’s aspirational goals. These standards and goals are recalculated annually based on means of previous years’ performance, are presented to the College community through the participatory governance and planning processes and are published on the institutional research website.

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. With the demise of the Student Success Scorecard, and the statewide shift in focus to metrics reflecting the needs and initiatives identified by Guided Pathways, Strong Workforce, Equity, and Local Vision Goals, the IEC is working in 2019-2020 to identify new metrics that will help the College to assess these initiatives, and will also enable us to identify any areas where efforts overlap.

**Table 8 – College Wide Student Achievement and Institution-Set Standards**

<b>Data Element</b>	<b>Definition of the Measure</b>	<b>Institution-Set Standard (mean minus 1 SD)</b>	<b>Aspirational Goal (mean plus 2 SD)</b>	<b>Most Recent (Available) Year's Performance</b>	<b>Last Year's Performance</b>	<b>Mean of the Measure</b>
<b>Course Completion Rate</b>	Applies to all students: Successful course completion, grade C or better if graded, over the number of students enrolled when the general enrollment period ends.	71.4%	77.8%	75.8%	75.8%	73.5%

<b>Data Element</b>	<b>Definition of the Measure</b>	<b>Institution-Set Standard (mean minus 1 SD)</b>	<b>Aspirational Goal (mean plus 2 SD)</b>	<b>Most Recent (Available) Year's Performance</b>	<b>Last Year's Performance</b>	<b>Mean of the Measure</b>
<b>Degree Completion</b>	Applies to all students: Chancellor's Office approved awards are Associate of Arts, Associate of Science, Associate Degree for Transfer	507	789	704	596	601
<b>Certificate Completion</b>	Applies to all students: Chancellor's Office approved awards are Certificate requiring 18 to fewer than 30 semester units, Certificate requiring 30 to fewer than 60 semester units and Certificate requiring 60 or more semester units	152	565	532	345	289
<b>Transfer to a 4-Year Institution</b>	Applies to all students: Transfer to a UC, CSU, In-State Private, or Out-of-State 4-Year institution	428	533	463 (2017-18, most recent available)	Not Yet Available	443
<b>Student Success Scorecard Completion (n=989)</b>	Cohort measure: Percentage of degree, certificate and/or transfer-seeking students starting first time in 2012-13 tracked for six years through 2017-18 who completed a degree, certificate or transfer-related outcomes.	46.9%	51.8%	50.5%	50.4%	48.6%
<b>Student Success Scorecard Persistence (n=989)</b>	Cohort measure: Percentage of degree, certificate and/or transfer-seeking students starting first time in 2012-13 tracked for six years through 2017-18 who enrolled in the first three consecutive terms.	68.7%	80.2%	73.2%	71.8%	72.6%

<b>Data Element</b>	<b>Definition of the Measure</b>	<b>Institution-Set Standard (mean minus 1 SD)</b>	<b>Aspirational Goal (mean plus 2 SD)</b>	<b>Most Recent (Available) Year's Performance</b>	<b>Last Year's Performance</b>	<b>Mean of the Measure</b>
<b>Student Success Scorecard 30+ Units Completed (n=989)</b>	Cohort measure: Percentage of degree, certificate and/or transfer-seeking students starting first time in 2012-13 tracked for six years through 2017-18 who achieved at least 30 units.	68.3%	72.9%	69.3%	71.4%	69.9%
<b>Student Success Scorecard Remedial English (n=655)</b>	Cohort measure: Percentage of credit students tracked for six years through 2017-18 who first enrolled in a course below transfer level in English during 2012-13 and completed a college-level course in the same discipline.	49.2%	56.6%	54.0%	52.7%	51.7%
<b>Student Success Scorecard Remedial Math (n=859)</b>	Cohort measure: Percentage of credit students tracked for six years through 2017-18 who first enrolled in a course below transfer level in Mathematics during 2012-13 and completed a college-level course in the same discipline	27.4%	41.2%	34.1%	36.7%	32.0%
<b>Student Success Scorecard ESL (n=455)</b>	Cohort measure: Percentage of credit students tracked for six years through 2017-18 who first enrolled in a course below transfer level in ESL during 2012-13 and completed a college-level course in the same discipline (or English)	12.4%	16.5%	12.7%	16.3%	13.8%

Data Element	Definition of the Measure	Institution-Set Standard (mean minus 1 SD)	Aspirational Goal (mean plus 2 SD)	Most Recent (Available) Year's Performance	Last Year's Performance	Mean of the Measure
<b>Student Success Scorecard CTE Completion (n=932)</b>	Cohort measure: Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time in 2012-13 tracked for six years through 2017-18 who completed a degree, certificate, apprenticeship or transfer-related outcomes.	46.3%	59.0%	54.6%	53.3%	50.5%

**Programmatic Student Achievement and Institution-Set Standards**

**Table 9 - Programmatic Student Achievement and Institution-set standards: Licensure Exam Pass Rates**

Program	Exam	Institution-Set Standard (mean minus 1 SD)	Aspirational Goal (mean plus 2 SD)	Most Recent (Available) Year's Performance	Last Year's Performance	Mean of the Measure
Psychiatric Technician	California Psychiatric Technician Licensure Examination	58.9%	86.7%	67.0%	100.0%	68.2%

Program	Exam	Institution-Set Standard (mean minus 1 SD)	Aspirational Goal (mean plus 2 SD)	Most Recent (Available) Year's Performance	Last Year's Performance	Mean of the Measure
LVN to RN	NCLEX	63.8%	81.9%	86.2%	60.7%	69.8%
Vocational Nursing	NCLEX/PN	89.4%	99.4%	97.0%	100.0%	92.7%
Emergency Medical Technician	National Registry of EMTs EMT Written Examination	63.6%	74.5%	73.0%	66.0%	67.2%
<p>*Most recent year's rate for Psychiatric Technician is 2018; for LVN to RN it is 17-18, for Vocational Nursing it is 2018, for EMT it is 2017            In Most Recent (Available) Year's Performance, green font indicates that the program has met the institution-set standard; red font means that the program has not met the institution-set standard</p>						

Source: Licensure Exam websites

**Table 10- Programmatic Student Achievement and Institution-set standards: Job Placement**

Job Placement Rate by TOP Code*	Institution-Set Standard (mean minus 1 SD)	Aspirational Goal (mean plus 2 SD)	Most Recent (Available) Year's Performance	Last Year's Performance	Mean of the Measure
Business and Commerce	69.0%	101.9%	80.0%	54.2%	80.0%

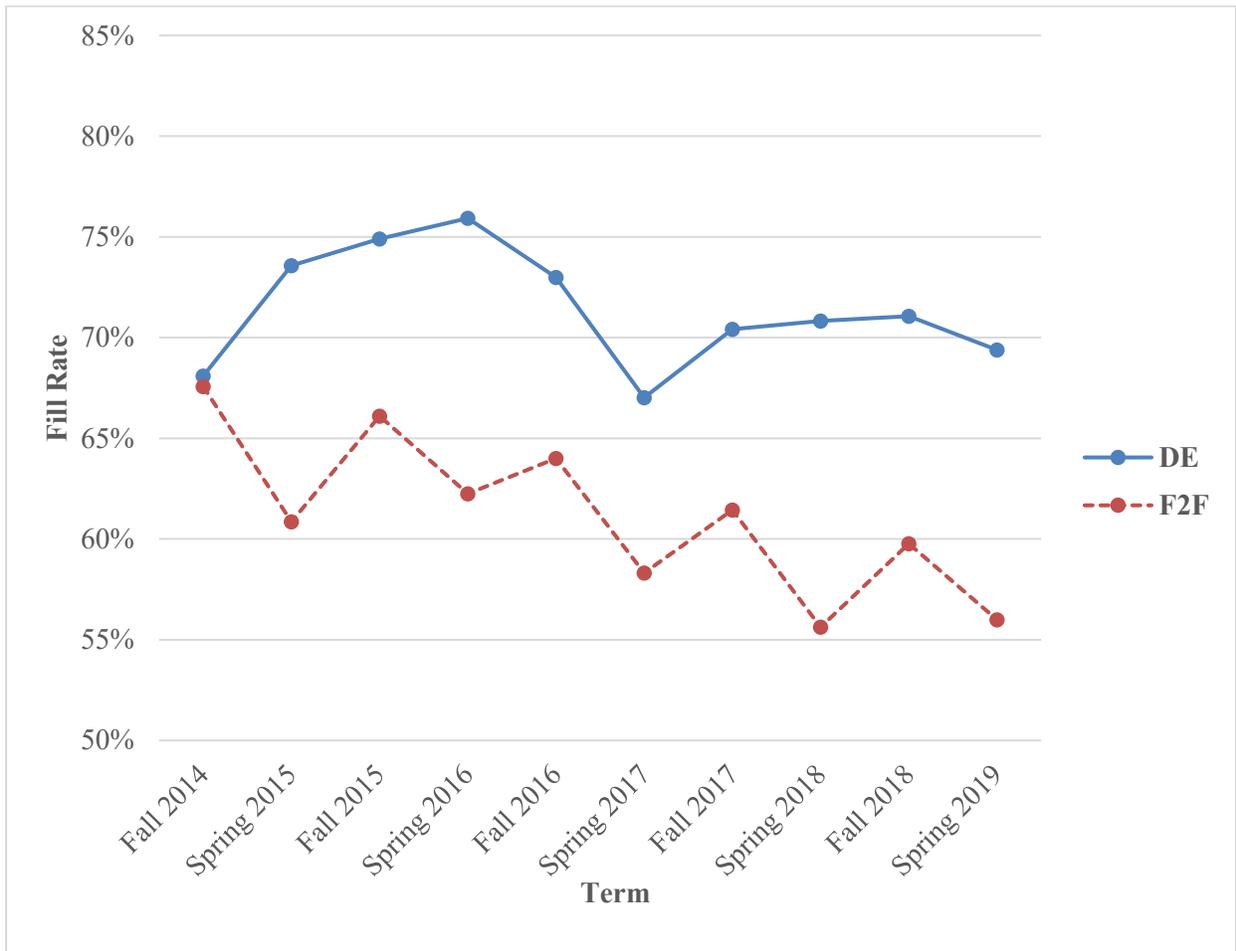
<b>Job Placement Rate by TOP Code*</b>	<b>Institution-Set Standard (mean minus 1 SD)</b>	<b>Aspirational Goal (mean plus 2 SD)</b>	<b>Most Recent (Available) Year's Performance</b>	<b>Last Year's Performance</b>	<b>Mean of the Measure</b>
Accounting	69.9%	96.3%	78.7%	73.8%	78.7%
Business Administration	75.9%	86.7%	79.5%	84.6%	79.5%
Computer Programming	62.7%	90.6%	72.0%	55.0%	72.0%
Computer Networking	77.7%	105.5%	87.0%	80.0%	87.0%
Graphic Art and Design	54.9%	83.1%	64.3%	suppressed	64.3%
Registered Nursing (LVN to RN)	83.4%	108.2%	91.7%	90.3%	91.7%
Licensed Vocational Nursing	71.3%	111.3%	84.6%	65.2%	84.6%
Psychiatric Technician	80.7%	IEC	100.0%	78.6%	100.0%
Child Development: Early Care and Education	69.0%	98.2%	78.7%	73.1%	78.7%
Restaurant and Food Services and Management	69.2%	83.7%	74.1%	78.1%	74.1%
Fire Technology	88.6%	113.3%	96.8%	87.9%	96.8%
*counts of fewer than 10 are suppressed					

Source: CCCC CO CTE Perkins IV Core Indicator Reports

## Distance Education

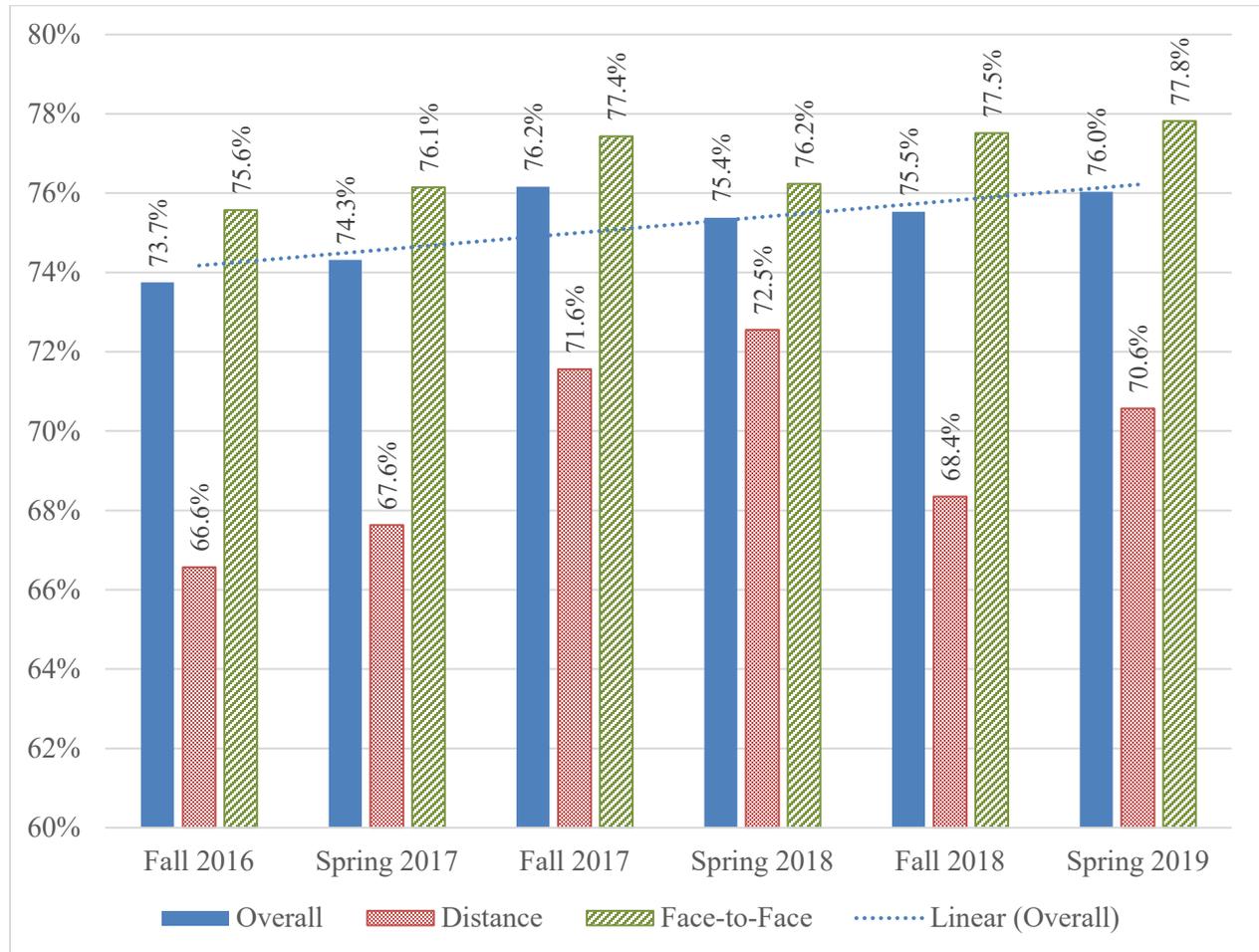
As described in the service area section of the self-evaluation, many current and prospective students are employed, often full time, and are faced with time lost to the area's dense traffic congestion. As shown in Figure 19, the fill rate for distance education courses has consistently been around 10% higher than it is for face-to-face course offerings.

**Figure 19 - Fill Rate Trend by Instruction Method**



There has been negligible change in overall course success rates over the past three years; however, when the data is disaggregated by instruction method there are some noteworthy patterns. Course success rates in distance education are typically 5%-10% lower than the rate in face-to-face courses.

**Figure 20 - Course Success Rate Trend by Method of Instruction**

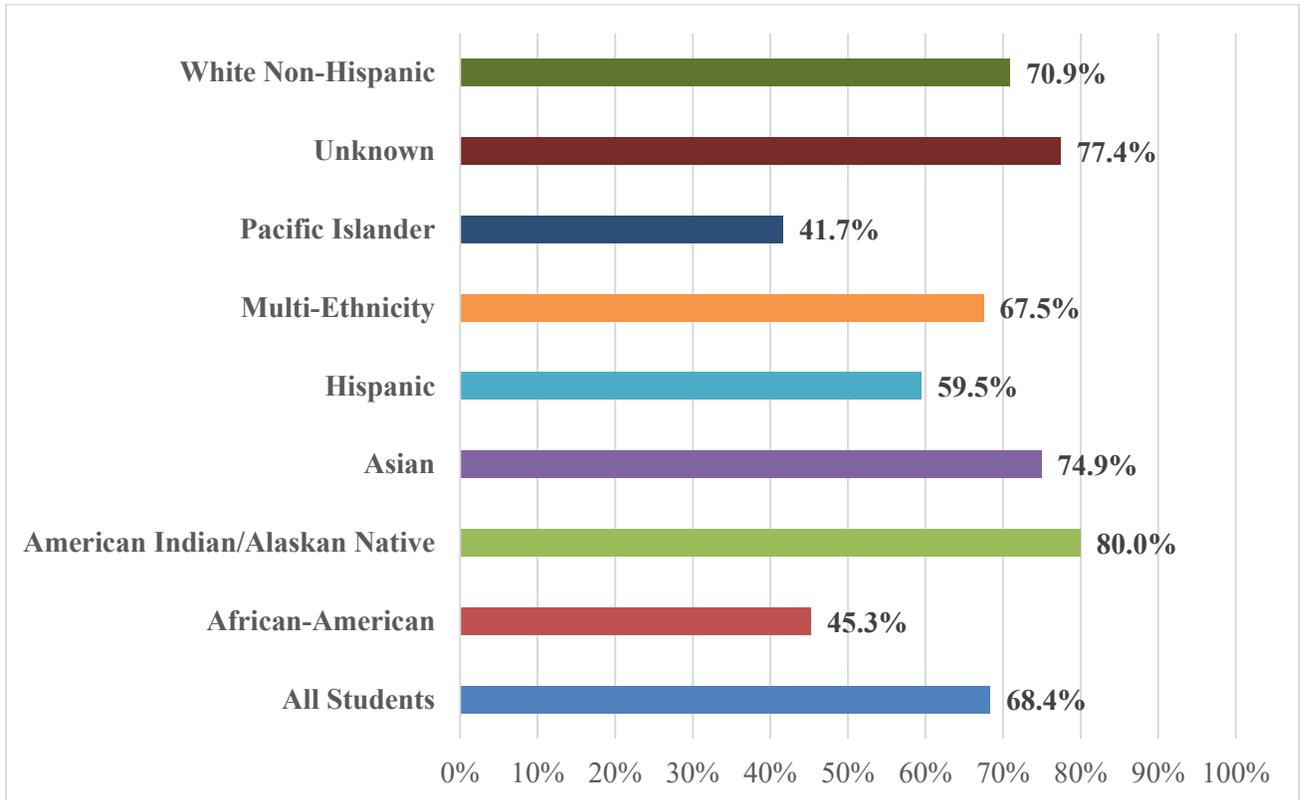


Source: CCCC DataMart

## Equity in Distance Education

Upon disaggregating the success rates in distance education courses by ethnicity, areas in need of additional focus were identified; the Pacific Islander and Hispanic student groups experienced disproportionate impact on this metric.

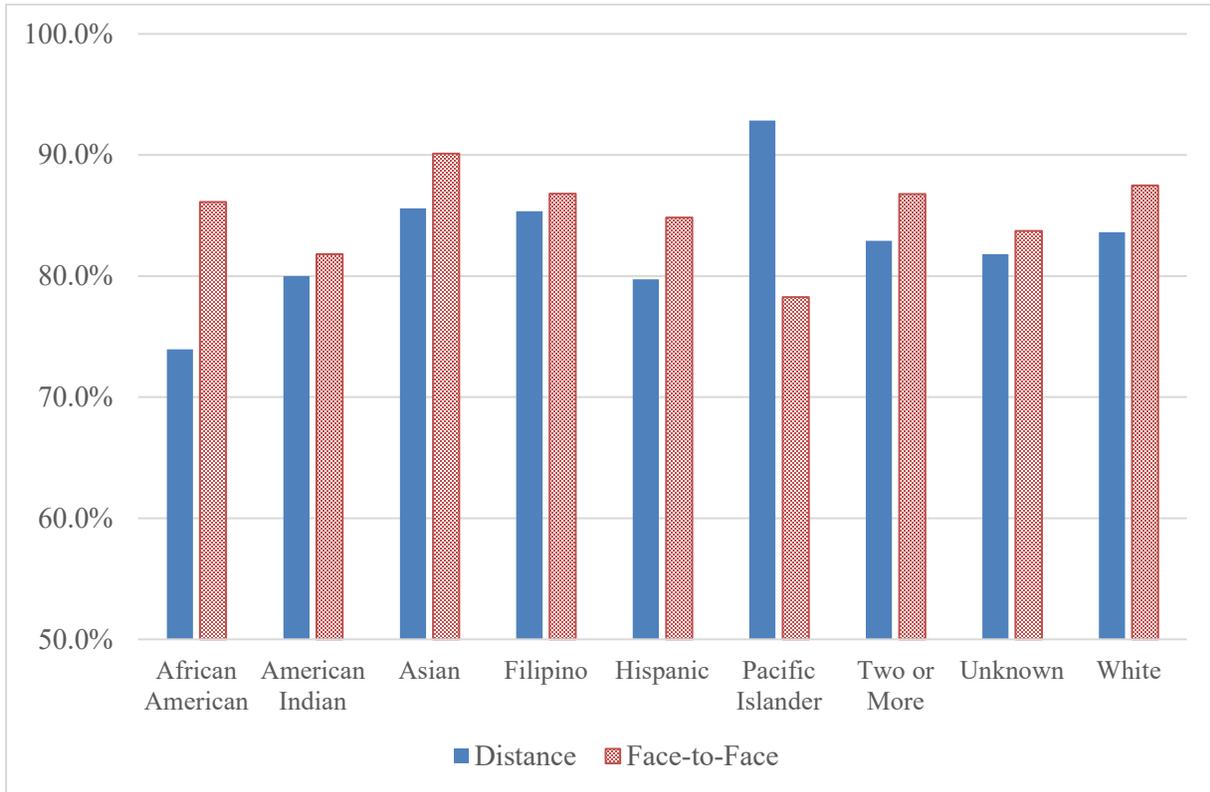
**Figure 21 - Distance education Success Rates by Ethnicity: Fall 2018**



Source: WVMCCD Data Warehouse

In general, there is an ongoing gap in retention between face-to-face and distance courses which is more significant among the College’s African American students.

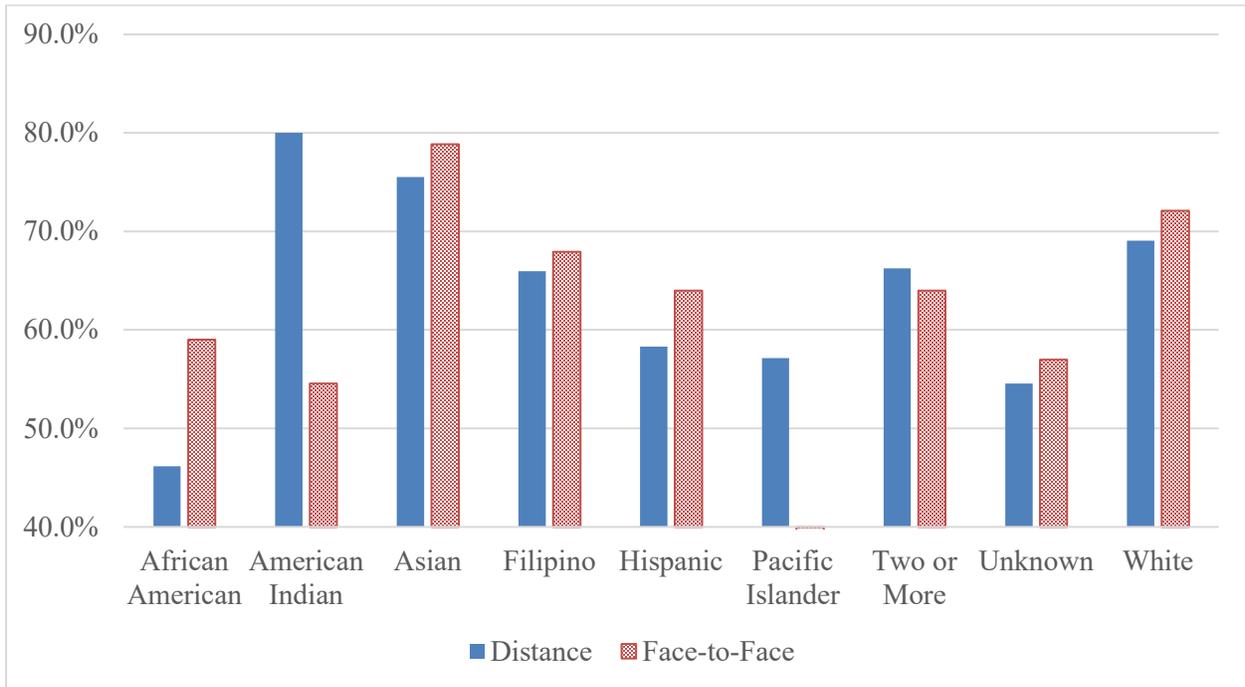
**Figure 22- Course Retention Rate by Instruction Method and Ethnicity 2018-2019**



Source: WVMCCD Data Warehouse

The College’s African American students are impacted even more significantly than other groups in course success rates in distance education courses. The College’s American Indian students also have a marked performance gap by type of instruction, although it is important to note that the count of students in this group is very small; interestingly, the American Indian students had higher success rates in their distance education courses than in those taught face-to-face.

**Figure 23 - Course Success Rate by Instruction Method and Ethnicity**



Source: WVMCCD Data Warehouse

The Distance Education Committee spearheads the work to reduce and eventually eliminate the achievement gap in DE when compared to face-to face courses. They have produced a Distance Education Handbook, including guidelines on best educational practices in distance education and have held numerous college-wide training for instructors teaching in distance education. This work is detailed in the response to Standard II.A.6.

## Completion and Awards

Mission College has seen the number of degrees and certificates earned by its students rise to the highest level in five years, despite declining enrollment, with 1,236 degrees and certificates awarded in 2018-2019 (see Table 11, below). While the traditional Associate of Science degree count has decreased over the time period, the number of Associate of Science for Transfer degrees more than makes up for it; the same phenomenon is observed with the Associate of Arts and the Associate of Arts for Transfer degrees. Certificate counts vary by type, with the largest unit requiring certificates (30 - < 60 units) being earned at a much higher rate than the lower-unit certificates.

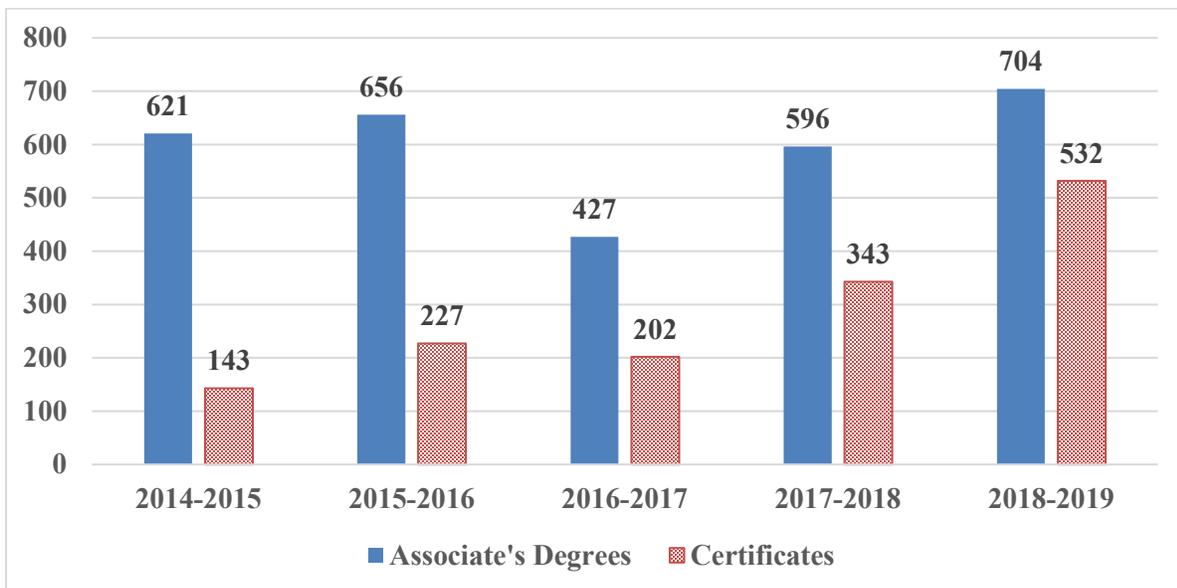
## Degrees and Certificates

**Table 11 - Degrees and Certificates Trend**

	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Total Associate Degrees</b>	621	656	427	596	704
<b>Total Certificates</b>	143	227	202	343	532
<b>Total Degrees and Certificates</b>	764	883	629	939	1,236

Source: CCCC DataMart

**Figure 24 - Degrees and Certificates Trend**

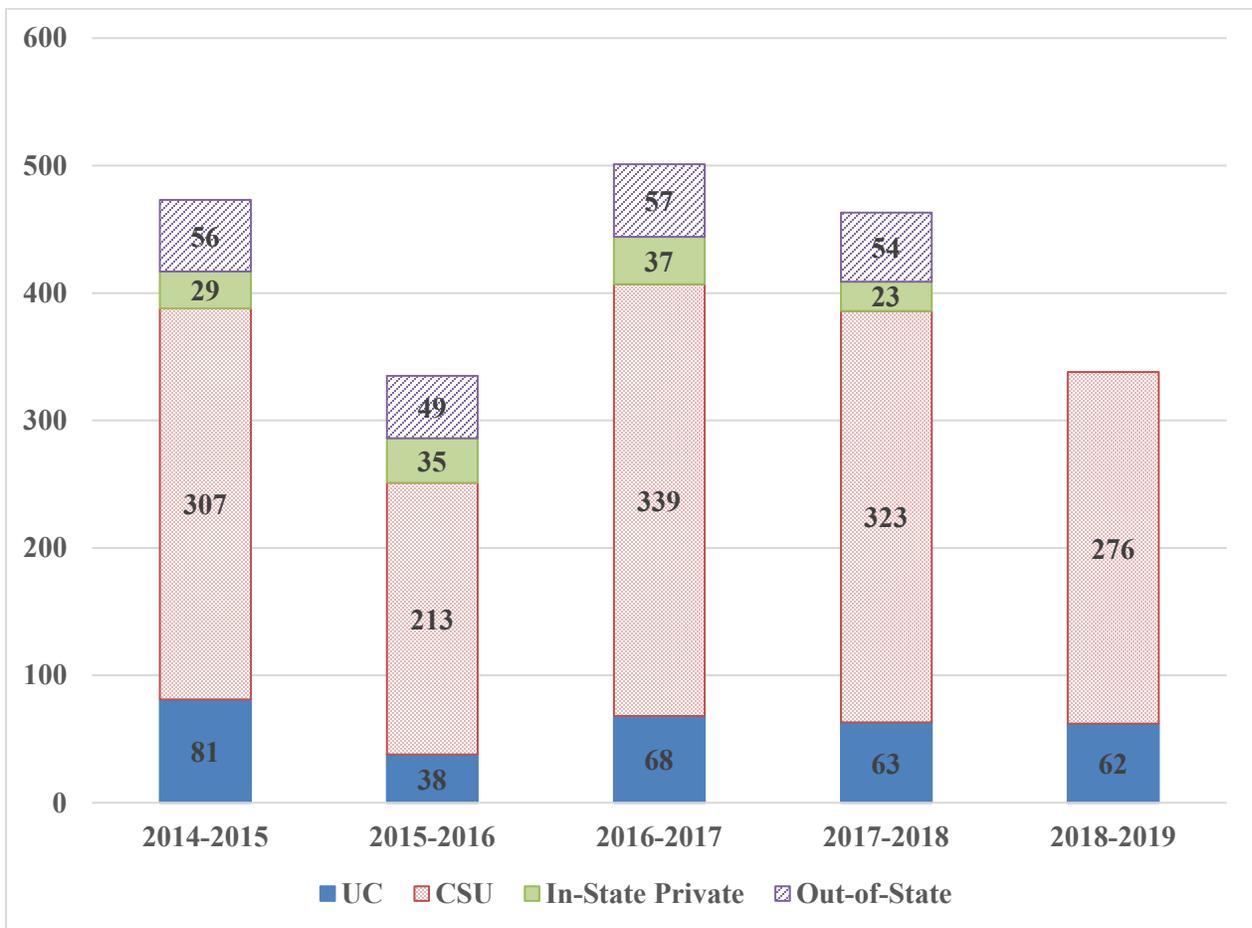


Source: CCCC DataMart

## Transfer

Mission College’s trend in student transfers to the University of California (UC), the California State University (CSU), In-State Private (ISP), and Out-of-State (OOS) institutions is stable, but the College is working toward increasing the number of transfers via efforts derived from Guided Pathways and student equity analyses and plans.

**Figure 25 - Mission College Transfer Trend to UC, CSU, ISP, and OOS**

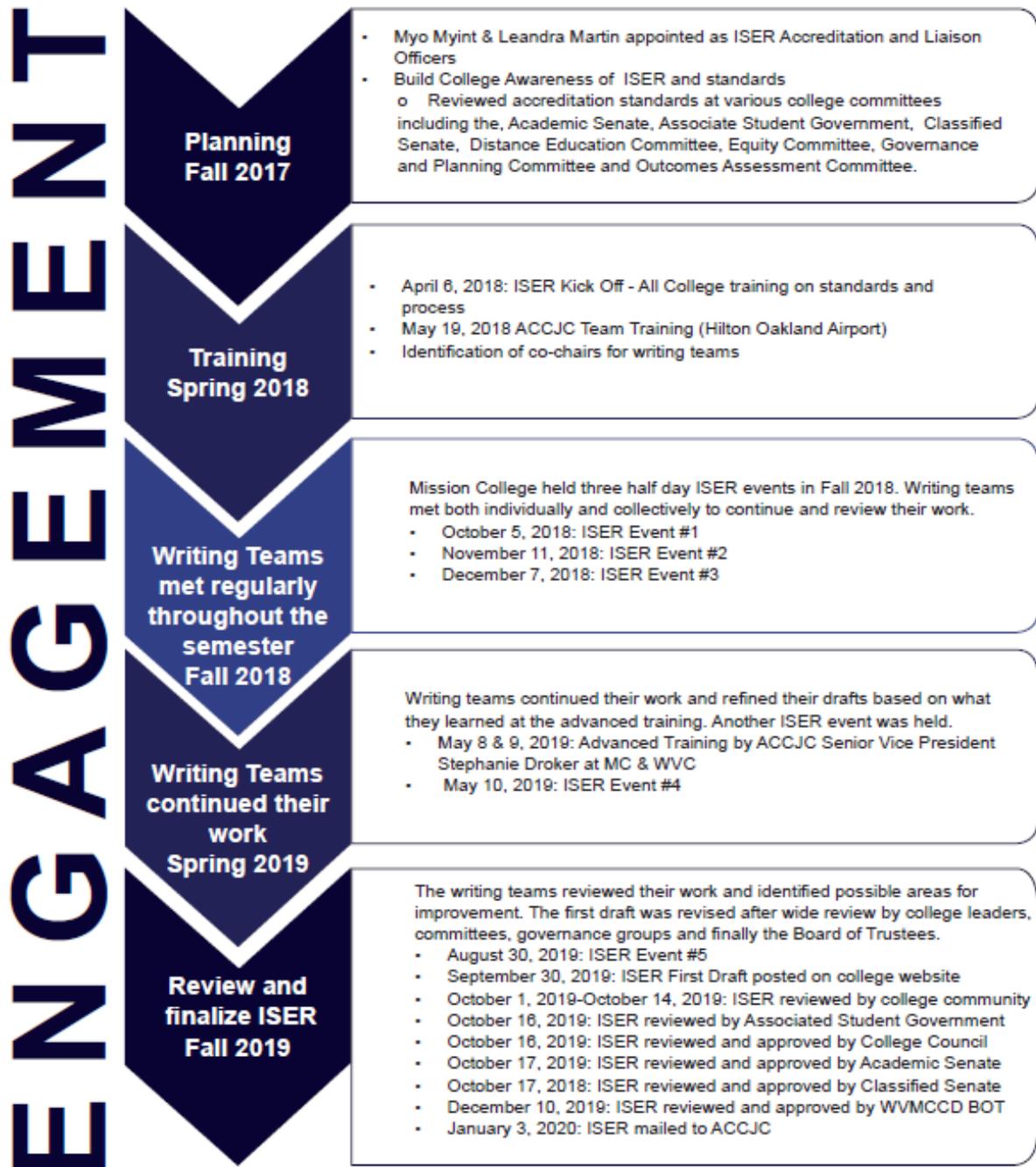


Sources: CCCC DataMart, CSU Analytics, UC Information Center

## C. Organization of the Self-Evaluation Process

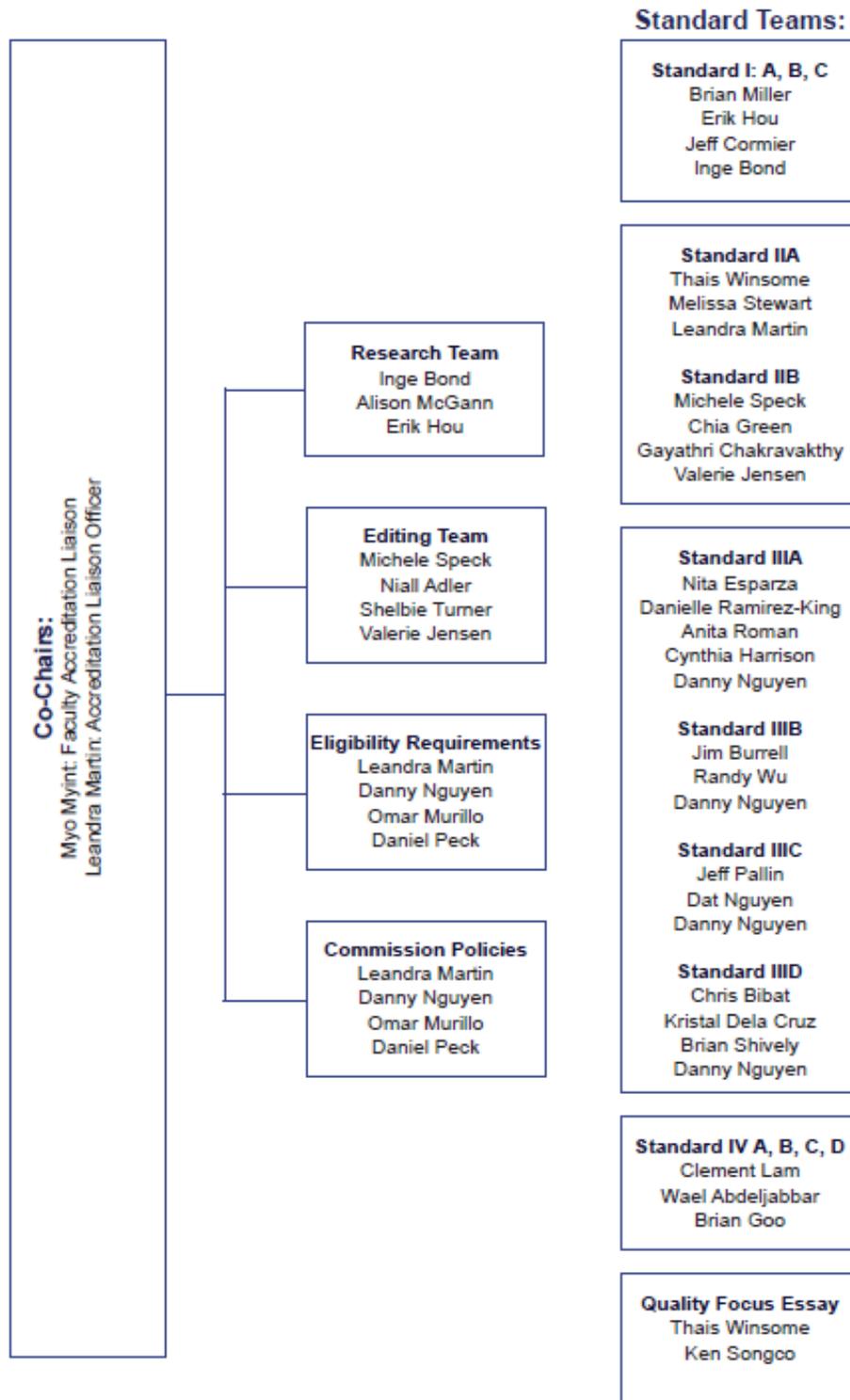
The following timeline summarizes the development of the process for preparation and writing of the Institutional Self-Evaluation Report (ISER):

Figure 26 - Organization of the Self-Evaluation Process



The next chart displays the organization of the ISER writing teams:

**Figure 27 - Organization of Self-Evaluation Teams**



**Figure 28 - Mission College Administration**



**Administration: 2019-2020**

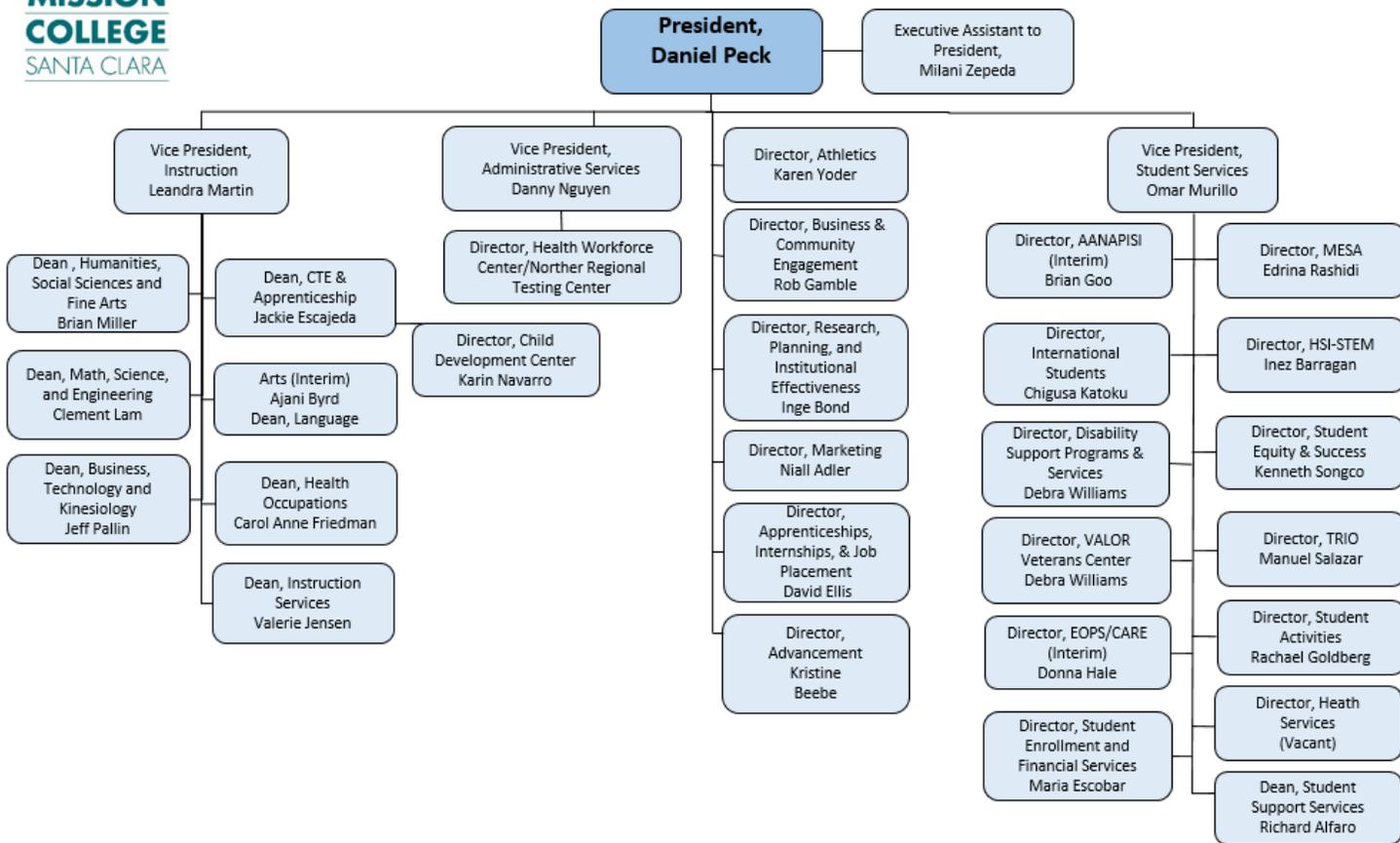


Figure 29 - Mission College Instructional Divisions

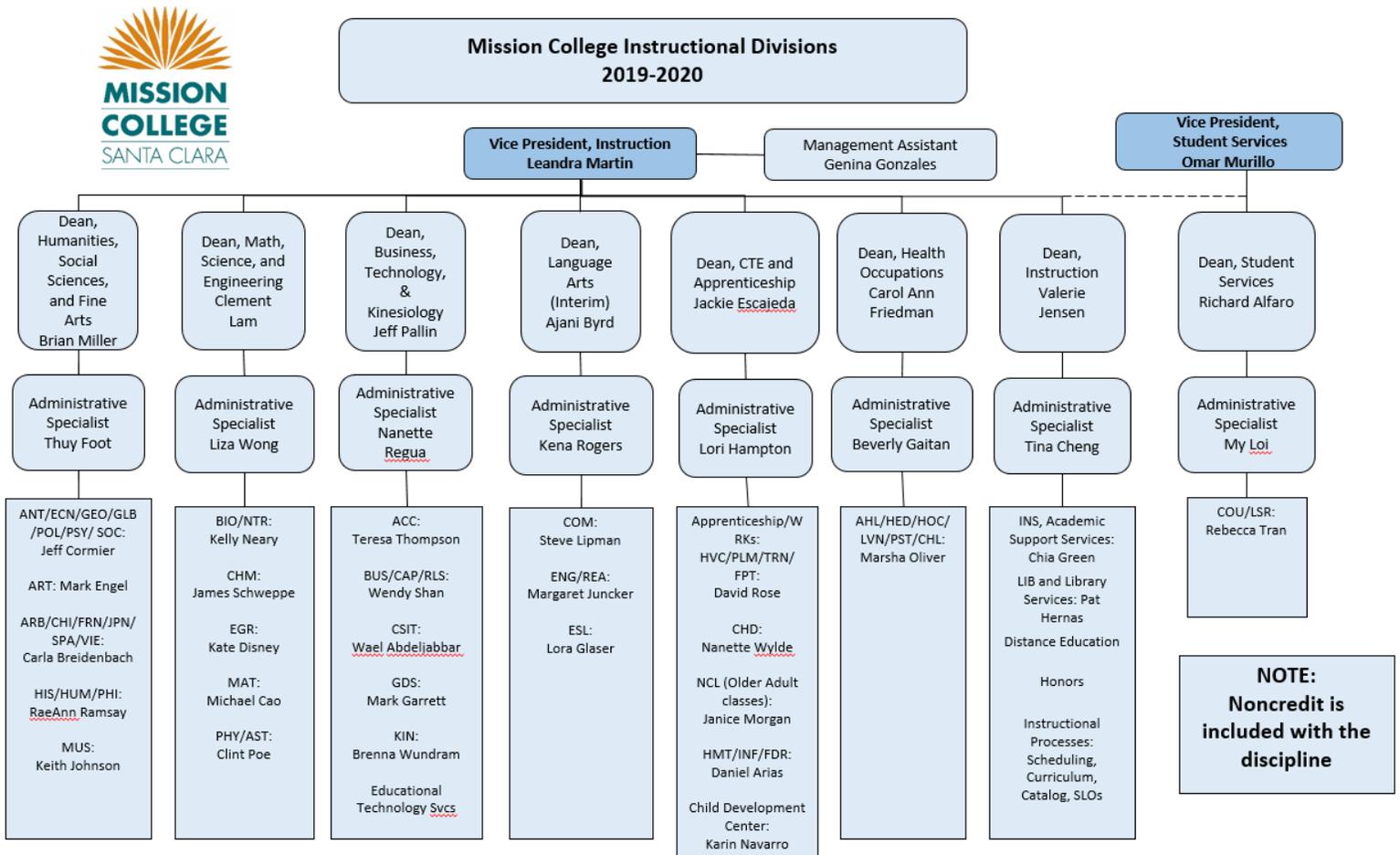


Figure 30 - Mission College Student Services



Student Services: 2019-2020

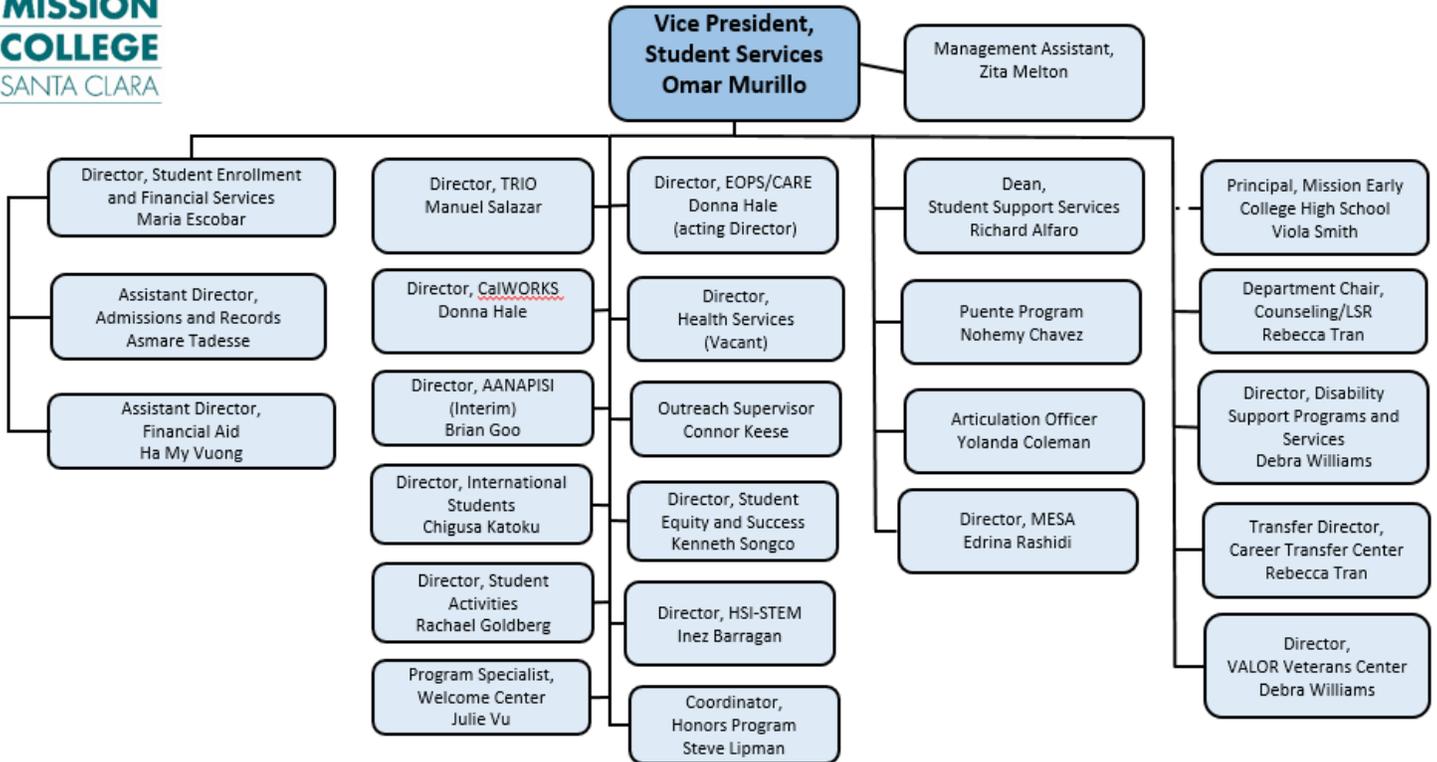


Figure 31 – Mission College Administrative Services



**Administrative Services: 2019-2020**

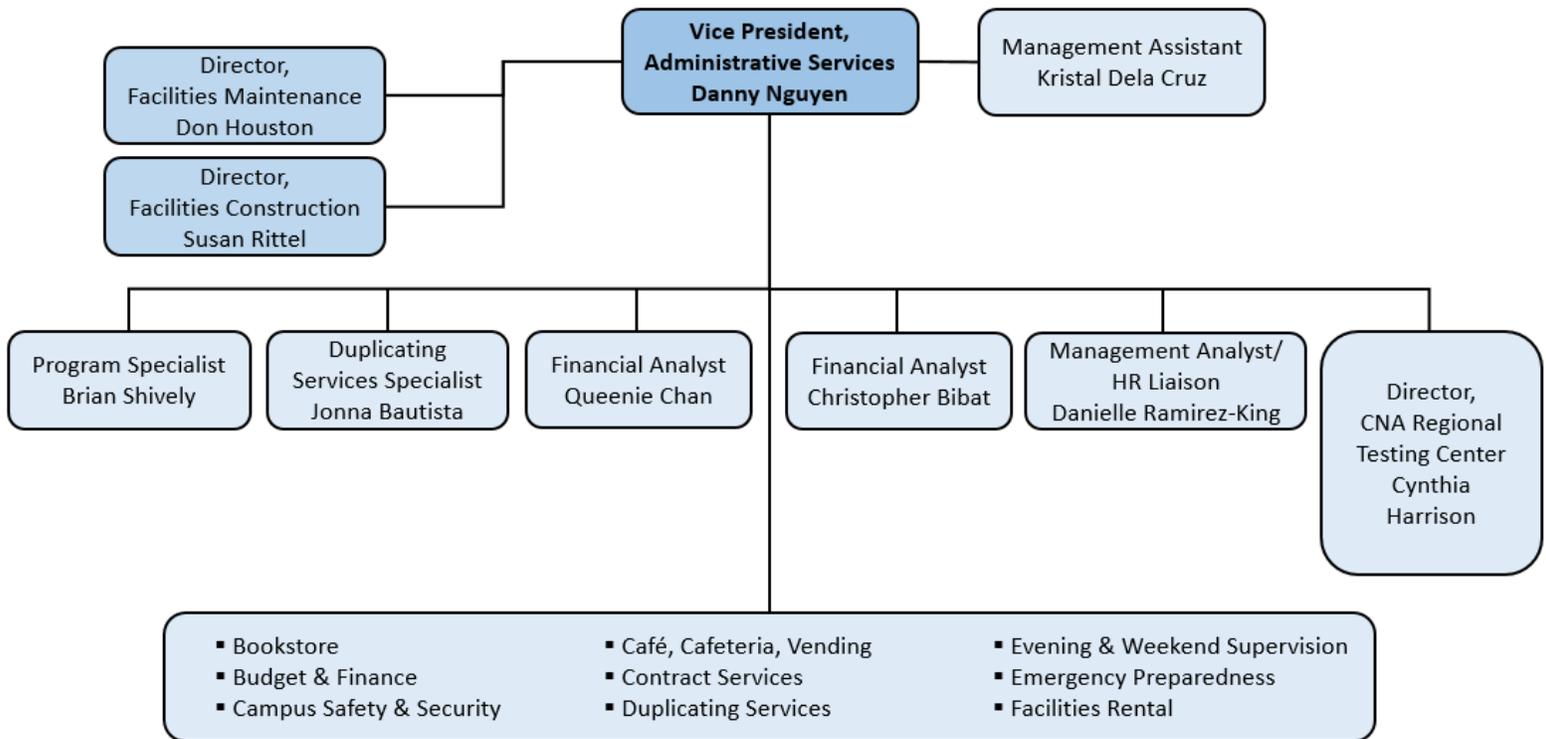
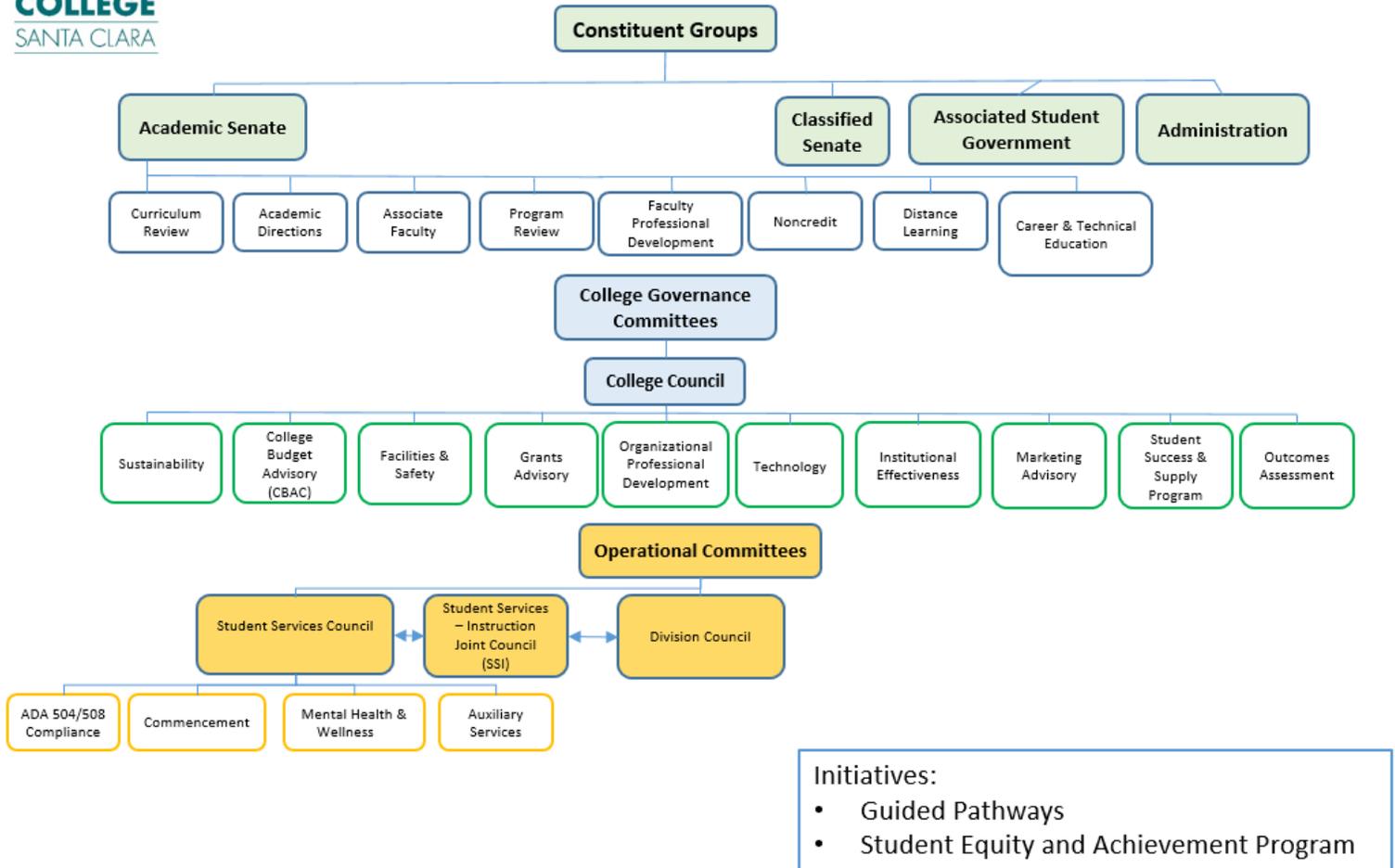


Figure 32 - Mission College Constituencies and Committees



## Constituencies and Committees 2019-2020



**Table 12 - Functional Map for Standard I: Institutional Mission and Effectiveness**

Standard I: Institutional Mission and Effectiveness	College	District
<b>A. MISSION</b>		
1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER6)	P	S
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S
3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	S
<b>B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS</b>		
1. The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S

<b>Standard I: Institutional Mission and Effectiveness</b>	<b>College</b>	<b>District</b>
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	S
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	S

Standard I: Institutional Mission and Effectiveness	College	District
C. INSTITUTIONAL INTEGRITY		
<p>1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)</p>	P	S
<p>2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)</p>	P	S
<p>3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)</p>	P	S
<p>4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.</p>	P	S
<p>5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.</p>	P	S
<p>6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.</p>	P	S

<b>Standard I: Institutional Mission and Effectiveness</b>	<b>College</b>	<b>District</b>
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	P	S
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	P	S
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	P	S
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	S

<b>Standard I: Institutional Mission and Effectiveness</b>	<b>College</b>	<b>District</b>
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	P	S
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	P	S

**Table 13 - Fuctional Map for Standard II: Student Learning Programs and Support Services**

<b>Standard II: Student Learning Programs and Support Services</b>	<b>College</b>	<b>District</b>
<b>A. INSTRUCTIONAL PROGRAMS</b>		
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.		
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S

<b>Standard II: Student Learning Programs and Support Services</b>	<b>College</b>	<b>District</b>
2. (Applicable to institutions with comprehensive reviews scheduled after Fall 2019. 1) Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.	P	S
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.	P	S
4. If the institution offers Basic Skills level curriculum, it distinguishes that curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum.	P	S
5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S

<b>Standard II: Student Learning Programs and Support Services</b>	<b>College</b>	<b>District</b>
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	S
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S

<b>Standard II: Student Learning Programs and Support Services</b>	<b>College</b>	<b>District</b>
<p>12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)</p>	P	S
<p>13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.</p>	P	S
<p>14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.</p>	P	S
<p>15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption</p>	P	S

<b>Standard II: Student Learning Programs and Support Services</b>	<b>College</b>	<b>District</b>
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, Basic Skills, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	S
<b>B. LIBRARY AND LEARNING SUPPORT SERVICES</b>		
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

<b>Standard II: Student Learning Programs and Support Services</b>	<b>College</b>	<b>District</b>
<p>4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER17)</p>	P	S
<b>C. STUDENT SUPPORT SERVICES</b>		
<p>1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)</p>	P	S
<p>2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.</p>	P	S
<p>3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)</p>	P	S
<p>4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.</p>	P	S

<b>Standard II: Student Learning Programs and Support Services</b>	<b>College</b>	<b>District</b>
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S

**Table 14 - Functional Map for Standard III: Resources**

Standard III: Resources	College	District
A. HUMAN RESOURCES		
<p>1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.</p>	P	S
<p>2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER14)</p>	SH	SH
<p>3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.</p>	SH	SH
<p>4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.</p>	SH	SH

<b>Standard III: Resources</b>	<b>College</b>	<b>District</b>
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	SH	SH
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	P	S
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)	P	S
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P

<b>Standard III: Resources</b>	<b>College</b>	<b>District</b>
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
<b>B. PHYSICAL RESOURCES</b>		
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	SH	SH
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S

<b>Standard III: Resources</b>	<b>College</b>	<b>District</b>
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH
<b>C. TECHNOLOGY RESOURCES</b>		
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.	S	P
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	SH	SH
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	P	S
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	SH	SH
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	P	S
<b>D. FINANCIAL RESOURCES</b>		
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	P	S

<b>Standard III: Resources</b>	<b>College</b>	<b>District</b>
2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	P	S
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	SH	SH
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	P	S

<b>Standard III: Resources</b>	<b>College</b>	<b>District</b>
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	P	S
11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	SH	SH
12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	SH	SH
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	P	S
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	P	S
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	P	S

<b>Standard III: Resources</b>	<b>College</b>	<b>District</b>
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	P	S

**Table 15 - Functional Map for Standard IV: Leadership and Governance**

<b>Standard IV: Leadership and Governance</b>	<b>College</b>	<b>District</b>
<b>A. DECISION-MAKING ROLES AND PROCESSES</b>		
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	S
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	P	S
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	S

<b>Standard IV: Leadership and Governance</b>	<b>College</b>	<b>District</b>
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	S
7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH
<b>B. CHIEF EXECUTIVE OFFICER</b>		
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	S	P
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	S	P
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:	S	P
* establishing a collegial process that sets values, goals, and priorities;	S	P

<b>Standard IV: Leadership and Governance</b>	<b>College</b>	<b>District</b>
* ensuring the College sets institutional performance standards for student achievement;	S	P
*ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;	S	P
*ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;	S	P
* ensuring that the allocation of resources supports and improves learning and achievement; and	S	P
* establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	S	P
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	S	P
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	S	P
6. The CEO works and communicates effectively with the communities served by the institution.	S	P
<b>C. GOVERNING BOARD</b>		
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	S	P

<b>Standard IV: Leadership and Governance</b>	<b>College</b>	<b>District</b>
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	S	P
4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	S	P
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P
6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.	S	P
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	S	P
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P

<b>Standard IV: Leadership and Governance</b>	<b>College</b>	<b>District</b>
<p>10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.</p>	S	P
<p>11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)</p>	S	P
<p>12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.</p>	S	P
<p>13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.</p>	S	P
<p><b>D. MULTI-COLLEGE DISTRICTS OR SYSTEMS</b></p>		

<b>Standard IV: Leadership and Governance</b>	<b>College</b>	<b>District</b>
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	S	P
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	S	P
5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	S	P

<b>Standard IV: Leadership and Governance</b>	<b>College</b>	<b>District</b>
<p>7. The district/system CEO 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. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	S	P

## **D. Certification of Continued Compliance with Eligibility Requirements**

### **Eligibility Requirement 1: Authority**

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Mission College is a public two-year community college. Mission College began operation in 1975 as a part of the West Valley Joint Community College District. In 1979 the College moved to its current site, and the District name was changed to the West Valley-Mission Community College District (WVMCCD) in 1985 to reflect the inclusion of Mission College. Mission College's authority to operate as a degree-granting institution is the result of continuous accreditation by the Accreditation Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accreditation body recognized by the Commission of Recognition of Postsecondary Accreditation and the U.S. Department of Education (USDE). Mission College received the letter reaffirming its accreditation status on July 8, 2016 ([ER.1-1](#)). The information on accreditation is posted in the Mission College Catalog ([ER.1-2](#)) and on the Mission College website ([ER.1-3](#)).

#### Evidence List

- ER.1-1 ACCJC Letter of Reaffirmation
- [ER.1-2](#) Accreditation Information MC Catalog
- [ER.1-3](#) Mission College Accreditation Website

### **Eligibility Requirement 2: Operational Status**

The institution is operational, with students actively pursuing and earning degrees and certificates. The enrollment over the past three years and the number of degrees and certificates earned is listed in the tables below.

**Table 16 - Mission College Enrollment and Number of Degrees and Certificates Earned**

<b>Enrollment</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Headcount (Credit + Non-Credit)	10,964	10,946	10,553
FTES	4975.6	4950.4	4762.1
<b>Awards</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
AS-T	107	129	151
AS	212	250	303
AA-T	97	110	140
AA	103	141	183
<b>Total Degrees</b>	<b>519</b>	<b>630</b>	<b>777</b>
CA	237	402	532
CP			92
<b>Total Degrees + Certs</b>	<b>756</b>	<b>1032</b>	<b>1401</b>
<b>Transfers</b>	<b>713</b>	<b>644</b>	<b>**not available yet</b>

Source: WVMCCD Data Warehouse, CSU Analytics, UC Information Center

The listing of degrees and certificates offered are published in the college catalog and on the college website ([ER.2-1](#), [ER.2-2](#)). The course offerings are published in the college class schedule and on the college website ([ER.2-3](#), [ER.2-4](#)). Mission students are enrolled and earn degrees in a wide variety of degree programs.

Evidence List

- [ER.2-1](#) Mission College Catalog Degrees and Certificates pages
- [ER.2-2](#) Mission College Catalog Degrees and Certificates table
- [ER.2-3](#) Class Schedule 2019 Summer/Fall
- [ER.2-4](#) Class Schedule webpage

**Eligibility Requirement 3: Degrees**

A substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one-degree program must be of two academic years in length.

Approximately 85% of Mission College students are enrolled in degree-applicable coursework, as shown in Table 17. The college catalog includes information on each degree and certificate that includes program learning outcomes, required courses, general education courses and requirements and any other degree or certificate requirements ([ER.3-1](#)). Mission College currently offers 44-degree programs including Associate Degrees for Transfer and Associate Degrees that are all two years in length. Mission College also offers 40 Certificates of Achievement ([ER.3-2](#)).

**Table 17 - Enrollment in Degree Applicable Courses, Trend**

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
All Credit Enrollments	19,325	18,212	16,610	16,715	18,490
Credit - Degree Applicable Count	16,376	15,659	14,194	14,333	15,943
Credit - Degree Applicable %	84.7%	86.0%	85.5%	85.7%	86.2%

Evidence List

- [ER.3-1](#) Mission College Catalog Degrees and Certificates pages
- [ER.3-2](#) Mission College Catalog Degrees and Certificates table

**Eligibility Requirement 4: Chief Executive Officer**

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Daniel Peck was appointed president of Mission College in 2014 by the Board of Trustees (BOT) ([ER.4-1](#)). The president is responsible to the WVMCCD chancellor and maintains the policies, procedures, rules, and regulations as set by the chancellor, the BOT, California Education Code, the Board of Governors of the California Community College Chancellor’s Office, and the laws of California and of the United States per Board Policy 2431 ([ER.4-2](#)). The

president delegates power and duties as appropriate and allowable per Board Policies ([ER.4-3](#), [ER.4-4](#)). Evidence of the president’s scope of responsibility as delegated by the District BOT is further described in Standards IV.B and IV.C.

#### Evidence List

- [ER.4-1](#) Administration Org Chart showing President Daniel Peck
- [ER.4-2](#) BP 2431 CEO Selection
- [ER.4-3](#) BP 7110 Delegation Authority
- [ER.4-4](#) BP 7250 Educational Administrators

### **Eligibility Requirement 5: Financial Accountability**

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The WVMCCD annually undergoes an external financial audit of its federal, state, grant, foundation, and bond funds by a certified public accountant as required by Board Policy 6400 ([ER.5-1](#)). The audit firm conducts the audit using generally accepted accounting principles and examines the District’s and College’s financial statements, internal controls, and compliance ([ER.5-2](#), [ER.5-3](#)). The audit reports are presented to the BOT for review and approval and posted on the District website ([ER.5-4](#)). The annual audits include compliance with federal financial aid requirements, and the College's financial aid office monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The College’s three-year cohort default rate on student loans was 12.6% in fiscal year 2016, the most recently reported year ([ER.5-5](#)).

#### Evidence List

- [ER.5-1](#) BP 6400 Audits
- [ER.5-2](#) FY 2017-2018 Final Audit
- [ER.5-3](#) FY 2018-2019 Final Audit
- [ER.5-4](#) Fiscal Services Website
- [ER.5-5](#) MC Cohort Default Rate

## **E. Certification of Continued Institutional Compliance with Commission Policies**

Mission College certifies that it continues to be in compliance with the federal regulations noted below and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

*Regulation citation: 602.23(b).*

The College president sent out an e-mail notification inviting review and comments on the ISER draft to College constituents September 30, 2019 ([CP.1-1](#)). The document was discussed and reviewed at an open meeting of the Academic Senate (October 3, 2019) ([CP.1-2](#)), Classified Senate (October 18, 2019), Associated Student Government (October 16, 2019), and College Council (October 16, 2019). In addition, the ISER document was presented with the opportunity for public comment at an open meeting of the BOT on December 10, 2019 ([CP.1-3](#)).

On November 27, 2019, the college accreditation website was updated to include the 2019 ISER document, an announcement of upcoming ACCJC Peer Review visit, and a link to the ACCJC Third Party Comment form ([CP.1-4](#)). Public forums for concerned parties to meet with members of the evaluation team will be scheduled during the site visit of March 9 – March 12, 2020.

#### Evidence List

- [CP.1-1](#) MC President announcement and posting of the ISER
- [CP.1-2](#) Academic Senate Minutes October 3, 2019
- [CP.1-3](#) BOT Agenda December 10, 2019
- [CP.1-4](#) Mission College Accreditation website

## Standards and Performance with Respect to Student Achievement

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

Mission College institution-set standards (ISS) provide the College regular and systematic opportunities to look at student achievement data ([CP.2-1](#)). ISS are identified and evaluated by the Institutional Effectiveness Committee (IEC) yearly ([CP.2-2](#)). An improvement plan is developed when any indicator drops below the institution set standard ([CP.2-3](#), [CP.2-4](#)). The ISS data is presented and discussed at the Academic Senate, Classified Senate, Strategic Planning Summit, and College Council and is available on the research website ([CP.2-5](#), [CP.2-6](#)). A more detailed analysis of the ISS and student achievement data is presented in Section B: Presentation of Student Achievement Data and Institution-Set Standards, and in response to Standard I.B.3.

Student Success Scorecard data is presented in Section B and the data was presented annually to the BOT through 2018 before the report requirements were changed ([CP.2-7](#)). Student achievement data is available through the program review process. The program review data dashboard presents Instructional and Student Services enrollment, efficiency, student performance, and equity data ([CP.2-8](#)). Department faculty review and analyze the data and address any trends or gaps identified in that analysis as part of the program review process ([CP.2-9](#)). Program Review Resource Requests are the venue for faculty to request resources on the basis of need identified through the analysis of the data ([CP.2-10](#)). There is a more detailed presentation of Student Achievement Data in response to Standards I.B.4 and I.B.9.

The College follows the Student Equity Plan ([CP.2-11](#)). As a requirement of this plan, the College generates an annual review of the Disproportionate Impact Report. ([CP.2-12](#)). This data was presented in more detail in Section B.

### Evidence List

- [CP.2-1](#) Institution-Set Standards 2015-2019
- [CP.2-2](#) IEC Minutes discussions of ISS
- [CP.2-3](#) ISS Action Plan Template
- [CP.2-4](#) ISS Action Plan for NCLEX Licensure Exam Pass Rates
- [CP.2-5](#) ISS Presentation at Strategic Planning Summit Fall 2019

- [CP.2-6](#) ISS Data on research webpage
- [CP.2-7](#) Student Success Scorecard Board Presentation 2015-2018
- [CP.2-8](#) Program Review Dashboard - Public
- [CP.2-9](#) Program Review Template – Academic
- [CP.2-10](#) Program Review Resource Allocations
- [CP.2-11](#) Student Equity Plan
- [CP.2-12](#) Disproportionate Impact Analysis and Discussion Equity Retreat 2019

## **Credits, Program Length, and Tuition**

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

The College awards academic credit and ensures that the credit hour assignments and degree programs are within the range of good practice based on Title 5 regulations ([CP.3-1](#), [CP.3-2](#), [CP.3-3](#)).

Credit policies including the number of credits required for each degree and certificate are published in the college catalog ([CP.3-4](#)). The Curriculum Review Committee (CRC) reviews all courses, degrees and certificates to ensure compliance with all applicable regulatory requirements. Every course, degree and certificate contains student learning outcomes (SLOs) that are achieved through the course content, assignments and activities. The policies and practices of the CRC are described in the Mission College Curriculum Handbook ([CP.3-5](#)).

Tuition is set by the California Legislature (Government Code 76300) for resident and out-of-state students. Definitions of resident and out-of-state status, as well as current tuition rates are published in the college catalog ([CP.3-6](#)).

### Evidence List

- [CP.3-1](#) BP 4020 Curriculum Development
- [CP.3-2](#) BP 4021 Hours and Units
- [CP.3-3](#) BP 4022 Curriculum Approval
- [CP.3-4](#) Catalog Credit Policies for Degrees and Certificates
- [CP.3-5](#) MC Curriculum Handbook 2019-20
- [CP.3-6](#) Catalog Costs and Financial Aid

## **Transfer Policies**

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

The transfer policies are described in the Mission College Catalog and on the Mission College transfer website. The criteria the institution uses to accept credits for transfer is also contained in the catalog and transfer website. Both the catalog and transfer website also contain information about credit for prior learning, including the acceptance of external coursework and exams ([CP.4-1](#), [CP.4-2](#)). This information is also described in Standard II.A.10.

### Evidence List

[CP.4-1](#) Transfer of Credit Policies Catalog

[CP.4-2](#) Credit for External Coursework and Exams website

## **Distance Education and Correspondence Education**

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

The Mission College Curriculum Handbook describes the procedures established by the Curriculum Review Committee (CRC) for the identification and review of distance education courses ([CP.5-1](#)). This review requires that faculty complete a Distance Education Addendum that is reviewed by the CRC and approved through the curriculum review process ([CP.5-2](#)). The Distance Education Committee approved a MC Distance Education Handbook on March 7, 2019 ([CP.5-3](#)). The MC Distance Education Handbook includes the MC Policy for Regular and Substantive Contact ([CP.5-4](#)). The Distance Education Committee has created a user group of best practices for instructors teaching in this modality ([CP.5-5](#)). They have created a checklist for instructors teaching in the distance modality and have held numerous training sessions for faculty teaching distance education and for faculty and administrators who evaluate faculty teaching distance education classes. ([CP.5-6](#), [CP.5-7](#), [CP.5-8](#)). At Mission College, all distance and hybrid modality classes are offered through the Canvas course management system. This system authenticates and secures student logins and passwords to verify student identity and to ensure that the student's personal and academic information is protected. There is additional information on distance education in response to Standard II.A.7.

Mission College does not offer any correspondence education.

#### Evidence List

- [CP.5-1](#) Curriculum Handbook Distance Education Addendum
- [CP.5-2](#) Distance Education Addendum
- [CP.5-3](#) MC Distance Education Handbook
- [CP.5-4](#) MC Distance Education Handbook Definition of MC Policy for Regular and Substantive Contact
- [CP.5-5](#) Canvas Online Learning Group website
- [CP.5-6](#) Distance Education Faculty Checklist
- [CP.5-7](#) Distance Education Training email and Agenda
- [CP.5-8](#) Distance Education Evaluator Training Documentation 2019FA

### **Student Complaints**

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

Both the Mission College Catalog and website provide information on the process for submitting student complaints ([CP.6-1](#), [CP.6-2](#)). Documentation of student complaints is available in the Office of the Vice President of Student Services in both physical files and a secure electronic database ([CP.6-3](#)). The College and District abide by Administrative Policy 5530 “Student Rights and Grievances,” which details the process for maintaining a uniform system of student grievances ([CP.6-4](#)). Information on the Title IX complaint submission and review process can also be found on both the website and catalog ([CP.6-5](#)). The College also demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints against Institutions by including the complaint policy in the college catalog and on the website via the student services page ([CP.6-6](#), [CP.6-7](#)).

#### Evidence List

- [CP.6-1](#) Student Complaint Process in Catalog pp. 22-23
- [CP.6-2](#) Report an Incident or Complaint webpage
- [CP.6-3](#) Student Grievance Tracking Template
- [CP.6-4](#) AP 5530 Student Rights and Grievances
- [CP.6-5](#) Title IX Complaint webpage

- [CP.6-6](#) Complaint policy in catalog  
[CP.6-7](#) Complaint policy on website

## **Institutional Disclosure and Advertising and Recruitment Materials**

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

Mission College's accreditation status is found in the 2019-20 catalog ([CP.7-1](#)). The mission, vision, and values statements along with the institutional learning outcomes (ILOs) are also found in the catalog ([CP.7-2](#)).

The College's full eligibility requirements are listed in the 2019-20 Catalog ([CP.7-3](#)). In accordance with the "open door" mission of community colleges, the WVMCCD shall admit any California resident, and may admit any non-resident, who meets any of the following conditions and is capable of benefiting from the instruction offered ([CP.7-4](#)):

- Any person over the age of 18 and possessing a high school diploma or its equivalent
- A non-high school graduate, above 16 years of age, who has in his/her possession at the time of registration one of the following:
  - Certificate of the State Proficiency Test.
  - G.E.D., California high school (HS) Equivalency Certificate
  - A formal, written document from the student's high school district indicating he or she is exempted from any high school attendance.
- Persons who are apprentices as defined in Labor Code 3077.

The College accurately reports its name, address, telephone and website on the first page of the catalog ([CP.7-5](#)). A campus map can be found in the catalog and on the website ([CP.7-6](#), [CP.7-7](#)).

### Evidence List

- [CP.7-1](#) Accreditation Status in Catalog  
[CP.7-2](#) Mission, Vision, and Values in Catalog  
[CP.7-3](#) Eligibility Requirements in Catalog

- [CP.7-4](#) BP 5010 Admissions and Concurrent Enrollment
- [CP.7-5](#) College Contact Information in Catalog
- [CP.7-6](#) Campus Map in Catalog
- [CP.7-7](#) Campus Map and Directions webpage

## **Title IV Compliance**

*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.*

Title IV regulations and requirements for student financial aid funds are included in the College's annual external audit ([CP.8-1](#)). The institution has not received any audit findings related to student financial aid in the past three years. The College received approval in December of 2018 for its Application for Approval to Participate in Federal Student Financial Aid Programs, with an approved Program Participation Agreement (PPA) valid through September 2024 ([CP.8-2](#), [CP.8-3](#)). This approval is validation that the College's student loan default rates meet the federal guidelines. The College's three-year cohort default rate on student loans was 12.6% in fiscal year 2016, the most recently reported year ([CP.8-4](#)).

### Evidence List

- [CP.8-1](#) FY18-19 Final Audit p.91
- [CP.8-2](#) Approval to Participate in Federal Financial Aid Programs
- [CP.8-3](#) Program Participation Agreement
- [CP.8-4](#) MC Cohort Default Rate

## F. Institutional Analysis

### Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

#### A. Mission

1. *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

#### Evidence of Meeting the Standard

On September 3, 2019, the WVMCCD BOT approved the new mission statement for Mission College (College) ([I.A.1-1](#)). This followed a ten-month participatory governance process that included open house workshops ([I.A.1-2](#)), writing workshops ([I.A.1-3](#)), and review by the Governance and Planning Committee (now College Council) ([I.A.1-4](#), [I.A.1-5](#)). The new mission statement is printed in the college catalog ([I.A.1-6](#)) and reads:

Mission College serves the diverse educational needs of our student population by providing equitable access and support towards completing associate degrees and certificates aligned with transfer and career pathways to meet educational and personal goals as well as the workforce demands of the city of Santa Clara and Silicon Valley.

Also, on September 3, 2019, the BOT approved the College's vision statement and set of institutional values, which, in conjunction with the mission, establish the College's core identity.

The Mission College vision statement reads:

Empowering every student to find their mission

The institutional values are as follows:

At Mission College, students are the highest priority. We value:

- Social Justice
- Continuous Learning
- Equity
- Excellence
- Community
- Curiosity
- Integrity
- Inclusivity
- Sustainability
- Innovation

### Analysis and Evaluation

The College's mission statement indicates a broad educational purpose for a student population from the city of Santa Clara and more broadly the Silicon Valley. As an institute of higher education, the mission establishes the offering of associate degrees and related certificates and acknowledges the commitment of the College to provide equitable access and support in promoting completion and learning. The vision and values enhance and further the mission statement.

### Evidence List

- [I.A.1-1](#) BOT Minutes 09.03.19
- [I.A.1-2](#) Mission Open House Invitation
- [I.A.1-3](#) Mission Writing Group Invitation
- [I.A.1-4](#) Draft for Governance and Planning Committee
- [I.A.1-5](#) Governance and Planning Agenda Notes 04.17.19
- [I.A.1-6](#) Mission Statement in Catalog

2. ***The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.***

#### Evidence of Meeting the Standard

Mission College regularly establishes both long and short-term data-informed priorities and goals in support of achieving its mission. Inclusive and detailed planning processes culminated in the creation of the 2018-2023 Educational and Facilities Master Plan (EFMP) ([I.A.2-1](#)). At the center of this long-term plan is a 2018 update of the 2017-2022 Educational Master Plan, approved the prior year. This plan, which originated with an extensive scan of internal and external data, identified six recommendations for the College to use as overarching direction in pursuit of fulfilling its mission. The recommendations are:

- Develop a unique identity for Mission College within the community, based on current strengths and future directions.
- Determine via data analysis, appropriate instructional programs which will best serve our students and our community. Identify resources to support relevant, innovative courses and programs.
- Optimize student enrollment and retention.
- Increase student success and equity by providing current and prospective students with the tools, experiences and services needed to meet their educational goals.
- Promote a culturally responsive community where everyone feels engaged, valued, respected and safe.
- Recruit, train and support faculty, administration, and staff in order to offer the best in current instructional practices and support services for our students.

The Facilities Master Plan (FMP) provides direction relating to the buildings and grounds on campus, relying on the data included in the Educational Master Plan (EMP) to ensure that the FMP fully supports the academic mission of the College.

In spring 2019 the College also adopted another data-informed long term plan to set goals and priorities in achieving equitable student success. The 2019-2022 Mission College Student Equity Plan ([I.A.2-2](#)) emerged out of an extensive dialogue that took place over the course of five

separate summits in the summer of 2018 ([I.A.2-3](#)). Following the writing of the equity plan, a project charter was developed by the director of student equity and various campus committees for the implementation of the Student Equity and Achievement Program Council (SEAP) ([I.A.2-4](#)). The four goals of the equity plan arose out of consideration of disaggregated student success data, showing where inequities were significant. The goals were tied to the College's mission statement at the time and are comparably aligned with the new mission statement.

In spring 2019, the College established new long-term visionary goals with the adoption of Mission's state-mandated Local Vision Goals ([I.A.2-5](#)). These goals were developed under direction of the state chancellor to align local efforts with the goals indicated in the Vision for Success. Targets for student success were established by the Institutional Effectiveness Committee (IEC), via an analysis of baseline student success data. The College seeks to reach these targets by 2022. The Local Vision Goals were presented to the Academic Senate and the Governance and Planning Committee, who both reviewed and affirmed the goals ([I.A.2-6](#), [I.A.2-7](#)).

Data, as it relates to college long-term goals and priorities, is also used for shorter-term assessments and priority setting. The IEC establishes annual institution-set standards (ISS), which serve as key indicators of mission achievement. The committee provides review of achievement of these standards and adjusts them, setting new targets, on a yearly basis ([I.A.2-8](#)). Standards are based on a five-year mean minus 1 standard deviation and an aspirational goal of the mean plus 2 standard deviations is identified. Current ISS include the following:

- Degree and certificate completion counts
- Transfer counts
- Successful course completion rates for all courses
- Successful course completion rates for distance learning courses
- Each of the metrics indicated in the CCCCO Student Success Scorecard
- Passage rates for licensure exams related to college programs requiring licensure prior to employment

The IEC analyzes when performance falls below a standard, and acts with the program(s) involved to identify causes of the decline and to develop a response plan. Assistance with remediation efforts is provided by both the IEC and the Academic Directions Committee, if needed. In 2017, the IEC noted that the NCLEX (nursing licensing exam) passing rate fell below the institution-set standard, and the program chair and the IEC worked together on identifying the cause. The program took corrective action and in the following year pass rates improved dramatically, once again exceeding the institution-set standards. In fall 2019, the IEC noted that the persistence metric from the CCCCO Student Success Scorecard fell below the standard, and discussion of how to remediate this has begun ([I.A.2-9](#)).

Recently, the Program review Committee (PRC) adopted new program review templates ([I.A.2-10](#), [I.A.2-11](#)) which have increased focused on data analyses in measuring program quality, effectiveness and viability. CTE programs complete comprehensive reviews every two years, while non-CTE Programs complete a comprehensive review every four years. All programs provide yearly updates during non-comprehensive years. To assist with these analyses, programs have access to a wide variety of data via Power BI program review dashboards for both instructional and student services programs ([I.A.2-12](#)). Annually, all academic departments offer reflection on student achievement data demonstrated via results of student learning outcome assessment. Student services programs do the same for their respective service area outcomes. Identification of improvements needed or changed as a result of the outcomes data are also included in the program review. The new templates have resulted in much more robust data analyses by programs as demonstrated in a recent math department program review ([I.A.2-13](#)), and over time may result in more data-informed goal setting and prioritization. Additionally, when the College seeks to hire new faculty members, departments provide analysis of data that explores degree and certificate achievement, FTES, FTEF, and course retention and completion rates ([I.A.2-14](#)).

### Analysis and Evaluation

The College reports, examines, and prioritizes based upon mission-related data at multiple junctures and within multiple processes. The adoption of Power BI at the College, new data available through the Launch Board, and future enhancement of outcomes assessment data due to

the adoption of eLumen should ensure that the College's priorities and actions remain highly data informed as it pursues its mission.

#### Evidence List

- [I.A.2-1](#) Educational and Facilities Master Plan
- [I.A.2-2](#) 2019-2022 Mission College Student Equity Plan
- [I.A.2-3](#) Equity Retreat Notes 2018
- [I.A.2-4](#) Project Charter SEA Program
- [I.A.2-5](#) Local Vision Goals
- [I.A.2-6](#) MC Academic Senate Minutes and Presentation for Local Vision Goals
- [I.A.2-7](#) GAP Presentation of Local Vision Goals
- [I.A.2-8](#) Institution-Set Standards Chart 2019-2020
- [I.A.2-9](#) IEC Minutes 2019-9-11
- [I.A.2-10](#) Academic Program review Template
- [I.A.2-11](#) Student Services Program review Template
- [I.A.2-12](#) Power BI Dashboards
- [I.A.2-13](#) Math Program review
- [I.A.2-14](#) Hiring Data

3. ***The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.***

#### Evidence of Meeting the Standard

Mission College offers a variety of academic programs leading to associate degrees and certificates both for workforce and/or transfer preparation ([I.A.3-1](#)). These programs clearly align with the portion of the mission that seeks to meet diverse educational needs and that which would see students completing associate degrees and certificates aligned with transfer and career pathways. The College also offers an assortment of student support services ([I.A.3-2](#)) including counseling, tutoring, library, bookstore, student health center, childcare center, an honors program, and more. These services seek to offer support to students in completion of educational goals. Many of the College's support services speak specifically to equitable access and support such as Disability Support Programs and Services (DSPS), Extended Opportunity Program and Services (EOPS), Puente Project, Valor Center, TRIO, and CalWORKS. As both an Asian American Native American Pacific Islander Serving Institution (AANAPISI) and a Hispanic

Serving Institution (HSI), the College has received grant funding enabling services targeting this very diverse student population. All academic and student service programs also reflect upon how they align and support the College's mission in their comprehensive program reviews, examine program data to determine whether their programs are still relevant and current, and to discuss to what degree they advance student learning and achievement ([I.A.3-3](#)).

The mission also informs the College's institutional goals for student learning as expressed in five Institutional Learning Outcomes (ILOs). The five outcomes represent the foundational skills inherent in preparation for higher-level learning and workforce readiness.

- **Effective Communication:** Students will successfully engage in verbal and non-verbal expression through written, oral, signed, and/or artistic communication of ideas and concepts.
- **Personal Development and Ethical Responsibility:** Students will apply techniques for physical and mental development that include the application of ethical principles to personal, academic, and professional matters.
- **Critical Inquiry:** Students will apply principles of scientific and critical inquiry, including quantitative and qualitative techniques for the analysis of relevant questions, problems, or issues.
- **Community and Citizenship:** Students will analyze the interconnectivity between social, political, economic, and ecological systems to effectively live and work in diverse communities.
- **Informal and Technology Literacy:** Students will apply current techniques, skills, and tools to responsibly access, analyze, and effectively use information, technology, and media.

The College's planning and decision-making processes are rooted in the mission statement as indicated by the College's Participatory Governance and Decision-Making Handbook ([I.A.3-4](#)). College Council (MCC), formerly Governance and Planning Council (GAP), is the highest participatory governance body at Mission College, given the charge of making final recommendations to the president on many planning and decision-making matters. It is charged

with alignment of institutional goals, such as the Local Vision Goals and institution-set standards, and goals and priorities from planning documents including the EFMP and Equity Plan. As previously discussed in response to Standard I.A.2, these goals and priorities are aligned with the College's mission.

The College Budget Advisory Committee (CBAC) oversees ensuring budgets and resource allocations are in alignment with the College's mission and vision, and are strongly linked to college planning processes ([I.A.3-5](#)). As a community-support district, the WVMCCD is fortunate in that other funds are available each year for enhancements and new initiatives to support student learning. Programs can request resources through the program review process, and when requesting the resources are required to link requests to institutional goals or priorities thereby connecting to the College's mission ([I.A.3-6](#)). Faculty are also able to request funding for innovative projects via the Teaching and Learning Innovation Fund (TLIF). In making requests they must address how the project fulfills College goals or supports the mission ([I.A.3-7](#)). Finally, all college staff may apply for professional development funds to support a wide range of professional development activities. In applying for these funds, the activity to be supported must be connected to student learning or service area outcomes, all of which have been developed in support of the college mission ([I.A.3-8](#)).

### Analysis and Evaluation

The College offers a range of academic and support programs that clearly align with its mission. The participatory governance structure guides decision-making and ensures that planning and decisions are in support of priorities, goals, and the overall mission. Key planning documents such as the Education and Facilities Master Plan and the Equity Plan indicate their connection to the college mission. A centralized committee, CBAC ensures that resource allocations are mission driven, and connection to mission and related priorities, especially student learning and achievement, is regularly requested when additional funding opportunities are offered.

### Evidence List

- [I.A.3-1](#) Degree and Certificate Programs Catalog p. 37
- [I.A.3-2](#) Student Services Catalog page 14
- [I.A.3-3](#) Program Review Example

- [I.A.3-4](#) Participatory Governance Handbook
- [I.A.3-5](#) CBAC Homepage
- [I.A.3-6](#) PRRR Guidelines
- [I.A.3-7](#) TLIF Application
- [I.A.3-8](#) Professional Development Funds Application

**4. *The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)***

Evidence of Meeting the Standard

College Council has the charge of revising and recommending for Board approval any changes to the college mission. Under their direction, in December 2018, Mission College went through an extensive participatory governance process to revise the mission statement. This was after a similar process in 2016 that reviewed the statement but there was not consensus reached on changes needed at that time. It was agreed to revisit the mission again in two years. In 2018, over 50 faculty, classified professionals, and administrators met for open house sessions that encompassed 20 hours of discussion, writing, revision, and reflection. Additionally, 20 students also participated in a brainstorming session on what makes Mission College unique. The revised mission, vision, and values statements emerged from a desire to better align them to the evolving needs of the community. The draft was submitted to the Governance and Planning Council (GAP) for a first reading on February 20, 2019 ([I.A.4-1](#)). After minor revisions, GAP approved the revised mission statement on May 15, 2019 ([I.A.4-2](#)) and it was affirmed by the WVMCCD BOT on September 3, 2019 ([I.A.4-3](#)). The mission statement is widely found throughout the College. It is included in the college catalog ([I.A.4-4](#)) and on the college website ([I.A.4-5](#)). The mission, vision and values statements are posted strategically in classrooms and around campus ([I.A.4-6](#)).

Analysis and Evaluation

The College regularly reviews and updates its mission statement under the direction of the College Council and submits any revision to the BOT for approval. In updating, wide constituent input is solicited. The mission is widely published across campus and in important college documents.

## Evidence List

<a href="#">I.A.4-1</a>	College Council Agenda Mission Statement Second Reading
<a href="#">I.A.4-2</a>	College Council Minutes May 2019
<a href="#">I.A.4-3</a>	BOT Minutes 9/3/19
<a href="#">I.A.4-4</a>	Catalog with Mission Statement
<a href="#">I.A.4-5</a>	Mission Vision Value Website
<a href="#">I.A.4-6</a>	Published Mission Statement

### ***Conclusions on Standard I.A. Mission***

The recently updated Mission College mission statement serves as an appropriate guiding vision for all the work of the College. The College regularly examines data to assess mission achievement. Data analysis has been at the heart of the establishment of multiple institutional planning processes resulting in the establishment of mission-aligned priorities and goals. Processes including program review and resource allocation ensure that programs and services remain aligned with priorities, goals and the College mission. The College has a strong participatory governance process providing clear, mission-driven decision-making. This new mission statement, along with the vision statement and values expanding on the College's expression of a core purpose and driving assumptions, guide the planning, decision making, and data analyses as the College takes action to remain an exemplary educational choice in the heart of the Silicon Valley.

## **B. Assuring Academic Quality and Institutional Effectiveness**

- 1. The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.***

### Evidence of Meeting the Standard

Mission College uses various channels to maintain ongoing dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Dialog about student outcomes, in regards to student learning outcomes at the course and program levels, occurs beginning at the department level in collegial discussions during

department meetings where faculty will fill out the SLO Reflection Template embedded in the eLumen system to document their discussion and findings about recent course SLO assessments. ([I.B.1-1](#)). Every department is required to further these discussions and findings within comprehensive and annual program reviews ([I.B.1-2](#)). Prior to the adoption of the eLumen platform, the College found challenges in assessing program-level and institutional-level learning outcomes. Full implementation of eLumen will enable direct mapping of course to program and institutional level outcomes and enable further examination of program and institutional outcomes.

The College has historically measured ILOs using data from institution wide surveys such as the Community College Survey of Student Engagement (CCSSE). In 2018, the College measured the ILOs using the institutional-wide survey Culturally Engaging Campus Environments (CECE). At the fall 2019 Institutional Planning Summit, there was a review of the ILO data from the 2015 evaluation using CCSSE and the 2018 evaluation using CECE. ([I.B.1-3](#), [I.B.1-4](#)).

Student equity and equitable outcomes are increasingly being discussed at the College. Recent availability of disaggregated data about course retention and success and program completion within new program review data dashboards, has enabled departments to dialog about inequities and address them in program reviews ([I.B.1-5](#)). Data on disproportionate impact in various areas is also provided at the College's Institutional Planning Summits where discussion also occurs. On a more general level, equity as a concept has also been heavily discussed during the redesigning of an equity framework, crafting of an equity plan, and related planning over the last three years. There have been regular equity summits ([I.B.1-6](#), [I.B.1-7](#)) and meetings that provided the forum for development of the equity plan as well as chart a course for instituting the new Student Equity and Achievement Program (SEAP).

Overall institutional effectiveness is under the purview of the Institutional Effectiveness Committee (IEC) and the director of research, planning and institutional effectiveness. This group 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. Annual results are presented for explanation ([I.B.1-8](#)) and discussion annually to several shared governance groups, including College Council, Academic Senate, Classified Senate, and

Associated Student Government (ASG) by the director of research, planning, and institutional effectiveness ([I.B.1-9](#), [I.B.1-10](#)).

### Analysis and Evaluation

The College has a consistent dialogue when it comes to student equity, academic quality, institutional effectiveness, and continuous improvement of student learning through our annual Strategic Planning Summits, equity meetings and retreats, department chair meetings each semester to discuss student learning outcomes, and the meetings held by the Institutional Effectiveness Committee. The dialogue is rooted in the analysis of evidence provided by the research office and assists the College in setting goals and priorities for the year ahead.

### Evidence List

- [I.B.1-1](#) SLO eLumen Reflection Template
- [I.B.1-2](#) Program Review SLO Discussion
- [I.B.1-3](#) Strategic Planning Summit F19 Agenda
- [I.B.1-4](#) Strategic Planning Summit F19 Presentations
- [I.B.1-5](#) Program Review Equity Discussion
- [I.B.1-6](#) Equity Retreat 2018 Slides
- [I.B.1-7](#) Equity Summer 2018 Notes
- [I.B.1-8](#) ISS FAQs
- [I.B.1-9](#) ISS Presentation Fall 2017
- [I.B.1-10](#) ISS Presentation Fall 2015

## **2. *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)***

### Evidence of Meeting the Standard

Student learning outcomes for instruction programs occur at the course (SLO), program (PLO) and institutional (ILO) levels. All courses at Mission College have a set of course-level student learning outcomes. SLOs are available to students on course syllabi ([I.B.2-1](#)). They also are on all course outline of record documents ([I.B.2-2](#)). All degree and certificate programs have approved PLOs which are available to students in the college catalog ([I.B.2-3](#)). In addition, the College has established five ILOs which students and the public can access in the college catalog ([I.B.2-4](#)) and online ([I.B.2-5](#)).

All student and learning support services identify service area outcomes (SAO). The SAOs are clearly identified and included in the college catalog ([I.B.2-6](#)). All SLOs and PLOs are approved by the Curriculum Committee and BOT.

Adoption of the eLumen platform has allowed the College to move from a paper process to an electronic assessment process. This also has provided the ability to map outcomes to one another, to allow the College to capture assessment data in ways not available before. All the ILOs, PLOs, SLOs, and SAOs for active courses, programs and services are in eLumen, and beginning with fall 2019 assessment projects, all results are being entered into eLumen, rather than tracked manually. Each year, the faculty and directors at the College assess their SLOs ([I.B.2-7](#)) and SAOs ([I.B.2-8](#)). SLO data is mapped and rolled up to the PLO level. Prior to eLumen adoption this was done manually ([I.B.2-9](#)) but now is able to be done electronically within the eLumen environment ([I.B.2-10](#)). SLOs and SAOs are also now being mapped and rolled up to the ILO level within eLumen ([I.B.2-11](#), [I.B.2-12](#)).

The College has also used data from the CCSSE and CECE survey to gain insights into ILO achievement ([I.B.2-13](#)).

### Analysis and Evaluation

All instructional programs are required to have SLOs, which are approved by the CRC and the BOT. Additionally, the College has outcomes for learning support programs and student support services. The faculty and classified professionals undergo a regular assessment of all learning outcomes at the course and program levels and the results are shared with the department chairs for usage in their program reviews. The Outcomes and Assessment Committee (OAC) works with the faculty to ensure annual evaluation of SLOs. Each semester, faculty in their individual departments review their SLOs during a department meeting and come up with a plan on how to assess them during the semester. All data is then collected by the department chair and is utilized in drafting the annual program review plan. The implementation of eLumen platform will assist the College with streamlining its collection of outcomes data and will be able to extract information from the learning management system for each course.

## Evidence List

- [I.B.2-1](#) Syllabi with SLOs
- [I.B.2-2](#) COR with SLOs
- [I.B.2-3](#) PLOs in Catalog
- [I.B.2-4](#) ILOs in Catalog
- [I.B.2-5](#) ILOs on Website
- [I.B.2-6](#) SAOs in Catalog
- [I.B.2-7](#) SLO Assessment 2019 CHD
- [I.B.2-8](#) SAO Assessment Welcome Center Spring 2019
- [I.B.2-9](#) COM SLO to PLO Report 2015
- [I.B.2-10](#) Biology SLO to PLO Report 2019
- [I.B.2-11](#) Mapping to ILOs in eLumen
- [I.B.2-12](#) CHD SLO to ILO Report 2019
- [I.B.2-13](#) CCSSE and CECE Data to ILOs

3. ***The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)***

## Evidence of Meeting the Standard

The Institutional Effectiveness Committee (IEC) works every year to identify metrics upon which the College might want to develop institution-set-standards (ISS) and aspirational goals. From academic year 2015-2016 to academic year 2019-2020, the institution-set standards consisted of typical metric such as degrees and certificates earned, Student Success Scorecard cohort momentum points, job placement data, and licensure exam pass rates. The IEC developed the College's initial set of metrics, standards, and goals based on a review of best practices among other California community colleges. In four of the last five years, the IEC has recalculated the standards and goals and presented them, in conjunction with current and recent performance, at the participatory governance groups. In 2018-2019, the IEC began its annual process, but at that time the CCCCO had developed the Student Success Metrics and encouraged colleges to focus their standard setting on those metrics so that colleges across the state were looking at comparable data. Shortly thereafter, though, the CCCCO introduced other major initiatives such as the Vision for Success/Local Vision Goals and the Student Equity and Access Program and the IEC decided to hold off on developing new metrics until the dust settled around the new initiative. This year, with the sun setting of the Student Success Scorecard, the IEC is

examining metrics from multiple plans including the Vision for Success, the Student Equity Plan, and the Guided Pathways initiative and expects to identify a new set of metrics that more accurately captures the College's mission and goals. At the same time, the IEC will conduct another best-practices review for the methodology involved in establishing institution-set standards and aspirational goals. The IEC presents the draft metrics, standards, goals, and performance to the participatory governance groups for feedback. Revisions are made based on this feedback and the College publishes the current year's institution-set standards report on the research webpage and presents them for discussion at the annual Strategic Planning Summit. To ensure that the ISS process is one of continuous improvement, in anticipation that the College or a program might fall below the standard on a metric, the IEC created an action plan for any area where performance fell below the institution-set standard in order to identify the issues and make improvements ([I.B.3-1](#)). The IEC action plan is utilized when the College discovers that the data reflects an underperforming area, as seen when the LVN to RN licensure exam (NCLEX) pass rates fell below the institution-set standard ([I.B.3-2](#)). The improvement plan ([I.B.3-3](#)) paid dividends, as the College has seen higher NCLEX pass rates since the plan was put into place ([I.B.3-4](#)).

The College's performance on the ISS and aspirational goals is reviewed each year during the Strategic Planning Summit ([I.B.3-5](#), [I.B.3-6](#)). For these presentations, the Institutional Effectiveness Committee (IEC) created a handout that explains what ISS are and why they are important ([I.B.3-7](#)).

### Analysis and Evaluation

The College has established a process of determining appropriate institution-set standards (ISS) that are identified and measured through the work of the Institutional Effectiveness Committee (IEC) and reviewed with the College via participatory governance group meetings and during the college annual Strategic Planning Summit. The College's current ISS are tied to the mission statement and examine course completion, program completion, transfer rates, job placement rates, and the passage rates for licensure examinations. The College expects to identify new metrics for ISS and aspirational goals in 2019-2020, which they will introduce for discussion via the participatory governance process.

### Evidence List

- [I.B.3-1](#) ISS Action Plan Template
- [I.B.3-2](#) Strategic Planning Summit Fall 2019 Information (ISS)
- [I.B.3-3](#) Action Plan for NCLEX
- [I.B.3-4](#) NCLEX Rates on Web
- [I.B.3-5](#) Strategic Planning Summit 2018
- [I.B.3-6](#) Strategic Planning Summit Agenda Fall 2019
- [I.B.3-7](#) Institution-Set Standards FAQ

#### **4. *The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.***

### Evidence of Meeting the Standard

Mission College utilizes a Participatory Governance and Decision-Making Handbook that lists the main policies and procedures related to planning and evaluation ([I.B.4-1](#)). Each year, the College holds a Strategic Planning Summit that provides a forum for the College to review achievement data ([I.B.4-2](#)) and the organizational structure of the College ([I.B.4-3](#)). At the September 2019 summit, the College also worked on an extensive exercise to align the goals of individual committees to the overall goals for the College rooted in Equity, Guided Pathways, and the Vision for Success ([I.B.4-4](#)). Additionally, when a department chair engages in the program review process, they have access to a data dashboard ([I.B.4-5](#), [I.B.4-6](#)) and student learning outcomes data ([I.B.4-7](#), [I.B.4-8](#), [I.B.4-9](#)) that can assist them in planning for specific resource needs to enhance student success. In fall 2019 the College is again going through a program review cycle and outcomes assessment data will be available to the department chairs to which they can refer when writing their reports. The College also has looked extensively at enrollment data to better ensure student recruitment, retention, and achievement ([I.B.4-10](#)).

### Analysis and Evaluation

The College utilizes assessment data to drive planning and improvement processes regarding student learning and achievement. A yearly program review cycle includes an exploration of data relating to student learning and achievement and extensive analysis of the student learning outcomes data, completion rates, and retention rates. As the College moves forward, more extensive disaggregation of data will better determine how disproportionately impacted students

are doing in their specific courses, and where professional development could assist faculty with culturally responsive curriculum that should help with addressing any potential gaps in student learning and achievement. Additionally, the research office generates regular enrollment analysis reports for the College that examine enrollment patterns and trends, courses that have large waitlists, and how the current enrollment data per course and division compares to the previous year as well as to sister college, West Valley. On August 27, 2019, the research office presented a comprehensive enrollment report that focused on the last several years to the president's cabinet.

#### Evidence List

- [I.B.4-1](#) MC Participatory Governance Handbook
- [I.B.4-2](#) Strategic Planning Summit Slides Fall 2019
- [I.B.4-3](#) Constituencies and Committees 2019-2020
- [I.B.4-4](#) Goal Alignment Strategic Planning Summit
- [I.B.4-5](#) Program Review Data A
- [I.B.4-6](#) Program Review Data B
- [I.B.4-7](#) SLO Data Math and Science
- [I.B.4-8](#) SLO Data Humanities, Social Sciences, and Art
- [I.B.4-9](#) SLO Data Student Support Services
- [I.B.4-10](#) Enrollment Data 2019

5. ***The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.***

#### Evidence of Meeting the Standard

The Program Review Committee officially launches the annual cycle by providing instructions ([I.B.5-1](#)), a timeline ([I.B.5-2](#)), technological information ([I.B.5-3](#)) and the needed templates ([I.B.5-4](#), [I.B.5-5](#)). The research office also presents additional information about the program review process at the annual Strategic Planning Summit ([I.B.5-6](#)). The research office provides disaggregated data for each department and program, formerly through the distribution of data sheets to each program, and now in the form of a program review data dashboard ([I.B.5-7](#), [I.B.5-8](#)). In 2019, the data dashboard included disaggregated data for disproportionately impacted

student groups ([I.B.5-9](#)). The program review metrics include retention and success rates that are disaggregated by mode of delivery (face-to-face vs. distance learning). The disaggregation of data by program type and mode of delivery is then analyzed by the department chair when they construct their annual program review report ([I.B.5-10](#), [I.B.5-11](#)). Retention and success data influence potential resource requests, curriculum revisions, assignment of courses to faculty, and the need to potentially contract or expand offerings through distance learning and hybrid modes of delivery. The program reviews are created in conjunction between the department chair and dean and are reviewed by the vice president of instruction.

### Analysis and Evaluation

The College uses the program review process to evaluate programs and services and incorporates data to help make those assessments. Data assessment that is a key ingredient in program review improves student learning and achievement and the data dashboard that is presented as program review begins showcases differences amongst students. Diminished success rates in an online course could prompt the department chair to seek professional development opportunities for faculty in distance learning course delivery or even assign the course to a different faculty member. Recently, the Distance Learning Committee adopted a new set of best practices for online education and offered a series of additional professional development opportunities (@one online education trainings and attendance at the California Community College's annual Online Education Conference in Anaheim), as well as workshops on campus for best practices in distance learning.

### Evidence List

- [I.B.5-1](#) Program Review Instructions
- [I.B.5-2](#) Program Review Timeline
- [I.B.5-3](#) Research Instructions
- [I.B.5-4](#) Program Review Template Academic
- [I.B.5-5](#) Program Review Template SS
- [I.B.5-6](#) Presentation at Strategic Planning Summit
- [I.B.5-7](#) Data Sheet for Program Review
- [I.B.5-8](#) Data Sheet for Modes of Learning
- [I.B.5-9](#) Power BI Screenshot
- [I.B.5-10](#) Spring 2019 Program Review Social Sciences

6. ***The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance College Councils, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those College Councils and evaluates the efficacy of those strategies.***

Evidence of Meeting the Standard

During the annual program review cycle, the College releases performance data to each of the departments that disaggregates learning outcomes and achievement to identify disproportionately impacted student groups ([I.B.6-1](#), [I.B.6-2](#), [I.B.6-3](#), [I.B.6-4](#), [I.B.6-5](#)). If a department identifies a performance gap, they are encouraged to submit a resource request that could assist the students in achieving their career and educational goals ([I.B.6-6](#)). The program review process has been integral in the expansion of the Academic Support Center, which, in 2016, received additional support through the Basic Skills and Student Outcomes Transformation Grant, allowing for massive expansion in the number of embedded tutors, a writing center ([I.B.6-7](#)) as well as a subscription to an online tutoring service (NetTutor). Additionally, with the application for an AANAPISI grant, the college included data about disproportionately impacted Asian American and Pacific Islander students, which included poor STEM transitions, a lack of STEM pathways and insufficient academic support services ([I.B.6-8](#)). The grant has been integral in leading to enhanced student support services, STEM Summer Bridge programs, and a Statway program that led to increased graduation and retention rates amongst the AANAPISI student population. Additionally, the implementation of the activities associated with the HSI-STEM (which was applied for after an understanding of how disproportionately impacted students were struggling in the areas of STEM) has begun, with several programs targeted at Hispanic and low-income students, including purchasing educational materials, employment opportunities, academic support services, and developing community outreach with educational partners across Silicon Valley ([I.B.6-9](#)). The efforts on behalf of equity at the College have prompted several opportunities to analyze disaggregated data, including an exploration of course completion ([I.B.6-10](#), [I.B.6-11](#)), CSU Transfers ([I.B.6-12](#)), overall demographics ([I.B.6-13](#), [I.B.6-14](#), [I.B.6-15](#), [I.B.6-16](#)), ESL and basic skills ([I.B.6-17](#)) and modes of assistance ([I.B.6-18](#)). The college has begun utilization of Power BI Dashboards that allow for disaggregated data for each course and

program based on ethnicity, gender, income status, and age group ([I.B.6-19](#), [I.B.6-20](#)). The disaggregation of data has been a critical ingredient in the development of plans for the Student Equity and Achievement Program ([I.B.6-21](#)), the information shared with the campus community at the Strategic Planning Summit ([I.B.6-22](#)), and provided deep analysis regarding students who were dropped for non-payment ([I.B.6-23](#)).

### Analysis and Evaluation

The College annually disaggregates learning outcomes data for student subpopulations through the program review process. When a gap has been identified, the College has leveraged resources through AANAPISI, HSI-STEM, the SEA Program, and the Basic Skills and Student Outcomes Transformation Grant to develop programs and strategies to better support their learning and success. The annual Strategic Planning Summit prompts the College to have a campus-wide discussion of disaggregated data and frames the program review process for the year ahead.

### Evidence List

<a href="#">I.B.6-1</a>	Biology and Nutrition Program Review
<a href="#">I.B.6-2</a>	Math Program Review
<a href="#">I.B.6-3</a>	Foreign Languages Program Review
<a href="#">I.B.6-4</a>	Physics-Astronomy Program Review
<a href="#">I.B.6-5</a>	SBS Program Review
<a href="#">I.B.6-6</a>	2019 Program Review Allocations
<a href="#">I.B.6-7</a>	Writing Center
<a href="#">I.B.6-8</a>	AANAPISI Report 2017
<a href="#">I.B.6-9</a>	HSI Report
<a href="#">I.B.6-10</a>	Data Comparison
<a href="#">I.B.6-11</a>	Course Completions Data
<a href="#">I.B.6-12</a>	CSU Transfer Dashboard
<a href="#">I.B.6-13</a>	Equity Demographics
<a href="#">I.B.6-14</a>	Student Equity Data
<a href="#">I.B.6-15</a>	SSSP Data I
<a href="#">I.B.6-16</a>	SSSP Data II
<a href="#">I.B.6-17</a>	ESL and Basic Skills Success
<a href="#">I.B.6-18</a>	SS Summary
<a href="#">I.B.6-19</a>	Power BI Dashboard
<a href="#">I.B.6-20</a>	Power BI Dashboard Introduction

- [I.B.6-21](#) SEA Program Revisions
- [I.B.6-22](#) Strategic Planning Summit Data
- [I.B.6-23](#) Drop for Non-Payment Data

7. ***The institution regularly evaluates its policies and practices across all areas of the institution, instructional programs, student and learning support services, resource management, and governance including processes to assure their effectiveness in supporting academic quality and accomplishment of mission.***

#### Evidence of Meeting the Standard

The College routinely engages in review of policies and procedures across the campus. At the highest level, the yearly Strategic Planning Summit provides a forum for the College to review and evaluate core planning and organizational structures, including the participatory governance and committee structure, progress towards goals for the committees, alignment of committee and college goals, and the overall institutional priorities ([I.B.7-1](#), [I.B.7-2](#), [I.B.7-3](#)).

Policies and practices related to programs, services, resource management, and governance are coordinated through assigned governance committees. The Student Services Council discusses and evaluates policies and practices related to services; the College Budget Advisory Committee (CBAC) oversees the allocation of resources and budgeting and reviews the policies and practices tied to resource management; and College Council reviews policies related to governance.

Additionally, other committees have the purview to review other core policies and practices. In 2018, the Distance Learning Committee created a handbook that showcased a major revision of the policies and procedures regarding online and hybrid education ([I.B.7-4](#)). Through contract negotiations, faculty and administrative representatives for the District completely revamped the evaluation forms to include new criteria for appraisal ([I.B.7-5](#)), collegiality ([I.B.7-6](#), [I.B.7-7](#)), reassigned time evaluation ([I.B.7-8](#), [I.B.7-9](#)), and a checklist for faculty teaching via distance modality ([I.B.7-10](#)). In 2018, the Program Review Committee launched an ambitious revision of all documents related to program review, which were approved through the participatory governance structure ([I.B.7-11](#), [I.B.7-12](#), [I.B.7-13](#)). When the College was awarded a Basic Skills and Student Outcomes Transformation Grant (BSSOT) in 2016, the committee underwent

a series of meetings create alignment of goals across several areas of the campus that resulted in the development of a crosswalk for SSSP, Equity, BSSOT, AANAPISI, HSI STEM and Basic Skills ([I.B.7-14](#), [I.B.7-15](#), [I.B.7-16](#), [I.B.7-17](#), [I.B.7-18](#)). The BSSOT allowed for several activities that enhanced instruction and student services at the College ([I.B.7-19](#)). The College continues to evaluate processes and procedures, as evident with a recent survey of classified professionals to better understand their professional learning needs ([I.B.7-20](#)).

### Analysis and Evaluation

Mission College has a regular review cycle for its policies and procedures to assure continued effectiveness via the Strategic Planning Summit and the participatory governance structure at the College. The summit provides a forum for the institution to evaluate the governance structure and assessment policies. Individual committees are also empowered by the College Council to evaluate their policies and procedures, which has allowed for more streamlined processes.

### Evidence List

<a href="#">I.B.7-1</a>	Strategic Planning Summit Agenda
<a href="#">I.B.7-2</a>	Strategic Planning Summit Slides
<a href="#">I.B.7-3</a>	Strategic Planning Summit Charts
<a href="#">I.B.7-4</a>	Distance Learning Handbook
<a href="#">I.B.7-5</a>	Form I
<a href="#">I.B.7-6</a>	Form H1
<a href="#">I.B.7-7</a>	Form H2
<a href="#">I.B.7-8</a>	Form F
<a href="#">I.B.7-9</a>	Form G
<a href="#">I.B.7-10</a>	Faculty DE Checklist
<a href="#">I.B.7-11</a>	Program Review Information
<a href="#">I.B.7-12</a>	PRRR Guidelines
<a href="#">I.B.7-13</a>	Revised Using eLumen PR
<a href="#">I.B.7-14</a>	Crosswalk 1
<a href="#">I.B.7-15</a>	Crosswalk 2
<a href="#">I.B.7-16</a>	Crosswalk 3
<a href="#">I.B.7-17</a>	Crosswalk 4
<a href="#">I.B.7-18</a>	Crosswalk 5
<a href="#">I.B.7-19</a>	BST Activities
<a href="#">I.B.7-20</a>	Classified Survey

8. *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

#### Evidence of Meeting the Standard

The College's annual Strategic Planning Summit provides the forum for the institution to communicate the results of all the assessment and evaluation activities for the year. The summit provides a forum for the campus to review the current campus organization chart ([I.B.8-1](#), [I.B.8-2](#), [I.B.8-3](#)). In addition to the governance structure, the summit also provides an ambitious agenda ([I.B.8-4](#)) that serves as an opportunity for the campus community to review institutional set standards and goals, and data from the year as it is related to the goals. Discussion of institutional learning outcomes also occurs at the summits. Every other year, the research office deploys either the Community College Survey of Student Engagement (CCSSE) or the Culturally Engaging Campus Environments (CECE) survey to the campus community and uses the data to, among other actions, measure the College's institutional learning outcomes (ILOs), the results of which are presented at the Strategic Planning Summit for discussion of assessment and evaluation of the ILOs ([I.B.8-5](#)).

The summits have been a key part of the participatory governance structure for the campus, as the College sets a collaborative environment for faculty, classified professionals, and administrators in terms of how individual committees will work together to achieve college goals in regard to equity, Guided Pathways, and the Vision for Success. This activity also allows the committees to chart a course for the upcoming academic year. The chairperson for each committee fills out a form that documents alignment of the goals of the committee with the institutional goals ([I.B.8-6](#)).

For the public, the research office releases a Fast Facts report on census of fall and spring semesters that includes enrollment, success and retention, and demographics of that semester's students ([I.B.8-7](#)) that is posted on the website ([I.B.8-8](#)). Additionally, information about

attainment of institution set standards and institutional learning outcomes is posted on the College website for the public to view.

### Analysis and Evaluation

The College holds regular strategic planning summits that serve as a vehicle for College wide discussion of goals, assessment and evaluation. At these summits, priorities are set for the College committees and constituencies, based on the information and data discussed. Key evaluation reports are available to the public on the College website.

### Evidence List

- [I.B.8-1](#) Constituencies and Committees 2018-2019
- [I.B.8-2](#) Constituencies and Committees 2019-2020
- [I.B.8-3](#) Constituencies and Committees 2017-2018
- [I.B.8-4](#) Strategic Planning Summit Agenda
- [I.B.8-5](#) Strategic Planning Summit Power Point
- [I.B.8-6](#) Committee Goal Setting
- [I.B.8-7](#) Fast Facts 2019
- [I.B.8-8](#) Mission College Characteristics

9. ***The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)***

### Evidence of Meeting the Standard

Each year, the College community gathers to participate in a Strategic Planning Summit that explores college goals and priorities as aligned with the college strategic goals and mission statement ([I.B.9-1](#)). The most recent summit, held in September 2019, allowed for the research office to present information on the upcoming program review cycle (the data portion that is necessary to complete the reports) ([I.B.9-2](#), [I.B.9-3](#)).

The program review process at Mission College is directly tied to resource allocations for instructional improvement, safety and maintenance, marketing, professional development,

technological innovation, campus-wide programming, instructional innovation, and equipment upgrades. The Program Review Committee sends out all documents required for the yearly process, in conjunction with the Campus Budget and Allocation Committee (CBAC) resource request documents ([I.B.9-4](#), [I.B.9-5](#), [I.B.9-6](#), [I.B.9-7](#), [I.B.9-8](#)). The resource allocation requests are tied to program learning outcomes and the mission statement and are ranked by numerous participatory governance groups, including departments, divisions, division council, student services council, and administration.

The vice president of administrative services works with the financial analysts to identify potential funding sources including lottery, state and federal grants, and Land Corporation funding. Additionally, when faculty and classified professionals apply for professional development funding, they are required to tie their specific proposal to student learning outcomes, program learning outcomes, ILOs, or service area outcomes.

Once the program review process is completed, the vice president of administrative services releases the final program review allocations requests that have been funded to the campus community ([I.B.9-9](#)). Additionally, CBAC has a process to request emergent critical fiscal needs outside of the regular program review process ([I.B.9-10](#)).

### Analysis and Evaluation

Thus, Mission College embarks on a comprehensive institutional planning process that allows the College to improve its institutional effectiveness and academic quality through program review, planning, and resource allocations. The resource allocation process addresses long term needs, however if a department finds that they need immediate funds, they can apply for an emerging needs allocation through the Campus Budget Allocation Committee, which is a participatory governance committee led by the vice president of administrative services.

### Evidence List

- [I.B.9-1](#) Strategic Plan and Goals 2012-16
- [I.B.9-2](#) Strategic Planning Summit Agenda
- [I.B.9-3](#) Strategic Planning Summit 2019 Slides
- [I.B.9-4](#) Program Review 2019 Instructions

- [I.B.9-5](#) Program Review 2019 Timeline
- [I.B.9-6](#) PRRR Guidelines
- [I.B.9-7](#) Student Services Program Review Template
- [I.B.9-8](#) Academic Program Review Template
- [I.B.9-9](#) 2019-20 Program Review Allocations
- [I.B.9-10](#) Emerging Needs Funding Request

### ***Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness***

Mission College routinely engages in a dialogue about student equity, academic quality, and institutional effectiveness through numerous summits, participatory governance meetings, and the annual Strategic Planning Summit (where participants discuss data, share evaluation results, and review the institution set standards and governance structure). Course, Program, and Institutional Learning Outcomes are reviewed each year through the robust program review process, which has been streamlined in 2019 through the implementation of eLumen software. The College continues to work on ways to disaggregate student data that will ensure student success, learning support, and access for disproportionately impacted students.

### **C. Institutional Integrity**

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)***

#### Evidence of Meeting the Standard

The institution presents accurate information through its website. Information about the College mission, programs, enrollment, financial aid, and student policies are kept up to date and made available through the website. In addition, enrollment, student performance, and transfer rates are presented on the college website ([I.C.1-1](#)). Program learning outcomes for degrees and certificates is printed in the catalog and available on the website. Information regarding accreditation is also prominently linked on the website ([I.C.1-2](#)) and includes several documents related to accreditation, including external evaluation reports, a letter reaffirming accreditation status, and documents related to accreditation from 2007-14.

Department chairs, administrative specialists, program managers, and deans, under the direction of the Office of Instruction, work with their faculty and staff to ensure that academic information published in the college catalog and class schedules are accurate. Student service areas conduct a similar review and update under the direction of the Office of Student Services. Each semester, during the department chair meeting, the Office of Instruction presents a report to department chairs and division deans on the courses and programs that are due for revision. Simultaneously, the Office of Instruction coordinates with the Office of Student Services for any catalog or related updates related to student services or student policies.

### Analysis and Evaluation

The accreditation status of Mission College is posted on the college website under an accreditation tab that contains the main documents pertaining to accreditation since 2007. The information contained in the catalog is reviewed each year through the Office of Instruction, which distributes the draft catalog information to deans, department chairs, and the Curriculum Review Committee to ensure that the catalog reflects any updates, changes, or revisions since the previous printing. Program learning outcomes for all degree and certificate programs are printed in the catalog and are also available on the College website.

### Evidence List

- [I.C.1-1](#) About Mission College
- [I.C.1-2](#) Mission College Accreditation

2. ***The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)***

### Evidence of Meeting the Standard

Mission College provides a catalog both in print ([I.C.2-1](#)) which are available to students and the public on campus and online ([I.C.2-2](#)) to students. It is updated each academic year, and in most years with an addendum, published to reflect changes in courses, programs, or personnel. Addendums are posted on the website. The specified catalog requirements are located on the following pages in the most recent catalog revision that was printed for the 2019-2020 academic year.

### General Information

Official Name, Address(es), Telephone Number(s), and Website Address of the Institution (3)

Educational Mission (7)

Representation of accredited status with ACCJC, and with programmatic accreditors if any (6)

Course, Program, and Degree Offerings (36-138)

Student Learning Outcomes for Programs and Degrees (54-138)

Academic Calendar and Program Length (2)

Academic Freedom Statement (24)

Available Student Financial Aid (13)

Available Learning Resources (14-19)

Names and Degrees of Administrators and Faculty (226-238)

Names of Governing Board Members (226)

### Requirements

Admissions (8-9)

Student Tuition, Fees, and Other Financial Obligations (12-13)

Degrees, Certificates, Graduation and Transfer (36-53)

Major Policies and Procedures Affecting Students

Academic Regulations, including Academic Honesty (24)

Nondiscrimination (21)

Acceptance and Transfer of Credits (43)

Transcripts (28)

Grievance and Complaint Procedures (23)

Sexual Harassment (22)

Refund of Fees (13)

### Locations or Publications Where Other Policies may be Found

Additional policies are located on the Mission College website and the West Valley-Mission Community College District website

### Analysis and Evaluation

The institution provides both a print and an online catalog that is easily accessible to the student population. The catalog is available in both PDF and online formatting. The catalog contains all required details that are listed in the catalog requirements and is updated regularly. Catalog addenda are also provided when information is updated or altered through college participatory

governance processes which include the Curriculum Review Committee and Academic Senate, in conjunction with the Office of Instruction, the Office of the President, and the WVMCCD BOT.

#### Evidence List

[I.C.2-1](#) 2019-20 Mission College Catalog

[I.C.2-2](#) Catalog on Website

3. ***The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)***

#### Evidence of Meeting the Standard

Mission College provides statistics related to degree and certificate completion, course completion, and transfer data each year at the Strategic Planning Summit ([I.C.3-1](#)). Additionally, gainful employment disclosures have been generated for Coach Operator Apprentice ([I.C.3-2](#)), Entrepreneurship and Small Business ([I.C.3-3](#)), Vocational Nursing ([I.C.3-4](#)) and Hospitality Management ([I.C.3-5](#)). The results of assessment of student learning outcomes (SLOs) are generated each year by the Office of Instruction after the faculty have entered their SLO data for the semester. The most recent SLO reports were generated in fall 2019 for the previous year for each division, including Business, Technology, and Kinesiology ([I.C.3-6](#)), Career Technical Education ([I.C.3-7](#)), Health Occupations ([I.C.3-8](#)), Humanities, Social Sciences, and Fine Arts ([I.C.3-9](#)), Instructional Support ([I.C.3-10](#)), Language Arts and Library ([I.C.3-11](#)), Math, Science, and Engineering ([I.C.3-12](#)), and Student Support Services ([I.C.3-13](#)). Additionally, the College releases a Fast Facts brief each fall and spring semester with data accessible for the public ([I.C.3-14](#)) and it is posted on the website ([I.C.3-15](#)). Information about attainment of institution set standards and institutional learning outcomes is also publicly posted on the website.

#### Analysis and Evaluation

Until Gainful Employment report and disclosure was halted in 2019, the institution updated its gainful employment certificate information each year to include students graduating on time, program costs, students who borrow money, graduates who got jobs, and licensure requirements. Transfer rate data for each academic program are generated each spring. Student Learning

Outcomes data will be reported on the website once the cycle is completed for fall 2019. The data collected from assessment of student learning outcomes is reviewed each year by the department chair during the program review process and by the Outcomes and Assessment Committee.

#### Evidence List

<a href="#">I.C.3-1</a>	Strategic Planning Summit Fall 2019 Slides
<a href="#">I.C.3-2</a>	Coach Operator Apprentice
<a href="#">I.C.3-3</a>	Entrepreneurship and Small Business
<a href="#">I.C.3-4</a>	Vocational Nursing
<a href="#">I.C.3-5</a>	Gainful Employment Website
<a href="#">I.C.3-6</a>	Business, Technology, and Kinesiology SLO Performance
<a href="#">I.C.3-7</a>	Career Technical Education SLO Performance
<a href="#">I.C.3-8</a>	Health Occupations SLO Performance
<a href="#">I.C.3-9</a>	Humanities, Social Sciences, and Art SLO Performance
<a href="#">I.C.3-10</a>	Instructional Support SLO Performance
<a href="#">I.C.3-11</a>	Language Arts and Library SLO Performance
<a href="#">I.C.3-12</a>	Math, Science, and Engineering SLO Performance
<a href="#">I.C.3-13</a>	Student Support Services SLO Performance
<a href="#">I.C.3-14</a>	Fast Facts Fall 2019
<a href="#">I.C.3-15</a>	Mission College Characteristics website

#### **4. *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.***

##### Evidence of Meeting the Standard

The Mission College catalog, available in print ([I.C.4-1](#)) and online ([I.C.4-2](#)), clearly notes the name of the degree/certificate program, a description of the program, the program learning outcomes, career/transfer opportunities, any accrediting or licensing requirements, and the core curriculum courses. The College website also describes the purpose, content, course requirements, and expected learning outcomes of all degree and certificate programs ([I.C.4-3](#), [I.C.4-4](#), [I.C.4-5](#), [I.C.4-6](#), [I.C.4-7](#)). Each of the departments has a corresponding website that links the department information to the appropriate page of the catalog that includes program learning outcomes, career/transfer opportunities, and the core curriculum. The catalog and department pages clearly describe the certificates and degrees, including expected program learning

outcomes. Program descriptions include course sequence, units and credit hours, prerequisites, and any additional admission requirements. Curriculum information is currently administered through eLumen under the guidance of the Curriculum Review Committee. When a new degree or certificate program is proposed, a template is completed that includes the following information that is included in the catalog: a program description, program learning outcomes, career and transfer opportunities, and required courses. The degrees and certificates along with their program learning outcomes are updated through a review cycle that is approved by department chairs, deans, Curriculum Review Committee, the vice president of instruction, the president, the Academic Senate, and the BOT.

#### Analysis and Evaluation

Mission College clearly describes its certificates and degree programs in both the catalog and on the website. Both publications also include the program learning outcomes, course sequences, units, prerequisites, and any other pertinent information.

#### Evidence List

- [I.C.4-1](#) Mission College Catalog 2019-20
- [I.C.4-2](#) Website with Catalog
- [I.C.4-3](#) Biology department website
- [I.C.4-4](#) Counseling department website
- [I.C.4-5](#) English department website
- [I.C.4-6](#) Sociology department website
- [I.C.4-7](#) Computer Science department website

5. ***The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.***

#### Evidence of Meeting the Standard

Institutional policies, procedures, and publications are reviewed regularly to ensure that they are accurate and if they should be revised in order to better describe the process. Individual policies and practices are reviewed within the designated College committees and constituent groups. For example, policies related to payment of registration fees have been reviewed within the enrollment and financial services department, working with counselors and administration; distance education policies reviewed by the Distance Education Committee, and graduation

requirements have been reviewed within the Academic Senate. When policies are updated, they are further vetted with impacted areas or higher-level groups, such as College Council.

For example, the College recently overhauled some of its significant procedures. In 2018, the College revised the entire program review process ([I.C.5-1](#), [I.C.5-2](#), [I.C.5-3](#)). The Program Review Committee revised the entire template and budget allocation process in fall 2018. The template emerged from a workgroup that then went through the participatory governance procedure, with input from Student Services, Instruction, and the Academic Senate.

Mission College also transitioned from Curricunet to eLumen in order to allow for a more streamlined and effective curriculum development and review process ([I.C.5-4](#)). Division Council (made up of representatives from the faculty and administration who advise the vice president of instruction) also revised release time for faculty serving as department chairs ([I.C.5-5](#), [I.C.5-6](#)). The Professional Development Committee revised its application template in 2018 to provide a deeper explanation of District policies regarding travel ([I.C.5-7](#)) and it served as a guide for other committees on campus to determine how to allocate funding for projects ([I.C.5-8](#)). Mission College has a clear participatory governance structure to allow for the review of documents, policies, and procedures that are rooted in our organizational structure ([I.C.5-9](#)).

### Analysis and Evaluation

Institutional policies, procedures, and publications are reviewed on a regular basis. The college catalog is reviewed annually to update any policies, procedures, and personnel through a joint effort of the Office of Instruction, department chairs, division deans, and the Curriculum Review Committee. The institution regularly reviews policies and procedures through the participatory governance committee structure, including meetings of the Academic Directions Committee, the Institutional Effectiveness Committee, Division Council, Student Services Council, College Council, College Budget Advisory Committee, Associated Student Government, and the Academic and Classified Senates.

### Evidence List

- [I.C.5-1](#) Funding Request Form Template
- [I.C.5-2](#) Program Review Resource Guidelines 2019

- [I.C.5-3](#) Student Services Program Review Template
- [I.C.5-4](#) Revised No 2 using eLumen for Program Review
- [I.C.5-5](#) Release Time Fall 2019
- [I.C.5-6](#) Division Council Website
- [I.C.5-7](#) Professional Development Committee Form
- [I.C.5-8](#) GPSC Budget Request Form
- [I.C.5-9](#) Constituencies and Committees 2019-2020

**6. *The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.***

Evidence of Meeting the Standard

The District authorizes fees to be assessed to students in Board Policy 5030 ([I.C.6-1](#)). Mission College provides prospective students with information about the total cost of education that can be located on the website ([I.C.6-2](#)), college catalog ([I.C.6-3](#)), and the schedule of classes ([I.C.6-4](#)). The cost of textbooks is provided on the Mission College Bookstore website, where a student can enter their potential courses and see the assigned books and their corresponding cost (as new, used, or rented books) ([I.C.6-5](#)). Additionally, the schedule of classes (available in print and online) also includes a symbol to indicate if the course is part of the zero-cost textbook initiative ([I.C.6-6](#)). If a course carries any additional fees, the fees are indicated in both the print and online schedule at the time of registration ([I.C.6-7](#), [I.C.6-8](#)). Materials fees are also reviewed on a regular basis (usually every other year) to make sure they are appropriate to cover the costs incurred for instructional materials.

Mission College also offers a food for textbook program. In the library, a registered student can exchange 10 cans of food for the use of a textbook for the entire semester at no cost ([I.C.6-9](#)). The courses offering this service are indicated on the library website.

Analysis and Evaluation

Board Policy governs the fees which Mission College charges to students. These fees are published on the website, the class schedule, and the catalog. Any additional fees for courses are indicated in the course schedule. Textbook costs are available through the bookstore website.

### Evidence List

<a href="#">I.C.6-1</a>	Board Policy 5030
<a href="#">I.C.6-2</a>	Fees and Costs on Website
<a href="#">I.C.6-3</a>	Fees and Costs in Catalog
<a href="#">I.C.6-4</a>	Fees and Costs in Printed Schedule
<a href="#">I.C.6-5</a>	Textbook Listings on Website
<a href="#">I.C.6-6</a>	Zero Text Costs
<a href="#">I.C.6-7</a>	Online Schedule Materials Fees
<a href="#">I.C.6-8</a>	Printed Schedule Materials Fees
<a href="#">I.C.6-9</a>	Food for Textbooks Website

7. ***In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)***

### Evidence of Meeting the Standard

Board Policy 4030 guides academic freedom and responsibility. It was adopted in January 2012 and revised on April 21, 2015 ([I.C.7-1](#)). Key elements of this policy are posted both in the catalog ([I.C.7-2](#)) and on the website ([I.C.7-3](#)). The College utilizes the robust academic freedom policy laid out by the BOT. The Academic Freedom Policy stresses the district commitment to the free pursuit and dissemination of knowledge, as well as to students’ opportunity to study views divergent from their own and form their own conclusions. The intellectual freedom is available for all faculty and students as noted in the policy.

### Analysis and Evaluation

The WVMCCD has specific governing board policies on academic freedom and responsibility that are published online and in the college catalog. The BOT updated the Academic Freedom Policy on April 21, 2015.

### Evidence List

<a href="#">I.C.7-1</a>	Board Policy 4030 Academic Freedom
<a href="#">I.C.7-2</a>	Catalog Academic Freedom
<a href="#">I.C.7-3</a>	Academic Freedom Webpage

8. ***The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.***

#### Evidence of Meeting the Standard

The Board of Trustees has established policies which apply to all constituencies in regard to ethics and integrity. The BOT also has adopted a rigorous academic honesty policy that has also been adopted by the District Council as part of district administrative policies ([I.C.8-1](#), [I.C.8-2](#), [I.C.8-3](#), [I.C.8-4](#)). Mission College has clear policies and procedures regarding academic honesty and integrity that can be found in numerous locations, including the Student Rights and Responsibilities document available on the website ([I.C.8-5](#)) as well as detailed in the college catalog ([I.C.8-6](#)). The faculty also post an academic honesty policy within their syllabi ([I.C.8-7](#), [I.C.8-8](#), [I.C.8-9](#), [I.C.8-10](#)) and cover the policy on the first day of instruction (or the first week in their distance learning course).

For distance learning courses, the Distance Learning Committee has adopted a handbook for educators that provides information on authenticating student identity in distance learning courses ([I.C.8-11](#)). The institution is using Proctorio, a program that proctors examinations which requires a student to authenticate their identity by showing their student identification to a camera before they can take the examination. Faculty also utilize Turn-It-In, a plagiarism detecting software that is embedded in the course management system that allows for the assignment to be verified as the student's work (as opposed to a paper or examination that was purchased from another student or taken exclusively from a website). Any students who use Canvas must first log in through their West Valley-Mission account.

#### Analysis and Evaluation

The College and District have established clear policies for all constituencies which identify expectations and responsibilities for academic honesty and integrity, as well as procedures to promote them. Consequences for infractions are also identified. Through the use of Canvas and

Proctorio the College has established a procedure for authenticating student identity in distance education courses.

#### Evidence List

<a href="#">I.C.8-1</a>	Board Policy 2715 Code of Ethics
<a href="#">I.C.8-2</a>	Board Policy 3050 Institutional Code of Ethics
<a href="#">I.C.8-3</a>	Board Policy 4030 Academic Freedom
<a href="#">I.C.8-4</a>	Board Policy 5500 Standards of Student Conduct
<a href="#">I.C.8-5</a>	Students Rights and Responsibilities Document
<a href="#">I.C.8-6</a>	Catalog Academic Honesty
<a href="#">I.C.8-7</a>	English Composition Syllabus
<a href="#">I.C.8-8</a>	History 20 Syllabus
<a href="#">I.C.8-9</a>	Biology Syllabus
<a href="#">I.C.8-10</a>	Financial Accounting Syllabus
<a href="#">I.C.8-11</a>	Distance Learning Handbook

**9. *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.***

#### Evidence of Meeting the Standard

Mission College presents the faculty with several different publications that indicate the expectation that the classroom will be a place to express professionally accepted views of the discipline. Faculty must hold minimum qualifications, established by the Academic Senate of California Community Colleges ([I.C.9-1](#)). The District's job description for faculty ([I.C.9-2](#)) states that faculty must maintain currency in the subjects taught. The faculty evaluation procedure includes classroom observations ([I.C.9-3](#)) and student surveys ([I.C.9-4](#)) that allow for feedback on the instructor's performance in conveying information in a fair and objective fashion. Students also have the right to speak with the department chair or division dean if they feel that the faculty member is not presenting information fairly and objectively. The faculty handbook lays out expectations when it comes to classroom performance including the need for integrity, providing instruction in accordance with course outlines, and providing a learning environment conducive to stimulating curiosity and respect for others ([I.C.9-5](#)).

### Analysis and Evaluation

Every instructor is expected to be familiar with professionally accepted views in a discipline and convey these views in the classroom. The faculty members are routinely evaluated through classroom observations by their peers and a supervising administrator to ensure that information is presented in a manner that reflects the accepted views in the discipline. Students are also tasked to analyze the course through routine course evaluations to ensure that they are receiving appropriate content information in the course. Thus, the documented policies set out a clear expectation that faculty distinguish between personal conviction and professionally accepted views.

### Evidence List

- [I.C.9-1](#) ASCCC Minimum Qualifications 2018
- [I.C.9-2](#) Instructor Job Description
- [I.C.9-3](#) Form C Class Observation
- [I.C.9-4](#) Form E1 Student Appraisal
- [I.C.9-5](#) Faculty Expectations Section Faculty Handbook Draft

- 10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.***

### Evidence of Meeting the Standard

The institution does not have a specific set of beliefs or world views that are incorporated into a specific code of conduct for students, faculty, staff, or administrators and thus this standard is not applicable.

### Analysis and Evaluation

Since Mission College does not have any specific code of conduct that seeks to instill specific beliefs or world views for students, staff, faculty, or administrators, this is not applicable.

- 11. *Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.***

Evidence of Meeting the Standard

This standard is not applicable as Mission College is only operated in California.

Analysis and Evaluation

This is not applicable as Mission College is only operated in California.

- 12. *The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)***

Evidence of Meeting the Standard

Mission College posts the accreditation documents on the collegewebsite ([I.C.12-1](#)). The main accreditation webpage contains clear links to all related accreditation documents and announcements, including certification letters ([I.C.12-2](#)), external evaluation reports ([I.C.12-3](#)), and documents certifying accreditation status ([I.C.12-4](#)). The College has complied with all reporting requirements, with regular submission of the ACCJC annual report and annual fiscal report.

The accreditation web page is one link away from the main page and includes links to accreditation reports and action letters since 2007, including the last ISER, action letters, midterm report, and follow-up reports. The web page also includes information about the ACCJC peer visits. Once the College receives any communication from ACCJC, the website is immediately updated to reflect the College's accreditation status and timeline. The accreditation page for the College is easily accessible from the main menu (in the About Us tab) as well as in an A-Z index on the website.

### Analysis and Evaluation

The institution complies with all directives and correspondence with ACCJC. The College regularly submits annual reports and posts all required documentation on the College website.

### Evidence List

- [I.C.12-1](#) Mission College Accreditation
- [I.C.12-2](#) ACCJC Letter 2017
- [I.C.12-3](#) External Evaluation Report
- [I.C.12-4](#) ACCJC Reaffirming

- 13. *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)***

### Evidence of Meeting the Standard

The accreditation section of the college website ([I.C.13-1](#)) contains all applicable documents related to accreditation ([I.C.13-2](#)).

### Analysis and Evaluation

All the information related to college accreditation is posted on the website in a clear and easily accessible manner, including the reaffirmation of accreditation in July 2016 and when the midterm report was certified. The prior accreditation documents tab on the website contains correspondence and information related to the accreditation status of the College since the last reaffirmation was received. The webmaster routinely posts updates to college accreditation status and posts all appropriate communication from ACCJC on the college accreditation website.

### Evidence List

- [I.C.13-1](#) Mission College Accreditation
- [I.C.13-2](#) Mission College Accreditation Additional Info Website

- 14. *The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.***

Evidence of Meeting the Standard

Mission College does not generate financial returns for investors, nor does the College contribute to a related or parent organization or support external interests.

Analysis and Evaluation

As a public, non-profit institution, the College meets the standard as it does not generate returns for investors or other interests.

***Conclusions on Standard I.C. Institutional Integrity***

Mission College meets all the standards regarding institutional integrity. The College has a catalog that is updated every year to reflect changes in curriculum and personnel. The website for the College also contains many of the policies and procedures when it comes to institutional integrity, academic freedom, and the current state of accreditation for the College. College faculty are routinely evaluated by their peers and their students to ensure classroom integrity and that the course outline of record is being followed. The College also uses its website to provide students with the total cost of their education, the learning outcomes for their courses, programs, and the overall college, the academic freedom and honesty policies that students are expected to follow, as well as additional information that is organized in an effective manner to showcase transparency about the college experience.

## Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### A. Instructional Programs

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

#### Evidence of Meeting the Standard

The College offers a variety of fields of study that are consistent with its mission to provide transfer courses and programs, career technical education (CTE), basic skills, noncredit courses, and community education to serve the regional community ([II.A.1-1](#)). Courses are offered primarily at the Mission College campus but also at the Santa Clara Adult Education Center ([II.A.1-2](#)) and, through a dual enrollment program at local high schools ([II.A.1-3](#)). All credit and noncredit courses and programs are fully described in the college catalog, and not-for-credit courses and programs offered through community education are described on the college website ([II.A.1-4](#)).

The College offers the following types of programs:

- Transfer pathways that satisfy lower division and general education requirements for baccalaureate study
- Associate Degree and Certificate programs in career education in a variety of fields to meet the workforce needs of regional and state businesses and employers
- ESL and basic skills courses in English and math for the large population of first-generation students, English language learners, and students who wish to improve their skills prior to attempting college-level work
- Non-credit courses that serve the needs of older adults and those seeking entry-level work skills, basic skills in writing, G.E.D. preparation, and English language acquisition
- Community education courses for members of the community interested in life-long learning and personal enrichment

The College offers a variety of courses through distance education, in either a fully online or hybrid delivery format. Distance education courses are subject to a separate level of review by the distance education coordinator prior to approval by the Curriculum Review Committee (CRC) to ensure that they meet the same standards of rigor as the face-to-face course, as well as requirements for accessibility and regular and substantive student contact ([II.A.1-5](#)).

Through the curriculum review process, which includes department faculty, instructional deans, the articulation officer, peer review, and board approval, the College ensures that all courses and programs, whether traditional or online, align with the mission of the institution and are appropriate for post-secondary education ([II.A.1-6](#)). In the case of CTE programs, the curriculum development process also requires input from advisory boards and vetting by regional consortia, thus ensuring that programs align with regional workforce needs ([II.A.1-7](#)).

All courses and programs are regularly assessed through defined course level and program level student learning outcomes (SLOs and PLOs). Faculty map the SLOs to the PLOs, and the PLOs to the institutional learning outcomes (ILOs), to ensure that they are consistent with the College's mission and aligned with the College's ILOs ([II.A.1-8](#)). Course-level student learning outcomes are listed on each course outline of record ([II.A.1-9](#)). Students are provided with syllabi that include the student learning outcomes, objectives, and assessment methods in the

courses for which they are enrolled ([II.A.1-10](#)). All certificate and degree programs include program-level learning outcomes PLOs which are listed in the Program Outline of Record ([II.A.1-11](#)) and shared with students via the program description in the catalog and website ([II.A.1-12](#), [II.A.1-13](#)).

Programs are routinely evaluated for quality, appropriateness and student success through the program review process ([II.A.1-14](#)). Through the articulation process, transfer-oriented courses and programs are aligned with those at 4-year institutions to further ensure that they meet the level of rigor and quality expected of college-level work ([II.A.1-15](#)). Through these integrated processes the College ensures that students earn degrees and certificates that are of high quality, appropriate to higher education, and comply with all requirements and expectations of Title 5 of the California Code of Regulations.

Student achievement data are regularly reviewed by the research office and the Institutional Effectiveness Committee (IEC). This data is described in Section B: Student Achievement Data and Institution-Set Standards. This information is widely distributed through Strategic Planning Summits, presentations to the BOT, and reports from the Equity Committee ([II.A.1-16](#)). Data on disproportionately impacted students, presented in Section B, demonstrates lower student success and completion rates for Latinx, first generation, African American, and low-income students. As described in the Quality Focus Essay, Mission College is actively engaged in eliminating these achievement gaps.

### Analysis and Evaluation

The College employs multiple integrated processes, including cyclical curriculum review, regular assessment of learning outcomes, and program review to ensure that courses and programs, regardless of location or means of delivery, are of high quality and are appropriate to the mission of the College. All courses and programs are described in the catalog and on the College website. Students who successfully complete courses, degrees, and certificates offered by Mission College are prepared for further academic study at 4-year institutions, employment, or advancement in their careers. Student success is demonstrated through employment gains, degree and certificate awards, and transfer rates.

## Evidence List

- [II.A.1-1](#) Mission College Catalog-Academic Program Descriptions pp. 54-138
- [II.A.1-2](#) Santa Clara Adult Education Center Course Listing
- [II.A.1-3](#) Dual Enrollment Program
- [II.A.1-4](#) Community Education Website
- [II.A.1-5](#) 2019 CRC DE Addendum Manual Draft 12.6.19 p. 28
- [II.A.1-6](#) 2019 CRC Manual Draft 12.6.19
- [II.A.1-7](#) 2019 CRC CTE Program Development Manual Draft 12.6.19, p. 4,
- [II.A.1-8](#) SLO Assessment Guide
- [II.A.1-9](#) BIO 14 COR with SLOs
- [II.A.1-10](#) BIO 1A Syllabus
- [II.A.1-11](#) Social Justice Studies POR
- [II.A.1-12](#) Catalog History AA-T, p.120
- [II.A.1-13](#) MC Website KIN AA-T
- [II.A.1-14](#) Sample PR CAP
- [II.A.1-15](#) Articulation Process and Guidelines
- [II.A.1-16](#) Disproportionate Impact Matrix 2015-16
- [II.A.1-17](#) Student Equity Plan

2. ***Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improved teaching and learning strategies, and promote student success.***

## Evidence of Meeting the Standard

Mission College faculty ensure that all credit and noncredit courses meet accepted academic and professional standards and expectations with respect to both content and methods of instruction through an extensive curriculum review and approval process. The Curriculum Review Committee (CRC) is responsible for ensuring that all courses and programs meet Title 5 requirements of the California Code of Regulations, which are included for easy reference in the CRC Manual ([II.A.2-1](#)). Board Policies and Administrative Procedures 4020 (Program and Curriculum Development), 4021 (Hours and Units) and 4022 (Curriculum Approval) delineate the responsibilities and procedures for the College's curriculum review process ([II.A.2-2](#), [II.A.2-3](#), [II.A.2-4](#), [II.A.2-5](#), [II.A.2-6](#)).

The CRC works closely with the Distance Education Committee to ensure that methods of instruction and course materials meet all state and federal requirements for distance education and accessibility, as described in the Distance Education Handbook ([II.A.2-7](#)). The Distance Education Coordinator is a voting member of the CRC and is tasked with the review of all DE addenda for compliance with state and federal regulations and guidelines for distance education ([II.A.2-8](#), [II.A.2-9](#)). The Articulation Officer is also a voting member of the CRC and ensures that courses and programs meet all state and federal requirements for transfer and articulation ([II.A.2-10](#)).

The College recently moved to a new curriculum management system, eLumen, in order to take advantage of the integrated approach to curriculum, learning outcomes assessment, and program review processes offered by eLumen ([II.A.2-11](#)). Elements of the curriculum approval process in eLumen include the following:

- Workflows for new and revised courses and programs that include multiple levels of review by department chair, division dean, Curriculum Review Committee, and senior College administration before submission to the BOT for approval ([II.A.2-12](#))
- Course and program SLO integration with the outcomes assessment process ([II.A.2-13](#))
- Articulation Officer review for transferability and G.E. status
- Distance Education Addendum for every course that will be offered online that is reviewed and approved separately by the Distance Education Coordinator and CRC. The addendum specifies the conditions under which the instructor will meet requirements for regular and substantive interaction, accessibility, and ensures that hours of content delivery match the units assigned to the course ([II.A.2-14](#))

Faculty determine the need for new and revised courses through direct experience with students, input from advisory committees and industry groups, discussion with colleagues at conferences and professional development trainings, and other activities they undertake to keep current in their disciplines ([II.A.2-15](#)). Faculty ensure quality of courses through the development and regular review of an integrated Course Outline of Record (COR) which contains all elements required by Title 5 of the California Code of Regulations and emphasizes critical thinking,

writing or problem solving, and college-level skills. The CRC curriculum approval process includes an extensive review of the COR which includes scrutiny of the course description, representative assignments in writing and critical thinking, content, objectives, learning outcomes, prerequisites, methods of instruction, methods of evaluation, and texts ([II.A.2-16](#)). Faculty proposers as well as the CRC review prerequisites for currency and validity, always through an equity lens to ensure that course prerequisites do not place an unnecessary barrier to student access. Curriculum proposal originators receive extensive feedback not only from the curriculum committee, but also from discipline peers and deans ([II.A.2-17](#)).

Once the CRC approves a piece of curriculum, it passes through further administrative review by the vice president of instruction and the college president, and final review by the Academic Senate. Finally, all approved curriculum proposals are reviewed and approved by the District BOT ([II.A.2-18](#)).

Credit and noncredit faculty review their curriculum on a 6-year cycle. CTE faculty review their courses and programs every two years to ensure compliance with Title 5 regulations for vocational programs and to address any recommendations from the advisory committee and industry groups associated with the program. The Office of Instruction produces a Master Course Inventory and a Master Program Inventory prior to every fall semester with the dates of curriculum approval ([II.A.2-19](#), [II.A.2-20](#)). Department chairs and division deans work with this list to ensure that all curriculum is regularly reviewed and updated.

The CRC process is most often initiated as a result of discussions that occur during the program review process, in which faculty regularly review courses, programs, and directly related services ([II.A.2-21](#)). Each CTE program undergoes a comprehensive review every two years and an annual review on the alternating year. All other programs undergo a comprehensive review every four years and a shorter annual review on years they do not have a comprehensive review.

During both the comprehensive review evaluations and during the annual reviews, faculty and administrators in each program analyze the data on student success and retention for all courses in the program as well as completion rates for degrees and certificates offered by the program. As part of this process, faculty examine enrollment trends, student evaluations of faculty,

learning outcomes, and data from external sources such as labor market analyses to assess the validity and currency of the program ([II.A.2-22](#)). Program review includes specific reference to goals and planning developed in prior years' reviews, so that the program and process can document improvements and attainment of goals ([II.A.2-23](#)).

All programs undergo routine program review, regardless of the type of program and the mode of delivery ([II.A.2-24](#), [II.A.2-25](#)). Program review serves as the conduit for departments to communicate the need for faculty hires, resource requests and larger needs such as new facilities or significant upgrades to existing facilities. As such, these discussions form the basis for larger institutional planning agendas through the Educational Master Plan component of the Education and Facilities Master Plan ([II.A.2-26](#)).

Recent examples of curricular innovation that demonstrate both the joint coordination of program review and the curriculum review process along with faculty's commitment to continuous improvement of college academic offerings include the creation of new associate degrees for transfer in Social Justice Studies and Nutritional Science ([II.A.2-27](#), [II.A.2-28](#)), new and revised apprenticeship and CTE programs as part of Mission's Strong Workforce Initiative ([II.A.2-29](#)), and continued expansion and improvement of the Honors Curriculum ([II.A.2-30](#)). As part of the College's AB705 implementation, math faculty developed a number of corequisite support courses to accompany transfer-level courses in trigonometry and precalculus ([II.A.2-31](#)). Finally, ESL faculty have developed noncredit programs designed for entry-level students, as well as vocational ESL programs for childcare and culinary workers ([II.A.2-32](#)).

The College has established a greatly improved program of professional development that provides multiple opportunities for faculty to engage in deep conversations about best practices in teaching and learning ([II.A.2-33](#)). The College supports faculty professional development with two faculty professional development coordinators who are responsible for coordinating professional development opportunities and for communicating these opportunities to faculty and classified professionals ([II.A.2-34](#)). Through the Academic Senate, new faculty are given an extensive onboarding experience, which includes peer mentoring and a number of activities focused on understanding student demographics and the services the College provides for students ([II.A.2-35](#)). The College provides professional development to associate faculty as part

of the Flex Week activities ([II.A.2-36](#)). In 2018, faculty teaching in noncredit programs moved to full associate-faculty status in the faculty union, including access to all professional development opportunities ([II.A.2-37](#)).

### Analysis and Evaluation

Through program review and the curriculum review process, the College is widely and consistently engaged in dialogue centered on the review and improvement of course and program curricula to meet state and national standards. eLumen serves as the College's integrated repository of all SLOs, CORs, and assessment data on all courses and programs; faculty, staff, students and the community have easy access to CORs and other information. The College has a vigorous and vibrant professional development program to ensure that faculty are exposed to new strategies to improve teaching and student success.

### Evidence List

- [II.A.2-1](#) CRC Manual Draft 12.06.19
- [II.A.2-2](#) BP 4020 Curriculum Development
- [II.A.2-3](#) AP 4020 Curriculum Development
- [II.A.2-4](#) BP 4021 Hours and Units
- [II.A.2-5](#) AP 4021 Hours and Units
- [II.A.2-6](#) BP 4022 Curriculum Approval
- [II.A.2-7](#) DE Handbook
- [II.A.2-8](#) CRC DE Addendum 12.06.19 p. 28
- [II.A.2-9](#) DE Handbook pp.1-6
- [II.A.2-10](#) CRC Manual Draft 12.06.19 pp. 19-20
- [II.A.2-11](#) eLumen Users Guide
- [II.A.2-12](#) Sample eLumen Workflow
- [II.A.2-13](#) Screenshot of eLumen SLO-PLO map
- [II.A.2-14](#) DE Addendum Step Template
- [II.A.2-15](#) ESL Dept. Notes on noncredit ESL curriculum development
- [II.A.2-16](#) CRC Manual Draft 12.6.19, Review and Approval Process
- [II.A.2-17](#) CRC Chair feedback on curriculum proposals
- [II.A.2-18](#) BOT Curriculum Packet
- [II.A.2-19](#) Master Course Inventory
- [II.A.2-20](#) Master Program Inventory
- [II.A.2-21](#) PR Template
- [II.A.2-22](#) Sample PR from COM, CHM, COU

- [II.A.2-23](#) Sample PR from BIO
- [II.A.2-24](#) ESL PR for precollegiate
- [II.A.2-25](#) Older Adult PR for noncredit
- [II.A.2-26](#) Educational Master Plan
- [II.A.2-27](#) POR and department notes merged for SJS
- [II.A.2-28](#) Department notes and Program Outline for Human Biology A.S.
- [II.A.2-29](#) POR and notes for VTA Apprenticeship program
- [II.A.2-30](#) Honors Program PR
- [II.A.2-31](#) Math department notes
- [II.A.2-32](#) NCE PORs
- [II.A.2-33](#) College Council Agenda with PD coordinator position
- [II.A.2-34](#) PD Job Description
- [II.A.2-35](#) MCAS New Faculty Program; Faculty Mentor Program
- [II.A.2-36](#) Adjunct Faculty Meeting 08.21.19
- [II.A.2-37](#) WVMCFT contract article on noncredit faculty

3. ***The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.***

#### Evidence of Meeting the Standard

The CRC periodically reviews the learning outcomes for every new and revised course and degree/certificate program. The review cycle is two years for career education courses and programs and six years for basic skills, transfer and noncredit courses and programs. The course student learning outcomes (SLOs) and the program learning outcomes (PLOs) are reviewed to ensure that they are current, that the outcomes are measurable and that they are appropriate to meet the requirements of the course or program. This process is described in the Curriculum Manual ([II.A.3-1](#)). The Office of Instruction maintains an Active Course Inventory and a Master Program Document that are updated and distributed to department chairs and division deans at the beginning of each primary semester to ensure regular review of all courses and programs ([II.A.3-2](#), [II.A.3-3](#)). Departmental faculty map the SLOs for all courses that are required as part of a degree or certificate to the PLOs for the degrees and/or certificate to ensure the appropriate alignment between the course SLOs to the program PLOs ([II.A.3-4](#)).

Until fall 2019, SLOs and ILOs were evaluated via a clunky manual process. Paper forms were used to assess the individual SLOs for all courses ([II.A.3-5](#)). Using the mapping from the SLOs to PLOs, the results from the SLOs evaluations were used to inform the analysis of the PLOs ([II.A.3-6](#)). The documents and timelines were tracked and monitored manually by the Instructional Technology Analyst in the Office of Instruction to ensure review every two years for Career Education programs and every six years for other degrees and certificates ([II.A.3-7](#), [II.A.3-8](#)). These records have been maintained on an internal drive by the Instructional Technology Analyst ([II.A.3-9](#)), which is a very labor- and time-intensive process. The College examined options for an electronic solution and signed an agreement with eLumen on November 12, 2015 to implement modules for curriculum, program review and learning outcomes assessment. There are many potential advantages to implementing an electronic outcomes assessment system. The SLOs and PLOs in the assessment module would be automatically updated when SLOs or PLOs were changed through the curriculum approval process. The process of entering the course-level data electronically would be easier than with a manual paper process and it would be far easier to track entries to ensure that all courses are being evaluated regularly. Since SLOs are mapped to PLOs, program level data will be available using direct assessment as soon as course level SLO data is entered into the system.

The transition to eLumen proved to be quite difficult and has taken four years to fully implement, so the system was not made widely available to faculty and staff until fall 2019. As a result, the College will run the original, manual process for outcomes assessment in tandem with the eLumen system during the first few years of deployment of the eLumen system. Faculty and staff on the Outcomes Assessment Committee created user manuals and conducted training sessions in spring and fall 2019 to train faculty on how to 1) review their prior SLO assessment data to make sure it has been entered correctly into eLumen, 2) how to enter their current assessment data for SLOs into the eLumen database, 3) how to enter their evaluation timelines into eLumen, and 4) how to check that their paper PLO and ILO mapping documents have been correctly entered by staff into the eLumen database ([II.A.3-10](#), [II.A.3-11](#), [II.A.3-12](#)). Because the review cycle for evaluating SLOs and PLOs is two years for Career Education programs and four years for other programs, it will be several years before all the current assessment data is entered into eLumen. To prevent loss of continuity, the College maintains the assessment data both in

eLumen and through the manual documentation/tracking process in the Office of Instruction ([II.A.3-13](#)).

The Office of Instruction communicates with every department on a regular basis to ensure that outcomes are assessed at their appointed time ([II.A.3-14](#)). The analyses of the SLO evaluations are described in the program reviews conducted by each department. Comprehensive program reviews are conducted every 2 years for Career Education programs and every four years for other programs. SLO and PLO results and analyses are included in both the comprehensive and annual program review and in turn are linked to resource allocation requests and plans for revision of existing courses and programs and the development of new programs ([II.A.3-15](#)).

All faculty are required to include the SLOs on their syllabi, which are distributed to each student in the class. Syllabi are collected each semester and reviewed by the department chair and division dean to ensure that the SLOs are included ([II.A.3-16](#)). Syllabi are stored in a repository that is accessible to College personnel to allow for quick access for review ([II.A.3-17](#)).

#### Analysis and Evaluation

The College has a robust system for identifying and approving appropriate SLOs at the course, degree and certificate level through the Curriculum Review Committee and process. The course, degree, and certificate level learning outcomes are on the Course Outlines of Record and Program Outlines of Records that are submitted to the state Chancellor's Office. Course SLOs are listed on all course syllabi as confirmed through the College review process. Degree and certificate level PLOs are listed in the catalog and on the website. The College has moved to a new electronic system for housing and assessing SLO to improve the process of assessment. All assessments are reviewed regularly, however, this process could be improved with implementation of the new system.

#### Evidence List

- [II.A.3-1](#) Curriculum Manual
- [II.A.3-2](#) Active Course Inventory
- [II.A.3-3](#) Master Program Inventory

- [II.A.3-4](#) Sample SLO to PLO map from eLumen
- [II.A.3-5](#) Paper SLO evaluation example
- [II.A.3-6](#) Paper PLO evaluation sample
- [II.A.3-7](#) SLO Tracking document
- [II.A.3-8](#) E-mail from SLO classified support to departmental chair
- [II.A.3-9](#) Screenshot of P Drive SLO evaluation documents
- [II.A.3-10](#) SLO User's Manual
- [II.A.3-11](#) E-mail For Dept. Chairs to Training on using eLumen to enter SLO results
- [II.A.3-12](#) PowerPoint from SLO training 9.21.19
- [II.A.3-13](#) Tracking report in eLumen
- [II.A.3-14](#) E-mail to department chairs on timeline for SLO evaluation
- [II.A.3-15](#) Program Review Samples – Multiple Divisions
- [II.A.3-16](#) MC Faculty Handbook Draft 12.6.19
- [II.A.3-17](#) Screenshot of storage of course syllabi

**4. *The institution offers Basic Skills level curriculum; it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.***

Evidence of Meeting the Standard

Mission College has maintained a large complement of basic skills courses since its inception and has made basic-skills acquisition a focus of the College mission for many years ([II.A.4-1](#)). Basic skills courses carry 900-level numbers, which differentiate them from the college-level curriculum (001-200 level) ([II.A.4-2](#)). The Basic Skills Committee and Basic Skills Transformation Project group provided support and guidance for the College's basic skills programs in English, math, reading and ESL ([II.A.4-3](#), [II.A.4-4](#)).

ESL and English faculty have developed a suite of noncredit certificate programs to serve a wide range of students. One certificate, Beginning ESL, was developed some years and ago and is designed to meet the needs of students who want to develop their skills in beginning-level listening, speaking, reading, and writing ([II.A.4-5](#)), while the certificate in Basic Writing Skills addresses student need for preparation in English grammar/composition ([II.A.4-6](#)). In addition, in recent years ESL faculty have collaborated with their colleagues in CTE to develop curricula that prepare students for college-level work in those fields. For example, there are two series of ESL courses that prepare students for courses in Child Development ([II.A.4-7](#)). ESL faculty have

also begun work on a noncredit program to support students working in the culinary industry. ([II.A.4-8](#)).

Math has traditionally maintained a comprehensive basic skills curriculum that is intended to move students from basic arithmetic through transfer-level mathematics. With the advent of AB705, much of this curriculum has been discontinued in favor of accelerated courses and support courses for transfer-level math courses ([II.A.4-9](#), [II.A.4-10](#)).

As part of the implementation of AB705, faculty have been actively engaged in developing courses that will help students make a smoother transition between basic skills coursework and college-level coursework, including noncredit curricula. As noncredit courses can provide entry points to current credit programs and career and technical fields, discipline faculty are currently working to identify areas in which to refine existing noncredit courses and programs and to develop bridge programs between noncredit courses and credit programs. ESL has transformed its lower-level credit courses into noncredit courses, along with associated certificate programs, that are designed to provide different pathways for students to follow depending upon their language acquisition needs and goals. One pathway is designed for students who are not seeking to transfer or earn an associate degree, and the other is for those students who intend to move into credit-level ESL and then go on to complete a degree and/or certificate ([II.A.4-11](#), [II.A.4-12](#)).

To support the growing interest in noncredit education at the College, the Academic Senate formed a noncredit committee to engage in research on best practices in noncredit education and to provide support for departments seeking to develop noncredit curriculum ([II.A.4-13](#)).

Student Support Services, as described in Standard II.C, provides direct support to precollegiate students through orientations, tutoring, and counseling.

### Analysis and Evaluation

Mission College has a long tradition of supporting students enrolled in basic skills and developmental courses. The College moved quickly to adapt existing curriculum and develop new curriculum to meet the needs of students in the post-AB705 landscape. Faculty and Student

Services personnel are committed to “meeting the student where they are” and employing new modalities and strategies to meet the needs of the college’s basic skills student population.

#### Evidence List

- [II.A.4-1](#) Educational Master Plan
- [II.A.4-2](#) CRC Manual Draft 12.6.19 Curriculum Manual p.15
- [II.A.4-3](#) 2/2017 BSC minutes
- [II.A.4-4](#) PCAT Recommendations re Placement Process
- [II.A.4-5](#) NC Beginning ESL POR
- [II.A.4-6](#) NC Basic Writing Skills POR
- [II.A.4-7](#) NCE Child Care and NCE Child Development PORs
- [II.A.4-8](#) NCE for Food Service Workers
- [II.A.4-9](#) 2019-20 Catalog, Math Course Descriptions
- [II.A.4-10](#) Math Dept. minutes
- [II.A.4-11](#) ESL Noncredit POR – NC Low Beginning and Beginning ESL
- [II.A.4-12](#) NC High Beginning ESL
- [II.A.4-13](#) Noncredit Committee Bylaws and sample minutes

5. ***The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing time to completion and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate Level. (ER 12)***

#### Evidence of Meeting the Standard

The degrees and programs offered by Mission College follow accepted practices common to higher education. Board Policy and Administrative Procedure 4025 (Philosophy and Criteria for Associate Degree and General Education) and 4100 (Graduation Requirements for Degrees and Certificates) are aligned with Title 5 regulations and establish the criteria by which the College’s programs are reviewed and approved ([II.A.5-1](#), [II.A.5-2](#), [II.A.5-3](#), [II.A.5-4](#)). Programs are further reviewed to ensure they are in accord with the college mission and meet the educational and career needs of the local student population. In addition, Board Policies and Administrative Procedures 4020 (Program and Curriculum Development), 4021 (Hours and Units) and 4022 (Curriculum Approval) delineate the responsibilities and procedures for the College’s curriculum review process ([II.A.5-5](#), [II.A.5-6](#), [II.A.5-7](#), [II.A.5-8](#), [II.A.5-9](#)).

All associate degree programs require completion of a minimum of 60 semester units in order to graduate. The required units comprise a minimum of 18 units for the major along with a mix of general education, competency, and elective courses. These requirements comply with Title 5 Section 55063 of the California Code of Regulations ([II.A.5-10](#)).

Program development and revision is a faculty-driven process that is informed by student needs, input from advisory groups, and the program review process. During the development process, the program proposal moves from inception by discipline faculty through a three-part process that starts with a preliminary review by the Academic Directions Committee (ADC), a subcommittee of the Academic Senate that is charged with the preliminary review of programs for appropriateness to the College mission and goals ([II.A.5-11](#)). Career education programs are subject to a similar review by the Career and Technical Education Committee (CTEC), another subcommittee of the Academic Senate, to evaluate labor market data, address any potential overlap with similar programs at nearby colleges, determine facility needs, to identify potential funding sources for the new program, and to address any other concerns specific to career education programs ([II.A.5-12](#)). Once the program has been reviewed by the ADC, and CTEC where appropriate, it moves through a thorough and systematic review process by the Curriculum Review Committee (CRC) and then on to further administrative review and final approval by the BOT ([II.A.5-13](#)). The joint review by the CRC and administration ensures that programs have appropriate length, breadth, depth, rigor, course sequencing, time to completion, and allow synthesis of learning to occur, and guarantees full compliance with all appropriate standards and guidelines established by state and federal educational codes, the state Chancellor's Office, the Academic Senate for California Community Colleges, and the ACCJC.

The creation and review of course- and program-learning outcomes are integrated with the curriculum development and review process. The CRC is composed of faculty representatives from across all discipline areas and includes faculty from counseling and articulation, as well as classified professionals and administrators from the Office of Instruction, and student representation when available ([II.A.5-14](#)). The program review process includes systematic review of student learning outcomes and achievement data, including the examination of degree

and certificate completion, to assess program viability and to determine whether a program requires significant revision to meet the changing needs of students ([II.A.5-15](#)).

The College currently does not offer any baccalaureate degrees.

### Analysis and Evaluation

All degrees and programs, as listed in the college catalog, follow standard practices for higher education, including the attainment of 60 units for an associate degree. All programs, degrees, and certificates are subject to a comprehensive review and approval process prior to submission to the California Community College Chancellor's Office for inventory and approval. The College does not offer any baccalaureate degrees.

### Evidence List

- [II.A.5-1](#) BP 4025 Philosophy and Criteria for Associate Degree and General Education
- [II.A.5-2](#) AP 4025 Philosophy and Criteria for Associate Degree and General Education
- [II.A.5-3](#) BP 4100 Graduation Requirements
- [II.A.5-4](#) AP 4100 Graduation Requirements
- [II.A.5-5](#) BP 4020 Curriculum Development
- [II.A.5-6](#) AP 4020 Curriculum Development
- [II.A.5-7](#) BP 4021 Hours and Units
- [II.A.5-8](#) AP 4021 Hours and Units
- [II.A.5-9](#) BP 4022 Curriculum Approval
- [II.A.5-10](#) CRC Manual Draft 12.6.19, pp. 36-38
- [II.A.5-11](#) ADC ByLaws
- [II.A.5-12](#) CTEC Bylaws
- [II.A.5-13](#) CRC Manual, Curriculum Review Process
- [II.A.5-14](#) CRC ByLaws
- [II.A.5-15](#) Sample Program reviews in Accounting, Computer Applications

**6. *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)***

Evidence of Meeting the Standard

The College schedules courses based on student need, as demonstrated through review of enrollment trends and other data, and proper sequencing and alignment of related courses within programs to ensure students have a clear, timely, and efficient pathway to their certificate or degree.

Wherever possible, course schedules are developed at least one year in advance of the term, based on an annual process of course and program planning conducted for each department ([II.A.6-1](#)). The planning process includes a review of key data including assessment results, educational planning information, waitlist and fill rate data, associate degree and certificate requirements, and CSU and IGETC transfer preparation patterns. The Office of Instruction provides historic data to help facilitate the process ([II.A.6-2](#)). Departments use student surveys and other feedback to adjust planning decisions over the course of the academic year to ensure that the process is flexible and responsive to student needs ([II.A.6-3](#)).

The College employs an enrollment management process that allows it to be accessible and flexible in the way it schedules courses. Course scheduling is accomplished through a college-wide scheduling grid to minimize any overlap between courses in different discipline areas and to ensure that general education courses are offered across all days and times ([II.A.6-4](#)). The College offers daytime and evening courses, as well as face-to-face and distance education modalities, so students may choose classes that fit with their schedules to advance their goals in a timely fashion ([II.A.6-5](#)).

In addition to offering classes at a variety of times and in multiple modalities, the College course cancellation policy strives to make sure that a student's progression towards a degree is not obstructed, by ensuring courses are offered with regular frequency and by preserving courses needed for completion ([II.A.6-6](#), [II.A.6-7](#)).

To further ensure the timely completion of degree and certificate programs, the College is integrating program maps with the scheduling process as part of its move toward the Guided Pathways framework and its efforts to enhance persistence, efficiency, and clarity in a student's progression through a well-conceived education plan. To inform this process, the College is implementing the Degree Works tool for degree audit and student education plans ([II.A.6-8](#)). The College also provides a flexible and easily accessible process for students to petition for course substitutions and, where applicable, credit by examination or other prior learning ([II.A.6-9](#)). Departments are asked to maintain spreadsheets on course equivalencies with the colleges and universities most commonly attended by Mission College students ([II.A.6-10](#)), and courses covered by articulation agreements with these institutions are kept up to date and periodically reviewed ([II.A.6-11](#)).

### Evaluation and Analysis

Mission College meets this standard, but in the spirit of continuous improvement the College is working through the Guided Pathways implementation process to develop reliable program maps that include real-time data on the frequency of course offerings (terms, modalities) and other strategies to improve access of students to the courses they need to complete their degrees and certificates. The integration of program mapping and scheduling processes has been identified as a major goal for the Guided Pathways work during the 2019-20 academic year.

### Evidence List

- [II.A.6-1](#) Sample Schedule Timeline distributed to chairs
- [II.A.6-2](#) Historic Enrollment Data
- [II.A.6-3](#) Biology department Student Scheduling Survey
- [II.A.6-4](#) Scheduling Grid
- [II.A.6-5](#) Sample schedule with all modalities for ENG 1A
- [II.A.6-6](#) Course Cancellation Policy
- [II.A.6-7](#) Enrollment Scenario Calculator Tool
- [II.A.6-8](#) Degree Works Presentation
- [II.A.6-9](#) MC Catalog, Credit for prior learning
- [II.A.6-10](#) Course Equivalency Grid (Biological Sciences)
- [II.A.6-11](#) MC Summary of Transfer Curricular Changes 16.17

7. ***The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.***

Evidence of Meeting the Standard

Mission College offers classes in several different modalities. Classes are offered in a face-to-face format, fully online through distance education, or in a hybrid format that is a combination of face-to-face and distance. The type of delivery is listed in the Class Schedule with a special icon for Distance Education Courses and Hybrid Courses. Any hours of face-to-face contact are clearly listed in the schedule for distance classes ([II.A.7-1](#)). Lab classes are generally face-to-face, but these can also be offered in a distance education or hybrid format. Many courses are taught face-to-face with hybrid and fully online formats available to meet the different needs of the diverse student population. Faculty work with division deans as they examine historical enrollment patterns, fill rates and program requirements of courses offered in all modalities to facilitate the development of the courses schedule for each semester. Figure 3 and Figure 4 in Section A show the slow increase in the number of students enrolling in distance education courses compared to face-to-face offerings. The Fill Rate Trend by Instructional Method, Figure 18 in Section B demonstrates the higher fill rate in distance education compared to face-to-face and again, indicate an increased demand for classes offered in this modality.

The Curriculum Manual describes the procedures established by the Curriculum Review Committee for the review of courses that may be offered via a distance modality ([II.A.7-2](#)). This review requires that faculty complete a distance education addendum in addition to the regular curriculum review process described in Section II.A.2 ([II.A.7-3](#)). The addendum was updated and approved by the Distance Education Committee on October 17, 2017 ([II.A.7-4](#)). As part of the addendum, the faculty originator and department chair affirm that all College policies for distance education are being followed.

The West Valley-Mission Federation of Teachers, AFT 6554, and the WVMCCD Collective Bargaining Agreement Article 51.2.8 Training outlines the requirement that faculty members who teach courses via distance modality must complete District-provided training equivalent to one credit unit course prior to being assigned distance classes ([II.A.7-5](#)).

Over the past several years the Distance Education Committee has been working to strengthen the College's distance education policies to ensure they align with changes to Title 5. A final version of various distance education policies was approved by the Academic Senate on December 7th, 2018 ([II.A.7-6](#)). These policies were compiled and placed into the Distance Education Handbook ([II.A.7-7](#)). The Distance Education Handbook includes a revised section on regular and substantive contact that reflects recent changes to Title 5 ([II.A.7-8](#)).

The overall success rate for distance courses described in Section B Figure 19 indicate a success rate between 67% - 71% over the past 3 primary terms. This is slightly higher than the overall distance success rate reported in the 2017 Distance Education Report produced by the state chancellor's office of 67% for the 2016 – 2017 academic year ([II.A.7-9](#)). The success rates of face-to-face courses described in section B over the past 3 primary terms was between 76%-78%. This is higher than the statewide rate of 70% ([II.A.7-9](#)). The distance education data described in Section B Figure 17 indicates a lower success rate in distance courses in basic skills courses compared to the rate for transfer-level courses (45% vs. 71%), and Vocational compared to transfer-level courses (69% vs 71%), although the latter may not be statistically significant.

The 2017 Distance Education Report for California Community Colleges also reported a differential success rate for distance education when disaggregated by ethnicity. The categories used by the state are slightly different from those used by the College for Asian/Pacific Islanders, so a direct comparison was not possible; however, the College reported a distance education success rate for African Americans of 45% compared to 49% for the state. For Hispanic students the gap was smaller, with a success rate for the College of 60% compared to 59% for the state ([II.A.7-10](#)). Although the Mission College success rates are comparable with those reported by the state, the lower success rate in distance versus to face-to-face has been an area of concern for the College and a primary focus of the Distance Education Committee.

To increase student success in distance classes, the Distance Education Committee has used a multipronged approach. They have set up an online user group for the College to facilitate communication and to highlight best practices in the field ([II.A.7-11](#)). The guidelines for regular and substantive student interaction and the Distance Education Handbook have been updated and the handbook was sent by email to all faculty assigned to teach distance coursework. In

conjunction with the Office of Instruction, the Distance Education Committee has held numerous trainings for distance instructors. All distance-teaching faculty attending the trainings in spring 2019 were given a portable camera and microphone along with a license for *Screencast-o-matic* lecture capture software both to incentivize faculty to attend the training and to provide them with the tools they needed to prepare appropriate material for their classes ([II.A.7-12](#)). The DEC provided training opportunities before the start of each fall ([II.A.7-13](#)). Training materials were made available to distance faculty through the Distance Education Captioning and Transcription Grant ([II.A.7-14](#)). Since all faculty are evaluated regularly, the DEC held two special trainings for faculty and administrators on how to evaluate faculty who are teaching in a distance modality ([II.A.7-15](#)). Faculty have also been active in the statewide Online Education Initiative (OEI). In spring 2019, the Academic Senate worked with the college president's and the District chancellor's office to secure a grant of \$150,000 to provide stipend and materials support for faculty who are developing online materials that will be made available to students at little or no cost ([II.A.7-16](#)). The College library also held training on Zero Textbook Costs (ZTC) as it related to OEI ([II.A.7-17](#)).

As part of the program review process, faculty review the effectiveness of their programs and the strategies they employ to increase student completion and success ([II.A.7-18](#)). As part of this practice, faculty evaluate the success of course offered in different modalities ([II.A.7-19](#)).

Mission College employs a number of learning support services for students including:

Academic Support Center (ASC): The ASC provides free in-person tutoring for students in a wide range of subjects each semester ([II.A.7-20](#)).

- Online tutoring through Net Tutor is available to all Mission College students ([II.A.7-21](#)).
- Embedded tutoring: The embedded tutoring program at Mission College focuses on using student-peer tutors embedded in Reading, Chemistry and Accounting ([II.A.7-22](#)).
- MESA CCP (Math Engineering Science Achievement Community College Program): tutoring and support ([II.A.7-23](#))
- Writing Center: Support for students in writing classes ([II.A.7-24](#))

Mission College is in the process of implementing two new products to support both in-person and distance education students:

- DegreeWorks: Online resource to aid students in charting their educational paths ([II.A.7-25](#))
- Online orientation ([II.A.7-26](#))

Mission College maintains a robust professional development policy. Faculty, staff and administrators have access to funding to attend conferences and other professional development opportunities ([II.A.7-27](#)). In addition, the College has allocated funds for two professional development coordinators to promote professional development opportunities for faculty ([II.A.7-28](#)).

### Analysis and Evaluation

The College effectively supports a variety of instructional delivery methods and learning support services. The College offers workshops and ongoing professional development for faculty on learning styles, culturally responsive teaching, and other topics that ensure faculty remain current in learning theory and can adjust classroom practices to support student learning.

### Evidence List

- [II.A.7-1](#) Mission College Summer and Fall 2019 Class Schedule p. 72
- [II.A.7-2](#) CRC Manual Draft 12.06.19 p. 28 DE Addendum
- [II.A.7-3](#) DE Addendum Template
- [II.A.7-4](#) DE committee minutes approving MC Distance learning Handbook
- [II.A.7-5](#) WVMCCD AFT 6554 CBA Article 51.2.8 Training
- [II.A.7-6](#) DE Policy approved by Academic Senate 12.13.18
- [II.A.7-7](#) MC DE Handbook 2019
- [II.A.7-8](#) MC DE Handbook p. 14 Regular and Substantive Contact
- [II.A.7-9](#) 2017 Distance learning Report p. 23
- [II.A.7-10](#) 2017 Distance learning Report p. 27
- [II.A.7-11](#) DE Online Users' Canvas website
- [II.A.7-12](#) DE Training Spring 19
- [II.A.7-13](#) DE Training Fall 19
- [II.A.7-14](#) DE Captioning and Transcription Grant

- [II.A.7-15](#) Training PowerPoint on how to evaluate faculty teaching DE
- [II.A.7-16](#) OER Fund Application and Fund Details
- [II.A.7-17](#) Zero Textbook Cost Training
- [II.A.7-18](#) Program review template
- [II.A.7-19](#) Communication Program review
- [II.A.7-20](#) ASC website
- [II.A.7-21](#) Online Tutoring Website
- [II.A.7-22](#) Embedded Tutoring website
- [II.A.7-23](#) MESA support information
- [II.A.7-24](#) Writing Center webpage
- [II.A.7-25](#) Degree Works webpage
- [II.A.7-26](#) On-line Orientation
- [II.A.7-27](#) Professional Development Report
- [II.A.7-28](#) Job Description for Professional Development Coordinators

8. ***The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.***

The College does not use any department-wide course and/or program examinations that affect student grades or placement.

9. ***The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.***

Evidence of Meeting the Standard

The College awards credit based on attainment of learning outcomes. Faculty members develop student learning outcomes (SLOs) to articulate the knowledge, skills, and abilities a student will acquire as a result of successfully completing a course. Learning outcomes are derived from and aligned with course objectives and are commensurate with the level of rigor of the course ([II.A.9-1](#), [II.A.9-2](#)). Courses are graded using the grading system established by Title 5 as

described in Board Policy 4230 ([II.A.9-3](#)) and are clearly communicated in the college catalog ([II.A.9-4](#)).

The College adheres to both federal and state regulations to identify a course credit hour, as set forth in BP 4021 and AP 4021 ([II.A.9-5](#)). The College uses the standard Carnegie student contact hour as the basic unit of attendance for computing full-time equivalent students (FTES). In identifying student contact hours, the College adheres to guidelines established by the California Community College Chancellor's Office Fiscal Services Unit in the Student Attendance Accounting Manual (SAAM), as well as related fiscal advisories released by this Unit ([II.A.9-6](#)). The College also applies the appropriate term length multiplier and attendance accounting methods to accurately collect and report contact hours for each section that is eligible for apportionment. For courses requiring positive attendance or alternative attendance accounting, faculty follow appropriate procedures to ensure accurate recording of student attendance ([II.A.9-7](#)).

Units of credit and expected hours of student contact and total student work are identical for courses offered through distance education and face-to-face delivery. As part of the curriculum approval process, courses with distance education addenda are reviewed by the distance education coordinator to ensure that content delivery and contact hours are made explicit in the addendum and correspond with the total hours expected for the number of units of credit ([II.A.9-8](#), [II.A.9-9](#)). Faculty evaluators are trained to review online courses as part of the evaluation process to ensure that instructors are following the requirements set forth in the Course Outline of Record (COR) and are using best practices for online instruction ([II.A.9-10](#)).

The College does not offer any clock-hour programs.

### Analysis and Evaluation

Criteria for evaluating student learning for credit are clearly stated in the college catalog and are consistent with Board Policy and Federal and State regulations. Units of credit are consistent with College and District policies that conform to standard practices in higher education. The College awards credit for student achievement based on faculty-established student learning outcomes, course objectives, and the COR. Alignment of the COR with student learning

outcomes creates a direct connection between the course expectations, credit, and student learning. Courses offered through distance education are carefully reviewed prior to approval and during the faculty evaluation process to ensure that they meet the same requirements for instructor-student and student-student contact and total instructional hours as expected for the face-to-face version of the course.

#### Evidence List

- [II.A.9-1](#) Student Learning Outcomes and Their Assessment
- [II.A.9-2](#) CRC Minutes 10.03.18 with discussion of SLOs for BUS 041
- [II.A.9-3](#) BP 4230 Grading and Academic Records
- [II.A.9-4](#) MC Catalog pp. 25-27
- [II.A.9-5](#) BP 4021 and AP 4021, Hours and Units
- [II.A.9-6](#) AP 5070 Attendance
- [II.A.9-7](#) Positive Attendance roster form and instructions
- [II.A.9-8](#) CRC Manual Draft 12.06.19 pp. 28-29 DE Courses
- [II.A.9-9](#) DE Handbook
- [II.A.9-10](#) DE Faculty Evaluator Training Presentation

**10. *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.***

#### Evidence of Meeting the Standard

The College follows Board Policies and Administrative Procedures established for student transfer-of-credit and articulation processes ([II.A.10-1](#), [II.A.10-2](#)). The catalog provides a clear explanation of and directives for evaluation of credits from other institutions, international transcripts, military credits, credit by examination, and advanced placement ([II.A.10-3](#)). The evaluation of general education courses starts in the Admissions and Records Office with a review of the student's official transcript. Each course is evaluated for transferability with the use of CSUGEB and IGETC requirement and certified as having been completed at a regionally accredited institution. The evaluation of courses to be used to satisfy major requirements is done

by instructional faculty and the College Articulation Officer, if needed, with the use of course descriptions and course outlines of record to determine equivalency.

International transcripts must be evaluated by an accredited evaluating service located within the United States ([II.A.10-4](#)). For military records, veterans submit documentation to specially trained personnel in Admissions and Records and the Veterans Resource Center. Credit is awarded following federal guidelines ([II.A.10-5](#)).

Students may earn credit by examination and advanced placement in compliance with District policies and Title 5, as described in Board Policy and Administrative Procedure 4235, Credit By Examination ([II.A.10-6](#)). Registered students who can present evidence of substantial prior experience in the content of college-level courses may petition to receive credit for courses that have been approved through the curriculum approval process for credit by examination. The college catalog includes links to a list of courses approved for credit by examination with clearly worded description of the criteria as well as a list of limitations and caveats, so students are aware of the process and its limitations ([II.A.10-7](#)). The process is also described on the College website ([II.A.10-8](#)). The examination process is administered by faculty in the discipline, and the faculty are responsible for the content and assessment of the examination.

Students can also earn advanced placement (AP) credits toward an associate degree, Intersegmental General Education Transfer Curriculum (IGETC), or CSU general education with scores of 3 or higher. The college catalog clearly outlines advanced placement procedures and awarding of credit ([II.A.10-9](#)).

The College articulation and transfer website is an important resource for students regarding articulation and transfer policies ([II.A.10-10](#)). The articulation officer works with faculty to coordinate articulation agreements with four-year public and independent institutions, as well as with other local community college programs. For UC and CSU institutions, articulation agreements have been developed for general education requirements and various majors. The articulation website also provides information and links to transfer-of-credit information on ASSIST (the Articulation System Simulating Inter-Institutional Student Transfer), Associate Degrees for Transfer, and the Course Identification Numbering System (C-ID) websites. To

ensure quality education, the articulation officer ensures that all transfer-level coursework at the College is comparable to and accepted by baccalaureate-conferring institutions ([II.A.10-11](#)).

The articulation process is an integral part of the curriculum development and approval process, and wherever possible courses are aligned with their relevant C-ID descriptor to ensure that they can be easily articulated with CSU and to assist students seeking equivalency of coursework from one college to another ([II.A.10-12](#)). The articulation officer is a voting member of the Curriculum Committee and works closely with curriculum proposers to ensure the curriculum meets the standards of transfer institutions. Programs that must meet outside accreditation standards (e.g. Nursing) work closely with their accreditors and carry out regular review and revision of their curriculum to ensure that it meets all requisite standards for accreditation ([II.A.10-13](#)).

The Associate Degree for Transfer (AD-T) program is designed to streamline student transfer to the CSU and is based upon the Chancellor's Office Transfer Model Curriculum developed for each participating discipline area by a consortium of CSU and Community College faculty and administrators ([II.A.10-14](#)). The College currently has seventeen of these degrees, with two more (Nutrition and Social Justice) under state review ([II.A.10-15](#)). More recently, collaboration between the Community College System and the University of California has resulted in the creation of a pilot program of two UC transfer pathway programs in Chemistry and Physics. Mission College is in the process of developing the UC transfer pathway in Chemistry with expected implementation in fall 2021. In compliance with the 2006 Perkins Act, the College coordinates and maintains articulation agreements, that are regularly updated, for career technical education courses and programs with high schools, regional occupation programs, and other colleges ([II.A.10-16](#)).

Students are encouraged to meet regularly with a counselor for up-to-date information regarding credit and articulation agreements. This information is made available to students via ASSIST during office appointments and walk-in services ([II.A.10-17](#)).

While the College does not presently offer baccalaureate level degrees, partnerships with 4-year institutions such as Notre Dame de Namur University have been established to help students' seamless transition to baccalaureate level degree programs ([II.A.10-18](#)).

### Analysis and Evaluation

The College has comprehensive and effective procedures for transfer-of-credit and articulation agreements from accredited institutions, and these agreements are regularly reviewed and kept up to date. There are numerous campus resources and service areas offering transfer-related resources to students, and these service areas assist students in locating and interpreting the most current information for a smooth transfer-of-credit process: the college catalog and website, Transfer Center, Counseling department, EOPS and Puente Centers, Admissions and Records, and the Veterans' Resource Center (VALOR). Through these resources, the College demonstrates its commitment to facilitating student transfer to 4-year institutions in California and outside the state as well.

### Evidence List

- [II.A.10-1](#) AP 4050 Articulation
- [II.A.10-2](#) BP 4235 and AP 4235 Credit by Examination
- [II.A.10-3](#) Credit for Prior Learning College Catalog, 2019-20 pp. 18-19, 29-35
- [II.A.10-4](#) International and Military Transcripts College Catalog 2019-20 p. 30
- [II.A.10-5](#) Military Credit College Catalog 2019-20 p. 19
- [II.A.10-6](#) BP 4235 and AP 4235 Credit by Examination
- [II.A.10-7](#) Credit by Examination College Catalog pp. 30-31
- [II.A.10-8](#) Credit by Exam Website
- [II.A.10-9](#) External Exam College Catalog 2019-20 pp. 31-35
- [II.A.10-10](#) College Articulation website
- [II.A.10-11](#) Articulation CRC Manual Draft 12.06.19
- [II.A.10-12](#) Quick Guide Course Descriptors CRC Manual Draft 12.06.19
- [II.A.10-13](#) Documentation from Nursing on BRN or BVNPT accreditation review
- [II.A.10-14](#) CO website on Transfer Model Curriculum Templates
- [II.A.10-15](#) MC Articulation Website
- [II.A.10-16](#) CTE Website
- [II.A.10-17](#) MC Articulation Website
- [II.A.10-18](#) College agreement with Notre Dame de Namur University

**11. *The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.***

Evidence of Meeting the Standard:

The ILOs at Mission College are:

- Effective communication
- Personal development and ethical responsibilities
- Critical inquiry
- Community and citizenship
- Information and technology literacy

The College ILOs correspond to competencies in communication, information and technology, and quantitative reasoning, along with skills in critical inquiry and analysis, ethical reasoning, the ability to engage diverse perspectives, and other program-specific outcomes. ILOs and Program Learning Outcomes (PLOs) are published in the college catalog for all degrees and certificates ([II.A.11-1](#)). SLOs are included on the COR and are distributed to students on all course syllabi ([II.A.11-2](#)).

The SLOs for each course are mapped to the PLOs and to the ILOs ([II.A.11-3](#), [II.A.11-4](#)). In similar fashion, Student Services units link their Service Area Outcomes (SAOs) to the ILOs ([II.A.11-5](#)).

ILOs were assessed using the results of the Community College Survey of Student Engagement (CCSSE) survey in 2013 and again in 2015. Members of the Outcome Assessment Committee (OAC) identified specific questions on the CCSSE that were directly aligned to the ILOs. The results compared the results from Mission College to other large colleges, and to a cohort of colleges with demographics similar to those of Mission College. The results showed that Mission College results corresponded closely both to the large colleges and to the cohort ([II.A.11-6](#), [II.A.11-7](#)). Mission College did not conduct the CCSSE survey after 2015. The College decided

to assess the ILOs by using the Culturally Engaging Campus Environments (CECE) survey in 2018. Members of the Institutional Effectiveness Committee (IEC) correlated questions from this survey to assess the ILOs on effective communication, personal development and ethical responsibilities, critical inquiry, and community and citizenship. The survey did not map to the ILO on information competency. The results demonstrated that a majority of students felt that their competency on the four outcomes were “better” or “much better” based on their time at Mission College ([II.A.11-8](#)). These results are reviewed and discussed in detail at the annual Strategic Planning Summit, which the College convenes in early fall and includes members of all participatory governance groups, committee chairs and representatives from the Academic and Classified Senates. The outcomes of this discussion help inform and guide institutional planning efforts for the upcoming year.

Starting in fall 2019, ILOs will be automatically assessed in eLumen when the SLO data for the courses and SAOs for Student Service areas are entered and assessed in the system. This will allow direct assessment of the student ILOs. The College will then be able to assess ILOs both directly and indirectly to inform student achievement ([II.A.11-9](#)).

### Analysis and Evaluation

The institution includes and regularly evaluates ILOs in all its programs.

### Evidence List

- [II.A.11-1](#) College Catalog pp. 53-138, Academic Programs
- [II.A.11-2](#) MC Faculty Handbook Draft 12.6.19
- [II.A.11-3](#) SLO to PLO Mapping example
- [II.A.11-4](#) SLO to ILO Mapping example
- [II.A.11-5](#) SAO to ILO Mapping example
- [II.A.11-6](#) ILO Assessment using CCSSE Results 2013
- [II.A.11-7](#) ILO Assessment using CCSSE Results 2015
- [II.A.11-8](#) ILO Assessment using CECE Results 2018
- [II.A.11-9](#) ILO Assessments using eLumen

- 12. *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.***

#### Evidence of Meeting the Standard

The overarching philosophy that drives the college degree-requirement review process is summarized in Board Policy and Administrative Procedure 4025 and 4100 ([II.A.12-1](#), [II.A.12-2](#)). All degree programs include a minimum of eighteen units of coursework to complete one of three available General Education (GE) patterns: 1) the local GE pattern, 2) the CSU GE breadth requirement, or 3) the IGETC pattern, all of which are described in the college catalog ([II.A.12-3](#)). The local, College GE pattern consists of four subject areas based on Title 5, Section 55063: Natural Science, Social and Behavioral Sciences, Humanities and Language, and Rationality. It also includes Lifelong Learning and Culture, Diversity and Equity. Most of these subject areas correspond to the subject areas in the CSU Breadth and IGETC requirements.

The Curriculum Review Committee (CRC) and Academic Senate engage in a formal, periodic review of the GE patterns to ensure that they are current, consistent with District policies and procedures, and continue to meet the needs of the students. For example, in spring 2019, the college used an equity lens to conduct the review, and this led to the decision to include an additional component that addressed diversity and equity to a greater extent than had been in the past ([II.A.12-4](#)). Past practice had been to implement diversity across the curriculum with a statement in each COR about cultural pluralism and diversity, but this was not practicable in a meaningful way across all disciplines ([II.A.12-5](#)). The CRC and Academic Senate decided that this was no longer adequate to meet the needs of students, as set forth in the college Equity Framework, and added the requirement that students complete three or more units within a new category area, "Culture, Diversity and Equity." All courses identified for this new category have

also been approved for other categories so units taken within the new category can be double-counted, thus ensuring that students don't have to complete extra units ([II.A.12-6](#)).

The CRC is responsible for reviewing curriculum for inclusion in the College's General Education (GE) patterns ([II.A.12-7](#)). Faculty request GE status during course development or revision, and this request is evaluated by the CRC during the curriculum review and approval process. The CRC bases its decision on the course objectives, learning outcomes, and whether the course is appropriate for GE ([II.A.12-8](#)). The CRC process is guided by Title 5 regulations and is also informed by the expertise of the College articulation officer, who is a voting member of the CRC, as well as by input from discipline faculty during the curriculum development process. Altogether, this process ensures that wherever possible courses meet all eligibility requirements for both transferability and articulation with at least one-degree program in addition to their GE status.

The CRC receives regular training from the articulation officer on all components of the associate degree, including GE patterns and local competencies. ([II.A.12-9](#), [II.A.12-10](#)).

### Analysis and Evaluation

The College requires of all its degree programs a component of general education that is clearly described in the college catalog. The GE patterns are comprised of courses that meet standards of higher education with learning outcomes that provide students with preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

### Evidence List

- [II.A.12-1](#) BP and AP 4025 Philosophy and Criteria for Associate Degree and General Education
- [II.A.12-2](#) BP and AP 4100 Graduation Requirements for Degrees and Certificates
- [II.A.12-3](#) General Education and Degree Requirements
- [II.A.12-4](#) CRC and MCAS Minutes with motions to adopt to GE Category F (Sp 19)
- [II.A.12-5](#) Cultural Pluralism Statement for Accounting Course

- [II.A.12-6](#) Course list for new GE Category Area F
- [II.A.12-7](#) Curriculum Manual
- [II.A.12-8](#) Reviewer Guidelines used by CRC for GE Courses
- [II.A.12-9](#) Presentation by Yolanda Coleman, Articulation Officer, “Articulation 101”
- [II.A.12-10](#) CRC Minutes with notes on review of College General Education

**13. *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.***

#### Evidence of Meeting the Standard

As set forth in Board Policies and Administrative Procedures 4025 and 4100, each degree program requires that students complete general education and competency requirements as well as an area of focused study, or major, requiring a minimum of 18 units ([II.A.13-1](#), [II.A.13-2](#)). For transfer programs, the design of the major is based upon comparable programs at representative 4-year colleges and universities. Faculty are encouraged to refer to C-ID descriptors to develop courses that are eligible for C-ID approval, where applicable, and to refer to comparable courses from transfer institutions for course-to-course articulation for areas where C-ID descriptors are lacking ([II.A.13-3](#)). This ensures that all courses included in the degree are appropriate to the discipline, degree level, and common standards in higher education.

As department faculty create and revise programs, they work closely with, and draw upon the expertise of, the Curriculum Review Committee, the articulation officer, and the curriculum specialist. For CTE programs, discipline faculty also rely upon input and feedback from industry advisory groups as well as external licensing and accrediting boards, where applicable, to ensure the curriculum is current and meets industry needs ([II.A.13-4](#)). Altogether, the program development and review processes ensure that the program meets all Title 5 and accreditation requirements for rigor so that students are sufficiently well prepared for transfer to a 4-year institution or for future work in their chosen field. To date, the College has also developed seventeen AD-Ts, based on transfer-model curriculum, that allow students a seamless pathway for transfer to a CSU ([II.A.13-5](#)).

As described in depth in Standard II.A.3, for every program the SLOs are aligned PLOs, and these in turn are mapped to the ILOs in a manner that demonstrates the levels of competency students will attain. For example, the mapping grids for Accounting and Biological Sciences link the introduction, practice or mastery of course-level concepts to their respective degree and certificate programs ([II.A.13-6](#), [II.A.13-7](#)). Both SLOs and PLOs are reviewed and approved through the curriculum review process to ensure that the outcomes are measurable and contain the appropriate level of rigor to prepare students for success in their transfer program or employment opportunities ([II.A.13-8](#)).

### Analysis and Evaluation

All degrees include courses that provide in-depth study in a single area of inquiry or an interdisciplinary core that are aligned with the key theories and practices within the field of study. All degrees have PLOs and career/transfer opportunities that are listed as part of the program description in the college catalog and on the website. PLOs are used in the development and revision of degrees to determine the appropriate placement and content of courses included in the major requirements.

### Evidence List

- [II.A.13-1](#) BP 4025 and AP 4025, Criteria for Degrees and General Education
- [II.A.13-2](#) BP 4100 and AP 4100, Graduation Requirements
- [II.A.13-3](#) CRC Manual Draft 12.06.19 Curriculum development
- [II.A.13-4](#) CTE Program Advisory Group Minutes
- [II.A.13-5](#) Transfer Agreements, Partnerships and Pathways Website
- [II.A.13-6](#) Biological Sciences SLO-PLO-ILO Mapping grid
- [II.A.13-7](#) Accounting SLO-PLO-ILO Mapping grid
- [II.A.13-8](#) CRC Manual Draft 12.06.19 Outcomes Standards

**14. *Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.***

Evidence of Meeting the Standard

Graduates completing the College's career technical education (CTE) programs meet or exceed industry standards and if necessary, requirements for external licensure and certification ([II.A.14-1](#)). Each CTE program is required to have an advisory group that meets at least once per year, which includes local industry professionals who review the program and recommend any needed changes to bring it into better alignment with industry needs and/or external licensure requirements ([II.A.14-2](#)).

To improve wage gains and career upward mobility for entry-level workers, some college programs have moved toward integrating skills-builder or industry certifications as milestones in a stackable program ([II.A.14-3](#)).

The College ensures that new and revised CTE courses and programs meet industry standards and any external licensure and certification requirements through its program development, program review, and curriculum review processes ([II.A.14-4](#), [II.A.14-5](#)). To develop new programs, CTE faculty and administrators collaborate with local industry and union representatives, licensing agencies, the Bay Area Regional Community College Consortium, and Deputy and State Sector Navigators to ensure that the new program meets all industry standards and requirements for licensure ([II.A.14-6](#)).

Through the program review process, the College ensures that all CTE programs make consistent and extensive use of advisory committee input, labor market analysis, reports from external accrediting agencies, degree and certificate attainment, and licensure pass rates. CTE programs and courses are reviewed with the advisory committee every two years to ensure that the curriculum is current, relevant and meets industry standards ([II.A.14-7](#)). As part of this process the College also ensures that CTE programs have SLOs and PLOs that reference industry standards ([II.A.14-8](#)).

Examples of programs with a licensing component include the following:

Program	Metric
Vocational Nursing	Accredited by the Board of Vocational Nursing and Psychiatric Technicians, graduates are eligible for licensure as a Licensed Vocational Nurse through the NCLEX-PN exam. The 2017-18 and 2018-19 pass rates were 86% and 97% respectively as shown in Section B Table 10.
Hospitality Management and Culinary Arts	Students obtaining the Certificate in Food Service and Restaurant Management or the Associate in Science in Hospitality Management engage in academic and work-based learning on campus through the Mission Bistro, a student-operated restaurant that serves the public every Tuesday and Thursday. Through participation in this program students are taught the requirements for certification through the ServSafe Examination offered by the National Restaurant Association. Obtaining this certification requires a score of 75% or better on the exam. Possession of this certificate results in higher wages and opportunities for advancement in the culinary field ( <a href="#">II.A.14-9</a> ).
Child Development	Students completing A.S., AS-T and Certificate meet the requirements for the California Child Development Permit Matrix. The Child Development Center Lab on campus provides an opportunity for students to have practical training and hands-on experience in interacting and observing children, participating in classroom routines and implementing curriculum based on the theoretical learning taught in the Child Development Program. This practicum class is vital to them obtaining their certificate or degree. The students are supervised by a practicum supervisor and the instructor of record ( <a href="#">II.A.14-10</a> ).

Program	Metric
Fire Protection Technology and EMT	Students in the Fire Protection Technology program can complete an A.S. Degree, Emergency Medical Technician certification requirements, as well as Firefighter 1 Academy requirements through elective courses. Through participation in this program students are eligible to test for certification through the National Registry of Emergency Medical Technicians (NREMT) and California State Fire Training. Possession of these certificates results in higher entry-level employment rates, higher wages, and opportunities for advancement in the public safety field. The Emergency Medical Technician Clinical Experience course provides an opportunity for students to have practical training and hands-on experience in emergency medical care and emergency scene management. This course is required for them to complete Emergency Medical Technician training as set for by Title 22 in the California Health and Safety Code. The students are supervised by a Clinical Coordinator who is the instructor of record ( <a href="#">II.A.14-11</a> ).

The ultimate goal of all college CTE programs is to improve the employment outlook for graduates through increased wages and opportunities for advancement. This can be seen in the Skills Builder Data (described in Section B), which show a median increase in wages of 30% for the most popular programs.

For programs that have experienced a decline in pass rates or other measure of student success, in addition to program review the program may address these kinds of issues through the program revitalization process, which is administered through the Academic Directions Committee (ADC) (a subcommittee of the Academic Senate). For example, the Psychiatric Technician Program recently experienced a drop in the pass rate for graduates taking the Psychiatric Technician Licensure Examination, and is working with the ADC and the CRC to

review the structure and administration of the program and to revise the program curriculum to increase enrollment and improve pass rates ([II.A.14-12](#)).

### Analysis and Evaluation

College CTE programs engage in a comprehensive, two-year review cycle of degree and certificate programs that includes the tracking and analysis of licensure pass rates, assessment of student learning outcomes, input from advisory committees, and consideration of local and regional labor market analyses. Through this process, the College ensures that graduates of the College's CTE programs meet industry standards for employment, perform well on licensure exams, and increased earnings and enhanced employment opportunities.

### Evidence List

- [II.A.14-1](#) CTE Newsletter F19
- [II.A.14-2](#) Advisory Committee Guidelines
- [II.A.14-3](#) Computer Applications Advisory Group; BIW program development process; SP19
- [II.A.14-4](#) Computer Application Program review
- [II.A.14-5](#) CRC Manual Draft 12.6.19, CTE Programs
- [II.A.14-6](#) CTE Program Development Workflow in eLumen
- [II.A.14-7](#) CSIT SP18 Advisory Committee Minutes
- [II.A.14-8](#) Sample PLOs for CTE Program; Accounting A.S.
- [II.A.14-9](#) Hospitality Management ServSafe Exam Data
- [II.A.14-10](#) Child Development 008A Practicum Course Outline and Program Descriptions
- [II.A.14-11](#) FPT 065C, Emergency Medical Technician Clinical Course Outline
- [II.A.14-12](#) PT Revitalization Process; ADC Minutes and Revitalization Referral form

**15. *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.***

### Evidence of Meeting the Standard

District Administrative Procedure 4024 ([II.A.15-1](#)) outlines District policy and process for program discontinuance and ensures that the Colleges adhere to requirements set forth in Education Code Section 78016 and Title 5 Sections 51022 and 55130. Program discontinuance requires the approval of the Academic Senate and the BOT and is designed to protect the catalog rights of students enrolled in the program ([II.A.15-2](#)).

Mission College has a comprehensive process for evaluating program viability. In general, programs are not discontinued until they have gone through a revitalization process to attempt to address whatever issues the program is experiencing that prevent it from being successful. The Academic Directions Committee (ADC), a subcommittee of the Senate, oversees this process. ADC membership includes representatives from faculty, administration, classified, and students ([II.A.15-3](#), [II.A.15-4](#)).

Should the revitalization process fail, the ADC will make a recommendation to the Academic Senate to start the process for program discontinuance. The program discontinuance process is student focused and complies with all statutory and regulatory requirements per Board Policy 4024. The discontinuance timeline varies and is heavily predicated on the students' catalog rights, which are clearly stated in the college catalog ([II.A.15-5](#)). Since 2014 the College has discontinued only a handful of programs, most of which had no students enrolled and had been obsolete for some time. Only one program, Retail Floristry, has been discontinued with students still enrolled in the program ([II.A.15-6](#)). The program had been under revitalization for several years prior to discontinuance. A number of strategies had been employed to attempt to increase the viability of the program, including a complete revision of the curriculum, redesign of the Certificate of Achievement to appeal to a wider audience, and better oversight of the program's finances.

Despite all these efforts, enrollment continued to decline, and no students were completing certificates in the program. Per the process outlined in Board Policy 4024 and the program discontinuance process, the Academic Senate convened a special meeting to discuss the discontinuance, and students and faculty in the program were provided with an opportunity to address the Academic Senate during its deliberations ([II.A.15-7](#)). Following the discontinuance action, the program was permanently removed from the college catalog and a counselor was assigned to the program to provide direct assistance to the remaining students, including course scheduling and course substitution processes that enabled students to exercise their catalog rights and complete their program requirements ([II.A.15-8](#), [II.A.15-9](#), [II.A.15-10](#)). The program remains active in the state inventory for one more year, pending the completion of the certificate by a few remaining students.

### Analysis and Evaluation

The College has an established process for discontinuing programs and adheres to it. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

### Evidence List

- [II.A.15-1](#) AP 4024 Program Discontinuance
- [II.A.15-2](#) MCAS Policy on Program Discontinuance
- [II.A.15-3](#) ADC Charge and Bylaws
- [II.A.15-4](#) ADC Revitalization Process
- [II.A.15-5](#) MC Catalog; Catalog Rights
- [II.A.15-6](#) BOT Agenda Item 5.5, Discontinuance of Retail Floristry Program
- [II.A.15-7](#) MCAS Minutes December 1, 2017
- [II.A.15-8](#) Email from Counselor regarding students assigned to Retail Floristry
- [II.A.15-9](#) Retail Floristry Course Substitution List
- [II.A.15-10](#) Retail Floristry Summary Worksheet of Students

16. ***The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, Basic Skills, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.***

### Evidence of Meeting the Standard

The College relies on a number of integrated college processes to ensure that it evaluates and keeps current all instructional programs, including hiring, curriculum, program review, evaluation, professional development, and scheduling processes. Ensuring that instructional quality is high throughout the College, robust hiring practices centered on effective teaching and faculty values and a robust faculty evaluation practice are the starting points. As previously discussed in Standard II.A.2, the Curriculum Review Committee plays a prominent role in reviewing proposals for new courses, programs, degrees, and certificates, as well as reviewing existing curriculum during the scheduled review cycles. This process, coupled with ongoing assessment of learning outcomes, confirms the inclusion of student learning outcomes at the

course, program, and institution level (please see responses to Standards II.A.3, II.A.9, and II.A.11).

The program review process requires instructional and student support programs with curriculum to evaluate the efficacy of course offerings and the measurement of student success within programs (please see response to Standard II.A.2). The results of program review are employed in institutional planning efforts. One example of this is the use of facilities requests from program review for the science and engineering programs, which were incorporated into the Educational and Facilities Master Plan and subsequently included in a District Bond Measure ([II.A.16-1](#), [II.A.16-2](#), [II.A.16-3](#)). Another example is the development of new major pathways for students who start the pre-nursing track but do not advance into nursing programs. These students complete twenty or more units of science coursework in anatomy, physiology, microbiology, and related subjects, but much of this coursework does not meet major course requirements for life science degrees at the CSUs or UCs ([II.A.16-4](#)). The College now has an A.S. degree in Human Biology that fulfills major requirements for Public Health related programs at CSU East Bay and CSU Bakersfield and is in the process of developing a Nutrition AS-T that will be available for students in fall 2020 ([II.A.16-5](#)). Both degree programs allow student to earn transfer credit for their pre-nursing courses and provide a means for them to move forward in a career related to their interests.

### Analysis and Evaluation

The College regularly reviews, evaluates and improves the quality and currency of all instructional courses and programs through a regular cycle of faculty evaluation, review of curriculum and a robust program review process. This is also done for curriculum taught in different delivery modes. The institution regularly assesses SLOs, PLOs, and ILOs and regularly reviews student achievement data.

### Evidence List

- [II.A.16-1](#) Biology Program Review 2017-18
- [II.A.16-2](#) EFMP
- [II.A.16-3](#) Bond Measure Document
- [II.A.16-4](#) BIO Meeting Minutes 04.15.15

***Conclusions on Standard II.A. Instructional Programs***

Mission College offers a wide-range of instructional programs to students both through in-person settings and through distance education. All curriculum and programs offered are approved by the California Community College Chancellor's Office. In recent years, the college has increased distance education offerings, while in-person offerings, particularly during the evening, have decreased to meet the changing needs of students. Curriculum offered at a pre-collegiate level is clearly indicated as such, and supports student success in future college-level study. Regardless of instructional delivery method, programs are of high-quality and appropriate for higher education and aligned with the mission of the college, and available for students to complete in a timely manner. Although pathways exist for students to complete programs, the college recognizes that better scheduling practices will lead to greater student success. Scheduling alignment and process improvements have been identified with an improvement plan within this report and as a component of the Quality Focus Essay. The College employs faculty who meet at least the minimum qualifications set by the state Academic Senate, and provides both professional development opportunities and an ongoing evaluation process to ensure both currency and quality in instruction.

All degree programs require a defined and appropriate focused area of study, along with completion of one of three general education pattern options, ensuring students receive a broad education and, if desired, preparation for transfer. The College has strong articulation agreements and clear transfer policies to facilitate student transfer both into and out of the college.

Student learning outcomes have been set at the course level, program level, and institutional level. The outcomes are widely communicated to all constituencies, and achievement of the outcomes is directly and indirectly assessed at regular intervals. Results of such assessments are discussed and acted upon as appropriate to improve future achievement. Prior to the adoption of the eLumen platform, the College has been challenged to assess program-level outcomes. This new tool will allow these outcomes to be assessed more robustly than before, and this need is identified with an improvement plan included within this report.

Learning outcome assessments, along with other student success data, is integral to the College's yearly strategic planning summits as well as the program review process. The College has identified room for improvement in closing gaps among disproportionately impacted students, and efforts to do so are identified in both an improvement plan and as a component of the Quality Focus Essay included within this report. Review of success rates shows lower success rates in distance education courses across the board. The College has included a plan within this report to improve student success in distance education courses.

Advisory committees help ensure that career-technical programs are up-to-date and meeting the needs of local employers. Pass rates for programs which lead to external licensure and certification are closely monitored to ensure that the instructional program is properly preparing students to meet these standards.

### ***Improvement Plans***

II.A.1: Mission College has adopted a comprehensive Student Equity Plan that incorporates specific objectives focused on improving the success metrics of the largest populations of Disproportionately Impacted (DI) groups such as Latinx, first-generation students, African Americans, and low-income students. The implementation plan for these objectives is one of the foci addressed in depth in the Quality Focus Essay. Student Equity Plan objectives that are specifically related to the elimination of barriers to program completion include:

- a. Enhance equity-based wrap around services such as embedded tutoring, completion coaches, peer mentors, and supplemental instruction,
- b. Increase completion of transfer level math and English and transfer to a four-year institution for African American, Latinx and first-generation students.

II.A.3: The College will build on the regular assessment of course and program level outcomes with a more in-depth analysis of degree and certificate level assessments. Full implementation of the learning outcomes platform provides greater ability to analyze the connection between course level assessment data and data for degrees and certificates.

II.A.6: The College will update course scheduling sequences and cross-discipline alignment to increase completion of certificate and degree programs more efficiently. As part of the Guided Pathways work, the College has been focusing on improving the current scheduling processes to reduce the time to completion for students in programs. The process and timeline for completing this work is described in the Quality Focus Essay.

II.A.7: The College will implement actions contained within a Distance Education Plan to address differences in success rates for DE in comparison to face-to-face courses. Examination of the student success data demonstrates lower success rates in DE courses compared to face-to-face. This is particularly pronounced in basic skills and vocational programs. Working through the DE committee, the College is currently preparing a DE Plan with targeted actions to be implemented in academic year 2020-2021.

## **B. Library and Learning Support Services**

- 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)***

### Evidence of Meeting the Standard

Mission College provides an array of library and learning support services, both on and off-campus, to support student learning and success and uphold the College's mission.

The library offers print and electronic sources which are sufficient in quantity, currency, depth, and variety to support the educational programs regardless of location or means of delivery.

Library resources include a reference and general collection of 56,368 print volumes, and 62,888 e-books. The collection also includes 25 print periodicals, 30,717 streaming educational videos, and over 100 online databases ([II.B.1-1](#)). All electronic resources are available to students and faculty at all times from anywhere there is an internet connection ([II.B.1-2](#)). In addition, the

College's course learning management system, Canvas, includes an embedded link in every course shell to the library's Online Services webpage ([II.B.1-3](#)).

A collection of textbooks and other materials are maintained on reserve in the library for in library use, and in fall 2017, the library started a Food for Textbook program, which enables students to check out a textbook or calculator for the entire semester with the donation of ten cans of food for Santa Clara County Second Harvest Food Bank ([II.B.1-4](#), [II.B.1-5](#)). To reflect the College community, the library maintains an extensive special collection focusing on Asian Americans and holds an accompanying Asian American/Pacific Islander Speaker Series. ([II.B.1-6](#), [II.B.1-7](#)).

At least one faculty librarian is on duty during all open hours. The library is open 56 hours per week during fall and spring, 16 hours per week in winter, and 32 hours per week in summer ([II.B.1-8](#)).

A variety of instructional technology equipment is available to all students and faculty in the library, including over 80 computers available with the Microsoft Office Suite, media players, CDROM/DVD players, three scanners, and three printers ([II.B.1-9](#), [II.B.1-10](#)).

In addition to the common software package installed on all student computers in the library, Disability Support Programs and Services (DSPS) has equipped four computers with assistive software. The library also has a Closed Circuit Television (CCTV) to magnify printed text for students with visual disabilities ([II.B.1-11](#)).

Three of the six small group study rooms include whiteboards and large plasma screens which students can hook up to their own device for collaboration ([II.B.1-12](#)), and there are three mobile whiteboards in a large collaboration room ([II.B.1-13](#)). Instructional equipment, such as headphones, calculators, and Google Cardboard are available for students to check out and use in the library ([II.B.1-14](#)).

Faculty librarians offer ongoing instruction to help students with research needs and to help the College community be familiar with library services and instruction. Key examples include:

- ***Tailored orientations*** in the library or in classrooms to meet the needs and assignments of each individual class ([II.B.1-15](#)).
- ***One-on-one instruction*** with librarians while the library is open, in person, by phone or email ([II.B.1-16](#), [II.B.1-17](#)).
- ***Library 10: Information Competency course***, a one-unit transferable course on the basics of research for academic courses, including when to use the internet and when to avoid it ([II.B.1-18](#)).
- ***Credo Information Literacy Modules***: videos, tutorials, and quizzes which faculty can copy into their courses. In spring 2019, the library purchased software from Credo which includes a series of information literacy modules that can be used as a series or separately. Librarians created a course in the Canvas Commons with the material grouped into lessons. In fall 2019, the librarians began working with instructors to help them select the modules best suited to their curriculum ([II.B.1-19](#)).
- ***The Library's Online Services webpage*** provides access to research assistance, subject guides, and instructional tutorials as well as to the library's online resources 24/7 ([II.B.1-20](#)).
- ***Professional development workshops*** for faculty and staff ([II.B.1-21](#), [II.B.1-22](#)).

The library soon will be undergoing an extended period of transformation to expand and improve its services for students and faculty. A library consultant was hired to conduct a study during the fall 2018 term to begin to help plan for the future needs of the library. The goal was to focus on the learner first, with an objective of making the facilities and library services more transparent and available to the user. The results of the report ([II.B.1-23](#)) were instrumental in moving the library forward for remodel planning starting sometime in 2020. In addition, in January 2019, the yearlong process of migrating to a new library service platform, Ex Libris' Alma/Primo, began.

The Academic Support Center (ASC), the principal academic support service at Mission College, offers free tutoring for 65+ Mission College courses. The center is open 36 hours per week, Monday through Friday, staffed by approximately 40 tutors, two faculty members, and one classified professional. Students can drop in for tutoring or schedule an appointment online. The tutors also help students with study strategies and test preparation ([II.B.1-24](#)).

In spring 2018, the ASC moved from the old Main Building to the new Student Engagement Center (SEC). The new location increased the center's visibility and promoted student usage. Enrollment in face-to-face tutoring grew 34% between academic years 16-17 and 17-18. In 18-19, about 1,200 students utilized the tutoring resources for 11,600 hours. Both in-center and embedded tutoring services have continuously grown and doubled the size of the ASC programs in the past few years, but the human resources of the center remained the same until recently with the addition of a second faculty position to strengthen the existing academic support programs and fulfill the capacity need for program growth and management in support of student success and retention ([II.B.1-25](#), [II.B.1-26](#)).

Tutoring is the core program for the ASC, and a robust tutor training program is the key to quality student academic support. Currently, both the introductory and advanced tutor training courses, INS 010 and INS 015, are certified by the College Reading and Learning Association (CRLA) International Tutor Training Program Certification. The CRLA is a group of student-oriented professionals active in the fields of reading, learning assistance, developmental education, tutoring, and mentoring at the college/adult level. CRLA's International Tutor Training Program Certification (ITTPC) certifies tutor training programs in postsecondary educational institutions. Once granted CRLA certification, the tutor training programs each have the authority to recognize their tutors as having met the approved ITTPC tutor training program requirements. A 12-week online tutor training course is mandatory for all new tutors. Once new tutors successfully complete the training course with 25 hours of one-on-one appointments or a minimum of 50 hours of drop-in tutoring, they will receive a CRLA Level I Tutor Certificate. Veteran tutors have the option to take the advanced tutor training course for the CRLA Level II, Advanced Tutor Certificate. Tutors also take advantage of professional growth and development opportunities by attending conferences and workshops ([II.B.1-27](#), [II.B.1-28](#)).

Online tutoring is offered via NetTutor. In addition to the information available online via the ASC's online tutoring web page, the College's course learning management system, Canvas, includes an embedded link to NetTutor in every course shell ([II.B.1-29](#)).

Besides the in-center tutoring, the ASC also provides in-class tutorial assistance through the

embedded tutoring program ([II.B.1-30](#), [II.B.1-31](#)). The embedded tutoring program focuses on using embedded tutors to provide more individualized attention and assistance during class activities, and to motivate student participation and engagement in a classroom setting ([II.B.1-32](#)). Embedded tutoring is offered in basic skills courses, required transfer courses, as well as courses with identified lower retention and/or success rates. Currently, the ASC supports approximately 1,500 students in 70 to 80 embedded tutoring classes per year ([II.B.1-33](#), [II.B.1-34](#)).

The ASC’s facilities enable students to study collaboratively as well as individually. There are 45 computers, including PCs and MACs, and some are equipped with specialized software to meet the needs of students’ learning outside of class. Students have access to three scanners, two printers, and 14 iPads that have 123 apps across disciplines ([II.B.1-35](#)). There is one study room good for up to ten people, three study rooms for up to eight individuals, and two additional smaller study rooms for students who prefer a quiet study space. The ASC offers services in a variety of formats in response to individual student needs.

In addition, a variety of other student support services offer instructional and technology to support student learning. Some of these services target specific student cohort groups, while others are available to all students. In addition to the services listed in the chart below, students have access to a computer and for fee printing in the Campus Center and in the Student Engagement Center on the first and second floors ([II.B.1-36](#)).

**Table 18 - Mission College Support Services**

Support Service	Services and/or Technology Offered
Disability Support Programs and Services	<p>DSPS Center open hours Fall 2019: Mon-Thu 9 a.m.-4:30 p.m.; Fridays 10 a.m. – 2 p.m.</p> <p>Students have access to a DSPS Testing Lab in a Distraction-Reduced Environment where they can receive additional time for course tests.</p> <p>Students with disabilities are able to take Educational Assistance Courses in Math, Writing,</p>

Support Service	Services and/or Technology Offered
	<p>Computer Tech/Adapted Software, Learning Strategies, designed to provide students with multi-modal instruction in a small class environment (20 max).</p> <p>DSPS offers a Technology Center where students can access desktop computers to access documentation, Canvas, write papers, do homework, and obtain free printing.</p> <p>DSPS offers one-on-one Multi-modal Drop-In Tutoring in Math and English, Tues, Wed, Thurs 10 a.m. - 1 p.m. and 2 p.m.–6 p.m.</p> <p>DSPS offers Learning Disability Assessments, Disability Advising, Course Advising as well as full DSPP Counseling support for Educational Plans.</p> <p>DSPS uses a Case Management approach to services.</p>
English Writing Center	<p>Writing assistance from faculty is available for research papers and assignments. Service is available to all students and no appointment is necessary</p> <p>Computers and printing available.</p> <p>Fall 2019 open hours: Mon, Wed, Thu 10 a.m. -3 p.m.; Tue 1 p.m. - 6 p.m.</p>
MESA: Mathematics, Engineering, and Science Achievement	<p>Tutoring is available in the following subjects: Biology, Chemistry, Math, and Physics. Tutoring is available to all MESA program students.</p> <p>MESA also offers Academic Excellence Workshops (AEW). AEW's are MESA's version of supplemental instruction. They are currently offered for: Math 3A, Math 3B, Physics 4B,</p>

Support Service	Services and/or Technology Offered
	<p>Chemistry 1B, Chemistry 12A (fall), Chemistry 12B (spring), and are well attended.</p> <p>Computers and printing available.</p> <p>Fall 2019 open hours: Mon 9 a.m. - 6:30 p.m.; Tues and Thu 9 a.m. – 7 p.m.; Wed 9 a.m. -10:30 a.m. and 11:30 a.m. -7 p.m.; Fri 12 p.m. – 2 p.m.</p>
<p>HSI STEM Grant Programs</p>	<p>The HSI STEM grant supports the STEM Learning Center. The center provides informal peer tutoring for STEM subjects, available to all students with no appointment is necessary.</p> <p>Computers and printing available.</p> <p>Fall 2019 open hours: Mon–Thu 10 a.m. - 7 p.m.</p> <p>The HSI STEM grant offers Supplemental Instruction support to pre-calculus and calculus classes. Those classes are ones that students find difficult, and having supplemental instruction sessions give students a venue to study together and ask questions. The sessions are led by a peer who had taken the class before.</p>
<p>TRIO</p>	<p>TRIO students are offered</p> <ul style="list-style-type: none"> <li>• Individualized academic counseling, planning, and course scheduling</li> <li>• Exclusive use of the TRIO office, computer lab, and study space</li> <li>• Tutoring</li> <li>• College success workshops</li> <li>• Four-year college and university tours</li> <li>• Silicon Valley company tours and professional events</li> <li>• Connection to a nationwide network of TRIO students</li> </ul>

Support Service	Services and/or Technology Offered
	Open hours: Monday - Thursday 9 a.m. - 6 p.m.
VALOR Center/Veterans Services	<p>Educational plans, career counseling and some tutoring is available for veterans in the Valor Center.</p> <p>Computers and printing available.</p> <p>Fall 2019 open hours: Mondays: 9 a.m. to 7 p.m. Tuesdays - Thursdays: 9 a.m. to 6 p.m. Fridays: 10 a.m. to 4 p.m.</p>
Welcome Center	<p>First point of contact for all students where they can receive student peer advising in a setting that promotes academic success. A variety of multilingual ambassadors are available to provide guidance to any and all students on inquiries pertaining to the registration process, financial aid applications, campus tours, and any general questions; with no appointment necessary.</p> <p>Computers and printing available.</p> <p>Fall 2019 open hours: Mon-Tue 9 a.m. – 7 p.m.; Wed-Thu 9 a.m. – 6 p.m.; Friday 9 a.m. -1 p.m.</p>

### Evaluation and Analysis

The institution provides students with a variety of high quality learning support services. These services, including tutoring and library resources, are made available to distance education students via webpages, Canvas embedding, and NetTutor services. Disability Support Programs and Services work with students to find suitable accommodations when necessary, and all technology and software used in instructional support is vetted for accessibility and approved for purchase via the College’s Voluntary Product Accessibility Template approval process.

## Evidence List

- [II.B.1-1](#) IPEDs Library Data 2018\_2019
- [II.B.1-2](#) Library Home Webpage
- [II.B.1-3](#) Library Link in Canvas Shell
- [II.B.1-4](#) Library Collections
- [II.B.1-5](#) Food for Textbook Webpage
- [II.B.1-6](#) Asian American Collection
- [II.B.1-7](#) AAPI Speaker Program
- [II.B.1-8](#) Reference Desk Schedule
- [II.B.1-9](#) Library Public Computing Lab
- [II.B.1-10](#) Library Photocopiers Printers Scanners
- [II.B.1-11](#) Library Disability Accommodations and ADA Access
- [II.B.1-12](#) Library Group Study Rooms
- [II.B.1-13](#) Library Collaboration Room
- [II.B.1-14](#) Library Services Equipment
- [II.B.1-15](#) Library Faculty Orientations
- [II.B.1-16](#) Library Online Help
- [II.B.1-17](#) Library Librarian Assistance
- [II.B.1-18](#) Mission Catalog p.202
- [II.B.1-19](#) Info Lit Modules in Canvas
- [II.B.1-20](#) Library Online Services
- [II.B.1-21](#) Library Flex Day Workshops
- [II.B.1-22](#) Library ZTC Workshop
- [II.B.1-23](#) Library Consultant Report
- [II.B.1-24](#) Academic Support Center Home Webpage
- [II.B.1-25](#) Fall 18 Student Tutoring Hour Log
- [II.B.1-26](#) Spring 19 Student Tutoring Hour Log
- [II.B.1-27](#) CRLA ITTPC Level 1 Certificate
- [II.B.1-28](#) CRLA ITTPC Level 2 Certificate
- [II.B.1-29](#) Net Tutor in Canvas Shell
- [II.B.1-30](#) Embedded Tutor Webpage
- [II.B.1-31](#) Faculty Guide to Embedded Tutoring
- [II.B.1-32](#) Guide for Embedded Tutors
- [II.B.1-33](#) Courses using Embedded Tutoring
- [II.B.1-34](#) Cost of Embedded Tutoring Courses 2015 to SP2019
- [II.B.1-35](#) iPad Apps List
- [II.B.1-36](#) Additional Go Print Stations Signage

2. ***Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.***

#### Evidence of Meeting the Standard

In the library, the collection development process is faculty-driven and the librarians work together to create a yearly collection development plan. The plan allocates funding targets by division and identifies which full-time librarians are lead subject area selectors. Librarians are responsible for consulting with faculty in their subject areas to ensure that selections respond to the needs of the instructional programs. Material selection decisions are based on published reviews, discipline-specific faculty requests, student questions, and course assignments. User statistics provide further evidence of collection value and influence ongoing collection development decisions. The library has an established policy on selection of materials ([II.B.2-1](#)).

The academic support faculty work with discipline faculty to ensure that appropriate learning materials to assist with course tutoring are available in the ASC. This includes textbooks ([II.B.2-2](#)), software ([II.B.2-3](#)), iPad apps, and other materials appropriate to the courses offered at Mission College. Inventory lists indicate the breadth of materials available, all of which have been selected in consultation with discipline faculty.

Once needs are identified, faculty and learning support professionals acquire materials and equipment through ongoing budget resources or may request instructional equipment and materials through the annual program review process. These requests are linked to strategic planning and program review recommendations as well as student learning outcomes assessment results that validate the request and its alignment with the College's mission, as documented in the program reviews ([II.B.2-4](#), [II.B.2-5](#)).

#### Evaluation and Analysis

Both faculty in the library and Academic Support Center collaborate across campus with discipline faculty to ensure that services offered are supported adequately with proper equipment, learning spaces, technology, and learning materials. Each year during the program

review, the library and Academic Support Center evaluate their services, technology, materials, etc., establishing requests for budgetary support for expansion or improvement of services to students and faculty.

#### Evidence List

- [II.B.2-1](#) Library Selection of Materials Policy
- [II.B.2-2](#) ASC Textbook Inventories
- [II.B.2-3](#) ASC Computer Software List
- [II.B.2-4](#) Library Program review Spring 2019
- [II.B.2-5](#) Academic Support Center Program review Spring 2019

3. ***The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.***

#### Evidence of Meeting the Standard

Student feedback on satisfaction surveys, as well as student and faculty suggestions and comments, are considered in planning. Usage data and comparative statistics also influence decisions about hours of operation and services offered.

The library uses a variety of means to assess its effectiveness in meeting student needs.

- Student Satisfaction Survey: This survey is the department's assessment instrument for Service Area Outcomes (SAOs) ([II.B.3-1](#), [II.B.3-2](#)).
- Food for Textbook Program Survey: Students who check out a book from the Food for Textbook program are sent a survey at the end of the term ([II.B.3-3](#)).
- Research office reports: The library works with the research office to obtain demographic and success rate data for students utilizing the Food for Textbook program. Starting in fall 2018, the library is working with the research office to gather similar data on students who use the Textbook Reserves Collection. ([II.B.3-4](#)).
- Assessment of Student Learning Outcomes (SLOs) in the Library 010 course ([II.B.3-5](#)).

- Library suggestion box: There is a box in the library for users to anonymously make comments, suggestions, and complaints ([II.B.3-6](#)).
- Whiteboard questionnaires: As needed, the library uses a whiteboard placed near the Lobby entry to obtain student feedback on various library programs ([II.B.3-7](#)).

The Academic Support Center (ASC) also uses a variety of means to assess its effectiveness in meeting student needs. Students using the tutoring services in the Academic Support Center must enroll in a noncredit course, INS 947 Supervised Tutoring. Assessment of the student learning outcomes of the course occur regularly through both direct and indirect means. In spring 2019, SLO #1 of the course was assessed in both manners. Students were asked their own perception of how well the tutoring services had improved their capability of doing well on course assignments ([II.B.3-8](#)). Students indicated support for this, with increasing support from those who logged more visits for tutoring services. Success in discipline courses is also regularly used as a direct indicator of SLO achievement. Recent College research data indicates that students who utilized the resources of the Academic Support Center at least 15 times per semester, fared significantly better than non-users and improved their GPA scores by more than 8%. College data also reveals a significant difference of more than 12% between the completion rates of students who use the tutoring services of the Academic Support Center consistently as compared to non-users ([II.B.3-9](#)).

A second SLO of INS947 was also assessed in spring 2019. This was also assessed indirectly via student survey. Students agreed that they had acquired specific study skills which have helped them improve performance in their courses ([II.B.3-10](#)).

Another key service of the ASC, embedded tutoring, has also been regularly assessed via indirect methods. Students have indicated a high level of satisfaction and perceived assistance from the embedded tutoring program ([II.B.13-11](#), [II.B.13-12](#)). Direct assessment through impact on course successes rates will be integrated regularly in the future as well.

### Evaluation and Analysis

The College regularly evaluates learning support services, both in the library and the Academic Support Center in a variety of ways, including the program review process, surveys, and

assessment of usage statistics, and uses the results of these evaluations to improve services to students. In addition, the library and Academic Success Center faculty, in tenure review or seeking professional growth awards, write self-evaluations and are evaluated by students, faculty peers, and administrators.

#### Evidence List

- [II.B.3-1](#) Library Student Satisfaction Survey 2018
- [II.B.3-2](#) Library department Email SAO Assessment Discussion
- [II.B.3-3](#) Library Food for Textbook Student Survey Spring 2018
- [II.B.3-4](#) Email Food for Textbook Student Background Data from Research Office
- [II.B.3-5](#) Assessment of LIB0101 SLO#1 SP17
- [II.B.3-6](#) Comments Suggestions Complaints Policy
- [II.B.3-7](#) Whiteboard Question Textbook Collection
- [II.B.3-8](#) INS947 SLO #1 Assessment SP19
- [II.B.3-9](#) Tutoring and Course Success Report
- [II.B.3-10](#) INS947 SLO#2 Assessment SP19
- [II.B.3-11](#) Student Survey of Embedded Tutoring FA18
- [II.B.3-12](#) Student Survey of Embedded Tutoring SP19

4. ***When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)***

#### Evidence of Meeting the Standard

The library and the Academic Support Center contract with a variety of companies to provide services and continually evaluates these partnerships to ensure the highest level of service in a cost-effective manner. Established agreements include:

- Library service platform: There will be an overlap in service as the library transitions to a new system. Innovate Interfaces is contracted through June 2020 and Ex Libris begins in Jan 2019.

- Cataloging Tool (Connexion Client) and off-campus proxy service (EZProxy): OCLC
- Library subscription databases: AccessScience, Alexander Press, American Chemical Society, Ambrose, ArtSTOR, CountryWatch, Credo ([II.B.4-1](#)), Gale, CQ Press, EBSCO, Infobase Learning, JSTOR, LearningExpress, NoddleTools, Ovid, ProQuest, OCLC, The New York Times, Serial Solutions, Springer, and SpringShare
- Academic Support Center: Online Tutoring Services - NetTutor

The library regularly assesses student usage of a variety of subscription databases. Student satisfaction with those services is asked during its annual student survey ([II.B.4-2](#)) and in the program review ([II.B.4-3](#)). Student usage of NetTutor is also tracked regularly ([II.B.4-4](#))

The library and Academic Success Center's copy machines and printers are maintained by Konica under lease agreements, and the library also has maintenance agreements with 3M for servicing the security gates at the entrance to the building.

### Evaluation and Analysis

The College relies on and collaborates with a few different companies to enhance learning support services for instructional programs. All agreements and contracts with outside resources and services are carefully selected and regularly evaluated.

### Evidence List

- [II.B.4-1](#) Credo Education Master Agreement
- [II.B.4-2](#) Library Student Satisfaction Survey Spring 2018
- [II.B.4-3](#) Library Program review Spring 2019
- [II.B.4-4](#) NetTutor Usage

### ***Conclusions on Standard II.B. Library and Learning Support Services***

Mission College offers a wide range of high quality learning support services across the college. The library and Academic Support Center serve all students. Both are open to students for a significant number of hours each week. Both also offer technology access to students. The library is staffed with a faculty librarian during all open hours, and the Academic Support Center is staffed with a faculty lab specialist during all open hours. The services offered by both are

regularly assessed by both students and discipline faculty. Both use the program review process for effective self-assessment and planning for future growth and needs. Discipline faculty across the college are given multiple avenues and opportunities for collaboration with library and ASC faculty to ensure student needs are being met. Additional learning support services are offered on a smaller scale to specific cohorts of students within the college community, which enhance the services offered via the library and ASC.

### **C. Student Support Services**

- 1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)***

#### Evidence of Meeting the Standard

In alignment with Administrative Procedure 3250 ([IIC.1-1](#)), the College regularly evaluates the quality and effectiveness of its services and programs with the goal of improved student learning in support of the College's mission and vision ([IIC.1.2](#)). The College wide evaluations processes ask service programs to align goals for improvement with the College's Educational and Facilities Master Plan (EFMP) ([II.C.1-3](#)) making sure all units are working toward similar outcomes. Local Vision Goals aligned with the CCCC Vision for Success were set in spring 2019 and will be integrated into planning processes ([II.C.1-4](#)).

Evaluation of student support services is conducted through several methods:

- The program review process
- The SLO and SAO assessment processes
- Program Advisory Committees
- College-level student surveys
- Program-level student surveys

The program review process encompasses an annual review of all academic and student support services programs. All student support programs participate in this evaluation process. As outlined in the Student Services Program Review Template ([II.C.1-5](#)), student support programs

are asked to assess trends in student demographics, list activities and accomplishments that align with the Educational and Facilities Master Plan, assess trends in student demand and demographics, highlight SAO findings, and create goals that align with the College's goals. Student support programs are specifically asked to evaluate the demand and efficacy of services provided both face-to-face and online ([II.C.1-6](#)). Student support service programs utilize disaggregated demographic data to assist with analyzing service delivery and student demographic trends ([II.C.1-7](#)). Program review is also linked to budget allocation, allowing the College to ensure resources are distributed to continuously improve the quality of services provided.

All academic and student support programs participate in regular assessment of student learning outcomes (SLOs) and service area outcomes (SAOs). Student support programs complete SAO assessments on an annual basis. As outlined in the SAO Reflection Template ([II.C.1-8](#)), student support programs are asked to evaluate the results of their SAO assessment, describe how the results will determine program needs, and identify how the results will lead to program improvements. Student Services Council coordinates an SAO peer review meeting each year to share insights with other service areas and to identify activities taking place across service programs to enhance collaboration ([II.C.1-9](#)). SAO assessment results and analysis are linked to budget allocation allowing the College to ensure resources are distributed to continuously improve the quality of services provided.

In compliance with state guidelines, several student support programs such as EOPS, Disability Support Program and Services, Transfer Center, HSI-STEM, and CalWORKs have advisory boards ([II.C.1-10](#)) and annual reports to federal, state or local agencies that provide valuable feedback and guidance that is incorporated into the annual evaluation process.

At the college level, surveys such as the Community College Survey of Student Engagement (CCSSE) and the Culturally Engaging Campus Environments Survey (CECE) are administered periodically and among other purposes, are used to help measure the College's ILOs ([II.C.1-11](#)). Data from these surveys inform improvement plans for student support and instructional programs. Information collected in partnership with the Student Success and Support Program (SSSP) Task Force and the research office also provide the college with data on disproportionate

impact, characteristics of the student population, enrollment trends, success and completion rates, transfer rates, and more ([II.C.1.12](#), [II.C.1-13](#)). The research office and the Institutional Effectiveness Committee (IEC) help raise awareness among students, staff, and the community about the improvements in student support services across the college.

Additionally, some student support programs collect input from surveys of their specific student populations ([II.C.1-14](#)). This feedback allows programs to collect feedback on topics relevant to their individual student groups and program needs.

### Analysis and Evaluation

The College provides appropriate student support services and regularly evaluates the quality of these services to demonstrate that, regardless of location or means of delivery, these services support student learning and the college's mission. The processes for evaluation ask service programs to align goals for improvement with the college's strategic goals and to identify activities aligned with the college's mission and vision.

### Evidence List

<a href="#">II.C.1-1</a>	AP 3250 Institutional Planning
<a href="#">II.C.1-2</a>	MC Vision and Mission Statement
<a href="#">II.C.1-3</a>	MC Master Plan Final
<a href="#">II.C.1-4</a>	Local Goals Vision for Success
<a href="#">II.C.1-5</a>	Student Services Program Review Template
<a href="#">II.C.1-6</a>	Program Review Reports Examples
<a href="#">II.C.1-7</a>	Fall 2018 Demographics Dashboard for Program Review
<a href="#">II.C.1-8</a>	SAO Reflection Template
<a href="#">II.C.1-9</a>	SAO Peer Review Minutes 2018
<a href="#">II.C.1-10</a>	CalWORKs DSPS EOPS Advisory Minutes
<a href="#">II.C.1-11</a>	Surveys at MC website
<a href="#">II.C.1-12</a>	SSSPTF Disaggregated Ed Plan Data
<a href="#">II.C.1.13</a>	Research and Planning Data Archives website
<a href="#">II.C.1.14</a>	Student Support Program Survey Examples

2. ***The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.***

#### Evidence of Meeting the Standard

In accordance with West Valley-Mission Community College District (WVMCCD) Board Policies ([II.C.2-1](#)) and Administrative Procedures ([II.C.2-2](#)), each unit within the division of Student Services identifies and regularly assesses Service Area Outcomes (SAOs) to measure the effectiveness of services provided. Under the guidance of the Outcomes and Assessment Committee, SAOs are aligned with the mission, vision, and goals of the institution as well as pertinent education code and state legislation. Furthermore, the division conducts an annual peer review of SAOs to identify best practices, fine tune their assessment tools/methodology, and foster collaboration within the division ([II.C.2-3](#)). At the conclusion of the peer review session SAO Assessment forms as well as feedback forms are uploaded to eLumen and reviewed by managers as well as senior leadership prior to the annual program review process ([II.C.2-4](#)).

Program review is a college wide integrated processes for developing, updating and implementing plans in order to optimize institutional effectiveness. During program review, each unit within the division of Student Services assesses the level to which they have achieved their identified SAOs ([II.C.2-5](#)) and use the resulting data to drive improvement efforts, inform goal setting, and provide justification for resource allocation requests ([II.C.2-6](#)).

Beyond SAO assessment data, units analyze a variety of data sources and administer program-specific surveys to assess their effectiveness in achieving desired outcomes and identify additional areas for improvement. Extended Opportunity Programs and Services (EOPS), VALOR Veteran's Resource Center, and CalWORKs also have active advisory boards that provide critical feedback and guidance that is used in their annual assessment process ([II.C.2-7](#)). In addition, the College intentionally engaged constituents at all levels to gather quantitative and qualitative data at a series of workshops to inform the writing of the 2018 Integrated Plan ([II.C.2-8](#)) as well as the 2019-2022 Student Equity Plan ([II.C.2-9](#)). This practice and experience has

helped the division of Student Services further embrace a culture of evidence, leverage resources, and take the next steps to improve and equitize services offered by the College.

As previously stated, Mission College has used assessment data from college SAOs, program review, unit-specific, and division wide processes to make significant improvements in the delivery of students support services. Below are examples of improvements made.

**Table 19 - Student Support Services Gaps Identified and Improvements Made**

Gap in Services Identified	Continuous Improvement
Fall 2016/Spring 2017 SSSP MIS data found a very low percentage of students had completed orientation which led to a discussion of additional ways to increase both the number and modalities offered ( <a href="#">II.C.2-10</a> ).	Counseling collaborated with Office of Student Equity and Success as well as other Student Services units to develop and implement an online orientation hosted by COMEVO in Spring 2019 ( <a href="#">II.C.2-11</a> ).
HSI-STEM analysis of Math course success rates identified Math courses with high D/W/F rates that were a barrier to students advancing in their Math sequence.	Supplemental Instruction was offered for Math 3A, 4B, and Math 19. At least 30% of students from each class attended the sessions regularly which was shown to have a positive impact on the students' success rate ( <a href="#">II.C.2-12</a> ).
Outreach reviewed Fall 2017 and Fall 2018 enrollment data and found despite an increase in the number of applications 40.7% of applicants from feeder high schools were not enrolling at Mission College ( <a href="#">II.C.2-13</a> ).	Outreach partnered with HSI-STEM and Counseling to pilot Abbreviated Education Plan workshops at three feeder high schools to support students in their transition to MC in Spring 2018 and expanded the program in Spring 2019 ( <a href="#">II.C.2-14</a> ).
In 2016 MESA identified a goal of increasing the number of Latinx students served by the program to better align with the College's Student Equity Plan ( <a href="#">II.C.2-15</a> ).	MESA strengthened their offerings for Latinx students, creating a local chapter of Society of Hispanic Professional Engineers (SHPE), taking them to the SHPE national conference, and providing other opportunities. The percentage of Latinx students in MESA rose from 18% in 2016 to 44% in Spring 2019 ( <a href="#">II.C.2-16</a> ).
EOPS conducted a food insecurity survey in Fall 2018 and found 63.5% of their students	EOPS piloted a food voucher program in Spring 2019 to provide food assistance for all students in the program. In fall 2019 the program will be

<b>Gap in Services Identified</b>	<b>Continuous Improvement</b>
experienced low or very low food security ( <a href="#">II.C.2-17</a> ).	expanded to increase support available for students ( <a href="#">II.C.2-18</a> ).
The revised MC Student Equity Plan found Latinx and African American students among its most disproportionately impacted across several metrics. The College identified a host of activities to address these persistent equity College Councils ( <a href="#">II.C.2-19</a> ).	The College initiated a Hispanic Cultural Heritage Month celebration ( <a href="#">II.C.2-20</a> ) and hosted its first African American High School Leadership Conference ( <a href="#">II.C.2-21</a> ) during Fall 2019 to foster a stronger relationship between Latinx and Black students to Mission College.

Analysis and Evaluation

The College identifies and assesses Service Area Outcomes and uses the resulting data to continually improve student support programs and services. The Service Area Outcomes are developed, analyzed and assessed through the annual program review process. Student Services also examines additional data sets and tracks student success metrics to provide additional context for evaluating student support services programs. This comprehensive process enables the college to continuously strengthen its student support services.

Evidence List

- [II.C.2.1](#) BP 3250 Institutional Planning
- [II.C.2-2](#) AP 3250 Institutional Planning
- [II.C.2-3](#) SAO Peer Review Minutes, Spring 2019
- [II.C.2.4](#) Program review Process Timeline
- [II.C.2-5](#) SAO Examples
- [II.C.2-6](#) Program review Resource Allocation Master List
- [II.C.2-7](#) CalWORKS, DSPS, EOPS Advisory Minutes
- [II.C.2-8](#) Integrated Plan Student Life Cycle Barriers
- [II.C.2-9](#) Equity Data Book March 2019
- [II.C.2-10](#) SSSP MIS Fall 2016 Data
- [II.C.2-11](#) COMEVO Orientation Screenshot
- [II.C.2-12](#) HSI-STEM Supplemental Instruction SAO
- [II.C.2-13](#) Outreach Capture Rate, Fall 2017 & 2018
- [II.C.2-14](#) Outreach CSW Workshops Spring 2018 & 2019
- [II.C.2-15](#) MESA Demographic Info

- [II.C.2-16](#) SHPE National Newsletter 2017
- [II.C.2-17](#) EOPS Food Security Survey
- [II.C.2-18](#) EOPS Food Voucher Program Flyer
- [II.C.2-19](#) Student Equity Plan DI Student Analysis
- [II.C.2-20](#) Hispanic Cultural Month Flier
- [II.C.2-21](#) African American Leadership Conference Flier

**3. *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)***

Evidence of Meeting the Standard

The institution provides equitable access to comprehensive and reliable student support services, both on the ground and online, which is illustrated within the Student Services website ([II.C.3-1](#)). Recognizing the significant role of Student Services, combined with the emphasis being placed on a strong matriculation process by the CCCCO within initiatives like the Student Equity and Achievement Program and Guided Pathways, the institution has focused a considerable amount of attention over the past several years on refining these processes, and has been intentional towards increasing equitable services that support success for all students.

The College has made student support services available online as well as across the physical institutional landscape. In addition to on-site services, students are able to access support through the institution’s website. Online counseling is available via “Ask a Mission College Counselor” on the counseling departmental website ([II.C.3-2](#)), or via email. Other available online services include orientation, admissions and records, and financial aid. Students also have access to the Mission College portal ([II.C.3-3](#)) which provides access to transcripts, Early Alerts, financial aid, registration information, Office 365, Canvas Learning Management Platform, and a District assigned email account accessible from any computer or mobile device. In 2017, the College implemented the Ask MC system ([II.C.3-4](#)) which enables students to remotely ask questions or choose from the most frequently asked questions at any time. If a student is not satisfied with the answer provided by the system, an email is generated to Student Services personnel who then answer the student via email. That information is then added to the knowledge base of the system

for future inquiries. That knowledge base is reviewed periodically with additions, omissions, and modifications made as needed.

The College regularly calculates student needs across the Student Services division. Through reports generated by the Scheduling and Reporting System (SARS), the College is able to measure the frequency of student usage, then employ the disaggregated data to ascertain student success metrics (II.C.3-5). Service Area Outcome (SAO) objectives are assessed each semester and each service unit is evaluated through the program review process annually for an update review, and every four years for a comprehensive review (II.C.3-6). It is through this program review assessment process that resources are allocated to address appropriate student service needs (II.C.3-7).

In response to the Student Leadership Engagement Institute, a project administered by Equity and SSSP personnel, the College implemented increased evening Student Services hours across various service areas to extend beyond the traditional closing time of 5 p.m. (II.C.3-8). This effort resulted in evening students having equitable access to institutional support services by accommodating their unique schedules.

The following chart illustrates the accessibility to institutional student services on the ground, online, and during extended evening hours. For the purposes of this chart, “online services” encompass the following: access to personnel during evening hours via email and access to the “Ask Mission” platform and compiled FAQs access to programmatic information via the website, Canvas, program-specific portals, SARS, and other platforms.

**Table 20 - Access to Institutional Student Services**

<b>PROGRAM/SERVICES</b>	<b>EVENING HOURS</b>	<b>ONLINE SERVICES</b>
Academic Support Center	x	x
Admissions and Records	x	x
Assessment Center		x
CalWORKs		x

<b>PROGRAM/SERVICES</b>	<b>EVENING HOURS</b>	<b>ONLINE SERVICES</b>
Counseling	x	x
Disability Support Programs and Services	x	x
Extended Opportunity Programs Services	x	x
Financial Aid	x	x
Foster Youth	x	
Honors Program	x	x
International Students		x
Mathematics Engineering Science Achievement (MESA)	x	x
Outreach	x	x
Puente	x	
Student Health Services	x	x
STEM Learning Center	x	x
Transfer Center		x
TRIO	x	x
VALOR Veterans Center	x	x
Welcome Center	x	x

[\(II.C.3-9\)](#)

### Analysis and Evaluation

The College assures equitable access to all students through a variety of appropriate, comprehensive, and reliable services. The College regularly assesses services through a variety of methods in an effort to revise and improve the delivery of services focused on fostering student learning and development.

## Evidence List

<a href="#">II.C.3-1</a>	Student Services website
<a href="#">II.C.3-2</a>	Online counseling website
<a href="#">II.C.3-3</a>	Student portal website
<a href="#">II.C.3-4</a>	Ask MC system
<a href="#">II.C.3-5</a>	SARS data and report methodologies
<a href="#">II.C.3-6</a>	Student Services Program Reviews
<a href="#">II.C.3-7</a>	Student Services Program Review Resource Requests
<a href="#">II.C.3-8</a>	SLEI proposal and Student Services Council minutes
<a href="#">II.C.3-9</a>	Student Services pages in Catalog

4. ***Co-Curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.***

## Evidence of Meeting the Standard

### *Co-curricular Programs*

Mission College’s co-curricular programs are suited to the institution’s mission to serve the diverse educational and cultural needs of the student population while providing opportunities for life-long learning. The College promotes equitable access to students’ holistic development by leveraging resources and cross-departmental collaborations.

Mission College is home to multiple federal and state grants, including the Hispanic Serving Institution STEM-Link grant, the AANAPISI grant, as well as multiple grant-funded categorical programs that work collaboratively to increase resources accessible by all students. Events are created with low-SES, historically minoritized, and STEM students especially in mind. Work groups from both Student Services and Instruction collaborate to bring meaningful programming to students on campus, such as the “Mission Hacks” hackathon and other opportunities including regional conferences and college tours. This is done while leveling the playing field by removing financial constraints. For example, local and international college tours have been heavily, or completely, subsidized in order to create equal access for all selected students ([II.C.4-1](#)).

Similarly, the Associated Student Government and Inter-Club Council oversee campus-wide cultural and special interest activities, creating opportunities for students to take a leadership role through student government, to join clubs, or to create their own student organization.

Most co-curricular activities originate from Student Services and are overseen and evaluated by program directors, the dean and the vice president of student services. Activities originating in Instruction are led by departmental deans, faculty and staff. Co-curricular activities are regularly evaluated in the program review process as well as in year-end grant reports to the USDE and California Community College Chancellor's Office. Grant-funded activities must be tied to grant objectives. Co-curricular activities from the general fund are peer reviewed prior to the allocation of funding through the program review resource request process. All off-campus activities exceeding \$10,000 must also receive approval from the Board of Trustees.

### *Athletics*

Embodying the mission of the institution to prioritize students, their learning and their successes, the athletic program fundamentally believes in the personal development and academic enrichment of student athletes. Through the promotion of inclusivity and an appreciation for diverse backgrounds, Mission College athletics is committed to enhancing the core values of civility, honesty, and personal accountability of program participants ([II.C.4-2](#)).

Mission College athletics provides appropriate funding and holistic wrap around services for student athletes to support their achievements on and off the field. Priority registration, assigned counselors, and specific athletic orientations are all designed to support the retention and persistence of program participants ([II.C.4-3](#)). Further bolstering the campus' commitment to student success, bond Measure W was passed fall 2018, which will provide supplemental funding to enhance physical education facilities to support student learning and opportunities for increased participation in kinesiology and athletic programming ([II.C.4-4](#)).

Mission College athletics participates in the California Community College Athletic Association and complies with all rules and regulations associated with membership including Title IX regulations ([II.C.4-5](#)). The program currently offers the following athletic teams: Baseball,

Tennis, Badminton, Basketball, Softball, and Volleyball. As a result of data gathered from CCCApply and recruitment questionnaires on the athletic website ([II.C.4.6](#)), the college introduced women’s softball during spring 2019 and plans on incorporating men and women’s soccer in the future.

A part of the president’s cabinet, the athletic director is responsible for overseeing implementation of the program and acts as the fiscal manager over all expenses accrued. Funding for athletics comes primarily from the general fund, but is supplemented by individual team fundraising, auxiliary rental income, and the Mission College Foundation. Ensuring overall quality and accountability of the program, athletics participates in program review and creates Service Area Outcomes that align with Institutional Learning Outcomes.

Below are examples of a variety of co-curricular activities that contribute to the social and cultural dimensions of the educational experience of students:

**Table 21 - Examples of Co-Curricular Activities at Mission College**

Office of Student Activities	Associated Student Government (ASG)	ASG student representatives serve on College-wide shared governance committees, representing the student voice ( <a href="#">II.C.4-7</a> ).
	Inter-Club Council (ICC)	ICC is an organization under the Associated Student Government that represents all Mission College clubs by organizing events, allocating funds/resources to clubs ( <a href="#">II.C.4-8</a> ).
	Office of Student Activities	The Office of Student Activities encompasses ASG, ICC and College-wide efforts such as the Hunger Free Campus Initiative and Commencement.
Athletics	Athletics	Athletics houses seven athletic teams associated with the California Community College Athletic Association (CCCAA), including M. Baseball, W. Badminton, W. Basketball, Softball, M. Tennis, W. Tennis, W. Volleyball.

STEM Initiatives	Hackathon	Multi-disciplinary, annual, 2-day hackathon where students tackle a real-world problem, preparing them for the Silicon Valley workforce ( <a href="#">II.C.4-9</a> ).
	Research Experiences for Undergraduates (REU's)	Provide avenues for undergraduate research on and off campus through Honors, HSI, and referrals to local and national REU programs ( <a href="#">II.C.4-10</a> )
	STEM Week	Expose more students to the world of STEM through motivational speakers, professional panels, counseling workshops, luncheons, K-12 outreach targeted towards historically underrepresented students in STEM fields ( <a href="#">II.C.4-11</a> )
Student Services	College Tours	Provide students from diverse backgrounds opportunities to visit universities across California through thoughtful visits to UC's, CSU's, liberal arts colleges and HBCU's ( <a href="#">II.C.4-12</a> ).
	Office of Student Equity	Strategically provide spaces for the student voice in College practices. Past activities include: Student Leadership and Engagement Institute (SLEI) ( <a href="#">II.C.4-13</a> ), campus activities supporting undocumented students ( <a href="#">II.C.4-14</a> ), recruiting students into the development of the Integrated and Equity plans sent to the CCCC ( <a href="#">II.C.4-15</a> ).
	Speaker Series	African American and Asian American Speaker Series contribute to the social and cultural dimensions of the educational experience of students ( <a href="#">II.C.4-16</a> ).

Analysis of Evaluation

Through intentional programs and services that reflect the College's core mission, co-curricular and athletics programs support the cultural and educational experiences of the student body.

Programs are developed, maintained and implemented with the upmost standards of integrity and fiscal accountability.

#### Evidence List

- [II.C.4-1](#) Local and International College Tour Examples
- [II.C.4-2](#) MC Athletics Mission Statement
- [II.C.4-3](#) MC Athletics Orientation
- [II.C.4-4](#) MC Master Plan
- [II.C.4-5](#) Title IX Regulations
- [II.C.4-6](#) Athletics Website Recruitment Questionnaire
- [II.C.4-7](#) ASG Information
- [II.C.4-8](#) ICC Information
- [II.C.4-9](#) Hackathon
- [II.C.4-10](#) Mission College Annual Poster Symposium
- [II.C.4-11](#) STEM Week Flier
- [II.C.4-12](#) College Tour Fliers
- [II.C.4-13](#) Student Leadership and Engagement Institute Presentation
- [II.C.4-14](#) Examples of Undocumented Student Online Resources
- [II.C.4-15](#) Integrated and Equity Plans
- [II.C.4-16](#) African American Speaker Series

5. ***The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.***

#### Evidence of Meeting the Standard

The Counseling department aligns its services with the core functions outlined in the Academic Senate for California Community College's Standards of Practice for California Community College Counseling Faculty and Programs ([II.C.5-1](#)). In adherence to Administrative Procedures 5110 ([II.C.5-2](#)), the department provides academic, career, personal, and crisis counseling services ([II.C.5-3](#)). The scope of services is intended to support student development both within and outside of the classroom.

Counselors are well prepared for the advising function through several training and professional development opportunities:

**Table 22 - Training and Professional Development Opportunities for Counselors**

Activity	Examples
Department Trainings	<p>As noted in (<a href="#">II.C.5-4</a>)</p> <ul style="list-style-type: none"> <li>• New Counselor Training</li> <li>• AB540 Training</li> <li>• Ed Plan Baselines and Best Practices</li> <li>• Counseling Student Athletes</li> <li>• Counseling Quizzes</li> <li>• How to Manage Crisis</li> <li>• UC TAG Eligibility and Advising Strategies</li> <li>• Understanding Disability and The Student Experience</li> <li>• DegreeWorks</li> <li>• Counseling department Canvas Shell</li> </ul>
College-wide Trainings	<p>As noted in (<a href="#">II.C.5-5</a>)</p> <ul style="list-style-type: none"> <li>• Mental Health First Aid</li> <li>• KEN Talks Equity Walks</li> </ul>
Professional Trainings	<p>As noted in (<a href="#">II.C.5-6</a>)</p> <p>Equity Retreat – Dr. Veronica Neal</p> <ul style="list-style-type: none"> <li>• Combining the MBTI and Strong - GS Consultants</li> <li>• DegreeWorks</li> </ul>
Conferences	<p>As noted in (<a href="#">II.C.5-7</a>)</p> <ul style="list-style-type: none"> <li>• CSU and UC Conferences</li> <li>• FACCC Guided Pathways Conference</li> <li>• California Career Development Regional Conference</li> <li>• SJSU Engineering Conference</li> <li>• OnCourse</li> </ul>

The College's counseling services orient students to ensure they understand academic requirements and receive timely, useful, and accurate information. Orientation is currently offered through instructional courses, as noted in the college catalog ([II.C.5-8](#)), which are scheduled in-person and online. In fall 2019, the college implemented an online orientation option through the Comevo software ([II.C.5-9](#)). This tool will allow greater flexibility and reach for orientation services. The intent is to ensure students have access to critical content for getting started at Mission College immediately after applying, when they need it most.

Educational planning sessions take place in person at the College and at some feeder high schools ([II.C.5-10](#)). Advising sheets are available online to allow students access to information about their program of study at any time ([II.C.5-11](#)) and program requirements are also published in the college catalog ([II.C.5-12](#)). In fall 2019, the college implemented the DegreeWorks online educational planning tool, which now allows students the option to audit their progress toward completion and online access to educational plans ([II.C.5-13](#)). Advising sheets are updated annually, the catalog is edited annually and addenda published as needed, and an error reporting process has been developed for DegreeWorks to ensure information on academic requirements is accurate.

The Counseling department provides students with timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies, through several events and activities, examples of which are noted below ([II.C.5-14](#)):

Counseling department workshop series each semester

Student Equity and Success Month – coordinated by counselors

- Grad Day
- TAG-In To UC
- Priority Registration Party
- High School Course Selection Workshops
- What's the Status Update on Your Class? – Early Alert

Counseling services are assessed for quality through the standard college assessment procedures include program review, SAO and SLO assessment, student surveys, college data reports, and the faculty evaluation process ([II.C.5-15](#)).

### Analysis and Evaluation

The College is committed to counseling as a pillar of success for its students and has invested heavily in hiring highly-qualified personnel. Counseling staff are regularly trained to provide timely, useful, and accurate information to students regarding their program of study, graduation requirements, and transfer policies. The counseling department staff align their daily work with Statewide Academic Senate Standards, Student Success and Support Program mandates, and College and District objectives.

### Evidence List

- [II.C.5-1](#) Standards of Practice for California Community College Counseling Faculty and Programs p. 3
- [II.C.5-2](#) AP Chapter 5 Student Services p. 51
- [II.C.5-3](#) Counseling Services website
- [II.C.5-4](#) Counseling department Training Examples
- [II.C.5-5](#) Counseling Participation in College Trainings Examples
- [II.C.5-6](#) Counseling Participation in Professional Trainings Examples
- [II.C.5-7](#) Counseling Participation in Conferences Examples
- [II.C.5-8](#) Catalog 2019-2020 p. 10
- [II.C.5-9](#) Online Orientation Through Comevo Launch Fall 2019
- [II.C.5-10](#) HS Course Selection Workshops for AEPs
- [II.C.5-11](#) Counseling Advising Resources website
- [II.C.5-12](#) Catalog 2019-2020 pp. 39-138
- [II.C.5-13](#) DegreeWorks Ed Planning Launch Fall 2019
- [II.C.5-14](#) Counseling Examples of Informational Activities
- [II.C.5-15](#) WVMFT-AFT Contract July 1, 2014-June 30, 2017 pp. 90-125

6. *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete their degrees, certificates and transfer goals.*

Evidence of Meeting the Standard

In accordance with Board Policy ([II.C.6-1](#)) and Administrative Procedures ([II.C.6-2](#)), Mission College has adopted and adheres to admission policies which provide educational opportunities to all eligible students. Access to educational programs and services are available to students regardless of race, religion, culture, socioeconomic status, or disability status ([II.C.6-3](#)). Specific information pertaining to admission requirements and policies is found in the college catalog ([II.C.6-4](#)), the Class Schedule ([II.C.6-5](#)), and on the Admissions and Records website ([II.C.6-6](#)).

In order to be eligible for admission, students must meet any of the following conditions:

- Any person over the age of 18 and possessing a high school diploma or its equivalent
- Any person at least 18 years old and capable of benefiting from the instruction offered
- Persons who are apprentices as defined in Labor Code 3077

The College also offers programs such as Health Occupations and Pharmacy Technician which have additional admission requirements and supplemental processes. These policies and procedures are established by external certifying boards and are outlined in documents found on both departments' respective websites ([II.C.6-7](#), [II.C.6-8](#)).

The College admits International students both to the Intensive English Language Program as well as to credit, degree programs. Admission requirements, policies, and a list of required immigration documents for international students seeking to complete either program are clearly outlined per Administrative Procedures ([II.C.6-9](#)) on the International Student Services website ([II.C.6-10](#)).

High school students who meet the criteria outlined in Board Policy ([II.C.6-11](#)) and Administrative Procedures ([II.C.6-12](#)) are also eligible for admission to the College via Dual Enrollment. Dual Enrollment allows high school students, with approval from both their

parent/guardian as well as their designated school official, to take a limited number of college courses to supplement their high school course load with the completion of the College's Dual Enrollment Form ([II.C.6-13](#)).

Mission College offers three primary educational opportunities including: associate degrees, certificate programs, and general education and undergraduate offerings designed for transfer to a four-year university. Per Board Policy ([II.C.6-14](#)) and as articulated in Administrative Procedures ([II.C.6-15](#)), the College clearly defines, publishes, and advises students of pathways to achieve their goals. Clearly defined requirements for all degrees, certificates and transfer pathways are outlined in the college catalog which is updated and printed annually ([II.C.6-16](#)). Curriculum guides are also available to students both in the Counseling office and on the Counseling website ([II.C.6-17](#)). Counseling faculty offer orientation classes in person, online, and in a hybrid format to inform students of institutional policies, procedures, and resources available to assist them in achieving their educational objective ([II.C.6-18](#)). Furthermore, Counseling faculty regularly advise students of requirements for their program of study and assist in the creation of education plans which help students understand and track their progress to goal completion ([II.C.6-19](#)).

Fall 2019 marked the launch of DegreeWorks across the District; it will support the Colleges' efforts to advise students of clear pathways to their educational goal ([II.C.6-20](#)). DegreeWorks will enable students to more easily track their progress towards degrees and certificate completion while also providing the opportunity to view "what-if" scenarios for students wishing to explore a change or modification in major. Likewise, DegreeWorks will be a more robust educational planning resource for Counseling faculty to utilize and allow them to more easily track students' progress toward program completion.

### Analysis and Evaluation

The College adopts and adheres to admission policies consistent with its mission as an open access institution. Furthermore, the College has in place policies, procedures, and practices that clearly identify pathways for students to complete degrees, certificates, and transfer goals.

## Evidence List

<a href="#">II.C.6-1</a>	BP 5010 Admission Requirements
<a href="#">II.C.6-2</a>	AP 5010 Admission Requirements
<a href="#">II.C.6-3</a>	AP 3410 Non-Discrimination
<a href="#">II.C.6-4</a>	Catalog Admission Requirements
<a href="#">II.C.6-5</a>	Class Schedule Admission Requirements
<a href="#">II.C.6-6</a>	Admission Requirements Screenshot
<a href="#">II.C.6-7</a>	Health Occupation Website Screenshot
<a href="#">II.C.6-8</a>	Pharmacy Tech Admission Screenshot
<a href="#">II.C.6-9</a>	AP 5012 International Students
<a href="#">II.C.6-10</a>	International Student Admission Requirements Screen Shot
<a href="#">II.C.6-11</a>	BP Concurrent Enrollment
<a href="#">II.C.6-12</a>	AP 5011 Concurrent Enrollment
<a href="#">II.C.6-13</a>	Mission College Dual Enrollment Form
<a href="#">II.C.6-14</a>	BP 5110-5120 Counseling Transfer Center
<a href="#">II.C.6-15</a>	AP 5050 Matriculation
<a href="#">II.C.6-16</a>	Mission College Catalog Requirements
<a href="#">II.C.6-17</a>	Curriculum Guide Examples
<a href="#">II.C.6-18</a>	Mission College Counseling Classes Screenshot
<a href="#">II.C.6-19</a>	Counseling Education Plans Baseline
<a href="#">II.C.6-20</a>	DegreeWorks Student User Guide

### **7. *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases***

#### Evidence of Meeting the Standard

##### *Admissions*

Mission College utilizes CCCApply as its preferred method for application for admission for all potential students. Prospective student can access the application from the “Apply Today” link on the Admissions and Records home page ([II.C.7-1](#)), where they will find directions for applying on CCC Apply ([II.C.7-2](#)). CCCApply is utilized by all campuses in the California Community College system. As discussed in Standard II.C.6, additional assessment instruments and review processes are required for students applying to Health Occupations programs such as the LVN to RN program, Vocational Nurse (VN), and Nursing Assistant (NA) ([II.C.7-3](#)), the Pharmacy Technician program under the Community Education program ([II.C.7-4](#)), as well as

international students. Similarly, admission into apprenticeship programs in Plumbing, Heating and Air Conditioning, and Transportation require admission into either the Santa Clara Valley Transportation Authority (VTA) union or employment with VTA prior to enrolling in the courses. For the VTA apprenticeship programs specifically, the paper WVMCCD Application for Admission ([II.C.7-5](#)) must be completed for manual processing.

The evaluation of admissions policies takes place on a consistent basis. Admissions and Records has worked closely with the Strata Information Group (SIG) over the last three years to make improvements to the Banner student information system that houses all student data.

Improvements in application processing procedures have also taken place, such as the creation of tailored admissions letters for new students ([II.C.7-6](#)), high school students ([II.C.7-7](#)) and out of state students ([II.C.7-8](#)). The messages are automatically sent to students when they are admitted to Mission, including information specific to the type of student, the automatic assigning of registration dates to students prior to the beginning of each registration cycle, and the creation of automatic messaging to students on course waitlists. On the Open CCCApply application, programs of study that are not eligible for Title IV are identified as “not financial aid eligible” to assist students with making informed decisions when selecting their program of study at the time of application ([II.C.7-9](#)). Currently, the Admissions and Records office is working with SIG to transition to an online registration model for high school students planning to enroll at Mission. Admissions and Records is also working with the District’s Information Systems (IS) department to assign the appropriate residency code to high school student applicants with the goal of automatically admitting those students to Mission without the need to manually update the residency status of the applicants. In addition, the Academic Senate and Enrollment Services are currently collaborating on a project that involves a comprehensive review of admissions and academic policies ([II.C.7-10](#)) as part of the yearly catalog review cycle.

Another example of admissions process evaluation took place with the international program in fall 2016. Prior to that, only paper applications were used since OpenCCCApply was not suitable for collecting all the documents needed to issue I-20s for students’ F-1 visa application. By creating an online application process ([II.C.7-11](#)), admission into international programs became more accessible to the majority of international applicants who reside overseas or out of state. In

fall 2018, the International Student Center also implemented an online application for international students whose I-20s are issued by other institutions but who wish to concurrently enroll at Mission College ([II.C.7-12](#)). Those students whose are in good standing at their host institutions can take classes part time at another institution if permission is granted by their Designated School Official (DSO).

### *Assessment and Placement Instruments*

From 2016 to 2018, the College administered a number of placement tests through the Placement and Assessment Services Center. During that time, students enrolling in English or math courses were assessed to determine remedial or college-level placement. The move to multiple measures was meant to provide students the opportunity to place into higher levels of math and English through a streamlined process that also considered high school GPA as part of the review criteria. Currently, only ESL assessments are provided for students via the CELSA testing platform ([II.C.7-13](#)).

As part of AB 705 ([II.C.7-14](#)) implementation, Mission College has recently transitioned to a new placement process mandated under this legislation, which seeks to provide broad access to transfer-level math and English courses for incoming college students. To comply with this new legislation the College developed a new Placement Assistant Tool ([II.C.7-15](#)), which applies the state legislated default placement rules for students who can provide high school performance data. Information regarding who needs to complete the placement assistant tool can be found on the Placement and Assessment Services website ([II.C.7-16](#)). For those unable to provide high school performance data, a guided self-placement tool was also developed.

The new placement tools were developed by a team of two deans - one from Instruction, one from Student Services - and had representatives from English, Math, ESL, and Counseling faculty, as well as staff from Disability Services, Assessment, etc. In fall 2019, the Assessment and Placement Task Force was established in order to monitor any issues relating to the placement and assessment tool as well as to recommend improvements to the tool and processes and policies relating to assessment and placement.

## Analysis and Evaluation

The College consistently engages in the evaluation of admissions and placement tools in an effort to validate their effectiveness. Programs with unique admissions requirements also engage in this process. Further, the new placement and assessment tools that were developed as a result of AB 705 will be reviewed for effectiveness on a regular basis by the Placement and Assessment Task Force.

## Evidence List

- II.C.7-1 Admissions and Records website
- [II.C.7-2](#) CCCApply Page website
- [II.C.7-3](#) Health Occupations Webpage
- [II.C.7-4](#) Pharmacy Tech Webpage
- [II.C.7-5](#) WVMCCD District Application for Admission
- [II.C.7-6](#) Admissions Email to New Students
- [II.C.7-7](#) Admissions Email to HS Students
- [II.C.7-8](#) Admissions Email to Out-of-State Students
- [II.C.7-9](#) Financial Aid Eligibility for CCC Apply Majors
- [II.C.7-10](#) Review of Admissions and Academic Policies
- [II.C.7-11](#) International Online Application webpage
- [II.C.7-12](#) International F-1 Concurrent Online Application webpage
- [II.C.7-13](#) CELSA Testing Platform Screenshot
- [II.C.7-14](#) Assembly Bill 705
- [II.C.7-15](#) Placement Assistance Tool Webpage
- II.C.7-16 Assessment Services Website

- 8. *The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.***

## Evidence of Meeting the Standard

### *Maintains Student Records*

Administered through the office of Admissions and Records (A&R), the College maintains student records permanently, securely, and confidentially. Framed by Board Policies 5040 ([II.C.8-1](#)) and 3310 ([II.C.8-2](#)), the College ensures quality control over student data including

cumulative records of enrollment, scholarships, and educational progress. Records are maintained in a manner that ensures privacy and abides by regulations established by the Federal Family Educational Rights and Privacy Act (FERPA), California Educational Code, California Code of Regulations, and Title 5.

For example, utilizing an Enterprise Resource Planning (ERP) platform, Banner 9, records are secured within Admissions and Records by limiting access to student data by implementing hierarchical-level security measures and requiring authorized users to utilize login and password credentials to retrieve student data; only a limited number of admissions personnel have access to files containing personally identifiable information. Physical student records are maintained within A&R and limited access is granted to workers to retrieve files; these documents are located in a secure space behind lock and key. External records received by Admissions and Records are also collected and stored securely. The College further ensures the safety of student records by implementing the following:

- All classified staff, faculty, and administrator computer stations that have access to student information are login and password protected.
- All Admissions and Records staff go through training on handling confidential records.
- Only employees with the appropriate credentials have access to enter secure spaces within Admissions and Records.
- All classified staff, faculty, and administrators participate in FERPA training regarding the handling of student records ([II.C.8-3](#)).

Students have a right to confirm and verify their academic records. If a student believes their personal file is incorrect, a student has the ability to challenge any information by submitting a written request with the college president for review ([II.C.8-4](#)). The director of admission and records will work with the student to resolve any discrepancies.

### *Student Privacy*

Policies and procedures regarding access to and dissemination of student directory information is located on the College website ([II.C.8-5](#)) and annually in the college catalog ([II.C.8-6](#)). Directory information shall include: student name, student participation in officially recognized activities

and sports, including weight, height, and high school of graduation of athletic team members, and degrees and awards received by students, including honors, scholarships awards, athletic awards, and Dean's List recognition. Student may submit a Directory Information Opt-Out Form ([II.C.8-7](#)) to Admissions and Records to withhold any of the information listed above.

### *Release of Student Records*

In accordance with AP 5040, no instructor, official, employee, or Governing Board member shall authorize access to student records to any person except under the following general circumstances:

- Pursuant to a student's written consent to Admission and Records utilizing the Authorization of Release of Information to Others Form ([II.C.8-8](#))
- Mission College officials and employees that have a legitimate educational justification
- Officials of other public or private institutions or school systems
- Judicial order or a lawfully issued subpoena
- A student's application for, or receipt of, financial aid
- Student records may be released to appropriate persons in connection with an emergency if the knowledge of that information is necessary to protect the health or safety of a student or other persons, subject to applicable federal or state law

A detailed and exhaustive list can be found on the college website for review. Additionally, the vice president of student services is ultimately responsible for fulfilling any request and ensuring procedures are established and executed.

### Analysis and Evaluation

Lead by the Office of Admissions and Records, the institution effectively maintains files in accordance with local, state, and federal regulations; all pertinent student files are appropriately secured, maintained and backed up. Moreover, clear and accessible guidelines are present that establish guidelines for the release of student records.

### Evidence List

[II.C.8-1](#) BP 5040 Student Records, Directory Information and Privacy

- [II.C.8-2](#) BP 3310 Records Retention and Destruction
- [II.C.8-3](#) FERPA Training Example
- [II.C.8-4](#) AP 5040 Student Records, Directory Information and Privacy
- [II.C.8-5](#) Student Privacy Information on Website
- [II.C.8-6](#) Course Catalog
- [II.C.8-7](#) Directory Information Opt-Out Form
- [II.C.8-8](#) Authorization of Release of Information

### ***Conclusions on Standard II.C. Student Support Services***

The College's mission and vision guide the delivery and evaluation of services. The College provides appropriate support services and evaluates the quality of these services on a consistent basis. The services are delivered through in-person and online platforms and the institution continues to examine ways to improve in this area. A key component of that examination involves utilizing Student Learning and Service Area Outcomes (SLOs and SAOs) to ensure any changes in services are backed by data. Through this critical examination process, the College is able to ensure equitable access to all students. In addition to key services, the College is intentional about providing co-curricular and athletic programs that support the cultural and educational experiences of the student body while maintaining a high standard of integrity and fiscal accountability. Further, the College ensures that key personnel are adequately trained to provide timely, useful, and accurate information to students. Finally, the College ensures policies relating to admissions and assessment are in accordance with local, state, and federal regulations, are aligned with the mission and vision, and are assessed and validated on a regular basis.

## Standard III: Resources

### A. Human Resources

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

#### Evidence of Meeting the Standard

The College employs highly qualified administrators, faculty, and staff who share the District's core values and are committed to serving the students who come from diverse cultural, educational, and economic backgrounds. Recruitment procedures for all employees are fair, equitable, and thorough by using a formalized process administered by the District Human Resources (HR) department with standardized procedures.

The HR department oversees all phases of the recruitment and hiring process and ensures the integrity of this process through the implementation and enforcement of clearly documented policies and procedures for hiring in all classifications. In addition to following board-approved policies and procedures, which are publicly accessible in Board Policies chapter 3 ([III.A.1-1](#)) and chapter 7 ([III.A.1-2](#)), and Administrative Procedures chapter 3 ([III.A.1-3](#)) and chapter 7 ([III.A.1-4](#)), the HR department closely follows the California Community Colleges Chancellor's Office's standards ([III.A.1-5](#)), Title 5 regulations ([III.A.1-6](#), [III.A.1-7](#)) and California Education Code.

All faculty, classified, and management job descriptions are posted on District website using the online recruiting application system People Admin ([III.A.1-8](#)), which is used to facilitate recruitment and selection of all new employees. The online process has been designed to closely follow the approved and documented procedure for hiring. The College works cooperatively with HR to ensure that hiring is uniform in all phases of the recruitment process. All positions are advertised in several publications and job boards, such as the California Community College Registry and HighEdJobs.com. Job descriptions include language on education and experience,

including the minimum qualifications required by the Academic Senate for California Community Colleges. Each job description for administrators ([III.A.1-9](#)), classified professionals ([III.A.1-10](#)), full-time faculty ([III.A.1-11](#)), and associate faculty ([III.A.1-12](#)) identifies experience needed, minimum qualifications, job duties, selection process, equivalency information, and transcript requirements.

In 2014, the District retained a consulting firm to conduct a district wide position classification and compensation study to organize positions into a systematic classification structure based on the interrelationship of the duties performed, nature and level of responsibilities, and other work-related requirements of the job ([III.A.1-13](#)). This exercise supports the District's commitment to transparency and ensures that job descriptions accurately reflect position duties, responsibilities, and authority.

When recruitment closes, HR analyzes the initial pool of candidates to determine if the pool meets the expected diverse representation as required by Title 5. The HR department continues the initial internal screening process to ensure all candidate forwarded on to the trained hiring committee meet the minimum qualifications and have a completed application portfolio. Faculty candidates who do not possess the exact qualifications listed may follow the equivalency process in which the District Equivalencies Committee reviews those applications to determine qualifications before forwarding them to the hiring committee for consideration.

To ensure that the hiring procedures are consistently applied, HR provides various resources via the District website, including handbooks for both Faculty Recruitment and Selection Procedures and Classified/Administrative Recruitment and Selection Procedures Hiring committee members are required to complete mandatory hiring training offered by the District and organized by the Director of Compliance, Training, and Employee Relations ([III.A.1-14](#)). This training is required by the District's EEO Plan and Title 5. All screening committee members must also sign a confidentiality agreement prior to serving on the committee ([III.A.1-15](#)).

#### Analysis and Evaluation

The College assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified with the required education, training and

experience. The College publicly shares the criteria, qualifications, and procedures for selection of personnel. Expected duties and responsibilities are addressed in the job description and reiterated throughout the employee recruitment process. The rigorous recruitment process and detailed background and qualification checks allow the College to employ the most qualified persons who will continuously support the college mission and its diverse student body.

#### Evidence List

- [III.A.1-1](#) BP General Institution - Chapter 3
- [III.A.1-2](#) BP Human Resources - Chapter 7
- [III.A.1-3](#) AP General Institution - Chapter 3
- [III.A.1-4](#) AP Human Resources - Chapter 7
- [III.A.1-5](#) 2018 Minimum Qualifications for Faculty/Administrators in California
- [III.A.1-6](#) Title 5 §53410 - Minimum Qualification for Instructors of Credit Courses
- [III.A.1-7](#) Title 5 §53430 - Equivalencies
- [III.A.1-8](#) E-Recruit People Admin Website
- [III.A.1-9](#) Vice President Job Posting
- [III.A.1-10](#) Classified Job Posting
- [III.A.1-11](#) Full Time Instructor Job Posting
- [III.A.1-12](#) Part Time Instructor Job Posting
- [III.A.1-13](#) West Valley/Mission Classification Plan
- [III.A.1-14](#) Training for Legal Requirements and Best Practices
- [III.A.1-15](#) Confidentiality Agreement

2. ***Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)***

#### Evidence of Meeting the Standard

The College ensures that recruitment processes for full-time ([III.A.2-1](#)) and part-time ([III.A.2-2](#)) faculty are fair, equitable, and thorough by using a formalized recruitment process administered by the HR. Job descriptions address the scope of faculty responsibilities, which is vital for upholding the values and mission of the College, including the development and review of curricula and assessment of student learning. The HR department verifies, through a consistent

review process, that all candidates forwarded to the hiring committee have complete applications and meet the minimum qualifications for the position. The hiring committee provides an additional step of candidate verification. All faculty, whether part-time or full-time, contract or tenured, and credit or noncredit, must meet the minimum qualifications as outlined by the Academic Senate for California Community Colleges ([III.A.2-3](#)).

Job descriptions also list specific areas of knowledge and abilities needed for faculty positions ([III.A.2-4](#)), including curriculum development and assessment of student learning outcomes. The performance appraisal forms, and process detail the professional expectations of all faculty, which includes maintaining currency in the subject matter, instructing courses with academic rigor, and participating in the assessment and evaluation of student learning outcomes (SLOs) to continually improve student learning. Candidates who do not possess the exact required degree listed in the job description are reviewed by the District Equivalency Committee.

Using agreed upon criteria, the hiring committee members evaluate each candidate's experience and education. During the interview process, candidates are further assessed for the quality of their instructional methods. Most hiring committees require candidates to perform a teaching demonstration to observe and assess their teaching skills and style. In addition, the interview allows the hiring committee to gain a deeper understanding of the candidate's commitment to student equity and success, institutional involvement, and professional growth and development in their practice.

#### Analysis and Evaluation

The College follows established processes to hire only qualified faculty who have the knowledge of the subject matter and required skills to provide the best educational experience to its student body. Through the qualification process, HR verifies that all instructors maintain the proper degrees, professional experience, discipline expertise and teaching skills required for the level of assignment that they will be offering. In addition to the required qualifications, candidates are expected to contribute to the mission and values of the College by fulfilling duties related to curriculum oversight and assessment of student learning outcomes.

## Evidence List

- [III.A.2-1](#) Faculty Recruitment Procedures
- [III.A.2-2](#) Part-Time Recruitment Handbook
- [III.A.2-3](#) California Community College Minimum Qualifications
- [III.A.2-4](#) Job Posting for Full Time Faculty

3. *Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

## Evidence of Meeting the Standard

Hiring committees follow the Recruitment and Selection Procedures developed by HR for classified and management positions and the recruiting and hiring Board Policy 7120 ([III.A.3-1](#)).

The recruitment process for all permanent positions includes approval of the job posting and qualifications, recruitment, application, initial screening of applications, first and second level interviews, and reference checking. Job announcements for administrative ([III.A.3-2](#)) and classified ([III.A.3-3](#)) positions include a description of duties and responsibilities, qualifications, application and selection procedures, institutional mission and goals and the equal employment opportunity statement.

Hiring committees are formed by the hiring committee chair or direct supervisor and are approved by the appropriate College administrator and the appropriate College senate. The HR department reviews all committees to ensure that they meet established guidelines for faculty, classified, and administrative hires and are sufficiently diverse. All members of the committee are screened and trained prior to being placed on a committee. Position announcements, criteria used in the initial screening of applications, and first-level interview questions are developed by the hiring committee and reviewed by HR prior to the release of applications ([III.A.3-4](#)).

Candidates for classified and administrative positions are required to meet the qualifications set by the State Chancellor's Office in the Disciplines List ([III.A.3-5](#)). Candidates who do not possess the exact qualifications can proceed with the equivalency process described in response

to Standard III.A.1. The College works cooperatively with HR to ensure hiring is uniform in all phases of the recruitment process as specified in the recruitment procedures.

At each stage, materials are reviewed by HR and the appropriate College administrator and communicated via email ([III.A.3-6](#)) to the hiring chair and supervisor. To ensure that the hiring procedures are consistently applied, HR has developed several training materials available on the employee portal and the College intranet to assist committees and staff involved in the recruitment process. To increase the consistency and effectiveness of the recruitment process, the College hired a full-time management analyst ([III.A.3-7](#)) to serve as a liaison to the HR. This position has the primary responsibility to assist in the recruitment process to ensure institutional effectiveness and academic quality are being met with each recruitment.

#### Analysis and Evaluation

All administrators and other employees responsible for educational programs and services meet the qualifications set in the job description to sustain institutional effectiveness and academic quality. The College can ensure these qualifications are met through the enhanced recruitment procedure, administrator oversight, required minimum qualifications, detailed screening process, and the HR department's support and oversight through each step of the recruitment and hiring process.

#### Evidence List

- [III.A.3-1](#) BP 7120 Recruitment and Hiring
- [III.A.3-2](#) Job Posting for Administrator
- [III.A.3-3](#) Job Posting for Classified Position
- [III.A.3-4](#) Hiring Committee Requirements
- [III.A.3-5](#) 2018 Minimum Quals for Faculty/Administrators in California Community Colleges
- [III.A.3-6](#) New Recruitment Email
- [III.A.3-7](#) Management Analyst Job Posting

4. ***Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.***

#### Evidence of Meeting the Standard

The College complies to Title 5, which requires that all degrees and units used to satisfy minimum qualifications must be from a United States accredited institution per Education Code 53406 ([III.A.4-1](#)). Unofficial transcripts that indicate the required degree has been conferred, displays coursework taken, and states final grades are accepted with the application materials. However, College job postings ([III.A.4-2](#)) confirm that an official transcript will be required upon formal employment offer.

The HR department is responsible for screening applications for minimum qualifications. Unofficial transcripts are required to be submitted for all faculty positions, administrator positions, and for some classified positions. The Human Resources Specialist reviews each application and confirms the degree and major as specified by the qualifications for that application. If the transcripts demonstrate meeting the education minimum qualifications for the academic discipline, then the application is forwarded to the hiring committee. If the transcripts demonstrate a possible equivalent to the discipline's minimum qualifications, then the application is referred to the Equivalency Committee for review. The HR department stores transcripts and equivalency evaluations ([III.A.4-3](#)) in the respective employee's personnel file.

In order to determine the accreditation of an institution, it is researched through the proper accrediting agencies. Degrees from institutions outside the U.S. must be verified by a certified verification and equivalency agency. The process involves requesting that candidates submit their transcripts to a foreign degree agency ([III.A.4-4](#)) for the translation and determination of equivalency. In turn, the agency provides a letter certifying the equivalency for the level of education achieved.

#### Analysis and Evaluation

Faculty, administrators and other employees hold the required degrees for their positions with the College. This is verified through a full qualification review, which includes verification of

degrees and the conferring institutions' accreditation, as well as establishing equivalency, if needed. Licenses and official transcripts are required to show proof of these qualifications and are kept part of personnel records.

#### Evidence List

- [III.A.4-1](#) Ed. Code 53406 - Requirement for Accredited Degrees and Units
- [III.A.4-2](#) Job Posting - Transcript Requirements
- [III.A.4-3](#) Equivalency Evaluations
- [III.A.4-4](#) Foreign Degree Equivalency Listing

5. ***The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.***

#### Evidence of Meeting the Standard

The College and HR work in tandem to regularly and systematically evaluate employees according to established processes and timelines. The processes are outlined in the collective bargaining agreements for classified employees ([III.A.5-1](#)), faculty ([III.A.5-2](#)), police officers and administrators ([III.A.5-3](#)). They are designed to assess effectiveness of personnel and encourage improvement and career growth.

Faculty performance appraisals involve pre-appraisal conference ([III.A.5-4](#)) approximately the fifth week of the semester. Between the fifth and eleventh week of the appraisal process, surveys ([III.A.5-5](#), [III.A.5-6](#)) are distributed to the students and collected for feedback. No later than the thirteenth week of the semester, each appraisal team members observes the classroom instruction and the faculty-student interaction ([III.A.5-7](#)). At the completion of all these steps there is a post-appraisal conference, where the team's recommendations and appraisal outcome are discussed in detail with the faculty appraisee ([III.A.5-8](#)).

Classified professionals are evaluated by their immediate supervisor using the classified employee evaluation form ([III.A.5-9](#)). The evaluation focuses on areas such as job knowledge,

performance of responsibilities, quality of work, and working relationships with associates as well as students. The evaluation process for classified employees includes probationary evaluations at five and ten months. Once the probation year is completed, a classified employee is evaluated no more than once a year for the first three years and then once every other year from there forward.

Police officer evaluations focus on areas such as work habits, skills and working relationships. The evaluation process includes probationary evaluations twice during the first year of employment. Once the probation year is completed, a police officer is evaluated no more than once every two years.

Administrators are officially evaluated once a year by their immediate supervisor, using the administrator evaluation form ([III.A.5-10](#)). The process includes a discretionary survey of colleagues who can provide feedback on the administrator's performance. Administrators are evaluated in areas such as communications, leadership, vision and collaboration. A professional development plan and upcoming year's goals are developed based on the overall evaluation of the administrator and recommendations of the supervisor.

While the evaluation process does vary depending on the employee unit, all evaluations are completed by the direct supervisor and are used to provide recognition of outstanding performance and constructive feedback with an opportunity for professional growth. Each supervisor is required to submit their evaluations to HR who tracks and maintains completed evaluations. Evaluations are placed in the employee's personnel file, located at the District Office.

### Analysis and Evaluation

The College promotes a culture of professional growth and provides extensive professional development opportunities for faculty and staff that directly relate to the improvements of teaching and learning. Employees are evaluated within the stated intervals as specified in the collective bargaining agreements using the approved documentation provided by HR. All actions taken prior, during, and after performance evaluations are done in a timely and documented manner. If it is deemed that the performance is not meeting expectations, an improvement plan is

developed to guide and support the employee toward successfully meeting job duties and expected performance.

#### Evidence List

- [III.A.5-1](#) Performance Appraisal - Classified
- [III.A.5-2](#) Performance Appraisal - Faculty
- [III.A.5-3](#) Performance Evaluations - Administrators
- [III.A.5-4](#) Faculty Pre-Appraisal Form
- [III.A.5-5](#) Student Survey Form
- [III.A.5-6](#) Additional Student Survey Form
- [III.A.5-7](#) Faculty Observations
- [III.A.5-8](#) Faculty Sign Off Appraisal Form
- [III.A.5-9](#) Classified Performance Evaluation Form
- [III.A.5-10](#) Administrator Performance Evaluation Form

7. ***The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)***

#### Evidence of Meeting the Standard

The District and College meet the full-time faculty obligation number (FON) as required by regulation ([III.A.7-1](#)). This includes maintaining the increases required each year in proportion to enrollment growth ([III.A.7-2](#)). The Human Resources department monitors faculty assignments districtwide, to ensure that the FON is met. The District submits a report annually to the State Chancellor's Office demonstrating its compliance. The District's percentage of FT faculty as reported in 2019 was 70.19% - the highest percentage in the state ([III.A.7-3](#)). The College budgets each year to ensure compliance with this requirement and assigns full-time equivalent faculty (FTEF) to academic departments to ensure a sufficient number of instructors to teach needed classes ([III.A.7-4](#), [III.A.7-5](#)).

The District also complies with requirements of the "Fifty Percent Law" ([III.A.7-6](#)) that requires a community college district to spend fifty percent or more of its general fund expenses toward the salaries of classroom instructors.

The College prioritizes full-time faculty positions through an annual inclusive process that considers student demand, program quality and objectives, and student equity and outcomes ([III.A.7-7](#)). Position requests are justified based on student enrollment and outcomes data and is aligned to the College goals and initiatives. Requests are endorsed and recommended by deans and Division Council before being evaluated and ranked by the Academic Senate. The prioritized list is recommended to the president for final approval ([III.A.7-8](#), [III.A.7-9](#)).

#### Analysis and Evaluation

The District and College meet the FON and the ‘Fifty Percent Law’ as required by regulation to ensure adequate faculty staffing levels. The College also follows a request and prioritization process that considers student demand and success metrics. This ensures a sufficient level and appropriate mix of full-time and part-time faculty are in place to provide quality educational programs and services and to achieve College goals.

#### Evidence List

- [III.A.7-1](#) 2019 FON Report - MC
- [III.A.7-2](#) 2014-2018 FON Reports - MC
- [III.A.7-3](#) 2018 FTF Final Report
- [III.A.7-4](#) Faculty Hiring Enrollment FTES
- [III.A.7-5](#) FTEF Report by Division
- [III.A.7-6](#) Fifty Percent Law
- [III.A.7-7](#) FT Faculty Request Form
- [III.A.7-8](#) MCAS Agenda 10.11.18
- [III.A.7-9](#) President Memo Faculty Prioritization

- 8. *An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.***

#### Evidence of Meeting the Standard

The College offers multiple opportunities for associate faculty to integrate into the community and culture of the College. The collective bargaining agreements for faculty ([III.A.8-1](#)) is readily

available for associate faculty to refer to for more information regarding processes, provisions, rights, oversight as well as evaluations.

### *Orientation*

Once a year, the vice president of instruction hosts a paid two-hour associate faculty training ([III.A.8-2](#)), during which associate faculty are informed of college resources, services, policies, procedures, and potential professional development opportunities, in addition to an overview of major initiatives and changes occurring at the College.

### *Oversight*

Department chairs and division deans provide oversight for associate faculty in multiple different ways. For example, some departments have full-time faculty members serving as “course coordinators” who stay in regular contact with the associate faculty teaching a course ([III.A.8-3](#)). These coordinators check the syllabi that associate faculty distribute, advise them about textbook selection, coordinate and execute SLO assessments with their associate faculty, and ensure that they are keeping accurate records and meeting deadlines for census report and grade submissions.

### *Professional Development and Integration into Life of Institution*

Each semester, associate faculty are offered a stipend for participating in “All College (Flex) Day” in which they are encouraged to attend the division and department meetings and SLO assessment activities ([III.A.8-4](#)).

Throughout the semester, associate faculty are also invited to attend department and division meetings, serve on academic senate, participate in campus events, including graduation, and share their voice in college brainstorming and feedback sessions ([III.A.8-5](#)). Examples of these events are Mission Vision Values Open House ([III.A.8-6](#)) and the Student Equity Plan Gallery Walk ([III.A.8-7](#)).

Associate faculty are invited to attend a variety of professional development workshops that are funded by the College, District, or an active grant on campus. In fall 2018, the District offered

associate faculty a \$200 stipend to attend a conference designed to teach them about college and district tools, resources, policies, and practices ([III.A.8-8](#)). The College has had associate faculty participate in professional development workshops both on and off campus on topics such as distance education, Canvas Learning Management System, racial bias, guided pathways, mindfulness, mental health, designing for equity and more. Associate faculty, like their full-time counterparts, are now recognized with service awards for every five years of service at the annual Retiree and Recognition Reception hosted by the District.

### *Evaluation*

Associate faculty are evaluated in their first six months of employment, and all new associate faculty are appraised during the first primary semester in which they teach and two additional times thereafter within the first six semesters of employment. The appraisals follow the process outlined in response to Standard III.A.5. Once faculty have served six semesters with three consecutive satisfactory evaluations, they are granted re-employment preference (REP-1) status ([III.A.8-9](#)). An additional four semesters of teaching with an additional two successful appraisals provides the faculty REP-2 and priority to teaching assignments in that discipline.

The criteria for appraisal of associate faculty are detailed in Article 108.5 of the collective bargaining agreement ([III.A.8-10](#)). Included in these criteria is the participation of the associate faculty in the process of SLO assessment and evaluation and evidence of using the results of the assessments in the process of continually improving student learning.

### Analysis and Evaluation

All associate faculty are provided the opportunity for growth and the opportunity to integrate into the institution through a thorough oversight, evaluation and professional development process. The District, College, HR department, and College faculty work together to ensure that associate faculty are provided the best educational and development opportunities to advance themselves as well as serve the student body.

### Evidence List

[III.A.8-1](#) Faculty Bargaining Agreement

[III.A.8-2](#) Part Time Training

- [III.A.8-3](#) Mentee Program
- [III.A.8-4](#) Flex Day Schedule - 2019
- [III.A.8-5](#) Part Time - Academic Senate
- [III.A.8-6](#) Mission Vision and Values Training
- [III.A.8-7](#) Gallery Walk
- [III.A.8-8](#) Part Time Faculty Conference
- [III.A.8-9](#) REP Status Requirements
- [III.A.8-10](#) Part Time Evaluation

**9. *The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)***

Evidence of Meeting the Standard

The College uses the program review process to identify human resources needed to support effective program and service operations. The resource request and prioritization process specifies permanent part-time and full-time staff and administrative positions as a request type based on programmatic needs supported by a justification or needs analysis ([III.A.9-1](#)). The College Council approves the final list of personnel requests and recommends the positions to the president. The president uses this list to inform discussions with Executive Cabinet, Executive Management Team and District Office. A position recommended for recruitment requires a needs analysis and an identified funding source before it is considered for final approval ([III.A.9-2](#)). Once approved, the HR works with the area manager to establish the new position with specified classification and salary.

The College also works very diligently to verify that staff are in the right classification based on the work and support they are providing to the College. When a manager has knowledge that an employee is consistently working out of their classification, they can request a reclassification by completing the Position Inventory Questionnaire ([III.A.9-3](#)) and work in connection with the College and HR and have the position duties verified ([III.A.9-4](#)). Following the reclassification process, if the position duties show that a person is working out of class, then HR will recommend the proper classification for the employee ([III.A.9-5](#)). Through this process, the college has positions that are re-classified each year.

### Analysis and Evaluation

The College has policies and practices in place to determine the appropriate number and qualifications for support personnel. This includes identification, evaluation, and recommendation of personnel positions as part of the program review process. The College uses a comprehensive needs analysis and funding analysis to establish positions and approve them for recruitment. This ensures that critical positions are filled and that there is a sufficient number of classified professionals with the appropriate qualifications to support the effective educational, technological, physical and administrative operations of the College.

### Evidence List

- [III.A.9-1](#) PRRR Guidelines, Permanent Personnel
- [III.A.9-2](#) Position Requisition Needs Analysis
- [III.A.9-3](#) Position Inventory Questionnaire
- [III.A.9-4](#) Duties Request Form
- [III.A.9-5](#) Reclassification Instructions

**10. *The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)***

### Evidence of Meeting the Standard

The College maintains twenty-nine administrators and manager position to provide leadership and oversight of college programs and processes. The administrative structure shows that the College has a strong leadership line ([III.A.10-1](#)). The College is committed to maintaining as well as hiring well-qualified educational administrators to support the College's mission, vision, and values ([III.A.10-2](#), [III.A.10-3](#)).

Recruiting and hiring policies and procedures are in place to ensure that there are the appropriate number of qualified administrators. All candidates for educational administrative and classified management positions are required to meet the minimum qualifications set by the State Chancellor's Office.

The College's executive management team informed, by the strategic master plan, governance, program review, budget and resource allocation, monitor and address the needs for administrative positions. The HR department requires a needs analysis form ([III.A.10-4](#)) for any administrative positions prior to implementing the recruitment and hiring process.

The College and HR provide trainings for administrators in the form of "All Managers" meetings and HR manager trainings ([III.A.10-5](#)). Deans and department chairs attend College administrator trainings and "Deans Huddle" meetings ([III.A.10-6](#)). These trainings and meetings assist with continuity and effective leadership as well as supporting the College's mission, vision, and values.

The College program review document provides a program summary report, which in certain instances has presented a need for additional administrators and faculty needs for academic programs and student services. The program review information includes committee information and minutes, program review dashboards, and other program review data, which is available for all employees and students on the program review page on the college website.

### Analysis and Evaluation

The College has a sufficient number of qualified administrators to effectively meet its mission and goals as well as deliver academic program and services. All policies and procedures are followed during the hiring and onboarding of these positions as well as all candidates are background checked and meet the minimum qualifications required for their positions.

### Evidence List

- [III.A.10-1](#) Administrator Organization Chart
- [III.A.10-2](#) Administration Organization Chart
- [III.A.10-3](#) Student Services Organization Chart
- [III.A.10-4](#) Needs Analysis Form
- [III.A.10-5](#) 18/19 Training Notification
- [III.A.10-6](#) Dean Huddle Details

**11. *The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.***

Evidence of Meeting the Standard

Personnel policies are developed by HR, reviewed by the District Council (the District's highest level of participatory governance) and approved by the Board. The HR department develops and revises Board Policies ([III.A.11-1](#)) and Administrative Procedures ([III.A.11-2](#)), obtains input and Board approval as appropriate. The department also ensures these policies and procedures are published on the District's website.

Coordination of all personnel policies and procedures as they relate to collective bargaining agreements, Board Policies, Title 5, and the Education Code are the responsibility of HR. These policies are contained in chapter 7 of the Board Policy. Related administrative procedures delineate the process by which these policies are carried out at the college level.

Changes in bargaining agreements, Title 5, and Education Code drives changes in the policies and procedures. Written policies and procedures have been developed by HR to ensure fairness for all employees. To ensure the personnel policies and procedures are equitable and consistently applied, all personnel policies and procedures are administered by HR. If unfair treatment is perceived, there are channels available to all employees to convey their issues and find a solution to their concerns, including a clearly defined grievance process for both classified and faculty employees ([III.A.11-3](#), [III.A.11-4](#)).

Analysis and Evaluation

The College has a direct and consistent use of HR personnel policies and procedures. These policies and procedures are consistently administered across all positions and are based on the collective bargaining agreement, Education Code, and Title 5. The policies are administered for all staff equally and are regularly updated. All procedures and policies are easily available on the District's website and can be referred to by both employees and supervisors, as well as the general public.

## Evidence List

- [III.A.11-1](#) Board Policies - District
- [III.A.11-2](#) Administration Procedures - District
- [III.A.11-3](#) Classified Grievance Procedure
- [III.A.11-4](#) Faculty Grievance Procedure

**12. *Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.***

## Evidence of Meeting the Standard

The District has adopted policies and procedures that demonstrate commitment to and understanding of issues of equity and diversity. Board Policy 3410 regulates nondiscrimination and states the District commitment to “equal opportunity in educational programs, employment, and all access to institutional programs and activities” ([III.A.12-1](#)). The corresponding administrative procedure further stipulates that the District will “provide equal employment opportunities to all candidates and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status” ([III.A.12-2](#)).

Board Policy 3420 ([III.A.12-3](#)) commits the District to providing equal employment opportunities to all employees and job applicants, including those individuals with physical and mental disabilities and calls for the adoption of a District plan for equal opportunity. The corresponding procedure outlines the elements to be included in the plan and establishes the steps to ensure EEO compliance in the recruitment process, methods of handling complaints relating to the plan, and the provision of disability accommodations to both employees and candidate for employment ([III.A.12-4](#)).

The District has a Board adopted Equal Employment Opportunity Plan ([III.A.12-5](#)) that details actions completed and planned from 2017-2020, and affirms the District’s commitment to “hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the

continually changing student body it serves.” In accordance with component five of the plan ([III.A.12-6](#)), the District established an Equal Employment Opportunity Diversity Advisory Council to assist in implementing the plan and promote an understanding and support of equal opportunity and nondiscrimination policies and procedures.” This includes supporting and promoting the following nine best practice areas:

1. District’s EEO Advisory Committee and EEO Plan

***Pre-Hiring***

2. Board Policies and adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

***Hiring***

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

***Post-Hiring***

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

*Programs, Practices, and Services to Support Diverse Personnel*

In support for Multiple Method #7 (professional development focused on diversity) and with the addition of the director of compliance, training, and employee relations, the District has managed to offer an extensive portfolio of trainings focused on diversity and inclusion, Title IX, and discrimination.

Training and workshops offered to District employees in the 2018-2019 academic year included: “Diversity/Implicit Bias” “Diversity Uncovered,” and “Race and Ethnicity – Let’s Talk About It.” Each semester, All College (Flex) Day serves as a venue for expanding employees’ understanding, knowledge, and practices regarding issues of equity, diversity, inclusion, and discrimination ([III.A.12-7](#)). In spring 2019, the District approved a Faculty Diversity Internship Program to enhance the College’s efforts toward building a diverse and representative faculty ([III.A.12-8](#)).

The College publishes an equal opportunity and nondiscrimination statement in the catalog in English, Tagalog, Spanish, and Vietnamese stating that the College “does not discriminate on the basis of race, color, national origin, mental or physical handicaps, age or sex in any of its policies, practices, or procedures” ([III.A.12-9](#)).

#### *District Assessment of Record in Employment Equity and Diversity*

The EEO Plan provides a breakdown and comparison of the District workforce composition by ethnicity and gender, as well as an applicant pool breakdown by ethnicity and gender. More recent data analysis reports have yet to be officially included in the Plan, but raw data is available up to spring 2019 ([III.A.12-10](#), [III.A.12-11](#)). The analysis of gender shows there is “no significant difference” between the distribution of employees, candidates, and students at the College. However, there are statistically significant differences at both colleges in terms of ethnicity between the candidate pool and employee distributions, as well as in the student distribution and employee distribution. For example, data shows an overrepresentation of White non-Hispanic full-time faculty employees when compared to the candidate pool and to the student population ([III.A.12-12](#)).

The College and the District work closely to review and enhance practices to achieve a diverse workforce that is representative of its community. The College currently has two administrators, one faculty, and two classified employees serving on the EEO Diversity Advisory Council to review data, identify issues, sponsor training and development activities, and assess compliance.

#### Analysis and Evaluation

The College maintains appropriate programs, trainings, practices and services that promote diversity and inclusion throughout the staff as well as the student body. The College reviews employee and student demographic data to inform changes in its practices. The College adheres to policies and procedures that ensure an inclusive environment where staff and students feel welcomed no matter their race, ethnicity, gender, gender expression or sexual orientation.

#### Evidence List

- [III.A.12-1](#) BP 3410 - Non Discrimination Policy
- [III.A.12-2](#) AP 3410 - Non Discrimination Procedure

<a href="#">III.A.12-3</a>	BP 3420 - Equal Employment Opportunity Policy
<a href="#">III.A.12-4</a>	AP 3420 - Equal Employment Opportunity Procedure
<a href="#">III.A.12-5</a>	Equal Employment Opportunity Plan 2017-2020
<a href="#">III.A.12-6</a>	EEO Component 5: Advisory Council
<a href="#">III.A.12-7</a>	Flex Day Spring 2019
<a href="#">III.A.12-8</a>	Faculty Diversity Internship Program
<a href="#">III.A.12-9</a>	Student EEO Brochure
<a href="#">III.A.12-10</a>	FAST Facts Fall 2018
<a href="#">III.A.12-11</a>	FAST Facts Spring 2019
<a href="#">III.A.12-12</a>	All Staff EEO Stats

**13. *The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.***

Evidence of Meeting the Standard

The College is committed to upholding high ethical standards to inspire professional excellence of administrators, classified professionals, and faculty. The ethical standards included in Board Policy 2715 are aligned with the College’s mission, vision, and values ([III.A.13-1](#)). Also stated in these standards are clear explanations of violations and the steps that will be taken to address anyone who does not follow these standards.

The District and College also have board policies and procedures in place to address professional ethics for administrators, classified professionals, and faculty ([III.A.13-2](#)). The written Code of Ethics outlines professional ethical behaviors that all District employees must follow. The Board and collective bargaining units have agreed upon the Code of Ethics and the disciplinary processes for violations. In addition to the written policies and procedures, there are also additional online trainings that are required for the staff to take within their first 60 days on the job ([III.A.13-3](#)). Examples of the required trainings include:

- Sexual Harassment Prevention for Non-Managers
- Sexual Harassment Prevention for Managers
- Sexual Harassment: Staff to Staff
- Discrimination Awareness
- FERPA – Confidentiality of Records

As discussed in response to Standard III.A.12, the EEO Diversity Advisory Council assist with implementing and reviewing the EEO Plan and promotes an understanding of equal opportunity and nondiscrimination policies and procedures. In addition, the District employs a compliance officer to facilitate training and employee relations concerning diversity and the Code of Ethics ([III.A.13-4](#)).

#### Analysis and Evaluation

The College upholds a written code of ethics for faculty and staff throughout the College and District. These policies and procedures align with the work that the College does as well the requirement for the staff to meet these expectations. The policy and procedures, in conjunction with collective bargaining agreements, clearly state the consequences for violating any of the ethics standards listed. The disciplinary actions confidentially carried out, monitored, and tracked by both the supervisor and the HR department.

#### Evidence List

[III.A.13-1](#) BP 2715 - Code of Ethics/Standards of Practice

[III.A.13-2](#) BP 3050 - Instructional Code of Ethics

[III.A.13-3](#) Online Training Requirements

[III.A.13-4](#) Human Resource Org Chart

**14. *The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.***

#### Evidence of Meeting the Standard

In accordance with Board Policy 7160, Professional Development ([III.A.14-1](#)), all employees of the District are given opportunities for continued professional growth within organizational and fiscal limits. In 2017, the District began providing access for all employees to the professional learning network, Lynda.com ([III.A.14-2](#)). This online library includes courses on business, software, technology, communication, and creative skills.

Professional growth and development of faculty are also encouraged by the faculty collective bargaining agreement, which promotes ongoing development of new skills, updating of knowledge and abilities, and continuous analysis and improvement of professional expertise in a variety of ways. Faculty have the ability, through contractual agreements, to apply for sabbatical leaves and professional growth and development opportunities ([\(III.A.14-3](#), [III.A.14-4](#)). Article 44 of the contract allows faculty to earn step advancement on the salary schedule through the development and completion of three-year educational plans and related projects. Sabbatical and professional growth proposals are evaluated by district committees, and feedback is given on professional development proposals through an evaluation that assists faculty to meet the milestones in their plans. New faculty are introduced to and guided through this process in their first-year orientation sessions and participation in the Faculty Mentorship Program.

The College takes every opportunity to expand the professional development opportunities available to faculty and staff, recognizing that such development enhances the ability of staff to respond effectively to the teaching and learning needs of students. The College has two committees charged with organizing and managing the applications for professional development opportunities. First, the Faculty Professional Development Committee (FPDC) is a participatory governance sub-committee that reports to the Academic Senate, and this committee helps plan the workshops and special events at the All College (Flex) Day each semester. Some recent workshops include Strategies for Culturally Relevant Teaching and Learning, ADA/Sec 508 Compliance, FERPA 101, Title 5 and DSPPS, Understanding the T in LGBT, and One Size Does Not Fit All, which explored how using a “one size fits all” approach is viewed as inequitable and unequal by students. The FPDC routinely conducts a survey after each All College (Flex) Day to find out which topics were the most interesting and useful and to take suggestions for future workshop options. This feedback influences the central theme for the following semester’s All College (Flex) Day.

The College provides local opportunities for professional development guided by the Professional Development Super Committee (PDSC), which reports to College Council, facilitates employee applications ([\(III.A.14-5\)](#)) for funding to participate in professional development opportunities and even host their own professional learning events that will directly

impact the work the employee does at the College to enhance student success. Applications are evaluated by the PDSC using a score card with recommendations on funding to college administration ([III.A.14-6](#)). The PDSC included representatives from administration, faculty, and classified staff and the committee works in conjunction with the Academic Senate's Professional Development subcommittee.

College grants provide additional opportunities for professional development. For example, the Basic Skills Transformation (BST) grant has funded employee participation in Reading Apprenticeship, Threshold Concepts, CA Acceleration Project, Growth Mindset, Habits of Mind, and the Equity Institute. Through this grant and the Office of Student Equity and Success, the College has been able to host a variety of OnCourse workshops, most recently a summer series that included workshops on Engaging and Empowering Learners, Designing and Facilitating Learning Experiences, Equity and Diversity, Self-Management, and Frontline Staff. In 2018 the Land Corporation Board of Directors approved a new scholarship program for full-time employees to continue their educational quests, awarding each employee with up to \$4,000 annually to cover their tuition and fees.

In 2019, the College further enhanced professional development opportunities for its personnel. In response to feedback gathered over several years, the HR department provided required trainings for Administrators and Managers, which included workshops such as Dean's Summit, Creating a Culture of Respect, Preventing Harassment, Discrimination and Retaliation in the Academic Setting/Environment. These trainings allowed managers and administrators the opportunity to meet and get to know their colleagues, create a foundation for all administrators and managers and assist in providing a more effective and educational environment for the staff and students at the College. In addition to the required courses, they offered a Management-In-Training Series. This series was for those who had a vision of becoming a leader in the community and College in the future as well as those who were still very new in the management roles. These trainings allowed the College to grow its staff and included topics such as Knowing Your Leadership Style, Aligning People to Goals, Engaging Employees Through Work Teams.

### Analysis and Evaluation

The College promotes a culture of professional growth. The College provides extensive professional development opportunities that directly relate to the improvement of teaching, learning, and student success as well as investing in the growth of the faculty, administrators and staff at the College.

### Evidence List

[III.A.14-1](#) BP 7160 - Professional Development

[III.A.14-2](#) Lynda.com

[III.A.14-3](#) Sabbatical Leave Request

[III.A.14-4](#) Professional Growth & Development

[III.A.14-5](#) PDSC Application

[III.A.14-6](#) PDSC Score Card

**15. *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.***

### Evidence of Meeting the Standard

The College ensures the security and confidentiality of all personnel records in accordance with AP 7145 ([III.A.15-1](#)). Security and confidentiality are maintained, and each employee has access to his/her personnel records in accordance with law and/or collective bargaining agreements. An appointment is required to review a file. Files are not allowed to be borrowed or removed from the HR department premises.

The HR department provides appropriate data and statistics to the Administrative Services department for budgeting purposes and collaborates with auditors, other colleges, collective bargaining units, and institutional departments. Both classified and faculty personnel records are centralized at the District Office where they are kept in a file cabinet and locked daily ([III.A.15-2](#), [III.A.15-3](#)).

### Analysis and Evaluation

The College ensures security and confidentiality of personnel records. The policies and procedures are accessible on the District's website and outlines collective bargaining agreements.

## Evidence List

[III.A.15-1](#) AP7145 - Personnel Files

[III.A.15-2](#) Classified Agreement - Personnel Files

[III.A.15-3](#) Faculty Agreement - Personnel Files

### ***Conclusions on Standard III.A. Human Resources***

The College meets Standard III.A by working in conjunction with the HR department to provide support, training, and oversight at each step of the rigorous recruitment and hiring process for faculty, administrators, and staff. These processes ensure that the College employs the most qualified persons who will continuously support the College's mission and its diverse student body. The College mindfully and systematically promotes a culture of professional growth, learning, and effectiveness through appropriate trainings, services, and practices, including standardized employee evaluations. By investing in the growth of faculty, administrators, and staff, the College intentionally promotes diversity, inclusion, and equity, making the College a place where everyone feels welcome no matter their race, ethnicity, gender, gender expression, class, or sexual orientation. The College consistently and systematically implements its personnel policies and procedures, including upholding the written code of ethics and maintaining the security and confidentiality with regard to personnel records. Overall, the College has a direct, consistent, and fair use of HR personnel policies and procedures, all of which are readily made available to employees and the public.

### **B. Physical Resources**

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.***

## Evidence of Meeting the Standard

The College assures safe and sufficient physical resources required to provide quality courses, programs, and services to its students. In conjunction with the District, the College operates and maintains buildings totaling over 461,000 assignable square footage on 85 acres 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. The Board of Trustees (Board) provides the general direction for facilities development, construction, and renovation and approves the District's Five-Year Construction Plan ([III.B.1-1](#)). The Executive Director, Facilities Maintenance, Operations and Construction develops an annual scheduled maintenance plan ([III.B.1-2](#)) of all facility maintenance needs District wide ensuring compliance with standards and regulations, and a Director of Facilities Maintenance directs the maintenance and repair of the physical structures on campus.

In adherence to Board Policies and Administrative Procedures governing campus safety and security, the College regularly identifies and addresses safety and security concerns through established processes and operations and maintenance functions ([III.B.1-3](#)). The College established the Facilities and Safety Committee (FSC) to enlist broad participation and involvement of faculty, staff, students and administrators to oversee, monitor, and make recommendations related to campus facilities and safety ([III.B.1-4](#)). This committee is co-chaired by the vice president of administrative services and a faculty member, and includes the director of facilities maintenance, district police chief, emergency preparedness coordinator and constituent representatives from departments such as Disability Support Programs and Services (DSPS), Student Health Services (SHS), Educational Technology Services (ETS), and Mission Athletics. Examples of committee activities include coordinating the annual campus evacuation and emergency operations drills, conducting campus facility and safety surveys, and recommending policies such as banning smoking and vaping on campus.

The FSC is central to many College processes related to facilities needs and campus safety and security. Through the annual program review and resource request process, program and service areas identify and request facilities related needs such as the addition or modification of space, furniture replacement, or other improvements. The FSC reviews and prioritizes these requests based on established criteria that include health, safety and regulatory requirements ([III.B.1-5](#)).

Every two years, the FSC conducts a campus survey of staff, faculty, and students to ask about the condition of buildings, grounds, American Disabilities Act (ADA) and bicycle accessibility, parking, lighting, restrooms, and overall cleanliness ([III.B.1-6](#)). These surveys give the committee a snapshot view of the campus and its facilities as perceived by the occupants and

campus community. The FSC examines the survey results to identify areas needing improvement and makes recommendations accordingly.

As prescribed by the District's Injury and Illness Prevention Program ([III.B.1-7](#)), the College uses several forms to report unsafe conditions and incidents. The Employee Safety Recommendation Form provides campus members an anonymous method of reporting health and safety concerns ([III.B.1-8](#)). The Safety or Health Hazard Report Form ([III.B.1-9](#)) was recently updated to make it easier for employees to report safety or health hazards or hazardous procedures directly to area supervisors. The form facilitates the documentation of investigations and corrective actions taken and ensures communication back to the person who made the original report. College staff also use the Accident/Injury/Incident Report Form to collect information about incidents occurring on campus and to document the actions taken or referrals made. The Student Health Services medical staff reviews reported injuries and follows up accordingly.

### *Access*

The District assures access to its buildings and support facilities by using an access control and monitoring system (ACAMS) coupled with electronic smart identification (ID) access cards and a master key system. These systems are installed during construction of a new facility or renovation of an existing facility. The District Facilities department maintains both systems. Every new employee is issued a smart ID access card, and the clearances and new keys are issued in accordance to the District Key Policy and Procedures ([III.B.1-10](#)). In addition to the ACAMS system and master key system, all buildings are designed and constructed to meet the requirements of the ADA for accessibility. Main entrances, restrooms and specialty doors are equipped with automatic door openers. The College uses an ADA Master Plan ([III.B.1-11](#)) and Transition Plan ([III.B.1-12](#)) to systematically address items through its construction, renovation, and maintenance projects.

### *Security*

The District constructs and maintains its facilities to assure safety and security for students, faculty and staff. The Security Master Plan (SMP) ([III.B.1-13](#)) specifies security features such as

the ACAMS system, lockdown pull station system, and enhanced exterior lighting to improve campus safety and security. The District implemented a centralized police department, a campus wide emergency communication system, and video surveillance systems based on a security study and recommendations from the SMP. To improve campus safety, the District and College are systematically installing ACAM door locks, lockdown stations, and AED devices into all existing and new buildings, and adding security camera systems into new and renovated buildings.

### *Emergency Notifications*

The District operates a WVM Alert system that can send text and landline calls to classrooms and offices ([III.B.1-14](#)). Each classroom has an emergency phone that is tested annually ([III.B.1-15](#)). The WVM Alert system is tested several times each semester by sending out a test alert email to all staff, faculty and students to ensure that everything is working properly. The District automatically uploads all staff, students and faculty into the database, and allows temporary workers and outside vendors and contractors to opt-in to the system. District police department (PD) emails and posts safety bulletins when someone has posed a potential threat to the campus population.

### *Emergency Preparedness*

The District has a comprehensive emergency plan ([III.B.1-16](#)) that is broken down into the various types of emergencies. This plan is available on the college and district emergency preparedness web sites ([III.B.1-17](#)). In conjunction with the College, the PD and the emergency preparedness coordinator provide campus wide active shooter trainings and additional trainings for specific departments and offices by request ([III.B.1-18](#), [III.B.1-19](#)).

Automated External Defibrillators (AED) are placed around the campus in each building, at athletic fields, and inside police patrol cars. During All College (Flex) Days, the FSC has sponsored training workshops on how to operate the AEDs correctly and safely ([III.B.1-20](#)).

The District employs an emergency preparedness coordinator who focuses on emergency preparedness activities across the District. The coordinator attends the FSC meetings and works

closely with the president and vice president of administrative services to educate the campus community and coordinate trainings and exercises ([III.B.1-21](#), [III.B.1-22](#)). The College maintains a plan to delineate and track the various emergency preparedness activities, responsibilities, timelines, and benchmarks for the campus to ensure a safe environment ([III.B.1-23](#)).

#### *Evening and Weekend Supervisor*

The College has established an Evening/Weekend Supervisor role to ensure the safety and well-being of students and employees during evening and Saturday hours. The Office of Administrative Services assigns shifts that are divided equally among administrators and coordinates annual training on operational, facilities, safety and emergency procedures ([III.B.1-24](#)). The PD ensures that an officer is patrolling the campus from 6:30 a.m. to 2:00 a.m. daily. During each shift, the supervisor and police officer on duty connect by phone to discuss any security concerns or incidents. After each shift, the supervisor submits a shift report to document activities, incidents, and any security or facilities issues that were addressed or need additional follow-up.

#### *Healthful Learning and Working Environment*

The District constructs and maintains its facilities using sustainable practices to provide a healthful learning and working environment. During the design and construction of new and renovated facilities, the District used the Leadership in Energy and Environmental Design (LEED) guidelines to create healthy, highly efficient, and cost-effective green buildings. The Gillmor Center has a LEED Gold certification, and the Student Engagement Center's LEED Gold/Platinum certification is pending ([III.B.1-25](#)).

The District Facilities custodial services is responsible for providing a clean and healthful learning and working environment. A study of the custodial staffing levels showed the current staffing for the College is sufficient to meet the established level of cleanliness based on Association of Physical Plant Administrators (APPA) guidelines ([III.B.1-26](#)). College staff use the Maintenance Connection work order system to report facilities issues such as burned out light bulbs, minor water leaks, and stuck doors ([III.B.1-27](#)). These are routed instantaneously to the

facilities director who triages the orders and deploys appropriate staff and resources to address the issue.

### *Safety Inspections*

The College provides for regular campus inspections to help evaluate its facilities and identify improvements needed. These include internal inspections required by the Preventive Maintenance Plan, fire marshal inspections through the City of Santa Clara Fire Department, safety inspections by the District's insurance provider, Keenan & Associates, and inspections for compliance with ADA regulations conducted by the Office of Civil Rights ([III.B.1-28](#)). In addition, Keenan & Associates supports a shared JPA Safety Coordinator, who oversees the chemical safety and ADA furniture accommodations for the District.

### Analysis and Evaluation

The College has procedures and plans in place to ensure that all its facilities are constructed and maintained to ensure access, safety, security and a healthful learning and working environment for students and staff. The program review and assessment processes, EFMP, participatory governance groups, and district and college facilities and safety related groups work in conjunction to appraise the conditions of existing physical resources and assess needs to ensure there are sufficient and safe facilities and resources. The College and District assign supervisors and officers to make sure the campus is safe and secure at all times, and are working together to install door access, lockdown, and security monitoring systems in all its buildings. There is a strong focus on emergency preparation as evidenced by the numerous emergency plans, procedures, and trainings.

The College participates in regular inspections to ensure compliance with industry, local, state, and federal requirements. To improve access and ensure compliance with ADA requirements, the College is systematically implementing components of its ADA Transition Plan. The College uses a work order system to report, identify, and remedy facilities issues, and has forms and procedures in place for campus members to report incidents and any observed unsafe facilities or conditions.

## Evidence List

- [III.B.1-1](#) BP 6600 Capital Construction
- [III.B.1-2](#) FUSION SSM Projects FY18-19
- [III.B.1-3](#) BP AP Safety, Security
- [III.B.1-4](#) FSC website
- [III.B.1-5](#) PR resource request scoring criteria
- [III.B.1-6](#) Facilities Campus Survey 2017
- [III.B.1-7](#) WVM Injury and Illness Prevention Program
- [III.B.1-8](#) Employee Safety Recommendation Form
- [III.B.1-9](#) WVM Safety or Hazard Report Form
- [III.B.1-10](#) District Key Policy and Procedures
- [III.B.1-11](#) ADA Master Plan
- [III.B.1-12](#) ADA Transition Plan
- [III.B.1-13](#) Security Master Plan
- [III.B.1-14](#) WVM Alert website
- [III.B.1-15](#) Classroom phone instructions
- [III.B.1-16](#) District Emergency Operation Plan
- [III.B.1-17](#) District Emergency Website
- [III.B.1-18](#) Active Shooter Training Announcement
- [III.B.1-19](#) Active Shooter Training Procedures
- [III.B.1-20](#) AED inventory
- [III.B.1-21](#) EOC Evacuation After action reports
- [III.B.1-22](#) Emergency Preparedness Room Safety Checklists
- [III.B.1-23](#) Emergency Training Tracker
- [III.B.1-24](#) Evening/Weekend Supervisor Training
- [III.B.1-25](#) LEED certifications
- [III.B.1-26](#) Custodial Staffing Levels
- [III.B.1-27](#) Maintenance Connection instructions
- [III.B.1-28](#) SWAAC Inspection Report

2. ***The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.***

## Evidence of Meeting the Standard

The District and College adhere to established Board policies and administrative procedures regarding the maintenance and acquisition of physical resources ([III.B.2-1](#)). Physical resource

planning is integrated with institutional planning and is detailed in the Educational and Facilities Master Plan (EFMP) and Five-Year Construction Plan.

To articulate its long-term vision, the College completes its EFMP every five years and uses it to guide the development of campus facilities. In 2017, the College started the development of its new EFMP. The planning process started with the College's mission and vision and included an environmental scan and an internal scan of programs and services. The College surveyed the campus community to gather information on perceptions about current facilities and insights on how individuals prefer to experience and interact with the campus spaces. The EFMP was completed in 2018 with broad participation from the campus and surrounding community, and includes recommendations that are used in overall academic, student services, and facilities planning ([III.B.2-2](#)). The College's master plans served as the basis for three recent bond measures ([III.B.2-3](#)).

To implement the \$686 million Measure W bond program, the District established a director of construction position to oversee the College's bond projects schedule and provide recommendations and advisement to the college administration. This director, along with the Facilities department, assists and supports the College with planning and programming, design, and construction of new, replacement and renovated facilities to assure effective and quality spaces for programs and services. In general, the District uses the process established by the California Community Colleges Chancellors Office – Facilities Planning Manual ([III.B.2-4](#)). The major components and tools used during the planning and programming phase include the EFMP, Five-Year Capital Outlay Plan ([III.B.2-5](#)), and bond project priority lists ([III.B.2-6](#)). In addition to planning for effective, quality learning facilities, the District and College are also committed to designing new buildings to meet LEED standards.

The District and College use a coordinated approach to assure effective utilization and continuing quality necessary to support programs and services and achieve the College's mission. Through its participatory governance and integrated planning processes, the College uses its EFMP to guide decisions about facilities construction, modernization and improvements. As part of program review, programs and departments assess whether current physical resources are sufficient, and identify additional facilities and equipment needed to accomplish goals that

are in alignment with the College's mission and master plan goals ([III.B.2-7](#)). This includes the need for the preventive maintenance and replacement of equipment. The facilities and infrastructure needs identified through program review are evaluated and prioritized by the Facilities and Safety Committee and the College Council, and are used to inform scheduled maintenance and capital improvement plans to further ensure that planning and evaluation of facilities are integrated with institutional planning ([III.B.2-8](#), [III.B.2-9](#)). The District Facilities department reviews proposed needs to match them with various funding sources and adds them to the State Facilities Utilization, Space Inventory Options Net (FUSION) system if the criteria are met ([III.B.2-10](#)).

The District Facilities department works in conjunction with the College to plan preventive maintenance projects and activities and operates a web-based work order system that permits all employees to request repair or out-of-schedule maintenance ([III.B.2-11](#), [III.B.2-12](#)). The department also conducts the review of the Five-Year State Scheduled Maintenance Plan to establish a timeline for equipment replacement ([III.B.2-13](#)).

Examples of campus infrastructure upgrades included replacement of pathway lighting fixtures to energy-efficient LED lights controlled and managed by a centralized server, replacement of the boiler system for the Science Building, and installation of a new air-conditioning system for the gymnasium. The needs for technology resources are identified through program review, campus surveys, and articulated in the District and College Technology Plans ([III.B.2-14](#), [III.B.2-15](#)). The College also maintains a technology equipment refresh schedule to address maintenance, upgrade, and replacement of technology equipment ([III.B.2-16](#)).

#### Analysis and Evaluation:

The College has a facilities planning process that is inclusive of all campus stakeholders. The EFMP and Five-Year Construction Plan align with its institutional mission, account for the long-term needs of programs and services, and reflect its commitment to the surrounding community and the environment. The plans give clear direction for construction and renovation of facilities needed for new learning spaces and services, and the passing of recent bond measures have provided, and will continue to provide, the College with resources to do so.

The program review, planning, and resource allocation processes ensure that the College meets the facilities and equipment needs of its programs and services. The College Facilities department regularly uses information from these processes, along with inputs from work order requests, surveys, and institutional plans, to determine facilities projects and equipment maintenance and replacement schedules. Collectively, these processes for planning, constructing, and maintaining facilities and equipment ensure the effective utilization of physical resources and the continuing improvement of these resources to support the College's programs and services.

#### Evidence List

- [III.B.2-1](#) BP 6600 and AP 6600 Capital Construction
- [III.B.2-2](#) Educational and Facilities Master Plan 2018 p. 275
- [III.B.2-3](#) WVM Bond Measure press release
- [III.B.2-4](#) Facilities Planning Manual
- [III.B.2-5](#) Five-Year Construction Plan 2021-25
- [III.B.2-6](#) Bond Program Preliminary Project List
- [III.B.2-7](#) Program Review and Resource Request template
- [III.B.2-8](#) Program Review Facilities Request List
- [III.B.2-9](#) PR SSM College Projects
- [III.B.2-10](#) FUSION SM Projects FY17-18
- [III.B.2-11](#) Facilities Services Flow Chart
- [III.B.2-12](#) Districtwide HVAC Maintenance
- [III.B.2-13](#) Repair and Replacement Projects
- [III.B.2-14](#) District Technology Plan
- [III.B.2-15](#) MC Technology Plan
- [III.B.2-16](#) Educational Technology Refresh and Inventory Schedule

3. ***To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.***

#### Evidence of Meeting the Standard

The College works with the District on a regular basis to plan, evaluate, and assess its physical resources to assure effectiveness in supporting its programs and services. The processes and tools used to evaluate and assess its facilities include the EFMP, the Five-Year Construction Plan, the

FUSION Facility Assessment Study, the Five-Year State Schedule Maintenance Plan, and the Land Corporation Capital Improvement Plan.

The EFMP is the product of an extensive and comprehensive campus wide planning and evaluation process and provides the framework for strategic planning and decision-making to ensure the current and future needs of programs and services are met ([III.B.3-1](#), [III.B.3-2](#)). The District Five-Year Construction Plan ([III.B.3-3](#)) is submitted to the Chancellor's Office on an annual basis. The plan includes EFMP summaries, capital improvement needs and priorities, the project list and description of new projects proposed for the capital outlay funding. These priority projects are submitted to the State as Initial Project Proposals and then as Final Project Proposals. For fiscal year 2019-20, the District has submitted several new projects for the Measure W bond program ([III.B.3-4](#)).

The District Facilities department uses the FUSION Facility Assessment Report to provide life cycle assessments of all campus buildings ([III.B.3-5](#)). The report gives a description of each building plus a life cycle analysis that includes the gross square footage of the building, year it was built and last renovated, cost per square foot for replacement, current repair cost, and replacement value. The District Facilities department works with the College annually to identify major repair, replacement or maintenance projects, and updates the Five-Year State Scheduled Maintenance Plan ([III.B.3-6](#), [III.B.3-7](#)). These projects are then submitted to the State Chancellor's Office via the FUSION system for funding consideration. This same process is used to identify projects that can be funded by the WVM Land Corporation, which provides \$1 million annually for capital improvement projects ([III.B.3-8](#), [III.B.3-9](#)).

The College also conducts annual facilities and equipment assessments at the program and department levels through the program review process. Faculty and staff identify needs and make resource requests that are evaluated and prioritized through the participatory governance process. The College uses the finalized prioritized list to make funding decisions and allocate resources related to facilities and equipment. For example, in 2018, the Puente and Honors programs identified the need for permanent space to be used by students, instructors, and staff ([III.B.3-10](#)). The College validated the need through its process, and the request was prioritized and recommended for funding by the College and Facilities department as part of their assessment of

facilities and equipment needs. The project was funded and completed using the capital improvement project funding.

The District Facilities department provides maintenance and operations for all its physical resources with a combination of administrative staff, mechanics, groundskeepers, and custodians who serve the College ([III.B.3-11](#)). The Facilities department utilizes Maintenance Connection, a web-based work order system, to assign and track facilities work orders. Every user in the District has permissions to enroll and submit facilities work orders using Maintenance Connection. The Facilities and Safety Committee reviews the work orders on a regular basis to monitor any global issues affecting the campus operations ([III.B.3-12](#), [III.B.3-13](#)).

The College follows class scheduling and room assignment processes to optimize the use of available space and minimize inefficient gaps in room scheduling. Once the class schedule is set, the room scheduler assigns rooms using the Ad Astra software to match classes with rooms based on specifications and attributes such as capacity and instructional technology ([III.B.3-14](#), [III.B.3-15](#)). The College also examines utilization reports to ensure sufficient space for all classes, services, and events campus wide, and that those spaces are used as efficiently as possible ([III.B.3-16](#)).

#### Analysis and Evaluation

The College regularly assesses the use of its facilities and the effectiveness of its physical resources in supporting programs and services. It does this through an ongoing cycle of planning and evaluation that includes the EFMP, the Five-Year Capital Outlay Plan, Five-Year Scheduled Maintenance Plan, and annual program reviews. Collectively, the processes and plans provide the detailed information and analyses for planning current and future needs and improvements. These processes work in tandem with the resource request process to provide campus constituents the ability to evaluate and request facilities and equipment maintenance and upgrades based on identified needs. The College measures its space utilization and quantifies space demands, and regularly reviews work order reports and campus survey results to assess the effectiveness of its physical resources and to identify additional needs.

### Evidence List

- [III.B.3-1](#) MC Educational and Facilities Master Plan
- [III.B.3-2](#) EFMP web site
- [III.B.3-3](#) Five-Year Construction Plan
- [III.B.3-4](#) BOT agenda item\_5YCP 21-25
- [III.B.3-5](#) FUSION Assessment Report
- [III.B.3-6](#) MC Scheduled Maintenance Plan
- [III.B.3-7](#) State Scheduled Maintenance
- [III.B.3-8](#) Land Corp Capital Projects
- [III.B.3-9](#) MC Capital Improvement Project Update
- [III.B.3-10](#) PR Facilities Resource Request
- [III.B.3-11](#) Facilities Maintenance Org Chart
- [III.B.3-12](#) Work Order Report
- [III.B.3-13](#) FSC Agenda 111419
- [III.B.3-14](#) Class Schedule – Room Assignment Procedures
- [III.B.3-15](#) MC Room Scheduling Procedures
- [III.B.3-16](#) Room utilization analysis

#### ***4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.***

### Evidence of Meeting the Standard

In 2017, the College conducted its master planning process which involved extensive internal and external environmental scans, quantitative and qualitative data gathered through college wide surveys, and inclusive listening sessions and forums. The 2018-2023 Education and Facilities Master Plan (EFMP) ([III.B.4-1](#)) reflects the needs of the College, its students and the community, and serves as the framework for capital planning to support institutional improvements.

The District's long-range capital plans are driven by the College's mission, goals and the EFMP. The District carefully considers the State's capital funding criteria and other external funding opportunities in the formulation of its capital plans, and these plans are documented in the Five-Year Capital Outlay Plan ([III.B.4-2](#)) to support institutional improvements that include renovations, modernizations, and new buildings needed for the campus.

The EFMP includes a focus on Science, Technology, Engineering and Math (STEM) education and training in response to labor and skills demands and the interest of students within the College's service area. This focus led to a Campus Making Principle that included the construction of "a new Science/Learning Resource Center/STEM Center to create a new STEM Core portion of the campus." This "STEM Core" concept led to the recommendation for a new STEM Center building and surrounding Science Garden/Walk at the southern edge of the campus. This building is included as a project in the District's Measure W bond construction program ([III.B.4-3](#)).

The College also does long-range capital planning for facilities improvements to comply with the American Disabilities Act (ADA). In 2016, the College completed an Access Compliance Survey and Report, and through assessment and analysis, developed its Access Master Plan and ADA Transition Plan ([III.B.4-4](#), [III.B.4-5](#)). The District and College use these plans to guide all capital and facilities planning to ensure that the identified needs and corrections are prioritized and addressed.

The District's and College's long-range capital planning also considers the cost to design, build, maintain, and operate new facilities and grounds. The total cost of ownership is an integral part of all aspects of the project design process to ensure the construction of comfortable and long-lasting buildings that are easy to maintain and inexpensive to operate. The Total Cost of Ownership for Facilities document ([III.B.4-6](#)) is a financial estimate and process intended to help the District determine the direct and indirect costs of its campus buildings. The document can be applied any time during the life of a facility asset to manage cost inputs for the life of the structure into the future. The total cost of ownership standard establishes a transparent, holistic, and efficient approach to facility asset management and resource allocation.

The major components of a Total Cost of Ownership (TCO) standard include: Initial Asset Cost/First Costs (one time), Maintenance and Operations (recurring), Utilities (recurring), Renewal Cost, and End of Useful/Functional Life (one time). The document also describes the District's tools and processes used to implement the TCO standard. The District and College use the TCO of Facilities document and standard in its comprehensive approach to balancing both

facilities management and financial management in the construction and maintenance of new facilities.

The approach also involves factoring in obsolescence and replacement cycles for budgeting. The College's buildings are designed to provide at least 50 years of service. Its building systems incorporate sustainable features such as LED light fixtures and sophisticated modern HVAC systems to provide efficient environmental control and are integrated into the College's Building Management System. The District's Technology Plan also includes components and estimates for total cost of ownership for technology equipment and software ([III.B.4-7](#)). It lays out the lifetime expectancy of technology equipment and their ongoing maintenance. In addition, program review provides the details to forecast near future needs of physical resources to support programs and services. Resource requests include estimated costs of ownership and acquisition such as installation, facility infrastructure, and preventive maintenance ([III.B.4-8](#)).

#### Analysis and Evaluation

The College's long-term capital planning is linked to institutional planning and relies on its Educational and Facilities Master Plan, which was developed to support the College's mission and goals. The College identifies physical resource needs through its annual program review and planning processes to further inform and update the Five-Year Construction Plan and State Scheduled Maintenance program. The College uses planning and evaluation processes to ensure that capital projects effectively advance its improvement goals. The District and College use total cost of ownership standards and guiding documents that outline the elements to be considered for capital planning and making decisions about facilities and equipment.

#### Evidence List

- [III.B.4-1](#) Educational and Facilities Master Plan
- [III.B.4-2](#) Five-Year Construction Plan
- [III.B.4-3](#) WVM Future Bond Program p. 9
- [III.B.4-4](#) MC ADA Master Plan
- [III.B.4-5](#) MC ADA Transition Plan
- [III.B.4-6](#) Total Cost of Ownership for Facilities
- [III.B.4-7](#) District Technology Plan 2018-2021 p. 15
- [III.B.4-8](#) PRRR Guidelines 2019 p. 1

### ***Conclusions on Standard III.B. Physical Resources***

The College adheres to procedures and plans designed to ensure that all its facilities are constructed and maintained to provide access, safety, security and a healthful learning and working environment for students and staff. The College and District work in conjunction through established participatory and institutional planning processes related to both short-term and long-term facilities and equipment needs. The College uses master plans, construction plans, scheduled maintenance plans, and total cost of ownership documents to guide institutional decision-making in support of its mission and goals. The College focuses heavily on safety and emergency preparedness as evidenced by its participation in regular safety inspections and trainings, and facilities improvements for ADA compliance and added safety features. Regular assessments conducted using tools such as campus surveys, work order reports, space utilization analyses, inspections, and program reviews are used by the College to ensure effective use of physical resources and to identify current and future needs.

### **C. Technology Resources**

- 1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.***

#### Evidence of Meeting the Standard

The College ensures that all faculty, staff, administrators, and students are able to effectively use technology in classrooms, meeting rooms, offices, and collaborative spaces throughout the campus to meet their learning and work goals. The College works within a two-tier structure of technology entities: the College's Educational Technology Services (ETS) department and District's Information Systems (IS) department.

The ETS department is embedded within the College organizational structure and oversees technology related to all instructional activities requiring the use of technology resources. The department coordinates, deploys and administers lab computers, audio-visual technologies, instructional software, virtual instructional computer infrastructure, server systems, and various general and specialized systems, products, and services utilized for instructional purposes. The

ETS department is also the licensing administrator for all instructional software on campus. Its team consists of five staff members and the Dean of Business, Technology and Kinesiology who provides administrative oversight ([III.C.1-1](#)).

The ETS department meets bi-weekly to focus primarily on operations. It reviews solutions to past problems, coordinates actions to address upcoming challenges, and evaluates performance of equipment and services. The dean provides input and direction and coordinates the support and resources needed from other College and District units. Representatives from the District's IS department and Facilities department attend these meetings monthly to coordinate ongoing projects that affect campus technology. The ETS department is also involved in the planning, consultation, and implementation of facilities, maintenance, construction, and technology infrastructure projects across the District's two campuses ([III.C.1-2](#), [III.C.1-3](#)).

The ETS department uses the Educational Technology Refresh Inventory Schedule (ETRIS) as a roadmap document that captures the full inventory of all software and hardware technology correlated to specific rooms, locations, and primary users and indicates how each are used to support educational or student services ([III.C.1-4](#)).

At the district level, the IS department oversees technology infrastructure and administrative technology systems to support the College and takes a long-range approach to planning, managing, and maintaining the systems which make up the technology infrastructure for the entire district ([III.C.1-5](#)). This includes the administrative data network, administrative (office, non-instructional) desktops and laptops, wireless internet access, server operations, telephone systems, and District wide software systems such as the Enterprise Resource Planning (ERP) system.

The IS department has a disaster recovery plan to ensure continuity of business operations and maintains a dedicated datacenter onsite with a 500 KVA backup generator and appropriate amount of fuel to maintain operations in the event of an emergency. The Banner ERP system is hosted on Amazon Web Services, while the email, storage, and communication systems are part of the extensive Microsoft Azure network with redundancy sites across the globe. Together, the onsite data center power generator, coupled with the resiliency and enterprise-level reliability of

Amazon Web Services and Azure hosting, ensures that the technology infrastructure has the necessary redundancy to mitigate disasters and minimize the loss of services.

The IS department also ensures the availability of reliable and secured internet access for the campus. The District contracts internet services through the CENIC Group who operates the California Research and Education Network, a high-capacity computer network with more than eight thousand miles of optical fiber. The network serves over twenty million users across California, including the majority of K-20 students, educators, and researchers from various public-serving institutions ([III.C.1-6](#)).

To further enhance its operational functions, the District and College regularly invest in new technology systems. This included the evaluation, selection and implementation of the new Banner ERP software. During the last several years, components of the Banner ERP have been installed, including the student, admissions and records, financial aid, web portal, human resources, payroll, and finance modules. This system has been the largest, but still only one of many, investments in technology.

The College has implemented virtualization technology to the majority of its instructional services servers. About 140 conventional computers in the Gillmor Center computer labs were replaced with virtualization, and 50 hardware servers now have virtual server instances with greater reliability and flexibility. In 2016, the District and College migrated to the new Canvas Learning Management System to enhance support for both distance education and face-to-face classes.

### Analysis and Evaluation

The College provides appropriate and adequate levels of support to faculty, staff, and administrators in the use of technology resources throughout campus. The College and the District jointly plan, implement, and manage its technology services at both the campus and district levels. This organization ensures that the College delivers integrated enterprise and student-centered technology resources, that planning is coordinated, and that the various levels of administrative and instructional needs in terms of operations, functions, and quality of services are met.

## Evidence List

- [III.C.1-1](#) ETS Web Page
- [III.C.1-2](#) ETS Meeting Minutes 101118
- [III.C.1-3](#) ETS Meeting Minutes 032819
- [III.C.1-4](#) ETRIS Spring 2019
- [III.C.1-5](#) District IS Web Page
- [III.C.1-6](#) Draft of District Technology Plan 2018-2021, pp. 37-38

2. ***The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services.***

## Evidence of Meeting the Standard

The College plans for and makes technology improvements through program review and integrated planning processes. The process allows program and service areas to assess and articulate technology needs to improve programs and services. As part of the process, users regularly consult with the ETS department to plan for goals or activities requiring the purchase, enhancement, or reconfiguration of technology resources. The Technology Request Process, developed by the Technology Committee and the College Council, serves as the process workflow to guide and organize assessments and decision-making ([III.C.2-1](#)). The ETS department provides guidance, conducts research, and coordinates its findings and recommendations with other initiatives and projects to eliminate duplication, conflicts, or redundancies. This leads to decisions that consider both project management capacity and compatibility with existing facilities systems. For example, as part of its evaluation, the ETS department conducts feasibility studies to determine adherence to standards for compliance, scalability, total cost of ownership, accessibility, and effective utilization.

To effectively and systematically plan, maintain, and deploy thousands of technology items on an ongoing basis, the ETS department maintains detailed records of all instructional technology equipment in the Educational Technology Refresh Inventory Schedule (ETRIS) ([III.C.2-2](#)). This document keeps track of each technology item's description, quantity, deployment time, suggested replacement schedule, primary users, installed location and projected replacement cost considering total cost of ownership and future price inflation. The ETRIS is organized into three

sections: Computing Hardware, Computing Software and Audio-Visual Hardware. The ETS department works with the College Budget Advisory Committee and the Office of Administrative Services to coordinate budget, replacement planning and deployment.

In fiscal year 2018-19, the College and District coordinated to refresh campus technology in accordance with the ETRIS. About \$500K was invested to replace and upgrade technology in the hospitality management building, computer science and information technology labs, music studios, science building, and library ([III.C.2-3](#)).

The Technology Committee (TC) is the participatory governance group charged with assessing needs, evaluating implementation and performance, and recommending strategic directions for campus technology ([III.C.2-4](#)). The committee includes faculty, staff, and administrators, and representative members appointed by the ETS and District IS departments, respectively. At the operational level, the TC informs and drives the technology evaluation and planning activities of the ETS and IS departments. The committee administers an annual technology survey to gather input from the campus community of students, faculty and staff. The College uses survey results to determine the effectiveness of the technology used to support programs, services and College administrative operations ([III.C.2-5](#), [III.C.2-6](#)).

### Analysis and Evaluation

The College has processes in place to assess and determine program and service technology needs. All instructional technology requests for hardware, equipment, software, upgrades, and operational improvements are evaluated and prioritized as part of the College's program review and technology request processes. The College uses a detailed inventory and replacement schedule to track the replacement and associated operational costs for technology. The evaluation of technology needs occurs regularly, includes input from end users, and driven by integrated planning processes. The College uses a coordinated approach to deploy, replace, and improve its technology resources to ensure its infrastructure and systems are current, sustainable, and reliable for students, staff, and faculty.

### Evidence List

[III.C.2-1](#) Technology Request and Approval Process

- [III.C.2-2](#) ETRIS Spring 2019
- [III.C.2-3](#) Mission College ETS Technology Expenditure Plan FY18-19 Communiqué
- [III.C.2-4](#) Tech Committee
- [III.C.2-5](#) Student Technology Survey 2017
- [III.C.2-6](#) Staff-Faculty Technology Survey 2018

**3. *The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.***

Evidence of Meeting the Standard

The Technology Committee (TC) and District Information Systems Planning and Advisory Committee (DISPAC) both work through participatory governance processes to ensure that technology resources are implemented and maintained in a safe, secure, and reliable manner.

The TC recently updated its technology plan to provide clearer guidance to the technology planning process. The former plan was designed as a step-by-step progression and project-tracking approach that was labor intensive, rigid, and resulted in slow and inefficient adaptation of new technologies. The TC commissioned a task force to survey and collect feedback from campus constituencies. In the spring 2019 semester, the task force completed a draft plan that the College will review for approval and adoption in the fall 2019 semester ([III.C.3-1](#)). The new plan provides references, direction, and goals for the institution to use when planning for technology in support of programs and services.

At the district level, the DISPAC advises the District on standards, policies and practices related to the selection, funding, deployment, management and assessment of information technology used in support of system-wide and district-based academic and administrative systems. This inclusive committee facilitates the communication, collaboration, and alignment between all information technology groups and projects to create synergy from shared knowledge, establish common technology standards, and increase efficiencies resulting from use of district wide enterprise solutions ([III.C.3-2](#)). The committee advised on projects such as Banner implementation, wireless access improvements, student data security upgrades, and improvements to the overall District technology infrastructure. The Executive Director of

Information Systems position leads DISPAC and has primary responsibility for the WVMCCD's technology systems. After assessing the organizational needs of its technology services, the District recently upgraded and expanded this position to create an associate vice chancellor of information and educational technology position.

The DISPAC developed a District technology plan, which covers all existing backup systems, redundant data storage, retention, secure and reliable networking systems and access. The plan calls for the use of highly rated services and products such as Amazon Web Services, Microsoft Azure and current backbone infrastructure to ensure reliability of services for students and staff. It specifies the use of industry-leading malware/virus and firewall protections to safeguard computer end-point systems ([III.C.3-3](#)). The ETS department operates instructional server systems with reliability and backup processes and utilizes both logical and physical redundant infrastructures to create a multi-point system that ensures continuity of services ([III.C.3-4](#)). The College budgets for these systems as fixed-cost items to ensure their ongoing renewal and updates.

To ensure compliance with regulations requiring additional accessibility requirements, the District formed a district wide Americans with Disabilities Act (ADA) Compliance Advisory group, staffed by members of the Purchasing and IS departments, and the two campuses' information technology units. The group is charged with assuring all technology resources purchased and used within the District follow current ADA compliance standards ([III.C.3-5](#)).

After a series of discussions, consultations, and deliberations led by DISPAC, the District implemented a modern, unified email system with administrative and productivity tools. Microsoft Office 365 gives the staff, faculty, and students access to large email storage, and provides “.edu” email accounts to students. This enhancement enables secure and reliable communications from the colleges directly to students. Other significant enhancements include making instructional and administrative related Microsoft Office applications available to all users throughout the District, including students. For example, document management/storage system platforms, surveys, forms and business/productivity tools are now accessible in a cloud-based, secure environment. This improvement has significantly increased collaborative

communications, information sharing, and access among faculty, staff, and students ([III.C.3-6](#), [III.C.3-7](#)).

The District and Colleges have worked on a shared vision across all information technology groups to bring innovative technology to both campuses and enable reliable and secured IT infrastructure across the three entities. One goal was to set a plan for unified specifications and product designation. In 2018, the District established an enterprise level agreement with VMware that streamlined licensing management, simplified procurement, and yielded cost savings of about two million dollars over five years ([III.C.3-8](#), [III.C.3-9](#)).

### Analysis and Evaluation

The College works in conjunction with the District to ensure reliable access, safety, and security of its technology systems. At the district level, the work is coordinated by the DISPAC and guided by the WVMCCD Technology Plan. At the college level, the Technology Committee provides direction through the Technology Plan, and the work is carried out by the campus IS unit and the ETS department. The plans lay out the strategies and procedures to ensure access and secure data district wide, including appropriate systems for reliability and backup. These committees and operational units coordinate through the District's and College's institutional planning and decision-making processes to allocate resources, and manage, maintain and operate all technological infrastructure and equipment.

### Evidence List

- [III.C.3-1](#) Mission College Technology Plan
- [III.C.3-2](#) DISPAC Webpage
- [III.C.3-3](#) Draft of District Technology Plan 2018-2021 pp. 37-47
- [III.C.3-4](#) ETRIS Spring 2019
- [III.C.3-5](#) District ADA Advisory Team
- [III.C.3-6](#) DISPAC Minutes 100518 ADA Software Compliance
- [III.C.3-7](#) DISPAC Minutes 030218 Student Email Testing
- [III.C.3-8](#) Board Agenda Item 7-3 Board Approving VMWare Purchase
- [III.C.3-9](#) DISPAC Mins 2018-09-07 Board Authorization of VMware Requisition

4. ***The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.***

#### Evidence of Meeting the Standard

Instruction and support for the use of technology resources are provided on an ongoing and as needed basis at both the college and district levels. Faculty use technology for teaching and learning in both physical and online environments. Technology training for both teaching modalities takes place during the week leading into All College (Flex) Day which marks the beginning of each semester ([III.C.4-1](#)). As discussed in response to Standard II.A.7, the Distance Education Committee provides guidelines for distance education instruction and outlines the effective practices, expectations, and training for faculty teaching distance education classes ([III.C.4-2](#)). This committee also helps organize the training and professional learning opportunities to support effective distance education instruction.

District Information Systems (IS) provides technology support to campus employees through the IS Help Desk and work order system ([III.C.4-3](#)). The department also provides the technology infrastructures for the College's operations with its own total cost of ownership (TCO) process, equipment planning and refresh and standards ([III.C.4-4](#)).

At the college level, the Educational Technology Services (ETS) department maintains an online work ticket system that allows all faculty and staff to make requests for service and support ([III.C.4-5](#)). The system enables immediate and simultaneous email notifications to all members of the ETS team, who are then able to coordinate a response. As an online work ticket system, this approach has proven to be more effective than previous methods of physical and phone contacts.

To reinforce adoption of the work order system, the ETS department launched an awareness campaign that included the distribution of brochures and affixing a "Help" card to every instructor station across campus ([III.C.4-6](#), [III.C.4-7](#)). This effort has resulted in increased utilization of the work ticket system. This allowed ETS to improve service quality, shorten response times, and analyze support trends for technology resources on campus ([III.C.4-8](#)).

The College's Welcome Center employs student ambassadors to provide instruction and support for systems used by students such as email, Canvas learning management system, Self-Service Banner, student portal, and transactions related to registration, paying fees, and ordering transcripts ([III.C.4-9](#)). The College and District provided training and support for new systems such as the Argos Reporting Tool, Canvas learning management system, Banner ERP system and eLumen course management system ([III.C.4-10](#)).

### Analysis and Evaluation

The College provides training and support for faculty, staff, administrators, and students in the proper and effective use of all technology resources. Training is provided through workshops, professional development, and self-directed resources available at both the college and district levels. Informational websites and tutorials are provided to support student use of various systems, and additional instruction and support are provided by the Welcome Center staff. The College regularly uses surveys and monitors service requests to assess and identify the need for informational technology training for students, faculty and staff.

### Evidence List

- [III.C.4-1](#) All College (Flex) Day Topics 2016-19
- [III.C.4-2](#) DE Handbook 0301719
- [III.C.4-3](#) IS Work Order
- [III.C.4-4](#) Draft of District Technology Plan 2018-21
- [III.C.4-5](#) ETS Work Ticket Form
- [III.C.4-6](#) ETS Brochure
- [III.C.4-7](#) ETS Help Card
- [III.C.4-8](#) Overview of the ETS Work Ticket Log
- [III.C.4-9](#) Welcome Center Sample Student Tech Training
- [III.C.4-10](#) Argos Trainings

5. ***The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.***

### Evidence of Meeting the Standard

The College addresses on-boarding, training, and professional learning opportunities for faculty in a variety of ways. Board Policy and Administrative Procedure 3720 cover district wide

technology use ([III.C.5-1](#)). The ETS website lists all information regarding technology assistance, services offered, maintenance schedule, and use policies ([III.C.5-2](#)).

The MC Technology Plan offers additional guidance on the use of tools and materials, management of technology operations, and procurement and deployment of equipment to ensure consistency and alignment to overarching principles related to technology use ([III.C.5-3](#)). The college library also has technology use policies tailored specifically to its use case and environment ([III.C.5-4](#)).

The Human Resources department provides ongoing trainings on electronic accessibility to ensure compliance with ADA sections 504 and 508 ([III.C.5-5](#)). As part of the on-boarding process, all new employees must complete the Family Educational Rights and Privacy Act (FERPA) training.

#### Analysis and Evaluation

The College and its various departments and committees work with faculty and staff to develop and administer training in various technology resources. This is done in conjunction with the District's human resources training and compliance efforts to make sure all faculty, staff, and administrators, whether inside or outside of the classroom or teaching environment, are made aware of and have access to materials and information to help guide in the appropriate use of technology.

#### Evidence List

- [III.C.5-1](#) Districtwide Technology Use Policies
- [III.C.5-2](#) ETS Web Page
- [III.C.5-3](#) MC Tech Plan, p. 7-10
- [III.C.5-4](#) MC Library Technology Use Policies
- [III.C.5-5](#) ADA Training

#### ***Conclusions on Standard III.C. Technology Resources***

The College ensures that its various technology needs are identified through the use of assessments and surveys, and allocates resources accordingly to maintain, replace and update its

technology systems and equipment. There are provisions in place to address reliability, privacy, security of its technology infrastructure throughout the District. Systematic evaluation, planning, decision-making, and implementation is accomplished jointly through established groups and processes at both the college and district level and is informed by respective District and College Technology Plans and input from constituencies. The College leverages financial and human resources at both the campus and District to provide comprehensive training and support for the use of its technology for teaching and operations.

### ***Improvement Plan***

III.C.2: The College will integrate its Technology Plan, program review process and Educational Technology Replacement Inventory and Schedule (ETRIS) to ensure that its decisions about technology purchases are aligned with program and service improvement needs and overall college priorities. The College regularly assesses the need for new technology resources and a replacement schedule for replacement and upgrades as evidenced by its resource request process and ETRIS. There is opportunity to improve the prioritization process and decision-making processes related to technology resource needs. The process will establish college criteria for prioritization and incorporate the regular use of assessments, surveys, and usage metrics and data. The College will develop the process in spring 2020 and target implementation and evaluation in academic year 2020-2021.

## **D. Financial Resources**

### **Planning**

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)***

### Evidence of Meeting the Standard

The College's financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The District is a community-supported

(basic aid) district that receives local property tax revenues 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.

Board Policy 6200 ([III.D.1-1](#)) requires the District and College to prepare budgets to meet educational goals and objectives, and Board Policy 6250 ([III.D.1-2](#)) further ensures that its fiscal management is in accordance with all California state law, the CCCCCO's Budget and Accounting Manual (BAM) ([III.D.1-3](#)) requirements, and Governmental Accounting Standards Board (GASB) standards. To ensure financial stability, the District sets aside a five percent general fund reserve as its first step in allocating the unrestricted general fund and a three percent contingency reserve.

The College receives an annual allocation from the District based on the internal Resource Allocation Model (RAM) ([III.D.1-4](#)). The RAM is used to allocate the District's total revenue across the three units: District Services, West Valley College and Mission College. One of the main principles of the model is to "allocate resources to support the integrated processes of strategic planning, educational master planning, accreditation, and program review" ([III.D.1-5](#)).

For fiscal year 2019-2020, the District chose to revise its RAM to align it with the CCCCCO's new Student Centered Funding Formula (SCFF) and allocate funds based on the percentage for each component – base, supplemental, and student success – derived from the SCFF calculation ([III.D.1-6](#), [III.D.1-7](#)). The resultant allocation will allow the College to bolster efforts to serve more low-income and underserved students and increase the success and completion rates of all its students.

In addition to general fund revenues, the College receives and allocates funding from the Mission-West Valley Land Corporation (Land Corp) lease revenues ([III.D.1-8](#)), grants and California state lottery instructional funding to enhance programs and services ([III.D.1-9](#)). The Land Corp is an auxiliary organization of the District that manages the District's land leases. The revenue from these land leases is managed by its Board of Directors comprised of members of the District's Board of Trustees.

The College has a strong history of successfully competing for grant funding to drive innovative improvements ([III.D.1-10](#)). Among recent grant awards is a Title V Hispanic-Serving Institutions (HSI) STEM grant from the USDE to strengthen the pipeline of Latinx and low-income students from area high schools and increase their enrollment and completion. Similarly, a Title III Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant allows the College to improve the transition, progression, graduation, and transfer rates of Asian American, Native American, Pacific Islander and low-income students. Mission College is only one of about five U.S. colleges or universities with both HSI and AANAPISI grant programs.

The Land Corp also provides annual allocations in accordance with its Allocation of Funds Policy ([III.D.1-11](#)) for one-time projects related to faculty teaching and learning innovation, student success innovation and improvement, instructional technology and student scholarships. Another source of revenue for the College is the District's recent general obligation bond programs ([III.D.1-12](#)). Measure C (2014, \$350M) has allowed the College to update its academic facilities and technology and Measure W (2018, \$698M) will allow the College to add more improvements to prepare students for the workforce and transfer to a 4-year university.

The College follows its Integrated Budget Allocation and Program Review Process ([III.D.1-13](#)) to ensure that allocated resources support the Educational and Facilities Master Plan (EFMP) and programs and service improvements. This process ensures that all resources are leveraged to meet the planned needs of programs and services and drive improvements identified from assessments. When unanticipated needs arise, departments and committees are able to request resources through the Emerging Needs Resource Request Process ([III.D.1-14](#)) and the College then reallocates resources as needed to address those needs or invests in institutional improvements.

### Analysis and Evaluation

The District and College have sufficient revenues and allocate and manage resources to support and sustain student learning programs and services. The RAM, which integrates components of the SCFF, provides sufficient resources, and the College has the potential to augment its allocation by increasing access and success for students in alignment with College goals. In addition to the general fund allocation, the College is able to leverage many different funding

sources through an integrated program review and budget allocation process to meet program needs and make improvements. The District maintains reserves, and both the District and College follow established policies and procedures in planning and managing its financial affairs with integrity and for financial stability.

#### Evidence List

- [III.D.1-1](#) BP 6200 Budget Preparation
- [III.D.1-2](#) BP 6250 Budget Management
- [III.D.1-3](#) CCCCCO Budget and Accounting Manual BAM
- [III.D.1-4](#) 2019-20 Final Budget RAM generic chart
- [III.D.1-5](#) 2019-20 Final Budget RAM narrative pp.24-29
- [III.D.1-6](#) 1920F RAM Flow Chart v1
- [III.D.1-7](#) DC Agenda RAM 042919
- [III.D.1-8](#) Land Corporation Financial Statements
- [III.D.1-9](#) 2019-20 Final Budget GF rev projection
- [III.D.1-10](#) Grant categorical matrix
- [III.D.1-11](#) Land Corp Allocation of Funds Policy
- [III.D.1-12](#) WVM bond program website
- [III.D.1-13](#) Integrated Budget Allocation and PR process
- [III.D.1-14](#) Emerging Needs Funding Request Form

2. ***The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.***

#### Evidence of Meeting the Standard

The College’s financial planning and resource allocation processes are integrated with institutional planning and are aligned with its mission and goals. This starts with resource allocation and budgeting at the district level. In order to meet the system wide Vision for Success goals set by the CCCCCO, the College has set its locals goals to be in alignment with these priorities, and the District’s financial planning is designed to support these goals ([III.D.2-1](#)).

Institutional plans such as the College’s EFMP, Technology Plan, and BSI/Student Equity/SSSP Integrated Plan provide strategic direction and inform overall institutional planning and financial decision-making ([III.D.2-2](#)). Linked to this planning is the program review process that aligns program goals and resource requests with college goals ([III.D.2-3](#)). During the comprehensive program review and annual updates, program goals are identified based on assessment of learning outcomes and student success data. The review also requires progress updates and a discussion on how the previous year’s allocations have assisted in achieving these goals.

In evaluating and prioritizing resource requests, the College considers the program or service area’s goals and needs, and its overall alignment with college goals. Resource requests are justified by efforts to improve program quality and effectiveness and their support of strategic planning goals ([III.D.2-4](#), [III.D.2-5](#)).

The College adheres to Board Policies and Administrative Procedures that are in accordance with California Education Code, Title 5 and the California Community Colleges Budget and Accounting Manual to ensure sound financial practices and financial stability ([III.D.2-6](#)). The Board authorizes spending through adoption of the final budget, and the District Fiscal Services department is responsible for the general management of budgeting, budget controls, and accounting procedures ([III.D.2-7](#)). The College’s Office of Administrative Services reviews department accounts across the college to ensure overall expenditures do not exceed budgeted amounts. The procedures for purchasing and budget transactions all require review by financial analysts and approval by the budget manager, the area vice president, the vice president of administrative services, and Fiscal Services before any transactions are completed ([III.D.2-8](#), [III.D.2-9](#)).

The District and College adhere to administrative procedures requiring communication of fiscal policies, objectives, constraints to the Board, staff and students, and an information system that gives timely, accurate, and reliable fiscal information ([III.D.2-10](#)). To ensure financial information is available and accessible, the Board holds an annual budget workshop ([III.D.2-11](#)) led by the vice chancellor of administrative services. Later in the fiscal year, the vice chancellor presents the tentative and final budgets to the Board for discussion and approval ([III.D.2-12](#)). In addition, the District presents monthly financial transactions reports, quarterly financial status

reports, and annual reports to the Board ([III.D.2-13](#), [III.D.2-14](#)). These meetings, reports, and presentations are accessible by all, and help board members and the District community understand the District's financial information.

The District and College also provide financial information on a regular basis through the District Council (DC), a group that functions as the highest level of district wide participatory governance and serves as a conduit for communication between the College Councils at both campuses, the Administrative Services Council, the chancellor and the Board. The District Council shares and discusses budget and finance related Board Policies and Administrative Procedures, budget development processes and timelines, and financial reports with its faculty, classified staff, student, and management representatives who then take the information back to constituencies ([III.D.2-15](#)).

At the college level, financial information is disseminated to all constituents through the College Council and the College Budget Advisory Committee (CBAC) ([III.D.2-16](#)). Approved budgets, budget processes, resource allocations, and budget updates and reports are shared and discussed in the context of College goals and priorities ([III.D. 2-17](#), [III.D.2-18](#)). The budget development calendar and fiscal deadlines are disseminated to the College and discussed with budget managers and participants in the budget process ([III.D.2-19](#), [III.D.2-20](#), [III.D.2-21](#)).

Financial information is publicly available on the District's website and additional college specific information is available on the CBAC and the Office of Administrative Services websites ([III.D.2-22](#)). The District makes its approved budget available for inspection by the public at numerous libraries within its service area. Each quarter, the Office of Administrative Services sends budget managers financial reports that give the variance between budgeted, expended, and encumbered funds to date and remaining balances for each account ([III.D.2-23](#)). Budget managers have access to real-time detailed financial information through the online Self-Service Banner and customizable reports are available on demand to managers and staff through the Argos reporting system ([III.D.2-24](#)).

### Analysis and Evaluation

The College does financial planning based on its mission, educational master plan, and goals, and integrates them with institutional planning through a program review process that ties program and service goals with the college mission and goals. Resource requests are made to address program needs and drive improvements identified through the assessment of learning outcomes and data analyses. In prioritizing requests and allocating resources, the College uses criteria to ensure that there is alignment to support the College's direction. The College follows Board Policies and Administrative Procedures designed to ensure sound financial practices. The District and College present financial information on a regular basis at the governing board, district and college governance levels, and updates and discussions occur regularly at college planning events, committee meetings, and through broad communication to participants involved in budget and financial processes.

### Evidence List

- [III.D.2-1](#) 2019-20 Final Budget College Goals
- [III.D.2-2](#) MC Participatory Governance Handbook pg 5-7
- [III.D.2-3](#) Program Review Templates
- [III.D.2-4](#) PR Resource Request Scoring Criteria
- [III.D.2-5](#) Program Review SSI Scoring Rubric
- [III.D.2-6](#) BP 6250 Budget Management and BP 6300 Fiscal Management
- [III.D.2-7](#) AP 6250 Budget Management and AP 6300 Fiscal Management
- [III.D.2-8](#) WVMCCD Banner Finance Training Manual pp. 47-55
- [III.D.2-9](#) ET Sample with Approval Queue
- [III.D.2-10](#) AP 6200 Budget Preparation
- [III.D.2-11](#) FY19-20 Board Budget Workshop
- [III.D.2-12](#) BOT Minutes 060419 Approval of Tentative Budget pp. 2-4
- [III.D.2-13](#) BOT Agenda Item 7.4 Financial Statements 030519
- [III.D.2-14](#) BOT Agenda Item 7.5 2nd Qtr 311 FY18-19
- [III.D.2-15](#) District Council Agenda 082619 - BP/AP review
- [III.D.2-16](#) CBAC website
- [III.D. 2-17](#) MC Academic Senate Notes 030819 - RAM SCFF Discussion
- [III.D.2-18](#) College Council Agendas - RAM discussion Spring 2019
- [III.D.2-19](#) CBAC Meeting Minutes 031419 - Budget development discussion
- [III.D.2-20](#) Budget Update MC All College Presentation
- [III.D.2-21](#) Fiscal Year-End Close Deadlines

- [III.D.2-22](#) MC Administrative Services website
- [III.D.2-23](#) GL Budget to Actual by Fund and Budget Manager
- [III.D.2-24](#) Argos Dashboard and Finance Report sample

**3. *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.***

Evidence of Meeting the Standard

The District and College follow clearly defined policies and procedures for financial planning and budget development that ensure input from all constituencies ([III.D.3-1](#)). The primary sources of information about the budget and planning process are the tentative budget ([III.D.3-2](#)) and the adopted final budget ([III.D.3-3](#)). Budget development follows a budget calendar ([III.D.3-4](#)), and the College provides budget line items used by the District to prepare the budget. The budget is brought to the District Council for approval prior to being presented to the Board ([III.D.3-5](#), [III.D.3-6](#)).

At the district level, the vice chancellor of administrative services, serving as the District's chief business officer, directs the budget development with direction from the Board and the chancellor. The budget development process is a highly participatory process that relies on input from members of governance committees who represent student, staff, and faculty constituencies. To enhance transparency and inclusion, the District Council formed a Fiscal Workgroup that is a district wide subcommittee with representation from the classified senate presidents, the classified union, the academic senate presidents, and the faculty union ([III.D.3-7](#), [III.D.3-8](#)). The role of this committee is to make recommendations regarding fiscal affairs to the District Council, and its meetings provide an opportunity to closely review and discuss financial planning and budget development topics.

During the 2019-2020 budget development cycle, the Fiscal Workgroup facilitated discussions leading to proposals to incorporate the SCFF into the internal RAM, thereby aligning it with the CCCC and College's Vision for Success goals. Over the course of the academic year, members examined data, simulations, and projections to consider the financial impact of the proposed changes, and took the discussion to their respective constituencies for input ([III.D.3-9](#), [III.D.3-](#)

[10, III.D.3-11](#)). At the end of the spring 2019 semester, the District Council approved the recommendation from the Fiscal Workgroup to use the new RAM for the 2019-2020 final budget ([III.D.3-12](#)). With this new model in place, the College will now build awareness and expertise about the metrics that influence resource allocation and use integrated planning and budgeting to strengthen areas that can most help achieve the College's goals.

The College is intentional about making budget development a college wide activity that involves participation from all constituencies of the College. The College Budget Advisory Committee (CBAC) is a participatory governance committee charged with guiding the overall budget process and integrating financial resources with institutional planning and program reviews to support the College's mission and goals ([III.D.3-13](#)). The formal membership includes representatives of faculty, classified professionals, students, and management, and the meetings often include campus leaders and members who want to learn about a specific topic or participate more in the budget process ([III.D.3-14](#)).

The Integrated Budget Allocation and Program Review process drives budget development for the College ([III.D.3-15](#)). College programs and services identify needs and improvement ideas and make resource requests. The College's participatory governance committees and operational groups participate in the evaluation and resource allocation decision-making with the use of established criteria and scoring rubrics. This process determines the funding priority for program improvements and innovation priorities and identifies critical needs related to safety/regulations, shortages in operational budgets, or equipment and technology replacement ([III.D.3-16](#)). The CBAC reviews the prioritized list in conjunction with anticipated funding levels, historical spending, and institutional plans, and recommends the funding priority to the Colleges Council ([III.D.3-17](#)). The College Council reviews the list in consideration of college goals and priorities and makes the recommendation on college-wide funding priorities to the president for final decisions ([III.D.3-18](#)). The Office of Administrative Services then develops the final budget based on the funding decisions made through this process ([III.D.3-19](#)).

### Analysis and Evaluation

District and college level participatory governance processes work in conjunction for budget development. The budget process is defined by Board Policy and relies on the participatory

governance model to ensure that all constituencies have an opportunity to participate. The adopted final budget is made available online to all college constituents, and includes extensive information relating to the budget development process and the budget itself. The College uses program review as a core component of its integrated budgeting process to determine funding priorities among competing needs and for predicting future resource needs. This process is communicated to the College and results in broad participation and dialogue through the numerous governance committees and operational groups who drive the process and make resource allocation decisions.

#### Evidence List

- [III.D.3-1](#) AP 6200 Budget Preparation and AP 6250 Budget Management
- [III.D.3-2](#) 2019-2020 Tentative Budget
- [III.D.3-3](#) 2019-2020 Final Budget
- [III.D.3-4](#) Budget Calendar 2019
- [III.D.3-5](#) Tentative Budget Presentation at District Council Approved Minutes 052819
- [III.D.3-6](#) BOT Agenda Item 7.11 Final Budget
- [III.D.3-7](#) AP 6240 Allocation of Funds Fiscal Workgroup
- [III.D.3-8](#) Fiscal Workgroup 081919 Agenda
- [III.D.3-9](#) Fiscal Workgroup 041519 Summary
- [III.D.3-10](#) MC Academic Senate 032819 Notes
- [III.D.3-11](#) College Council Agendas
- [III.D.3-12](#) District Council Agenda 042919
- [III.D.3-13](#) CBAC Meeting Minutes 031418
- [III.D.3-14](#) CBAC Meeting Minutes 022719
- [III.D.3-15](#) Integrated Budget Allocation and Program Review Process
- [III.D.3-16](#) PRRR Guidelines
- [III.D.3-17](#) PRRR Summary and Recommended Prioritization List 051319
- [III.D.3-18](#) Program Review Resource Allocations 2019-2020 President's Announcement
- [III.D.3-19](#) Admin Services FY19-20 Budget Announcement

#### ***4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.***

#### Evidence of Meeting the Standard

The District and College conduct planning based on realistic assessments of financial resource availability and coordinate to ensure that these resources are allocated appropriately to achieve

goals. Each year, the vice chancellor of administrative services holds a budget workshop for the Board and District community to outline the financial forecast for the District and includes budget assumptions and approaches to developing the budget ([III.D.4-1](#)). These projections reflect a realistic assessment of funding and serve as the basis for financial planning and budget development. The RAM provides a transparent overview of revenue allocation across the District and Colleges ([III.D.4-2](#)).

The District's Fiscal Services staff regularly monitors all revenues, expenditures and fund balances via quarterly financial statements and provide status reports to the Fiscal Workgroup, District Council, Audit and Budget Oversight Committee, and the Board ([III.D.4-3](#), [III.D.4-4](#), [III.D.4-5](#), [III.D.4-6](#)). The staff also provides multiyear revenue projections using the latest information from the Second Principle (P2) Apportionment Report and estimated tax revenue from the County of Santa Clara to support timely and realistic ongoing institutional and financial planning ([III.D.4-7](#), [III.D.4-8](#)).

The College's fiscal staff provides monthly fund balance projections of the general fund budget versus expenditures and periodic reports of other funds, such as revenues from the CA state lottery, the Land Corp, grants and program review allocations ([III.D.4-9](#)). The CBAC reviews financial statements and budget reports, and the College's financial analysts provide updated assessment of revenues and highlight potential budget shortfalls in the current year and the upcoming fiscal year ([III.D.4-10](#), [III.D.4-11](#)). Budget managers have access to customized financial reports and analyze 3-year historical revenue and expenditures to assess and adjust operational budgets in accordance with anticipated funding ([III.D.4.12](#)).

The resource allocation process takes into consideration both "critical needs" such as operational budget shortages and "program innovation and improvement," and includes operational request types such as supplies and hourly staffing. The College validates and prioritizes all requests and uses this prioritization to develop a realistic budget that will allow it to achieve stated goals ([III.D.4-13](#), [III.D.4-14](#)). For the 2018-2019 cycle, the College made an improvement to its resource allocation process to allow for multi-year requests so that programs can make a realistic assessment of available resources and conduct longer range planning ([III.D.4-15](#)). This also allows the College to anticipate future needs and align its budget accordingly over time.

Through partnerships with a broad range of organizations, the College succeeded in receiving grant awards from federal, state, and local funding sources ([III.D.4-16](#)). This includes a \$2.99M award from the U.S. Department of Labor to lead the Silicon Valley High Tech Apprenticeship Initiative and partner with training institutions, workforce investment boards, and employers such as Cisco Systems, Plantronics, and IBM to create registered apprenticeships in the high-tech industry sector of Silicon Valley ([III.D.4-17](#)).

The College is adept at generating revenues to supplement general funds through its many enterprise and fundraising activities. These include corporate and community education programs, vendor service contracts for bookstore, cafeteria and café, leases, and catering services ([III.D.4-18](#)). Recent bond programs have allowed construction and modernization of campus facilities, and the College has effectively leveraged these facilities to generate revenue and donations used to improve College programs and services. The College rents its facilities to private organizations such as the San Francisco 49ers/Levi's Stadium for parking, community-based organizations for cultural and sporting events, and individuals for trainings, parties, and performances. The College also has a leasing agreement for a cell antenna. Over the past five years, the naming of new buildings has collectively brought in over \$1M in donations that continue to fund technology upgrades for these building ([III.D.4-19](#)).

### Analysis and Evaluation

The District and College conduct sound financial planning based on realistic assessments of available financial resources with short- and long-term forecasts of revenues, expenditures, liabilities, and ongoing fiscal commitments. Finance staff at the District and College disseminate financial information to budget planners in a timely manner using the best information available. The annual budget, planning documents, and financial disclosures are accessible by all. Financial statements and reports of actual and projected revenues and expenses are highlighted and discussed in various governance groups as part of budget development and institutional planning processes. The College effectively generates ancillary revenue through partnerships, grants, entrepreneurial activities, and use of its facilities.

### Evidence List

[III.D.4-1](#) FY19-20 Board Budget Workshop

- [III.D.4-2](#) 1920F RAM Flow Chart v1
- [III.D.4-3](#) Fiscal Workgroup Summary 050619 Financial Report Review
- [III.D.4-4](#) ABOC Minutes 051319 Q3 financial report
- [III.D.4-5](#) District Council Approved Minutes 051319
- [III.D.4-6](#) BOT Minutes 060419 AM Q3 financial reports
- [III.D.4-7](#) Revenue Projection FW 041519
- [III.D.4-8](#) TCR Calc Master
- [III.D.4-9](#) GL Budget to Actual by Fund, Budget Admin
- [III.D.4-10](#) CBAC meeting agenda 032719 Quarterly Fiscal reports
- [III.D.4-11](#) FY18-19 Q3 Financial Statements
- [III.D.4.12](#) Financial Report 3-year Comparison
- [III.D.4-13](#) 19-20 PR Allocations
- [III.D.4-14](#) PR Allocation Budget Report FY19-20
- [III.D.4-15](#) Program Review Resource Request Process Improvements pg 9
- [III.D.4-16](#) Grant Categorical Matrix
- [III.D.4-17](#) BOT Agenda Item DOL AAI Grant
- [III.D.4-18](#) Nontuition revenue reports
- [III.D.4-19](#) BOT Agenda Item Viso Family Donation

5. ***To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.***

Evidence of Meeting the Standard

To ensure the financial integrity of the institution and responsible use of its financial resources, the College adheres to Board Policy 6300 on Fiscal Management, which establishes fiscal management procedures and requirements in accordance with California Education Code and the California Community College’s BAM. Administrators are primarily responsible for safeguarding financial resources by establishing and maintaining sound business controls designed to deter and detect potential misuse. Further, the District encourages its employees and other persons to disclose improper activities and to protect those reporting improper activities from reprisal or intimidation ([III.D.5-1](#)). The chancellor and vice chancellor of administrative services are responsible for ensuring that appropriate controls and safeguards are in place.

The College and District use the Banner Enterprise Resource Planning (ERP) system to record all revenues generated and all expenditures for goods and services. Once the budget is established, financial activities (e.g., budget transfers, budget changes, purchasing) must be approved by the budget administrator, area vice president, and vice president of administrative services ([III.D.5-2](#)). The financial analysts at the College and District's General Services and Fiscal Services staffs further review for compliance with established policy and approve only after assessing the appropriateness of the transaction. On a quarterly basis, the Fiscal Services department prepares a report of all budget adjustments between major object account codes for board approval ([III.D.5-3](#)).

The College uses a Signature Authorization Form ([III.D.5-4](#)) to designate, change or remove signature authority for budget transfers, expense transfers, timesheets, contracts, check requests, mileage claims, purchase orders, and travel and conference reimbursements. In handling checks and cash, the College has established critical controls such as segregation of duties, limited access, and regular reconciliation ([III.D.5-5](#)). For example, the College's Admissions and Records Office ensures that the responsibility for receiving cash is segregated from the responsibility for depositing the cash. The College uses the Banner ERP system to control purchase requisitions, and the system checks for a valid account number with available budget and requires multiple levels of approvals ([III.D.5-6](#)).

As described in the response to Standard III.D.2, the District and College also provide financial information throughout the institution on a regular basis to assure sound financial decision-making. The District and College regularly report information to the Fiscal Workgroup, District Council, and the Board regarding the financial and budgetary condition of the District for all funds. The reports include a comparison of budget to actual amounts and is produced in accordance with Generally Accepted Accounting Principles as defined by the GASB and the CCCCCO's BAM.

The Audit and Budget Oversight Committee (ABOC) is a standing advisory committee of the Board and further ensures the District's financial integrity. The committee is charged with making sure that the District has adequate controls in place over financial reporting and complies

with policies related to audit and budget ([III.D.5-7](#)). The Board may refer audit, budget, and finance matters to ABOC for thorough discussions and recommendations.

Budget managers and staff access financial information through the Banner ERP system, Argos reporting tool, and regularly disseminated budget reports. In addition, the College finance team uses the Analytic Schools tool to review position control, develop and analyze budgets, and generate analytical financial reports to management and campus constituents for use in financial decision-making.

An independent firm audits the District each year to evaluate the integrity of financial statements and the effectiveness of procedures and internal controls. The audit firm performs tests to check for compliance with various laws, regulations, and requirements of contracts and grants. The results are communicated to the Board, fiscal groups and responsible parties, and recommended improvements are then implemented ([III.D.5-8](#)). In addition to formal audits, the Fiscal Workgroup, District Council and Administrative Services Council periodically review Board Policy and Administrative Procedures and related fiscal management and internal controls ([III.D.5-9](#), [III.D.5-10](#)). The District and College evaluate its management practices by using the results of audits and policy reviews to improve internal control systems.

#### Analysis and Evaluation

The College's internal control structure has mechanisms to ensure financial integrity and responsible use of financial resources. The College adheres to Board Policies and Administrative Procedures to ensure accuracy and compliance in financial statements and transactions. The Banner ERP system houses all financial data, enables budget managers to track financial activity, and requires multiple levels of approvals to provide checks-and-balances for financial transactions and expenditures. The District's Fiscal Services department provides pertinent, timely financial data to District and College committees, and the College's Office of Administrative Services provides additional financial reports and analyses to campus constituents to support sound financial decision-making. The results of external audits provide the evidence that the District and College have adequate internal controls. The District evaluates its internal control system through annual audits and review of Board Policy and Administrative Procedures to make any necessary improvements.

## Evidence List

- [III.D.5-1](#) AP 6155 Fraud
- [III.D.5-2](#) AP 6250 Budget Management
- [III.D.5-3](#) BOT Agenda Item 7.4 Financial Statements
- [III.D.5-4](#) Signature Authorization Form
- [III.D.5-5](#) AP 6300 Fiscal Management
- [III.D.5-6](#) Banner Finance Training Manual, pg. 47-55
- [III.D.5-7](#) Audit and Budget Oversight Committee (ABOC) website
- [III.D.5-8](#) FY 17-18 Audit Finding and Response
- [III.D.5-9](#) District Council Agenda review of AP
- [III.D.5-10](#) AP revisions

6. ***Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.***

## Evidence of Meeting the Standard

The College's financial documents and budget are products of inclusive district and college processes used to develop and manage budgets, and to ensure that financial resources are allocated to support student learning programs and services.

As described in response to Standard III.D.3, the College adheres to a clearly defined budget development process that involves governance groups, District and College staff, and College departments and programs. This ensures that the developed budget and associated reports and documents have a high degree of transparency and credibility. Each year, the District provides tentative and final budget books to the Board in May and September, respectively, for review and approval, and makes them available to the public for review ([III.D.6-1](#)). The budget book describes in detail the current fiscal position of the District and the budget development process. The documents also present detailed financial information for all district and college funds and revenue and expenditure information for the current year and two prior fiscal years for comparative analysis. The District's Fiscal Services website has budget books from the past ten years available to college constituents and the public.

The District’s Quarterly Financial Status Reports (CCFS-311Q) and Annual Financial and Budget Reports (CCFS-311A) are presented to governance groups, the Audit and Budget Oversight Committee (ABOC), and the Board for examination, and to answer any questions about financial transactions, thus furthering assurance of budget credibility ([III.D.6-2](#), [III.D.6-3](#)). The District submits these reports to the State Chancellor’s Office where state officials review the data and check for compliance with regulations (e.g. “50 Percent Law”).

Each year, an external auditor examines the District’s financial statements, internal controls, and compliance ([III.D.6-4](#)). The external audit provides an objective review of the District’s finances to establish credibility and provide reassurance to the Board and the district community. As part of the audit, the District is evaluated for and determined to be compliant with the “50 Percent Law” and the faculty obligation numbers (FON) which indicates that resources are sufficiently allocated to support instructional programs ([III.D.6-5](#)).

#### Analysis and Evaluation

The inclusive and public process by which the District and College conducts its budget development and management ensures the transparency, accuracy, and credibility of the budget and financial documents. Financial reports are reviewed by governance groups at the college and district levels and presented publicly to the Board. An independent auditor conducts an annual external audit to examine the fiscal condition of the District, its financial statements, and system of internal controls. The financial statements and budget demonstrate compliance with regulatory requirements such as the “50 Percent Law” and FON and reflect appropriate allocation and use of financial resources to support student learning programs and services and achieve the College’s goals.

#### Evidence List

- [III.D.6-1](#) Fiscal Services department website
- [III.D.6-2](#) ABOC minutes 051319
- [III.D.6-3](#) Division Council minutes 051319
- [III.D.6-4](#) AP 6400 Audits
- [III.D.6-5](#) FY17-18 Annual Audit 50% Law

7. ***Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.***

Evidence of Meeting the Standard

The Board is responsible for maintaining the fiscal integrity of the District. As part of this process, the Board maintains a standing subcommittee, the Audit and Budget Oversight Committee (ABOC) to oversee the integrity of the District's budget process.

The College practices effective oversight of finances and utilizes both external and internal audits for continuous improvement. These audits provide feedback to college management to ensure that procedures and policies are being followed and that appropriate checks and balances are in place.

The College is audited by an external auditor as a part of the District's overall annual audit. The Fiscal Services department coordinates the annual audits with the colleges and the independent auditors. The final report along with any finding are shared with District Council and ABOC, who then presents this to the Board, and any audit findings are disseminated to appropriate district and college departments for recommendations and responses. The findings detail any deficiencies in procedure or errors uncovered during the audit.

The District has received positive unqualified/unmodified audits on its financial statements for several consecutive years, indicating a high degree of accuracy and credibility of the District's financial documents and accounting. All findings and recommendations were fully addressed and corrected, and there have not been the same findings or recommendations for more than one year ([III.D.7-1](#), [III.D.7-2](#), [III.D.7-3](#)).

Analysis and Evaluation

The District arranges for comprehensive annual audits that include all funds. Information about budget, fiscal conditions, and audit results are communicated out and shared at all levels including the Board, ABOC, District Council, Fiscal Workgroup, and at the colleges. The District and College's response to audit recommendations and findings are comprehensive,

timely, and communicated appropriately. Any findings during the last three years were addressed and corrected before the next annual audit.

#### Evidence List

[III.D.7-1](#) FY 16-17 Final Audit

[III.D.7-2](#) FY 17-18 Final Audit

[III.D.7-3](#) FY 18-19 Final Audit

#### **8. *The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.***

#### Evidence of Meeting the Standard

Board Policy 6300 and Administrative Procedure 6300 require the vice chancellor to ensure proper internal controls are in place to ensure reasonable accuracy of accounting information, to safeguard assets from loss, and to ensure operating policies and procedures are being followed. The District and College regularly evaluate and assess these financial and internal control systems for validity and effectiveness. This is done in conjunction with the annual external audit process in which the auditor evaluates financial statements, accounting procedures, and internal control as they conduct the audit. The Fiscal Services staff also reviews internal controls as part of regular updates of Board Policies and Administrative Procedures. The recommendations and changes are then coordinated with the College to implement thereby strengthening its internal controls.

In the most recent external audit report, the auditors found that the financial statements present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the District, and the unmodified opinion stated that the District complied, in all material respects, with compliance requirements ([III.D.8-1](#)). There was one finding related to the accuracy of the District's Student Success and Support Program (SSSP) data reported to the State Chancellor's Office Management Information System (MIS). There were no questioned costs as a result because the District accurately reported total services provided to students in its student information system but did not accurately report that student detail on its MIS submission. In response, the District and College have strengthened

controls by adding additional audit reports and review steps to validate the data prior to MIS submission.

The West Valley-Mission Community College Foundation, a non-profit corporation dedicated to providing assistance to the College's students, faculty and programs, is audited separately, and reports from the past three fiscal years ([III.D.8-2](#), [III.D.8-3](#), [III.D.8-4](#)) have not resulted in any findings or recommendations. During this same period, the performance and financial audits of the District's Measure C general obligation bonds have indicated the appropriate use of bond dollars and the accuracy and compliance of financial statements ([III.D.8-5](#), [III.D.8-6](#), [III.D.8-7](#)).

The Fiscal Services staff holds monthly meetings with the College's financial analysts to discuss adherence to internal procedures as well as those required by external funding agencies. The Chief Business Officers group, comprised of the vice chancellor of administrative services, executive director of financial services, and the vice president of administrative services from each college, meets on a regular basis to discuss and review financial and business practices to ensure effectiveness and consistency ([III.D.8-8](#)).

The Board recently approved changes to Administrative Procedures as recommended by the Fiscal Services department and Fiscal Workgroup (anticipated with BOT approval in fall). Changes included the addition of detailed procedures and critical controls related to cash and check handling ([III.D.8-9](#)). The Board also approved the addition of Board Policy 6155 related to safeguarding against fraud and mechanisms for reporting fraud or theft ([III.D.8-10](#)).

The College and the District conducted several Business Process Analyses as part of the implementation of its new enterprise resource planning system. Many of the outcomes of the recommendations were implemented in the new Human Resources, Payroll, Finance, and Financial Aid systems, thereby improving business practices and internal controls of the District and College ([III.D.8-11](#), [III.D.8-12](#), [III.D.8-13](#)).

#### Analysis and Evaluation

The College's and District's financial and internal control systems are evaluated and assessed for validity and effectiveness during external audits, and the results are used for improvement. Any

internal control deficiencies identified are addressed fully and in a timely manner. Fiscal staff and business officers at the district and college levels regularly review processes and make recommended changes to strengthen internal controls on an ongoing basis.

#### Evidence List

- [III.D.8-1](#) FY18-19 Final Audit
- [III.D.8-2](#) FY15-16 Foundation Audit Report
- [III.D.8-3](#) FY16-17 Foundation Audit Report
- [III.D.8-4](#) FY17-18 Foundation Audit Report
- [III.D.8-5](#) FY17-18 Measure C Financial Audit
- [III.D.8-6](#) FY17-18 Measure C Performance Audit
- [III.D.8-7](#) CBOC website
- [III.D.8-8](#) CBO agendas
- [III.D.8-9](#) AP 6300 Fiscal Management
- [III.D.8-10](#) AP 6155 Fraud
- [III.D.8-11](#) WVM Business Process Map Matrix
- [III.D.8-12](#) WVM Business Process Recommendations
- [III.D.8-13](#) WVM Business Process Analysis Report

9. ***The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.***

#### Evidence of Meeting the Standard

The District ensures financial stability by taking a fiscally conservative approach to maintaining adequate cash flow, reserves, and fund balances. District policies and procedures ([III.D.9-1](#), [III.D.9-2](#)) dictate that the “District’s unrestricted general reserves shall be no less than 5%,” and that “the District shall retain no more than a 3% contingency reserve.” The District’s total fund balance at the end of fiscal year 2018-19 was \$55.4 million, which is about 35% of total expenditures ([III.D.9-3](#)).

The District holds any unallocated community support funds (revenues primarily from property taxes and student enrollment fees that exceed the CCCCCO’s calculation of the District’s entitled total computational revenue), in the Community Support Fund Reserve which is uniquely

identified as such in all financial reporting. These reserves are available for appropriation only by authorization of the Board.

For fiscal year 2019-20, the District initiated the Fiscal Crisis and Management Assistance Team's Fiscal Health Risk Analysis to help evaluate its fiscal health. Current data for the self-assessment resulted in a score of below 13%, which indicates that there is very low risk ([III.D.9-4](#)).

The Fiscal Services department regularly monitors and presents actual and projected cash flow throughout the year. The Fiscal Workgroup examines and discusses cash flow and fund balances and revenue and expense projections on a quarterly basis using the quarterly and financial reports such as the CCFS-311Q ([III.D.9-5](#)). The CCFS-311Q report shows the actual unrestricted general fund balances and cash balances for prior years as well as the projected fund balance and projected cash balance for the current year. Fiscal reports, along with highlights of significant events, are presented to the District Council, Audit and Budget Oversight Committee, and Board for review each quarter ([III.D.9-6](#)).

In addition to maintaining reserves for contingencies, the District's General Services unit takes a proactive approach to manage and reduce risk. Through the Statewide Association of Community Colleges (SWACC) Joint Powers Association, the District purchases \$1 million in coverage for general liability, automobile liability and workers compensation, and \$250 million for property insurance covering loss by fire and theft ([III.D.9-7](#)). Contracts include language to reduce the District's liability and facilities use agreements require a minimum of \$1 million in liability coverage, naming the District as an additional insured.

#### Analysis and Evaluation

The College and District have sufficient cash flow and reserves to maintain stability and support strategies for appropriate risk management and unforeseen occurrences. The District maintains a prudent reserve (as defined by the CCCCCO) and a cash flow and fund balance that includes a community support fund reserve. The District, along with the College and Board, closely monitors and manages cash flow and uses risk management strategies to avoid and address any emergent financial situations or emergencies that may arise.

## Evidence List

- [III.D.9-1](#) BP 6250 Budget Management
- [III.D.9-2](#) AP 6305 Reserves
- [III.D.9-3](#) FY19-20 Final Budget, p34 reserves
- [III.D.9-4](#) FWG Agenda 102119 FCMAT
- [III.D.9-5](#) CCFS 311Q Q3 Report
- [III.D.9-6](#) BOT Agenda Item 7.12 CCFS-311 Q3 report
- [III.D.9-7](#) FY18-19 Certificate of Insurance

**10. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.***

## Evidence of Meeting the Standard

The College practices effective oversight and management of all financial resources, including financial aid resources, grants, externally funded programs, and contractual relationships. Board Policy 6300 ([III.D.10-1](#)) requires effective internal controls to be implemented to ensure ongoing effective operations, and that there is a clear delineation of fiscal responsibility and staff accountability. In accordance with these policies and procedures, the District's Fiscal Services department works in conjunction with the College to develop and implement administrative procedures that ensure compliance and sound fiscal management ([III.D.10-2](#)). The college vice president of administrative services has oversight of all fiscal matters at the College, and works in conjunction with the College Budget Advisory Committee (CBAC) to ensure transparency and broad participation in fiscal policies, processes, and planning ([III.D.10-3](#), [III.D.10-4](#)).

The Fiscal Services department has oversight of all district finances and reviews and monitors financial statements for all funds on a quarterly basis. It also presents financial, budget and accounting, and audit reports regularly to the Fiscal Workgroup, District Council, Audit and Budget Oversight Committee, and Board. At the college level, the finance staff comprised of the vice president of administrative services and two financial analysts, and division deans, grant managers, and program managers work collectively to monitor finances at each level and for all areas of the College ([III.D.10-5](#)). In addition, the vice president of administrative services and finance staff report financial and budget statuses to CBAC to ensure there is effective and

transparent management and stewardship of college financial resources and adherence to Board Policies and College processes ([III.D.10-6](#)).

As the chair of CBAC, the vice president of administrative services along with representation and feedback of the Academic Senate, Classified Senate, Associated Student Government and administrators, guide the overall budget process, implementation, and timelines as part of institutional planning. It is the responsibility of CBAC to provide recommendations for budget allocations for program review and integrated resource planning to the College Council ([III.D.10-7](#), [III.D.10-8](#)).

The Financial Aid Office oversees financial aid for students, including scholarships, grants and other forms of aid such as the California College Promise Grant and the Federal Work Study program. The College has established and published financial aid policies that align with Federal Title IV regulations and requirements for managing federal financial aid ([III.D.10-9](#)). Annual audits further ensure compliance with these requirements ([III.D.10-10](#)). The Financial Aid Office has a thorough process for students to apply for financial aid. The trained staff reviews applications and ensures students meet qualifications before awarding financial aid to the students.

Before a grant can be submitted on behalf of the College, the signature page of the application must be signed by college and district personnel giving the grant writer authorization to submit the grant. Grants awarded and accepted by the District are required to be approved by the Board and are to be overseen by the responsible grant managers with additional oversight by the Office of Administrative Services ([III.D.10-11](#)). Grant revenues, budgets and expenditures are included as part of the college and district budget and are examined as part of the district audit.

The District and College adhere to several Board Policies and Administrative Procedures which govern the District's contractual relationships. Board Policy 6340 and AP 6340 ([III.D.10-12](#)) in particular ensures the letting, bidding, and oversight of all contracts. The College follows procedures to ensure that all levels of management have reviewed and approved the contract. The General Services department reviews contracts for compliance with public contract code,

Board Policy and all applicable laws and regulations. Contracts involving expenditures that require competitive bidding require approval by the Board prior to award.

The District's auxiliary organizations include the WVM Land Corporation (Land Corp) and WVMCC Foundation (Foundation). In accordance with Board Policy and Administrative Procedure 3600 ([III.D.10-13](#)), all auxiliary organizations serving the College submit to the chancellor and the District all financial statements required by the CCCCCO and budget and expenditure reports ([III.D.10-14](#)). The District's external annual audits include a fiscal audit of all auxiliary organization funds, and the report is submitted to the Board. In addition, the Land Corp and Foundation both undergo separate audits each year ([III.D.10-15](#), [III.D.10-16](#)). The audits determine compliance with requirements and standards for financial statements, spending and internal controls, and there have been no findings in the past three audits of these auxiliary organizations.

#### Analysis and Evaluation

The College practices effective oversight of finances, including the management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. The College continues to assess its use of fiscal resources systematically and effectively with the assistance from the CBAC, continuous discussions with the District and recommendations from the Board. As shared in Standard III.D.15, the College has met compliance with Federal Title IV regulations.

#### Evidence List

<a href="#">III.D.10-1</a>	BP 6300 Fiscal Management
<a href="#">III.D.10-2</a>	AP Chapter 6 Business and Fiscal Affairs
<a href="#">III.D.10-3</a>	Office of Administrative Services website
<a href="#">III.D.10-4</a>	CBAC Meeting Minutes 100919
<a href="#">III.D.10-5</a>	Budget Manager Financial Report 121418
<a href="#">III.D.10-6</a>	CBAC website
<a href="#">III.D.10-7</a>	CBAC Meeting Minutes 050819
<a href="#">III.D.10-8</a>	CBAC Meeting Minutes 052219
<a href="#">III.D.10-9</a>	MC Financial Aid Website
<a href="#">III.D.10-10</a>	FY 18-19 Final Audit pg91 Federal Awards
<a href="#">III.D.10-11</a>	BOT Agenda Item Bay Area Basic Skills

<a href="#">III.D.10-12</a>	BP and AP 6340 Contracts
<a href="#">III.D.10-13</a>	BP and AP 3600 Auxiliary Organizations
<a href="#">III.D.10-14</a>	LC Financial Statements
<a href="#">III.D.10-15</a>	FY17-18 Land Corp Audit Report
<a href="#">III.D.10-16</a>	FY17-18 Foundation Audit Report

## Liabilities

- 11. *The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.***

### Evidence of Meeting the Standard

The long-term financial priorities of the District and College inform all short-term fiscal planning. Both the District and College meet its long-term financial obligations while creating short-term financial plans to ensure financial stability. Each year, the vice chancellor of administrative services presents a budget workshop to the Board, and provides projections of the District's revenue, community support fund reserves and liabilities so that the institution can consider long-range priorities while making short-range decisions for budget development ([III.D.11-1](#)). This includes analyses of revenue projections, liabilities, and recommends a budget approach based on these projections, assumptions, and short and long-term challenges.

This planning continues throughout the year within the Fiscal Workgroup and ABOC. In the fiscal year 2019-2020, the District set aside \$33.2 million in community support funding reserve for future allocations. The District used \$19.3 million to pay off lease revenue bonds debt in fiscal year 2018-2019, and it intends to pay off another \$20 million in fiscal year 2019-2020 ([III.D.11-2](#)). The District's Other Post-Employment (OPEB) liabilities has been fully funded, and there are allocations for payment of other long-term liabilities such as state-funded retirement ([III.D.11-3](#)). In fiscal year 2017-18, the District established the Pension Stabilization Trust Fund through Public Agency Retirement Services to set funds aside to cover future pension rate increases. The balance in the trust fund as of June 20, 2019 was \$14.8 million.

In accordance with Board Policy 6250, the District maintains an unrestricted general fund reserve of five percent of budgeted expenditures and a contingency reserve of no more than three percent for unanticipated changes that would adversely affect operations or services. Through the RAM, allocations for employee salaries and fixed costs are allocated first and this allows the District and College to project how anticipated salary or fixed cost increases in future years will affect discretionary operating budgets and fund balances ([III.D.11-4](#)).

### Analysis and Evaluation

As a community supported district, the District receives revenue in excess of the State's minimum funding level, has increasing annual fund balances, and can reasonably expect long-term financial solvency. In considering its long-range priorities while making short-range financial plans through the budgeting process, the District and College have managed to sustain current operations while setting funds aside to cover expected increases in the cost of pension liability and its OPEB liability. The District routinely reconciles and monitors the long-term liabilities for future obligations.

### Evidence List

- [III.D.11-1](#) FY19-20 Board Budget Workshop
- [III.D.11-2](#) FY19-20 Final Budget General Fund
- [III.D.11-3](#) 2019-20 Final Budget RAM distribution by location
- [III.D.11-4](#) 1920F RAM Flow Chart v1

- 12. *The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.***

### Evidence of Meeting the Standard

The Board and the District have taken steps to ensure the fiscal stability of the District by planning for and allocating resources for the payment of liabilities and future obligations. Overviews of the District's liabilities are provided on a regular basis through presentations to the Audit and Budget Oversight Committee (ABOC) and the Board. In accordance with Government

Accounting Standards Board requirements, the District uses an independent actuarial study to determine overall liability of post-retirement medical benefits and future medical costs. The most recent report shows the District's total OPEB liability was \$53 million as of June 30, 2018 ([III.D.12-1](#)).

The District has established an irrevocable trust and all investment earnings and funds deposited in this account will be restricted to paying retiree health benefits. The balance of investments in the trust account was \$73.0 million as of June 30, 2019 ([III.D.12-2](#)). The District has fully funded its annual OPEB obligation based on the current actuarial study.

In fiscal year 2017-2018, the District also established an irrevocable trust fund through the Public Agency Retirement Services for pension rate stabilization. The funds will cover future CalSTRS and CalPERS pension rate increases. The balance in the Pension Stabilization Trust Fund as of June 30, 2019 was \$14.8 million. The District sets aside funds annually to address the long-term pension obligations, and in fiscal year 2019-2020, has set aside \$2.9 million in the unrestricted general fund to transfer to the Pension Stabilization Trust Fund ([III.D.12-3](#)).

In an effort to reduce the cost of payment for unused vacation and compensatory time, there is language in the collective bargaining agreements that limits the carryover of vacation and compensatory time based on years of service. Vacation leave is capped at a maximum accrual of 44 days for classified positions and at 50 days for management positions.

As of the end of fiscal year 2018-2019, the total liability for compensated absences is \$4 million and banked leave liability is \$14 million. There is \$5.7 million set aside in the fund balance to cover at least 40 percent of these liabilities. The District reviews these balances regularly and adjustments for banked leave liabilities and vacation liabilities are made in the general ledger semi-annually.

#### Analysis and Evaluation

The District uses actuarial studies that are prepared regularly to calculate its OPEB liability as required by GASB rules, and factors this into its financial planning and budgeting. It has established an irrevocable trust to cover OPEB costs and has fully funded its obligation. The

District also has a plan to fully fund its annual required contribution for PERS and STRS. Vacation leave for employees are capped, and there is a limit for banked load leave based on the collective bargaining agreement. The District regularly reviews and budgets for future compensated absences and banked load leave obligations.

#### Evidence List

[III.D.12-1](#) Actuarial Report 2018

[III.D.12-2](#) 2019-20 Final Budget – OPEB Trust Fund 791

[III.D.12-3](#) 2019-20 Final Budget – Pension Stabilization Trust Fund 792

**13. *On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.***

#### Evidence of Meeting the Standard

As part of its financial planning and annual budget development, the District determines the amount of locally incurred debt and allocates resources for repayment without affecting the institution's financial stability.

The District is currently in the middle of a major capital improvement program, and construction is ongoing throughout the college campuses ([III.D.13-1](#)). These projects are primarily funded through the general obligation bonds. In November 2018, the WVMCCD voters passed Measure W for the issuance and sale of general obligation bonds of the District for various purposes in the maximum amount of \$698 million. The bonds are being issued to finance the acquisition, construction, modernization and equipping of District sites and facilities, including the Mission College campus. The first issue, in the amount of \$150 million, was sold in April 2019 and the bonds were rated AAA by both Moody's ([III.D.13-2](#)) and Standard & Poor's ([III.D.13-3](#)).

The District has ongoing liabilities for the lease revenue bonds issued in 2009 and 2011. The balance of the debt is approximately \$35.9 million, and the District intends to pay off \$20 million of the debt by the end of fiscal year 2019-2020.

The District uses separate capital projects funds to account for the expenditure of bond funds and debt service funds are used to account for the accumulation of resources and payment of debt principal and interest. The latest performance audit for fiscal year 2017-2018 determined that the District expended general obligation funds only for the purposes approved by the voters and only specific projects developed by the Board ([III.D.13-4](#)). The Citizens Bond Oversight Committee (CBOC), comprised of members of the public, monitors and ensures appropriate expenditure of bond proceeds ([III.D.13-5](#), [III.D.13-6](#)).

#### Analysis and Evaluation

The District assesses regularly and allocates resources during its budget development to repay any locally incurred debt instruments. The amount of local debt repayment is managed proactively and does not have an adverse impact on the financial stability of either the College or the District. Adding to the District and College's controls, oversight, and accountability is the Citizens Bond Oversight Committee, who monitors and informs the public about the expenditure of bond dollars.

#### Evidence List

- [III.D.13-1](#) Bond Program website
- [III.D.13-2](#) Bond Rating Report Moody's 2019
- [III.D.13-3](#) Bond Rating Report S&P
- [III.D.13-4](#) FY17-18 Measure C Performance Audit
- [III.D.13-5](#) CBOC Website
- [III.D.13-6](#) AP 6740 Citizens' Bond Oversight Committee

- 14. *All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.***

#### Evidence of Meeting the Standard

The College and District adhere to strict oversight practices and policies to ensure that all financial resources, including short- and long-term debt instruments, auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the intended purpose of the funding source.

This starts with Board Policies and Administrative Procedures that require ongoing review, monitoring and internal controls to protect the resources of the College ([III.D.14-1](#), [III.D.14-2](#)). Administrative Procedure 6200 ([III.D.14-3](#)) and 6310 ([III.D.14-4](#)) require that the College's grants, categorical, restricted and auxiliary funds are budgeted and expended by separate fund and program account numbers in conformance to the CCCCCO's Budget and Accounting Manual. In addition, the College ensures compliance with other grant accounting and expenditure requirements specified in the Office of Management and Budget (OMB) Circular A-133 and OMB Circular A-21 ([III.D.14-5](#)). All fiscal expenditures require approval at multiple levels using the Banner ERP system, and budget managers, financial analysts, vice presidents and District's Fiscal Services department make sure that the expenditures are allowable, consistent with the intended use, and comply with established accounting requirements ([III.D.14-6](#), [III.D.14-7](#)). In addition to district and college oversight, the Audit and Budget Oversight Committee (ABOC) further ensures adequate controls are in place and compliance with district policies related to audits and budgets.

The District has been fortunate in passing two successful local bond measures. Board Policy and Administrative Policy 6335 ([III.D.14-8](#)) govern debt issuance and the purposes for which debt proceeds may be used. The Board established the Citizens' Bond Oversight Committee (CBOC), which meets regularly to review and analyze expenditures to ensure proper use of bond funds as required by Prop 39 ([III.D.14-9](#)). The District hires an independent auditor to perform an annual financial and performance audit of the expenditure of general obligation bond proceeds ([III.D.14-10](#), [III.D.14-11](#)).

The College and District maintain financial oversight of its auxiliary organizations include the Mission-West Valley Land Corporation (Land Corp) and West Valley-Mission Community Colleges Foundation (Foundation). Both are non-profit organizations that operate to enhance programs and enrich the experience of students, faculty and staff at the colleges. The Foundation has managed fundraising efforts for both the District and College. In spring 2019, the College hired a director of college advancement to increase capacity for fundraising and focus donor-related activities on the College's students and programs.

The College contracts with outside vendors to operate the campus bookstore and cafeteria. Revenues in the form of commissions from these auxiliary services and operations are held in proprietary funds, and revenues from student fees and campus center-related activities are held in fiduciary funds. Financial activities and statements for these auxiliary entities and activities are included in the District's annual external audit.

The College has been successful in receiving grants to support campus initiatives. For each grant, the College assigns a grant manager to oversee and monitor the grant program plan and budget. The College has two senior financial analysts, one of which is assigned specifically to monitor all grant and externally funded accounts, to ensure that required annual reports to funding agencies are correctly submitted in a timely manner. In addition, the vice president of administrative services and District Fiscal Services department work closely with the grant manager to ensure that the budget adjustments and expenditures are aligned with the established protocols and grant requirements.

#### Analysis and Evaluation

The College and the District have clean audits related to bond, auxiliary and foundation fund raising, and grant programs. As mentioned in response to Standard III.D.8, the fiscal year 2017-2018 audit resulted in one finding related to a data discrepancy in state reporting, and the College quickly and fully rectified it. In addition to the external audits and the system of controls operated by district and college level fiscal staff, the Audit and Budget Oversight Committee adds additional oversight over fiscal management, and the Citizens' Bond Oversight Committee monitors the use of local bond funds. The College uses a financial management system to monitor and ensure the proper accounting, budgetary control, and use of restricted funds, grants, and auxiliary revenues.

#### Evidence List

<a href="#">III.D.14-1</a>	BP Chapter 6 – Business and Fiscal Affairs
<a href="#">III.D.14-2</a>	AP Chapter 6 – Business and Fiscal Affairs
<a href="#">III.D.14-3</a>	AP 6200 Budget Preparation
<a href="#">III.D.14-4</a>	AP 6310 Accounting
<a href="#">III.D.14-5</a>	FY19-20 Final Budget, Grants
<a href="#">III.D.14-6</a>	Banner Finance Training Manual pg 47-55

<a href="#">III.D.14-7</a>	Finance Approval Queue
<a href="#">III.D.14-8</a>	AP 6335 Debt Issuance
<a href="#">III.D.14-9</a>	CBOC Annual Report 2018-19
<a href="#">III.D.14-10</a>	FY17-18 Measure C Financial Audit
<a href="#">III.D.14-11</a>	FY17-18 Measure C Performance Audit

- 15. *The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.***

Evidence of Meeting the Standard

The College's Financial Aid Office monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

The Financial Aid Office's loan process requires students to log into various federal financial aid websites to read federal documentation, take quizzes (entrance counseling and financial awareness counseling), create a monthly/annual budget, and forecast their total loan indebtedness repayment plan ([III.D.15-1](#), [III.D.15-2](#)). Students are informed of the interest rates, loan fees, submission deadlines, disbursement dates, Satisfactory Academic Progress (SAP) requirements, and enrollment requirements. The students are also required to submit a current educational plan and a loan reference sheet. In order to prevent and protect the students from fraud, they are required to submit a copy of their college identification and a government-issued photo identification. At the end of each term, the financial aid office sends out exit packages to those students who received a federal loan.

Federal student financial aid revenue and disbursements, as well as student loan default rates, are monitored to ensure compliance with federal requirements. In order to maintain Title IV compliance, the College's Financial Aid Office and the District's Fiscal Services department ensure appropriate segregation of duties during the financial aid disbursement cycle. The District

disburses financial aid funds on scheduled disbursement dates, through BankMobile, a third-party administrator.

The United States Department of Education (USDE) calculates loan default rates based on a three-year cohort with FY2016 being the most recent cohort ([III.D.15-3](#)). The official three-year cohort default rates for the College are as follows:

Fiscal Year 2016: 12.6%

Fiscal Year 2015: 9.6%

Fiscal Year 2014: 12.6%

The rates above are well within acceptable ranges and no remediation is needed. Should the College fall out of compliance, a default management plan would be created and implemented.

#### Analysis and Evaluation

The College closely monitors its loan default rates to ensure compliance with federal requirements regulating financial aid. The College's three-year default rate is within federal guidelines. If deficiencies occur, the College works with the District's Fiscal Services department to develop a default management plan to maintain compliance.

#### Evidence List

[III.D.15-1](#) Student rights responsibilities

[III.D.15-2](#) MC Financial Aid Process

[III.D.15-3](#) Department of Education Loan Default Rates

## Contractual Agreements

- 16. *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.***

### Evidence of Meeting the Standard

The College administers its contractual agreements in accordance with Board Policies and state and federal legal requirements, and the agreements contain appropriate provisions to maintain the integrity of the College and quality of its programs, services, and operations.

According to Board Policy and Administrative Procedure 6340 governing contractual agreements ([III.D.16-1](#)), the Board delegates to the chancellor or their designee (typically the vice chancellor or vice president of administrative services) to enter into contractual agreements on behalf of the District. These policies and procedures also establish dollar thresholds for Board approval of contractual agreements, and proper authorizations to enter into contractual agreements according to the CA Education Code and Public Contract Code.

The College enters into various contractual agreements with outside entities to secure partnerships, resources, and services to meet its goals and better serve students, including the following:

- Auxiliary Services - cafeteria, bookstore, and coffee bar
- Facilitates - rentals, maintenance of equipment, and facility repairs
- Personnel - employment and consulting services.

The District's General Services department oversees all contractual agreements and has developed a Request for Contract Form (RFC) ([III.D.16-2](#)) to process a variety of contract types. The RFC helps determine the type of contractual agreement required, and college staff use the form as a tool to complete and execute contractual agreements. Requestors are required to list and explain the agreement objectives. The respective vice president or president and the vice president of administrative services review the agreements to ensure that they support the college mission and administered in a way that ensures integrity of the College and its programs and

services. The form also specifies the manager responsible for administrating and overseeing the contract. Once approved by the College, contracts are then examined by the General Services department and if needed, legal counsel, before being submitted to the vice chancellor of administrative services and/or the Board for approval ([III.D.16-3](#)).

The RFC process includes several standard boilerplate contracts to cover consultant services, independent contractor, and professional services agreements. Non-standard contractual agreements are coordinated with the executive director of general services who develops and negotiates the appropriate contractual agreement. Each contractual agreement that the College enters into contains termination language to allow the College to end a contractual agreement if needed ([III.D.16-4](#)).

The executive director of general services reviews all contractual agreements prior to final signing to ensure compliance with appropriate policies and legal codes. In the event there is a legal issue that is beyond the expertise of district staff, the District retains legal counsel to review and advise on specialized agreements to ensure compliance and minimize liability.

### Analysis and Evaluation

The College adheres to established policies and procedures designed to ensure compliance and minimize risk. Contractual agreements are developed and vetted to make sure they are consistent with the College's mission and goals, and that adequate terms and safeguards are in place to protect the financial and operational integrity of the institution. The College, in conjunction with the District, has appropriate control over these contracts, and can terminate those that do not meet institutional requirements and standards.

### Evidence List

- [III.D.16-1](#) BP and AP 6340 Bids and Contracts
- [III.D.16-2](#) Request for Contract Form
- [III.D.16-3](#) Request for Contract Procedures
- [III.D.16-4](#) WVM Educational Affiliation Agreement

### ***Conclusions on Standard III.D. Financial Resources***

The District and College adhere to established Board Policies and Administrative Procedures that ensure sound financial management and oversight practices. This is evidenced by the results of the independent external audits that demonstrate the integrity of financial documents and effectiveness of internal controls. The District and College practice sound short-term and long-term financial planning based on realistic assessments of financial resources and forecasts of revenues and liabilities. The College does financial planning based on its mission, educational master plan, and goals, and integrates them with institutional planning through a program review process that ties program and service goals with the college mission and goals. Budget development is an inclusive and public process and ensures the transparency, accuracy and credibility of the budget and financial documents and decisions. The College evaluates and improves its planning, budgeting, and control processes on a regularly basis. As a community supported district, the District receives revenue in excess of the State's minimum funding level and is able to maintain healthy reserves for financial stability.

### **Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

## A. Decision-Making Roles and Processes

1. ***Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.***

### Evidence of Meeting the Standard

The College has established governance structures that support participation by administrators, faculty, classified professionals, and students in planning and decision-making processes. The Participatory Governance and Decision-Making Handbook documents the major College policies, procedures, and committees related to governance in planning and decision-making across functional area and constituency group ([IV.A.1-1](#)). The Handbook serves as a guide for the College community and as a resource for newly hired employees as they consider their role in active institutional planning and effectiveness outcomes. This handbook is reviewed and updated on a regular basis of at least every three years, last updated in spring 2019.

The College governance structure includes multiple ongoing committees with official representation of administrators, faculty, classified professionals, and students. Organizationally, all governance committees fall under the highest participatory governance committee, College Council. Additional committees and groups have been organized around areas of responsibility and expertise. Ideas for improvement with policy or significant institution-wide implications are brought from other groups to College Council for consideration ([IV.A.1-2](#)).

As an example, a proposal for ongoing professional development was initially developed in a task force under the Guided Pathways Steering Committee. This plan was brought forward to different committees and groups within the College, ultimately coming before College Council (previously known as Governance and Planning, or GAP). The College Council formally reviewed and recommended the proposal to the College president, who then established two new faculty professional development coordinator positions with release time ([IV.A.1-3](#)).

Two yearly processes support funding opportunities for innovation. Each year, faculty may apply for funds to support innovative classroom projects through the Teaching and Learning Innovation Fund. Applications for these projects are submitted directly to the College president by faculty, and funding is awarded at the discretion of the president, with the support of the chancellor ([IV.A.1-4](#)). The College also supports innovation through the program review resource allocation process. Each year as part of program review, academic and student services programs make requests for funding for innovation within their departments. These requests are compiled and moved through multiple groups for input about prioritization, until final prioritization is made by the College Council. Requests are then supported as funding allows based on the prioritization ([IV.A.1-5](#)).

Faculty, staff, and administrators are working collaboratively together in creating and supporting innovative ideas, utilizing the strong workforce grant in the CTE area. Working by area of expertise, proposals for new activities and programs are developed and implemented within this workgroup ([IV.A.1-6](#)).

Every year, committee chairs and College leadership convene to discuss major campus initiatives and plans at the Strategic Planning Summit. Also during the summit, the committee structure is reviewed and committees are charged to evaluate their yearly goals and share accomplishments for the year ([IV.A.1-7](#)).

College administration has standing meetings with leadership from all of the constituency groups to discuss areas of concern or improvement directly with the College president. These meetings occur at a minimum on a monthly basis. Furthermore, the College has begun implementing tri-chair leadership structures for broader initiatives. This tri-chair model brings leadership from the administrators, faculty, and classified professionals to provide expertise in decision making. This structure has been included in implementing the College's guided pathways efforts ([IV.A.1-8](#)).

### Analysis and Evaluation

Mission College leaders create and encourage innovation leading to institutional excellence, in taking initiatives from all constituent groups regardless of their official titles. Innovation is

supported both through the formal College governance structure and processes, as well as informally as it emerges in respective areas across the College.

#### Evidence List

- [IV.A.1-1](#) MC PG Handbook 08.14.2019, pp.10-15,19
- [IV.A.1-2](#) MC Constituencies and Committees 2019-2020
- [IV.A.1-3](#) GAP\_Meeting\_Minutes.20MAR2019 Approval of PD Coordinators
- [IV.A.1-4](#) Teaching and Learning Application Form
- [IV.A.1-5](#) Program Review Resource Allocation Master List
- [IV.A.1-6](#) CTE Proposal Application 2019
- [IV.A.1-7](#) Strategic Planning Summit Agenda 09.05.2019
- [IV.A.1-8](#) Guided Pathways Steering Committee Agenda 03.04.2019

2. ***The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees***

#### Evidence of Meeting the Standard

The College establishes and implements policies and procedures authorizing administrators, faculty, and staff participation in decision-making processes, in addition to the student's participation in matters in which they have a direct and reasonable interest. Board Policy 2510 outlines how the constituencies participate in the decision-making process ([IV.A.2-1](#)).

Furthermore, Board Policy 2015 outlines that the Board of Trustees (Board) membership will include student trustees that are able to attend meetings of the Board and cast advisory votes ([IV.A.2-2](#)).

The College maintains a culture of innovation and excellence that encourages members of the campus community to work – individually and collectively – toward improvements in instructional programs, support services, and institutional practices. The participatory governance handbook outlines a flowchart for college level decision making to help guide members of the campus community to bring areas of interest and improve the College structure.

Through dialogue, participatory processes, and the shared governance structure, all constituency groups are engaged to assure the effective planning and implementation of policies, initiatives, and other matters of college-wide importance. For the faculty and students, the College follows guidance under Title 5 of the California Administrative code which outlines ten and nine areas respectively that are under the purview of that constituency group. Accordingly, the College structures provide opportunity for faculty and students to contribute to or oversee policies and practices in these areas. In fall 2018, all four constituency groups also unanimously approved a “9+1” for classified professionals. This 9+1 document outlines a list of nine items that classified professionals are entitled to participate, make recommendations, and provide expertise to the College in areas of their concern ([IV.A.2-3, pp. 11-21](#)).

The College also seeks to empower students in the decision-making process on campus through the Associated Student Government (ASG). Members of ASG participate on major campus committees and are responsible for disseminating information and collecting feedback from their student peers. The student elected ASG president and student trustee formally participate Board meetings ([IV.A.2-3](#)).

### Analysis and Evaluation

Through College and District policies and procedures, the institution has described the role of each constituency group in the decision-making process and given authority over curricular and other educational matters to the faculty and academic administrators. Furthermore, students have been included throughout the process in high-level planning and decision-making at the College.

Although the College has opportunities for participation in decision-making processes, the decision-making process is not universally understood and there is room for improvement in the form of new procedural guidelines, checklists, and communication and reporting tools. Such improvement will facilitate effective decision-making and improve the documentation and communication of those College decisions.

### Evidence List

[IV.A.2-1](#) Board Policy 2510 Participation in Local Decision-Making

[IV.A.2-2](#) Board Policy 2015 Student Trustee

3. ***Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.***

#### Evidence of Meeting the Standard

Substantive participation of administrators and faculty are codified in Board Policy ([IV.A.3-1](#)) and Administrative Procedures ([IV.A.3-2](#)). It is also explained in greater detail in the Mission College Participatory Governance Handbook ([IV.A.3-3](#)). Practice is consistent with the Educational Code.

Each participatory governance committee charge includes defined leadership and membership role to ensure substantive and clearly defined roles of administrators and faculty in the decision-making processes. Here are a few examples:

- 1) College Budget Advisory Committee ([IV.A.3-4](#)) consists of administrators, faculty, classified professionals, and students. Its charge is to provide input for the College to plan and manage budgets and budget processes. This committee also plays a pivotal role in program review and integrated budget allocation processes ([IV.A.3-5](#)).
- 2) Institutional Effectiveness Committee is charged to evaluate College governance processes ([IV.A.3-6](#)).
- 3) Division Council is charged with guiding and implementing instructional practices, such as scheduling and the catalog, and includes faculty department chairs and educational administrators ([IV.A.3-7](#)).

#### Analysis and Evaluation

The College faculty and administration have clearly defined roles through policies and procedures which enable them to work collaboratively and provide expertise in institutional governance, planning, and budgeting.

## Evidence List

- [IV.A.3-1](#) Board Policy 2510 Participation in Local Decision-Making
- [IV.A.3-2](#) Administrative Procedure 2510 Participation in Local Decision-Making
- [IV.A.3-3](#) MC PG Handbook 08.14.19
- [IV.A.3-4](#) College Budget Advisory Committee
- [IV.A.3-5](#) Integrated Budget Allocation Processes Flowchart
- [IV.A.3-6](#) Institutional Effectiveness Committee
- [IV.A.3-7](#) Division Council

**4. *Faculty and academic administrators, through policy and procedures, and through well- defined structures, have responsibility for recommendations about curriculum and student learning programs and services.***

## Evidence of Meeting the Standard

The College has implemented well-defined participatory governance structures in which faculty and academic administrators collaborate to make recommendations about curriculum and student learning programs and services. Board Policy 4020 describes the official responsibilities and authority of the faculty and educational administrators in curricular and other educational matters and Administrative Procedure 4020 supports this policy ([IV.A.4-1](#), [IV.A.4-2](#)). In both Board Policy 4020 and Administrative Procedure 4020 the Academic Senate is empowered to serve as a primary body for significant academic matters, including curriculum via its Curriculum Review Committee ([IV.A.4-3](#)). Curriculum Review Committee consists of faculty and administrators with its charge to formulate procedures for curriculum development. The committee is also charged to act upon recommendations from all segments of the College concerning the establishment, modification, or discontinuance of courses or programs.

Furthermore, Administrative Procedure 4020 outlines the process in which curriculum changes proceed from the approval by the Curriculum Review Committee, approval by the Articulation Officer (if applicable), review by the vice president of instruction, approval by the Academic Senate, review by the College president and chancellor, and finally approval by the Board. Administrative Procedure 4020 also outlines that College presidents are charged with periodic evaluation of the College's educational programs.

### Analysis and Evaluation

The institution has board approved policies and procedures, which give authority to and describe responsibility of the faculty and academic administrators in regard to curricular and other educational matters. Adherence to these policies and procedures is ensured by the College governance process, and like all board policies and administrative procedures, they are updated as needed by the Board.

### Evidence List

- [IV.A.4-1](#) Board Policy 4020 Program, Curriculum and Course Development
- [IV.A.4-2](#) Administrative Procedure 4020 Program, Curriculum Development
- [IV.A.4-3](#) Curriculum Review Committee

5. ***Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.***

### Evidence of Meeting the Standard

Board Policy 2510 ([IV.A.5-1](#)) outlines how the perspectives of students, classified professionals, and faculty are included in the decision-making process at the College and District. The Board and College administration consult collegially and rely primarily on the guidance of the Academic Senate in matters with respect to the 10+1 as outlined in California Title 5 §53200-53206 ([IV.A.5-2](#)). Classified professionals are provided ample opportunity to participate in District and College policy decisions as outlined in California Title 5 §51023.5. The College has taken the further step passing a local “9+1” document for classified professionals to participate in a list of items with significant matters impacting staff. ([IV.A.5-3](#))

Members of the campus community are continuously asked to provide perspective and expertise regarding major institutional plans and policies. Major College documents and initiatives, such as the Educational and Facilities Master Plan ([IV.A.5-4](#)), College goal setting, Student Equity Plan ([IV.A.5-5](#)), and Guided Pathways are brought forward to all constituency groups for input, feedback, and approval.

The Curriculum Review Committee meets weekly to review courses and programs ([IV.A.5-6](#)). The Board approves these curriculum recommendations at their meetings ([IV.A.5-7](#)).

Consistent with its mission and values ([IV.A.5-8](#)), the College demonstrates its commitment to the consideration and communication of diverse perspectives from all constituency groups ([IV.A.5-9](#)).

### Analysis and Evaluation

The College has set clear policies and procedures that establish the role of constituents in decision making on campus. All constituent groups collaborate on behalf of institutional improvements. The College is committed to the consideration and communication of diverse perspectives from all members.

### Evidence List

- [IV.A.5-1](#) Board Policy 2510 Participation in Local Decision-Making
- [IV.A.5-2](#) Administrative Procedure 2510 Participation in Local Decision-Making
- [IV.A.5-3](#) Mission College 9+1 MCCS Approved Resolution 09-27-18
- [IV.A.5-4](#) Educational and Facilities Master Plan 2018-2023
- [IV.A.5-5](#) Student Equity Plan 2019-2022
- [IV.A.5-6](#) Curriculum Review Committee
- [IV.A.5-7](#) BOT Approval of Curriculum Changes
- [IV.A.5-8](#) BOT Agenda Mission, Vision & Values
- [IV.A.5-9](#) Mission College Mission, Vision & Values

## **6. *The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.***

### Evidence of Meeting the Standard

The Mission College Participatory Governance and Decision-Making Handbook 2018-2019 ([IV.A.6-1](#)) documents the major College policies, procedures, and committees related to governance in planning and decision making. The handbook clearly outlines the organizational chart of committees and reporting structure as well as a detailed process from which decisions are made. It also defines important terms and concepts including the Academic Senate 10+1, 9+1's for both the Students as well as Classified Senate, California Education Code, and Title 5.

Committee meeting agendas and minutes are posted in the committees section of the College website ([IV.A.6-2](#)). Key decisions are shared by College administrative and constituent group leaders through the committee structure as well as by larger college-wide emails. Resource allocation decisions that come through the Integrated Budget Allocation and Program review Process are announced through a college-wide message ([IV.A.6-3](#)).

### Analysis and Evaluation

The College has a process to document and communicate decisions to the rest of the institution.

### Evidence List

[IV.A.6-1](#) MC PG Handbook 08.14.19

[IV.A.6-2](#) MC Constituencies and Committees 2019-2020

[IV.A.6-3](#) Program Review Resource Request Allocation Email by MC President 08-27-19

- 7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.***

### Evidence of Meeting the Standard

Through the work of the Institutional Effectiveness Committee ([IV.A.7-1](#)), participatory governance committees develop their annual goals at the beginning of the academic year with the input of their membership and constituents. These goals are then used to inform the scope of work for the year and are the basis for self-evaluation at the end of the year ([IV.A.7-2, p.31](#)). Leadership roles are reviewed and the decision-making processes are updated with each update of the Participatory Governance Handbook.

The processes and procedures as well as the outcomes of the evaluations are discussed or presented at various College committee meetings including Academic Senate, Governance and Planning Committee, and Division Council. For example, the new program review template was revised by the academic deans in fall 2018 and then was presented at those above-mentioned committees. The Integrated Budget Allocation and Program review Process was also updated in

2018 ([IV.A.7-3](#)) by the College Budget Advisory Committee and then went through the vetting process by the above-mentioned committees.

#### Evidence List

- [IV.A.7-1](#) Institutional Effectiveness Committee
- [IV.A.7-2](#) MC PG Handbook 08.14.19
- [IV.A.7-3](#) Integrated Budget Allocation Processes Flowchart

#### Analysis and Evaluation

The College regularly evaluates its governance and decision-making structures. The results of these evaluations are communicated via email or posted on the College committee and research websites. The College also uses the results to identify weaknesses and to make needed improvements.

#### ***Conclusions on Standard IV.A. Decision Making Roles and Processes***

The College has established structures and policies that clearly define the roles of students, faculty, classified staff, and governing boards in institutional improvement and decision-making. Systematic participative processes support the consideration of diverse perspectives and collaboration across groups.

Administrators, faculty, and staff have clearly defined roles and the ability to exercise a substantial voice as it relates to their areas of responsibility and expertise, including curriculum and other student learning programs. All of these processes and procedures are regularly evaluated for effectiveness and updated as necessary.

#### ***Improvement Plan***

IV.A.2: The College's Participatory and Governance and Decision-Making Handbook clearly outlines the decision-making process and role of College committees and constituency groups in that process. Although the College provides opportunities for participation in processes, there is opportunity to focus specifically on the evaluation of its decision-making process. The intent is to make the process more clear, broad-based, consistent, and effective.

In spring of 2020, the College will conduct an evaluation of its decision-making process using multiple survey tools, outcomes assessments, and data. In the 2020-21 academic year, the College will then use these results to implement effective practices designed to improve the decision-making process. This may include the development of new procedural guidelines, checklists, and communication and reporting tools that will not only facilitate effective decision-making, but also improve the documentation and communication of those college decisions.

## **B. Chief Executive Officer**

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

### Evidence of Meeting the Standard

President Daniel Peck serves as the executive officer for Mission College and provides leadership to the College's faculty, classified professionals, and administrators in the areas of instruction, student services, and general administration ([IV.B.1-1](#)). Per Board Policy 3100, he carries out District policy ([IV.B.1-2](#)). Regular meetings with the Executive Cabinet, President's Cabinet, director of research, and other internal and external constituents provide opportunity to plan and share the values, goals, and standards which underlie the College's focus on student learning and the data which demonstrate institutional effectiveness.

The president communicates the College goals, values, and standards to College stakeholders at the start of each primary term through a detailed State of the College presentation ([IV.B.1-3](#), [IV.B.1-4](#)). The president regularly guides planning, budgeting, and organizational efforts as Chair of the College Council, the highest level participatory governance group at the College. Budget prioritization recommendations, changes in College organizational structure, and institutional effectiveness presentations and discussions are regular agenda topics at College Council, with final decisions made by the president ([IV.B.1-5](#)).

The president conducts Strategic Planning Summits ([IV.B.1-6](#)) as part of a coordinated assessment of institutional effectiveness. The College has broad support from all constituent

groups through the Participatory Governance Model. Each group is charged by the president and their decisions serve as recommendations to the president ([IV.B.1-7](#)). The College relies on data-driven decision-making mechanisms. For example, program review drives the resource allocation ([IV.B.1-8](#)). Course Level Student Learning Outcomes (SLO) link with Program Learning Outcomes (PLO) and Institution Learning Outcomes (ILO) as an integral part of the program review process.

Personnel decisions are ultimately the decision of the president, with some decisions delegated to respective vice presidents. Selection decisions for faculty and administrators are made by the president. Development of personnel is led by individual performance appraisals and through professional development activities supported by the president.

#### Analysis and Evaluation

The president communicates the College mission, vision and values to College stakeholders. He also provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The president guides the assessment of institutional effectiveness.

#### Evidence List

- [IV.B.1-1](#) College President Job Description
- [IV.B.1-2](#) Board Policy 3100 on College president's role
- [IV.B.1-3](#) Mission All College Day Spring 2019
- [IV.B.1-4](#) Mission All College Day Fall 2019
- [IV.B.1-5](#) MC Constituencies and Committees 2019-2020
- [IV.B.1-6](#) Strategic Planning Summit Agenda 090619
- [IV.B.1-7](#) MC PG Handbook 08.14.2019 pp.19-20
- [IV.B.1-8](#) Integrated Budget Allocation Process Flowchart

2. ***The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.***

#### Evidence of Meeting the Standard

Board Policy 3100 establishes the District CEO, the chancellor, as having the authority to establish and authorize modifications in the administrative organization of the College. It further states that authority flows from the board through the chancellor to the College president. Accordingly, the administrative and organizational structure of the College is determined by the president with input from College constituencies and approval by the chancellor and Board. Board Policy 3100 also specifies there shall be periodic review of the structure to ensure it meets the needs of the District.

Recently, the College recommended a significant change in organization, to better meet growing institutional needs and growing complexity of higher education given initiatives such as the Vision for Success and Guided Pathways, for example. The College's academic division structure was altered significantly, by eliminating a division chair structure, establishing smaller academic organizational units, and installing division deans to lead these new units. ([IV.B.2-1](#), [IV.B.2-2](#), [IV.B.2-3](#))

The College president delegates authority to administrators, faculty, and classified professional leaders as appropriate and consistent with their responsibilities ([IV.B.2-4](#), [IV.B.2-5](#), [IV.B.2-6](#), [IV.B.2-7](#), [IV.B.2-8](#), [IV.B.2-9](#)). Operations are carried out within the administrative structure. Decision making is guided by the Participatory Governance Model with the president having authority as final decision maker.

#### Analysis and Evaluation

The institution has policies and procedures which provide for the delegation of authority from the president to administrators, and others, consistent with their roles and responsibilities, through both the administrative structure and through decision-making processes.

## Evidence List

<a href="#">IV.B.2-1</a>	GAP Minutes
<a href="#">IV.B.2-2</a>	Academic Senate Academic Division Organization Structure
<a href="#">IV.B.2-3</a>	Mission College Proposed New Instructional Divisions Org Chart 2019-2020
<a href="#">IV.B.2-4</a>	College President Job Description
<a href="#">IV.B.2-5</a>	Vice President of Administrative Services Job descriptions
<a href="#">IV.B.2-6</a>	Vice President of Instruction Job Descriptions
<a href="#">IV.B.2-7</a>	Vice President of Student Services Job Descriptions
<a href="#">IV.B.2-8</a>	Director of Research and Planning Job Descriptions
<a href="#">IV.B.2-9</a>	Mission College Administrative Structure

### 3. *Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

## Evidence of Meeting the Standard

Administrative Procedure 3250 establishes that planning processes should be broad-based and comprehensive ([IVB.3-1](#)). The College president plays a critical role in guiding the institutional improvement of the College's teaching and learning environment. The process for the setting of values, goals, and priorities is accomplished through the participatory governance process. In spring 2019 the president called for a comprehensive review of the College's mission, vision and values. A collegial process resulted in a draft of the new mission, vision and values, which was subsequently approved through the participatory governance process ([IVB.3-2](#)).

In spring 2019, the president charged the Institutional Effectiveness Committee (IEC) to establish new Local Vision Goals required by the state of California in support of the state chancellor's Vision for Success. These goals focus on student success and improving equity. The goals drafted by the IEC were reviewed and modified through the governance process and subsequently approved and submitted to the State Chancellor's Office ([IV.B.3-3](#)).

At the president's direction, the IEC establishes institution-set standards on a yearly basis by which to assess student achievement ([IV.B.3-4](#)).

In fall 2019, the president established a task force to draft new strategic goals for the College. With many initiatives, both driven by the College and by the state, the resulting multiple sets of goals needed to be clarified and unified into a unified set of strategic goals for institutional planning. The task force is building off a draft of combined institutional goals developed by the Institutional Effectiveness Committee in spring 2019. This work will be completed in early 2020 ([IV.B.3-5](#), [IVB.3-6](#)).

The president ensures evaluation and planning rely on high quality research and analysis of external and internal conditions. The development of the Educational and Facilities Master Plan was built around such research and analysis ([IV.B.3-7](#)).

Program review requires that programs discuss student learning and achievement, connect their resource requests to student success, and evaluate the impact previous and current allocations have had on improving teaching and learning ([IV.B.3-8](#), [IV.B.3-9](#)).

The Integrated Budget Allocation and Program Review Process directly ties allocation of resources to support learning and achievement by connected resource requests with student learning outcomes and resources needed to improve student service or achievement ([IV.B.3-10](#)).

Overall institutional planning and implementation efforts are evaluated through IEC and results and discussions occur at annual institutional planning summits with representation across College committees and constituent groups ([IV.B.3-11](#)).

Throughout the process, the guiding principle is for all members to work collegially with one another in making decisions that are in the best interest of the students and the College rather than just one constituency or individual.

### Analysis and Evaluation

The College president guides institutional improvement of the teaching and learning environment by setting and abiding by the College mission, vision, values, goals and standards through the participatory governance process. Research-driven planning is established, and outcome assessment is used to measure success. Resource allocations are tied to improvement of student learning. Program reviews are directly linked to the integrated budget allocation process. Periodic evaluation of the processes is conducted.

### Evidence List

- [IV.B.3-1](#) AP 3250 Institutional Planning
- [IV.B.3-2](#) Mission College Mission, Vision & Values (Board Agenda)
- [IV.B.3-3](#) Mission College Adopted Local Vision Goals
- [IV.B.3-4](#) Sample Institution-set standards 2017
- [IV.B.3-5](#) MC Strategic Planning Scope of Work Presentation
- [IV.B.3-6](#) Institutional Goals Draft 092719
- [IV.B.3-7](#) Educational and Facilities Master Plan 2018-2023
- [IV.B.3-8](#) Program Review Academic Template Update 18\_19
- [IV.B.3-9](#) Program Review Student Services Template Update 18\_19
- [IV.B.3-10](#) Integrated Budget Allocation and Program Review Process
- [IV.B.3-11](#) Sample Strategic Planning Summit Agenda 090519

- 4. *The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.***

### Evidence of Meeting the Standard

As the chief executive of Mission College, President Peck is directly responsible for the College to meet the Accreditation Standards as stated in Board Policy 3200 and Administrative Policy 3200 ([IV.B.4-1](#), [IV.B.4.2](#)).

In preparation for the next accreditation review team visit in spring 2020, President Peck appointed the vice president of instruction, Leandra Martin, as College accreditation liaison officer to lead the writing of the Institutional Self-Evaluation Report (ISER). She was supported in this process by faculty accreditation liaison Myo Myint. The president kicked off the current accreditation effort via a presentation at the All College (Flex) Day in fall 2018 and has continued to discuss the importance of widespread participation and understanding of accreditation and the ISER at subsequent All College (Flex) Days ([IV.B.4-3](#)).

The president and vice-president established the accreditation steering committee and the standard teams comprised of administrators, faculty, and classified professionals. Vice President Martin and Mr. Myint, as accreditation liaisons, conducted multiple trainings on accreditation processes, requirements and recent changes for College constituents as well as the board of trustees ([IV.B.4-4](#), [IV.B.4-5](#), [IV.B.4-6](#)).

The president regularly receives updates from and provides guidance to the vice president of instruction, as the accreditation liaison officer. Throughout the process the president has regularly shared updates to the full College community in presentations and through written communications. Further, the president regularly includes updates and discussion related to the accreditation requirements, process, and ISER development at College Council, the highest participatory group at the College. The president has participated in and monitored ISER group meetings to ensure progress towards completion of the ISER ([IV.B.4-7](#)).

### Analysis and Evaluation

The College president takes a lead role in creating awareness and compliance with accreditation standards and processes and in creating a culture of commitment to continuous quality improvement. He ensures that all stakeholders understand the accreditation process and makes certain leaders of the institution at all levels own the responsibility for assuring compliance with accreditation requirements.

### Evidence List

[IV.B.4-1](#) Board Policy 3200 Accreditation

[IV.B.4-2](#) Administrative Procedure 3200 Accreditation

- [IV.B.4-3](#) All College Day Presentation Fall 2018
- [IV.B.4-4](#) ISER Presentation Spring 2018
- [IV.B.4-5](#) ISER Work Day Presentation Spring 2019
- [IV.B.4-6](#) BOT Meeting Minutes Showing Accreditation Focus Topic 061719
- [IV.B.4-7](#) Sample Email from President Announcing Full Draft of ISER

**5. *The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.***

Evidence of Meeting the Standard

Board Policy 3100 establishes that the College president is responsible for implementation of District policies. The class specification for College president delineates responsibility of the CEO for areas including budget management and alignment with District and College goals and mission ([IV.B.5-1](#), [IV.B.5-2](#)).

President Peck meets weekly with the chancellor and the Executive Management Team. He also convenes the College Council meeting with representatives from faculty, administration, classified professionals, and students, so he maintains consistent oversight of institutional practices. He also makes regular reports to the Board at their regularly scheduled meetings ([IV.B.5-3](#)).

The president oversees implementation of statutes, regulations, and policies through the organizational structure, with specific areas of responsibility delegated to positions and committees. For example, curriculum regulations are shared and monitored for compliance through the curriculum committee, with final approval of all curriculum by both the College president and the Board.

As new statutes arise, or when larger steps are needed to address compliance issues, the president organizes and oversees implementation of responses. Two examples at different stages are a call to put together a planning team regarding implementation of Assembly Bill 705 and the completion of an ADA Transition Plan to address long-term needs in addressing the Americans with Disabilities Act ([IV.B.5-4](#), [IV.B.5-5](#)).

In addition, annual compliance reports to external agencies are submitted, documenting the effective implementation of statutes and regulations such as the California Community Colleges Chancellor's Office 311 Quarterly Financial Reports ([IV.B.5-6](#)).

### Analysis and Evaluation

The College president regularly communicates statutory and compliance expectations to the Board to provide for informed decision making through regular communication, reports, and presentations. In addition, he ensures that all governance decisions are linked to the College mission by overseeing the College's planning processes and visible participation in the College governance process.

### Evidence List

- [IV.B.5-1](#) Board Policy 3100 on College president's role
- [IV.B.5-2](#) College President Job Description
- [IV.B.5-3](#) Board of Trustee Minutes with President's comments to the Board p.10
- [IV.B.5-4](#) Email AB 705 Coordination and Planning Meeting Request
- [IV.B.5-5](#) MC ADA Transition Plan 2015
- [IV.B.5-6](#) CCFS 311 Quarterly Financial Reports

## **6. *The CEO works and communicates effectively with the communities served by the institution.***

### Evidence of Meeting the Standard

President Peck regularly meets with and presents to various community stakeholders. He routinely meets with and presents to the City of Santa Clara City Council ([IV.B.6-1](#), [IV.B.6-2](#)), leadership with Santa Clara Unified School District, and with other community leadership groups. President Peck serves on the board of directors for the Silicon Valley Central Chamber of Commerce (formerly the Santa Clara Chamber of Commerce) and is a member of the Rotary Club of Santa Clara. President Peck participates in community and business forums, such as the Silicon Valley Leadership Group.

President Peck regularly meets with the chancellors and superintendents of area four-year colleges as well as with business leaders to develop partnerships, support awareness of Mission College, and participation on CTE Advisory Boards.

With a close relationship between the president and the city, the College has been very successful in securing majority approval on the various Construction Bond Measures for the last ten plus years, with the latest being Measure W from last November ([IV.B.6-3](#)). In addition, press releases of various campus news have been widely available to the communities via ‘Mission in the News’ website ([IV.B.6-4](#)). The College has hosted a very successful STEAM Expo on its campus in May 2019 in collaboration with the Santa Clara Unified School District which brought 3,000 students and family members to the Mission College campus ([IV.B.6-5](#)). The College also hosts a monthly Second Harvest Food Bank distribution event on campus to provide food and support program information to students and community members.

On the College academic side, the president and members of the College have built multiple connections with the Santa Clara, Milpitas and San Jose K-12 School Districts leading to various programs and partnerships. As part of this relationship, the College provides the Mission First promise scholarship to graduating seniors who meet requirements in the broad service area ([IV.B.6-6](#)). The College’s programs routinely bring regional K-12 students to the campus throughout the year, including for Career and Technical Education focused articulation presentations, culinary competitions, leadership events, and during STEM Week every semester ([IV.B.6-7](#)).

The president has fostered a strong relationship with the Santa Clara Unified School District (SCUSD) and worked with this district to transform the middle college program into an early college high school located on the Mission College campus ([IV.B.6-8](#)). In addition, the College is engaged with area SCUSD and other high school districts in the form of concurrent and dual enrollment.

#### Analysis and Evaluation

The College president ensures that communities served by the College are regularly informed about the institution. The president has primary responsibility for the institution and provides

leadership in planning, organizing, and budgeting and operations. The president appropriately delegates authority and maintains an administrative organization to support learning programs and services. The president leads the accreditation process, assures practices are consistent with policies, and communicates with the communities served by the institution.

#### Evidence List

- [IV.B.6-1](#) Santa Clara City-Mission College Liaison Committee Meeting Agenda 01.16.18
- [IV.B.6-2](#) Presentation to Santa Clara City Council 05.23.17
- [IV.B.6-3](#) Press Release - Community Passes Measure W 11.05.18
- [IV.B.6-4](#) Press Releases on Mission in the News from 2017 to 2019
- [IV.B.6-5](#) STEAM Expo at Mission Campus for Santa Clara Unified School District May19
- [IV.B.6-6](#) Mission First Scholarship
- [IV.B.6-7](#) STEM Week Events Spring 2018
- [IV.B.6-8](#) SCUSD Joint Presentation Middle College and Mission Early High School

#### ***Conclusions on Standard IV.B. CEO***

The president of Mission College is ultimately responsible for the quality of the institution and is effective in leading the institution's planning and budgeting processes, overseeing the appropriate administrative structure, and guiding the teaching and learning environment of the College, and evaluating the effectiveness of the College in supporting its mission. The president has a lead role in assuring compliance with accreditation standards and all relevant statutes, regulations, and governing Board Policies.

#### **C. Governing Board**

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)***

#### Evidence of Meeting the Standard

The West Valley-Mission Community College District (WVMCCD) is governed by a seven-member board, elected by trustee area as stated in Board Policy 2010 on Board Membership ([IV.C.1-1](#)). In addition, the Board of Trustees (Board) has two advisory student trustees, one for Mission College and one for West Valley College, elected by the respective student bodies.

The Board has the authority and responsibility to create District Policies and Administrative Procedures ([IV.C.1-2](#)). The Board has adopted extensive policies that govern all aspects of the educational institution and assure the academic quality, integrity, and effectiveness of the student learning programs and services along with the financial stability of the institution as stated in Board Policy 2200 on board duties and responsibilities ([IV.C.1-3](#)).

The Board-adopted District Mission Statement ([IV.C.1-4](#)) declares that the WVMCCD ‘is committed to achieving student success through innovative and effective lifelong education and career opportunities, which include associate degrees, certificates, transfer, occupational programs, workforce development, basic skills, global, and community education programs.’

Below are two policy examples demonstrating how the Board assures the quality and integrity of the institution:

1) The Board requires that the programs and curricula of the District be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency as stated in Board Policy 4020 on program, curriculum and course development ([IV.C.1-5](#)).

2) The Board actively ensures the fiscal and budget integrity of the District with Board Policy Chapter 6 ([IV.C.1-6](#)) and an independent finance audit report ([IV.C.1-7](#)). In addition, the Board has a standing Audit and Budget Oversight Committee that meets regularly to ensure internal control over financial reporting, compliance with Board Policies relating to audit and budget, completion of the annual District audit on a timely basis, effective responses to any audit findings, and to advise the Board on fiscal, budget, and operations issues as necessary ([IV.C.1-8](#)).

### Analysis and Evaluation

The institution’s Board Policies address quality improvement and adherence to the institution’s mission and vision. It has a policy manual that delineates the governing board’s accountability for academic quality, integrity, the effectiveness of learning programs and services, and the institution’s financial stability. These policies are reviewed and updated on a periodic cycle and as needed.

### Evidence List

- [IV.C.1-1](#) Board Policy 2010 Board Membership
- [IV.C.1-2](#) Board Policy 2410 Board Policies and Administrative Procedures
- [IV.C.1-3](#) Board Policy 2200 Board Duties and Responsibilities
- [IV.C.1-4](#) Board Policy 1200 Mission
- [IV.C.1-5](#) Board Policy 4020 Program, Curriculum and Course Development
- [IV.C.1-6](#) Board Policy Chapter 6 Business and Fiscal Affairs
- [IV.C.1-7](#) 2017-18 WVM Finance Audit Report
- [IV.C.1-8](#) Board Audit and Budget Oversight Committee Agenda Packet 111219

2. ***The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.***

### Evidence of Meeting the Standard

The Board is an independent policy making body that acts as a collective entity on the matters before it as stated in Board Policy 2330 on Quorum and Voting ([IV.C.2-1](#)). Once it reaches a decision, all members act in support of the decision per Board Policy 2715 on Code of Ethics/Standards of Practice ([IV.C.2-2](#)).

An example of a trustee casting a dissenting vote on an issue but supporting the Board's majority decision occurred when a trustee voted against the District placing a bond measure on the November 2018 ballot. However, when the majority of the Board voted in favor of the measure, the dissenting trustee participated in the campaign. Later, following the successful passage of the bond, he voted in favor of the bond issuance and voted in support of the Bond Measure Project Priority List.

### Analysis and Evaluation

Board members, individually, demonstrate their support for Board Policies and decisions.

### Evidence List

- [IV.C.2-1](#) Board Policy 2330 Quorum and Voting
- [IV.C.2-2](#) Board Policy 2715 Code of Ethics/Standards of Practice

3. *The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

Evidence of Meeting the Standard

The Board has clearly defined policy and procedure language addressing the selection and evaluation of the chancellor as stated in Board Policies 2431, 2435 and 2430 ([IV.C.3-1](#), [IV.C.3-2](#), [IV.C.3-3](#)).

An example of adherence to policies can be found with the recent hiring of the new chancellor ([IV.C.3-4](#)).

The District outlines the selection and evaluation processes used for the president, as well as all administrators, in the Classified and Administrative Recruitment and Selection Procedures document. ([IV.C.3-5](#)).

Analysis and Evaluation

The Board has clearly defined policies for selecting and evaluating the CEO (i.e. chancellor) of the District as well as clearly defined procedures for selecting and evaluating the College president.

Evidence List

- [IV.C.3-1](#) Board Policy 2431 CEO Selection
- [IV.C.3-2](#) Board Policy 2435 Evaluation of the Chancellor
- [IV.C.3-3](#) Board Policy 2430 Delegation of Authority to the Chancellor
- [IV.C.3-4](#) Board Agenda Item 6.6 Policies and Procedures Hiring the New Chancellor
- [IV.C.3-5](#) Classified and Administrative Recruitment and Selection Procedures

4. ***The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)***

#### Evidence of Meeting the Standard

The Board serves as an independent policy-making body that reflects the public interests. The seven members of the Board are elected by Trustee Area, assuring representation on the Board from all areas of the District as stated in Board Policy 2010 on Board Membership ([IV.C.4-1](#)). The provisions of Board Policies 2200 on Board Duties and Responsibilities ([IV.C.4-2](#)) and 2715 on Code of Ethics/Standards of Practice ([IV.C.4-3](#)) further delineate the Board's responsibilities in this regard, along with the high standards of ethical conduct expected of Board members. Additionally, Board Policy 2710 on Conflict of Interest ([IV.C.4-4](#)), further ensures that the institution is protected from undue influence or pressure.

Board members annually complete FPPC Form 700 (Statement of Economic Interests Disclosures) ([IV.C.4-5](#)) to ensure that there is no conflict of interest affecting their work on the board.

#### Analysis and Evaluation

The District's governing board is appropriately representative of the public interest and lacks conflict of interest. The composition of the governing board reflects public interest in the institution.

#### Evidence List

- [IV.C.4-1](#) Board Policy 2010 Board Membership
- [IV.C.4-2](#) Board Policy 2200 Board Duties and Responsibilities
- [IV.C.4-3](#) Board Policy 2715 Code of Ethics/Standards of Practice
- [IV.C.4-4](#) Board Policy 2710 Conflict of Interest
- [IV.C.4-5](#) FPPC Form 700 Conflict of Interest Disclosures

5. ***The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.***

#### Evidence of Meeting the Standard

The Board adopts, revises and reaffirms policies that are consistent with the mission of the District and colleges as stated in Board Policies 2200 on Board Duties and Responsibilities ([IV.C.5-1](#)) and 1200 on District Mission ([IV.C.5-2](#)). The Board is committed to fulfilling its responsibilities to:

- Assure fiscal health and stability.
- Delegate power and authority to the chief executive to effectively lead the District.
- Advocate and protect the District.
- Monitor institutional performance and educational quality.
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for College operations.
- Determine the general policies that will govern the operation of the District and review them periodically.
- Approve the annual budget and the expenditure of all funds.

The Board is the final approving body of new, revised, and discontinued curriculum, following the College curriculum development and review process. Curriculum is listed on a regular basis in Board agendas for approval prior to being submitted to the State Chancellor's Office for review. The Board receives monthly reports on successful and innovative programs and services as Education and Student Support Presentations-ESSP reports, and annually reviews student performance data ([IV.C.5-3](#), [IV.C.5-4](#), [IV.C.5-5](#)).

#### Analysis and Evaluation

The Board approves policies, institutional goals or other formal statements that describe governing board expectations for quality, integrity and improvement of student learning programs and services. The Board is also aware of College institution-set standards and analyses of results that have led to the improvement of student achievement and learning.

### Evidence List

- [IV.C.5-1](#) Board Policy 2200 Board Duties and Responsibilities
- [IV.C.5-2](#) Board Policy 1200 Mission
- [IV.C.5-3](#) ESSP Report Schedule
- [IV.C.5-4](#) Student Success Scorecard BOT Presentation 2017
- [IV.C.5-5](#) Student Success Scorecard BOT Presentation 2018

6. ***The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.***

### Evidence of Meeting the Standard

The Board does not have bylaws, but instead has extensive Board Policies and Administrative Procedures ([IV.C.6-1](#), [IV.C.6-2](#)) that specify the Board's size and membership, duties and responsibilities, and structure and operating procedures, such as Board Policies 2010 on Board Membership ([IV.C.6-3](#)) and 2200 on Board Duties and Responsibilities ([IV.C.6-4](#)).

Information regarding Board members, policies and procedures, as well as meeting agenda and minutes, are available to the public on the District website.

### Analysis and Evaluation

Board Policies and Administrative Procedures regarding the governing board's structure and operating procedures are published and readily available in print and/or online.

### Evidence List

- [IV.C.6-1](#) BP 2410 Board Policies and Administrative Procedures
- [IV.C.6-2](#) AP 2410 Board Policies and Procedures
- [IV.C.6-3](#) BP 2010 Board Membership
- [IV.C.6-4](#) BP 2200 Board Duties and Responsibilities

7. ***The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary***

#### Evidence of Meeting the Standard

The Board acts in a manner consistent with its policies, as shown by its meeting agendas and minutes ([IV.C.7-1](#)). The Board reviews its policies and procedures on the recommendation of the administrator in charge of the policy related to their administrative domain ([IV.C.7-2](#), [IV.C.7-3](#)).

A complete and comprehensive policy review was conducted in 2012 as part of the District's adoption of the Community College League of California's (CCLC) Policy and Procedure Service's format and suggested policies ([IV.C.7-4](#)). The Board substantially reviewed and revised policies and procedures again in 2015. The CCLC Policy and Procedure Service provides semi-annual updates to its policy and procedure templates; these are adopted as necessary. In addition, other policies may be brought to the Board through the participatory governance process.

Per Board Policy 2410 and the accompanying Administrative Procedure 2410, administrators have an ongoing obligation to review and, when appropriate, recommend the revision of policy and procedures in their areas of responsibility.

The Board has established an Ad Hoc Committee for Policy Review. A draft calendar has been created for coordination of policy review on an annual basis ([IV.C.7-5](#)).

#### Analysis and Evaluation

Board meeting agendas and minutes indicate that its actions are consistent with its policies and Administrative Procedures. The Board evaluates and revises its policies as necessary.

#### Evidence List

- [IV.C.7-1](#) Board Meeting Agendas and Minutes 090119
- [IV.C.7-2](#) BP 2410 Board Policies and Administrative Procedures
- [IV.C.7-3](#) AP 2410 Board Policies and Procedures
- [IV.C.7-4](#) CCLC PO for Legally Vetted Board Policy and Procedures

[IV.C.7-5](#) Board Policy and Administrative Procedures Update Process and Calendar

8. *To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

Evidence of Meeting the Standard

The Board hears reports annually in February from the Institutional Researchers on the data in the California Community College Chancellor's Office's scorecard report outlining student success data in persistence, matriculation, transfer degree, and certificate completion ([IV.C.8-1](#), [IV.C.8-2](#), [IV.C.8-3](#), [IV.C.8-4](#)). In addition, presentations by College faculty, administrators, classified staff, and students are conducted regularly during Board of Trustee meetings.

Education and Student Support Presentations (ESSP) are presented monthly, with additional longer Focus Topic presentations occurring at six to eight meetings per year. Examples of topics include presentations on Strong Workforce Programs, the Hospitality Management Culinary Competition, the Puente Program, and STEM Core Grants ([IV.C.8-5](#)).

Analysis and Evaluation

The Board regularly interacts with and reviews data on College programs and student performance.

Evidence List

- [IV.C.8-1](#) Schedule of Reports to the BOT
- [IV.C.8-2](#) ESSP Reports to the BOT
- [IV.C.8-3](#) Student Success Scorecard BOT Presentation 2017
- [IV.C.8-4](#) Student Success Scorecard BOT Presentation 2018
- [IV.C.8-5](#) Mission College STEM Core Presentation

- 9. *The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.***

#### Evidence of Meeting the Standard

Board members are encouraged to attend two conferences each year held by the Community College League of California, with one being designed specifically for the education and networking of Governing Boards and the Executive Assistants to those Boards. Multiple members have participated over the last five years ([IV.C.9-1](#), [IV.C.9-2](#)).

The Board also holds Board meetings, usually in months with a second meeting, that focus on a topic of interest so that the Board can explore and learn about specific statewide initiatives, fiscal initiatives and audits, the final budget, and student success or instructional programs ([IV.C.9-3](#)).

The Board regularly holds additional study sessions as board development. These typically involve an outside facilitator and are held outside the traditional board meeting times as supplementary sessions. Recent topics have included consideration of a bond measure, board ethics and promoting equal employment opportunity and equity in hiring and other practices ([IV.C.9-4](#)).

The Board has a mechanism for providing for continuity of board membership and staggered terms of office ([IV.C.9-5](#), [IV.C.9-6](#), [IV.C.9-7](#)).

New member orientation begins when a candidate files to run for the Board position. The chancellor provides information about the District and the colleges and extends an invitation to meet. Orientation/Education continues throughout the processes to cover all aspects of the Board duties and responsibilities as outlined in the WVMCCD's Policies and Administrative Procedures.

#### Analysis and Evaluation

The Board has a program for development and orientation. It also has a formal, written method of providing for leadership continuity and staggered terms of office.

### Evidence List

- [IV.C.9-1](#) CCLC Annual Convention Attendance
- [IV.C.9-2](#) CCLC Trustees Conference Attendance
- [IV.C.9-3](#) ESSP and Focus Topic Reports to the Board
- [IV.C.9-4](#) Board Study Session Agendas
- [IV.C.9-5](#) BP2010 Board Membership
- [IV.C.9-6](#) BP2100 Board Elections
- [IV.C.9-7](#) BP2740 Board Education

**10. *Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.***

### Evidence of Meeting the Standard

Each year, the Board adopts its goals, reviews its progress related to those goals and conducts a self-evaluation at a public meeting of the Board. Board Policy 2745, Board Evaluation, outlines processes and timelines ([IV.C.10-1](#)). An example of the outcome of the evaluations can be found in ([IV.C.10-2](#)).

The full Board regularly participates in study sessions, which are the primary vehicle for board training ([IV.C.10-3](#)).

### Analysis and Evaluation

The Board has a self-evaluation process, as defined in its policies. It uses the results from its self-evaluation to make improvement regarding its role, functioning, and effectiveness.

### Evidence List

- [IV.C.10-1](#) BP 2745 Board Evaluation
- [IV.C.10-2](#) Board Agenda and Minutes on Self-Evaluation
- [IV.C.10-3](#) Board Study Session Agendas

- 11. *The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)***

#### Evidence of Meeting the Standard

The governing board has clearly defined policies and procedures they must follow to serve on the Board ([IV.C.11-1](#), [IV.C.11-2](#), [IV.C.11-3](#), [IV.C.11-4](#), [IV.C.11-5](#)).

These guidelines are carefully followed and reinforced by all members of the Board. The Board takes its duties seriously and is respectful of administrators, staff, and faculty while performing its duties. Each year, all Board members fill out a Fair Political Practices Commission Statement of Economic Interests Form 700 to verify there are no perceived fiscal conflicts of interest. If a Board member senses they may have a conflict of interest, they are encouraged to recuse themselves from voting on a certain action item ([IV.C.11-6](#)).

#### Analysis and Evaluation

The Board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The Board has a clearly defined policy and administrative procedures for dealing with behavior that violates its code. All members of the Board sign Statement of Economic Interests disclosure forms every year.

#### Evidence List

- [IV.C.11-1](#) BP2715 Code of Ethics/Standards of Practice
- [IV.C.11-2](#) BP2010 Board Membership
- [IV.C.11-3](#) BP2710 Conflict of Interest
- [IV.C.11-4](#) AP2710 Conflict of Interest
- [IV.C.11-5](#) AP2712 Conflict of Interest Code
- [IV.C.11-6](#) BP2200 Board Duties and Responsibilities

- 12. *The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.***

Evidence of Meeting the Standard

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. The chancellor may delegate any powers and duties entrusted to him/her by the Board (including the administration of colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties as stated in Board Policy 2430 ([IV.C.12-1](#)) and Administrative Procedure 2430 ([IV.C.12-2](#)).

Subject to established Administrative Procedures, the college presidents are responsible to the chancellor for the development of all aspects of the educational and student services program at their colleges and for the administration and operations of the colleges as stated in Board Policy 2200 on Board Duties and Responsibilities ([IV.C.12-3](#)) and Board Policy 2435 on Evaluation of the Chancellor ([IV.C.12-4](#)).

Through the chancellor's annual evaluation, the Board holds the chancellor accountable for the operation of the District and colleges.

Analysis and Evaluation

The Board's delegation of the administrative authority to the chancellor is clearly defined in the Board Policies and Administrative Procedures. The Board also holds the chancellor accountable for the operations of the District and the two colleges.

Evidence List

- [IV.C.12-1](#) BP2430 Delegation of Authority to the Chancellor
- [IV.C.12-2](#) AP2430 Delegation of Authority to the Chancellor
- [IV.C.12-3](#) BP2200 Board Duties and Responsibilities
- [IV.C.12-4](#) BP2435 Evaluation of the Chancellor

13. *The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

The Board receives regular updates on the accreditation process and is involved in the ISER and related reports and updates as set forth in Board Policy 3200 on Accreditation ([IV.C.13-1](#)). The chancellor keeps the Board informed of approved accrediting organizations and the status of accreditations and ensures that the Board is involved in any accreditation process in which Board participation is required. The chancellor also provides the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report ([IV.C.13-2](#)).

The Board received a training on the accreditation process through a scheduled board meeting focus topic ([IV.C.13-3](#)). Trustee Adrienne Grey was selected to review the accreditation standard that relates to the Board, Standard IV.C, and to provide input and additions to the report for clarification. The Board also reviews the final ISER prior to submission to ACCJC.

#### Analysis and Evaluation

The Board receives training and updates on accreditation process, standards, eligibility requirements and commission policies. Trustees also participate in institutional self-evaluation and planning efforts.

#### Evidence List

[IV.C.13-1](#) BP3200 Accreditation

[IV.C.13-2](#) BOT Agenda with ISER Certification 121019

[IV.C.13-3](#) BOT Minutes with Accreditation Presentation

#### ***Conclusions on Standard IV.C. Governing Board***

The Board has appropriate policies and procedures to exercise its authority and assure the academic quality, integrity, and effectiveness of student learning programs and services, as well as the financial stability of the District. The Board further has policies in place for selection and

evaluation of the CEO, for the structure of the board, for board behavior, board ethics, and board training. The Board acts in accordance with these policies.

#### **D. Multi-College Districts or Systems**

- 1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.***

##### Evidence of Meeting the Standard

Board Policy 3100 ([IV.D.1-1](#)) defines the organizational structure of the District, which reflects a multi-college system. The District publishes its organizational chart ([IV.D.1-2](#)), and the chart defines roles and responsibility between the colleges and the District. The chancellor provides leadership and communicates expectations via several bodies, including District Council ([IV.D.1-3](#)), Executive Management Team, Board ([IV.D.1-4](#)), and the Chancellor's Roundtable meetings with college senates and other participatory governance groups. The chancellor has attended meetings of the college senates and participated in college open forums to facilitate communication.

##### Analysis and Evaluation

The District has established policies and procedures, which clearly delineate roles and responsibilities for the District and College. Utilizing participatory governance structures within each college, the chancellor effectively communicates expectations and provides support for the effective operation of each college.

##### Evidence List

- [IV.D.1-1](#) Board Policy 3100 Organization Structure
- [IV.D.1-2](#) District Organizational Chart
- [IV.D.1-3](#) District Council Website
- [IV.D.1-4](#) Board Meeting Agendas and Minutes

2. ***The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.***

#### Evidence of Meeting the Standard

Board Policy 3100 ([IV.D.2-1](#)) defines the organizational structure of the District, which reflects a multi-college system.

The District publishes its organizational chart ([IV.D.2-2](#)) in the annual budget book, and the chart defines roles and responsibility between the colleges and the District. The Resource Allocation Model (RAM) outlines the mechanisms for the allocation of funds. Until recently, the RAM primarily utilized the Full Time Equivalence Student (FTES) ratio to allocate resources between the two colleges. In the past year, the RAM has been updated to include additional metrics of student need and student success aligning with changes in funding at the state level ([IV.D.2-3](#)).

Strategic planning and college needs are communicated and discussed regularly at weekly meetings with the District Executive Management Team (EMT) and at District Council meetings held the week prior to scheduled board meetings ([IV.D.2-4](#)).

Major service areas and District functions are described within the District Functional Map ([IV.D.2-5](#)). The District office and services are organized to respond to district wide projected needs and issues. Administrative Procedures, Chapters 6 and 7 also address several comprehensive services provided to each college ([IV.D.2-6](#), [IV.D.2-7](#)).

District services provided to the colleges include the Foundation, District Police/Parking Services, Facilities, Construction and Maintenance, Fiscal Services, General Services, Human Resources, Information Systems, and Public Information.

### Analysis and Evaluation

By providing direct oversight for the District and at the same time, leadership for each college and support to the Board, the chancellor ensures that each college receives adequate services, resources, and support to achieve their unique missions.

Delineation of district-college operations are clearly communicated in published materials, structures, and practices. District services, resources, and support provided to the colleges are sufficient and equitable; and discussions are ongoing to improve services.

### Evidence List

- [IV.D.2-1](#) Board Policy 3100 Organization Structure
- [IV.D.2-2](#) District Organizational Chart
- [IV.D.2-3](#) District Resource Allocation Model
- [IV.D.2-4](#) District Council Website
- [IV.D.2-5](#) District Functional Map
- [IV.D.2-6](#) Administrative Procedures Chapter 6
- [IV.D.2-7](#) Administrative Procedures Chapter 7

3. ***The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.***

### Evidence of Meeting the Standard

The District has a district wide Resource Allocation Model (RAM) that ensures fair and adequate distribution of resources. The RAM Model allocates resources to West Valley College, Mission College, District Services, and district wide. In conjunction with the RAM Model, the associate faculty funding model allocates funding for part-time faculty and contractual reassigned time to the colleges. The models were created and implemented by the District and College through the participatory governance process. The allocation models are reviewed by the Fiscal Workgroup and the District Council bi-annually as a part of the Tentative and Final Budget development process. Both documents are published in the budget book ([IV.D.3-1](#)). Administrative Procedures 6240 ([IV.D.3-2](#)) details the allocation of the community support funds to the colleges.

The Fiscal Workgroup also reviews the quarterly financial reports to ensure proper expenditures. The outcome of the annual audit, which includes compliance and findings are published in the final audit reports ([IV.D.3-3](#)). It validates proper expenditures and sound fiscal practices for the institution.

#### Analysis and Evaluation

There are District processes in place to allocate resources and review the financial statements routinely to ensure proper expenditures.

#### Evidence List

[IV.D.3-1](#) 2019-20 Final Budget Book

[IV.D.3-2](#) Administrative Procedure 6240 – Allocation of Community Support Funds

[IV.D.3-3](#) Audit Book 17-18

4. ***The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.***

#### Evidence of Meeting the Standard

Board Policy 2430 ([IV.D.4-1](#)) and Administrative Procedure 2430 ([IV.D.4-2](#)) gives authorization to the chancellor to delegate full responsibility and authority to each college president for the implementation and administration of operations as it pertains to their college. The chancellor gives the presidents this authority and holds them accountable for the operation and overall performance of the colleges based on an annual evaluation process.

#### Analysis and Evaluation

There are clear policies and procedures in place, which demonstrate the delegation of responsibility and authority to the college presidents.

#### Evidence List

[IV.D.4-1](#) Board Policy 2430 Delegation of Authority to the Chancellor

[IV.D.4-2](#) Administrative Procedure 2430 Delegation of Authority to the Chancellor

5. *District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.*

Evidence of Meeting the Standard

District planning and evaluation are inherently connected with College planning. Planning activities of the District are organized around a series of District committees which include representatives from both colleges as well as the District. Significant planning activities, such as the development of the District budget, are developed and vetted through these committees before submission to the Board. Changes to planning documents, revisions and updates to job descriptions, revisions to Administrative Procedures, District enrollment goals, and all significant planning is reviewed and approved at District Council, the highest level participatory governance committee ([IV.D.5-1](#)).

The District Strategic Initiatives were vetted through District groups, including District Council and both outlines district level goals and shows alignment with college plans ([IV.D.5-2](#)). The District Office Services and Facilities Master Plan provides strategies designed to address issues and unmet needs district wide. It also details major service areas and district functions ([IV.D.5-3](#)).

District committees include Administrative Services Council, 320 Workgroup, Fiscal Workgroup, the Curriculum Student Team, District Enrollment Management Committee, and Vice President-Information Systems planning committee are examples of district level planning committees ([IV.D.5-4](#), [IV.D.5-5](#), [IV.D.5-6](#)).

Analysis and Evaluation

There are procedures and structures in place which demonstrate ongoing integrated planning and evaluation between the colleges and the District.

Evidence List

- [IV.D.5-1](#) District Council Website
- [IV.D.5-2](#) WVMCCD District Initiatives 2020
- [IV.D.5-3](#) District Office Services and Facilities Master Plan
- [IV.D.5-4](#) District Enrollment Management Committee Website

[IV.D.5-5](#) 320 Workgroup Minutes

[IV.D.5-6](#) Fiscal Workgroup Minutes

6. *Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.*

#### Evidence of Meeting the Standard

The District Council is the highest participatory governance committee at the District and is where District and College personnel meet to discuss issues and share information. The District Council ([IV.D.6-1](#)) consists of the two college presidents, presidents of both academic and classified senates, leaders for both faculty and classified unions, and the chancellor (who is a non-voting member).

In addition to District Council, the college presidents also meet on a weekly basis with the District Executive Management Team (EMT). The EMT consists of the chancellor's direct reports, including the presidents and the associate vice chancellors or leads over finance, facilities, human resources, information systems, and safety.

Information is communicated across both bodies, so that the District is made aware of each college's priorities and needs while District information is shared with the college presidents. The presidents share relevant information appropriately throughout the college communities.

District and colleges also exchange information and work collaboratively toward common goals through district level committees, such as the 320 Workgroup, District Enrollment Management Committee meetings and the Fiscal Workgroup ([IV.D.6-2](#)).

#### Analysis and Evaluation

The District and colleges use effective methods of communication, and exchange information in a timely manner across several committees and monthly meetings.

#### Evidence List

[IV.D.6-1](#) District Council Website

[IV.D.6-2](#) District Enrollment Management Committee Website

- 7. The district/system CEO 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. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.***

Evidence of Meeting the Standard

The District regularly reviews roles, decision-making processes and governance structures through the review and revision of the Board Policy Manual.

Meetings of the Chancellor’s Roundtable, the Fiscal Work group, Administrative Services Council, and District Council provide opportunities to review District participatory governance policies and procedures, as outlined in Board Policy 2510 ([IV.D.7-1](#)).

The District Council, District Enrollment Management Committee and District Administrative Services Council engage in regular review, of their own operating principles and procedures as mandated by the District Council Operating Principles and routine practice. Outcomes of such assessments are brought back to the College for review, discussion, and further assessment at the college level ([IV.D.7-2](#), [IV.D.7-3](#)).

Analysis and Evaluation

The District and the colleges have regular review and evaluations on college role delineations, governance and decision-making processes which ensure their integrity and effectiveness in assisting college in meeting their goals. Improvements are made as a result of these evaluations.

Evidence List

- [IV.D.7-1](#) Board Policy 2510 – Participation in Local Decision-Making
- [IV.D.7-2](#) District Council Website
- [IV.D.7-3](#) District Enrollment Management Committee Website

***Conclusions on Standard IV.D. Multi-College Districts or Systems***

There are established policies, procedures, and structures which clearly delineate the roles, authority, and responsibility for the District and Colleges. There is an established Resource Allocation Model that is followed. The chancellor has appropriate delegation and controls in place to support effective operations and financial oversight.

## **G. Quality Focus Essay**

### **Introduction**

In line with the College's updated mission statement of providing all students with "equitable access and support towards completing associate degrees and certificates aligned with transfer and career pathways," the College has committed to incorporating equitable practices throughout the fabric of the institution. Two complementary initiatives that align with this mission focus on (1) addressing achievement gaps that show disproportionate impact (DI) for students and (2) improving program maps and scheduling processes to facilitate access and reduce degree completion times for all students. It is important to note that both initiatives require the institution to infuse equitable practices and operationalize the college equity framework into all aspects of the institution.

### **Project #1: Addressing Disproportionate Impact (DI) Amongst Key Groups**

Mission College adopted an Equity Framework with core elements of Community Engagement, Social Justice, Transparency, Cultural Humility, and Self-Love. This framework arose both from institutional dialogue and in response to a review of data demonstrating clear achievement gaps for some populations of students. Project #1 focuses on expanding and embedding equity literacy across the institution, with particular attention to areas which can impact the student experience. Through developing an equity lens across instructional, student services, research, and districtwide activities, the College will enhance the transformation of the College's institutional practices, and ultimately create equitable outcomes for all students at Mission College.

Initial emphasis is on improving the success metrics of the highest populations of Disproportionately Impacted (DI) groups including African American, Latinx, 1st generation, and low-income students. Moving forward, the College will continue to monitor emerging DI groups such as American Indian/Native American, DACA/Dreamers, LGBTQI+, Students with Disabilities, Filipino, Foster Youth, Homeless, Parent-Students and Veterans in order to ensure that targeted efforts are made to address the needs of all DI groups.

## **Action Plan**

Implementation will be led by the new Student Equity and Achievement (SEA) Program Council to be launched in Spring 2020. The SEA Program Council will provide guidance, direction, and support to implement activities in the Student Equity Plan while supporting college-wide reforms such as Guided Pathways and AB 705. The Council will represent the three new workgroups which drive the activities of the SEA program: a) Culture of Inquiry, Inclusion, and Equity; b) Student Life Cycle and Matriculation; c) Pedagogy and Instructional Support. In addition, the Office of Research will collaborate with the SEA Program Council to facilitate a series of campus wide equity data trainings to regularly inform stakeholders on areas of disproportionate impact experienced at this campus.

### **A. Culture of Inquiry, Inclusion and Equity**

- a. Equity learning series: Implement a focused professional learning series to provide examples of best practices and provide an equity in praxis perspective. Specific opportunities will target full-time faculty, part-time faculty, classified professionals, and administrators.
- b. Student leadership and engagement: Implement an ongoing Student Leadership and Engagement Institute built on prior models at Mission College to engage students in institutional planning and recruit student leadership to sit on participatory governance committees.
- c. Data dashboards: Development of data dashboards for faculty, classified professional, and administrators for use in monitoring DI groups and assessing the impact of improvements.
- d. Data Inquiry Groups: Implement program of ongoing data discussions within divisions and discipline areas to identify and address areas of improvement.
- e. Onboarding process: Improve the onboarding process for faculty, staff, and administrators to be more student informed to encourage a sense of belonging and community (from outreach, application, to enrollment).

### **B. Student Life Cycle and Matriculation**

- a. Strategic outreach: Increase enrollment and retention of Latinx and African American DI Groups through partnerships and outreach programs. These include development

- of a partnership with the Santa Clara Unified School District (SCUSD) to develop a Hispanic STEM club that will serve as a pipeline to Mission; development of high school outreach conferences targeting Latinx and African American Students; creation of a Mission Connect Program, with events designed to develop a sense of belonging and connection for new students.
- b. Enrollment Processes: Review and improve the registration and enrollment processes. Collect and analyze data on the student experience to identify and remove barriers, particularly those that may create unintended systematic bias.
  - c. Early alert: Improve the effectiveness of Early Alert interventions. Initial review shows that the current process is impersonal and confusing. Improvements include personalizing messages, providing a clear menu of support services, and providing training and support to faculty on how to best utilize the Early Alert system.
  - d. Wrap-around services: Enhance and expand existing services, particularly focusing on students in the first year who are African American, Latinx, and first generation. Services include embedded tutoring, peer mentors, completions coaches, and supplemental instruction. Additionally, look at bringing proven models to Mission, such as Umoja for African and African American students.

### **C. Pedagogy and Instructional Support**

- a. Targeted tutoring and support: Increase completion of transfer level math and English and transfer to a four-year institution for African American, Latinx and first-generation students through the offering of additional tutoring and support courses for English and math courses.
- b. Improved placement: Analyze data related to the newly implemented self-placement process for courses traditionally considered basic skills to identify potential systematic bias and unintended impacts; collect data on student and faculty experience with the new process. Identify and implement changes for improvement and re-evaluate impact of improvement changes.
- c. Enhanced counseling services: Review best practices and models for increasing use and effectiveness of counseling services, particularly in reaching DI populations. Look into methods to increase use of counseling beyond the first year.

- d. Transfer preparation workshops: Develop workshops centered around DI populations and their families to encourage university exploration and support preparation for applications and subsequent transfer.
- e. Equity-based pedagogy: Infusion of equity-based pedagogy across disciplines through a series of professional learning opportunities. Professional learning would include best practices in infusing equity into new and revised curricula and in-classroom strategies.

## **Project 2: Clarifying the Path for Students: Redesigning Program Mapping and Scheduling**

In order to improve success and completion among disproportionately impacted (DI) groups, the College has identified the need to transform thinking from students being “college ready” to the College being “student ready.” In particular, the College needs to develop course sequences and services to allow students to achieve their educational goals in the shortest, most efficient manner possible. This has led the College to identify program mapping and revised scheduling processes as a priority in both the Student Equity Plan and the Guided Pathways priority goals. To this end, the College has been engaged in the development of a sustainable, cross-disciplinary approach to course scheduling that puts the needs of the students in the program first.

The challenges Mission students face are many and varied. The College is situated in the heart of Silicon Valley, which is one of the most expensive regions in the country, is densely populated, and has extensive traffic congestion. The majority of students are part-time students, many of whom work full time or have multiple jobs. Many travel long distances or rely on public transportation. Each of these factors adds additional time constraints on their ability to attend classes and engage in campus life and impacts access to traditional courses.

Given this diverse set of challenges, programs are engaged in work to better align courses and programs along program maps and to schedule courses in a program with consideration of the multi-year sequence and alternate modalities for key courses.

## Action Plan

Initial implementation has been led by faculty leads working within Guided Pathways. Under this leadership, a group of faculty, classified professionals and administrators worked with department chairs to complete basic maps for the recommended sequence of courses for the majority of degree and certificate programs. Program maps were developed with two year and four year tracks in recognition of the fact that 65-70% of students are part-time students.

Full implementation will be housed within each discipline area with core teams of discipline faculty, counseling faculty, instructional deans, and classified professionals. These teams will also work together to integrate each discipline area's core schedule with those from other areas so that any conflicts can be resolved prior to implementation. The process itself will be iterative, with refinement occurring on a regular basis as part of an ongoing process that allows for quick responses to changing student needs or patterns identified through a review of the data.

Discussions within the Guided Pathways Steering Committee, Division Council, and groups within the Divisions lead to the development of a general process for the discipline-area teams to use as they work to expand the existing program course sequences into fully developed program maps with integrated core schedules:

**Figure 323 - Program Mapping and Course Scheduling Process**



Core activities associated with this process include:

A. Program maps: Discipline teams will complete and refine program maps. Teams acquire and review student data on course enrollment patterns to inform the integration of maps with the core schedule for each discipline area. This will also serve as baseline data for further inquiry.

- Spring 2020 Kickoff
  - Kickoff events will focus on program mapping and will engage students, faculty, administrators and classified professionals within each discipline area in activities and discussions designed to acquaint them with the challenges students face in planning and adhering to an Education Plan. The goal is for each Division/Discipline Area to identify a team of people within the division, along with a faculty member from Counseling, who will meet regularly over the course of the semester to review student enrollment data, refine program maps to align them with what students are actually doing, and begin the process of aligning the core course offerings with the program map.
- Spring 2020 College-level Program Mapping Summit Meetings
  - Division teams will meet individually as needed to finish their program mapping and core schedules, but will come together as a larger group twice over the course of the semester to share their progress and work through concerns, discuss best practices, and start thinking about the larger goal of integrating the division-level course offerings across all disciplines within the College

Timeframe: 2019-2020

B. Integration of core schedules: Discipline area teams continue to work together to integrate each area's core schedule so that the College schedule functions as an integrated whole.

Timeframe: 2020-2021

- C. Alignment and delivery of popular and required courses: To increase student success and completion, courses that have been identified as the most popular or critical to a program will be reviewed for alignment with other key courses, both within and across disciplines. Additionally, programs will work to increase accessibility for all students by offering these identified courses across all modalities, including face-to-face, hybrid and fully online formats.

Timeframe: 2020-2021

- D. Analysis and inquiry: Full analysis of first two years of program mapping and scheduling efforts, based on analysis of changes to the baseline data for further inquiry (discussed in further detail below).

Timeframe: 2022-2023

- E. Adjustment and further review: Discipline-area teams will continue to meet periodically to refine program maps, schedules, and the scheduling process following analysis and in response to changing student needs. A major goal of this part of the process will be to develop a sustainable, inclusive process for continuous review and analysis of student enrollment data to enable the College to detect and rapidly respond to changes in student demand for programs and changes in enrollment patterns.

Timeframe: 2023-2024 and ongoing

Baseline data and inquiry analysis will be based on the following core questions:

- A. Did the program maps result in improved completion rates and other metrics?
- B. What was the student experience – did students perceive any benefits or encounter any barriers in using the program map?
- C. Were there any disproportionate, negative impacts on any student populations that were not anticipated with the change in scheduling?

- D. Was the process more successful, both in terms of completion and student engagement, for some programs than others?
- E. Did the process lead to any stabilization in enrollment patterns within discipline areas?
- F. Was the approach successful in aligning courses chosen as common electives with student demand?
- G. What changes or shifts in student choice of courses, programs, or modalities, times of day, etc. were detected over the previous two years?

Additional activities in support of this work include:

- A. Degree Works: Implementation of a new platform to support educational planning and tracking of student progress. This will provide greater access to counselors and students to understand and monitor progress as well as provide educational planning information to programs to inform scheduling.

Timeframe: Launch 2020-2021; analysis of first informed scheduling decisions 2021-2022.

- B. Data collection and analysis: Additional data is being collected to provide enhanced analysis and modeling of scheduling data. In addition to traditional scheduling report data, the College is considering additional sources and analytics tools for reviewing data: Kumu, a relational graphics interface which shows how courses relate to one another within the various majors; Ad Astra Analytics which provides data from Ad Astra, a room scheduling platform used at the College, and information from Degree Works. Combined, these should help programs align the timing of connected courses, predict course demand, minimize registration conflicts, and create more efficient schedules.

Timeframe: 2019-2020 and ongoing

At its heart, this is an “all-hands-on-deck” approach that will require hard work and difficult decisions from all areas, including faculty, administration, classified professionals and students. Some additional considerations are being made based on the type of program.

For transfer-oriented programs, the process includes research into the most popular majors selected by students as well as their preferred transfer institutions in order to align college courses with the major requirements for these institutions. These programs, and their courses, will form the core of the schedule process so that the needs of the majority of transfer students are met first, then addressing the additional needs of those students pursuing programs that are less popular in terms of numbers but are no less vital to the College mission.

For CTE programs, scheduling will support the unique cohort-based enrollment patterns of program such as Nursing, Fire Technology, and Hospitality Management. For programs that offer courses that appeal to a wider group of students, such as Business and Information Technology programs, schedules will be designed to first serve students enrolled in the major, and then further accommodate those students who wish to take these courses as electives to pursue a minor or simply gain skills they can use on the job.

Finally, scheduling across the College must allow for students who require significant support in the form of basic skills support courses in math and English, as well as associated tutoring, counseling, and other auxiliary supports. Mission has long served a high population of English language learners, for whom ESL courses are an important part of the educational pathway. Opportunities must be provided to complete appropriate sequences and allow for transition into a career or transfer program. Likewise, Mission has a large population of first-generation college students, many from immigrant backgrounds, who either did not attend high school in the United States or did not achieve college readiness in their high school. These students require a wrap-around approach to basic skills courses in math and English that includes addressing math anxiety and other issues. Integrating program maps and scheduling courses to ensure that these students do not get left behind is one of the major goals of this work.

## **Changes and Plans Arising out of Self-Evaluation Process**

### **Standard II.A.1: Disproportionate Impact**

Mission College has adopted a comprehensive Student Equity Plan that incorporates specific objectives focused on improving the success metrics of the largest populations of Disproportionately Impacted (DI) groups such as Latinx, first-generation students, African Americans, and low-income students. The implementation plan for these objectives is one of the foci addressed in depth in the Quality Focus Essay. Student Equity Plan objectives that are specifically related to the elimination of barriers to program completion include:

- c. Enhance equity-based wrap around services such as embedded tutoring, completion coaches, peer mentors, and supplemental instruction,
- d. Increase completion of transfer level math and English and transfer to a four-year institution for African American, Latinx and first-generation students.

### **Standard II.A.3: PLO Assessment**

The College will build on the regular assessment of course and program level outcomes with a more in-depth analysis of degree and certificate level assessments. Full implementation of the learning outcomes platform provides greater ability to analyze the connection between course level assessment data and data for degrees and certificates.

### **Standard II.A.6: Scheduling for student completion**

The College will update course scheduling sequences and cross-discipline alignment to increase completion of certificate and degree programs more efficiently. As part of the Guided Pathways work, the College has been focusing on improving the current scheduling processes to reduce the time to completion for students in programs. The process and timeline for completing this work is described in the Quality Focus Essay.

### **Standard II.A.7: DE success**

The College will implement actions contained within a Distance Education Plan to address differences in success rates for DE in comparison to face-to-face courses. Examination of the student success data demonstrates lower success rates in DE courses compared to face-to-face.

This is particularly pronounced in basic skills and vocational programs. Working through the DE committee, the College is currently preparing a DE Plan with targeted actions to be implemented in academic year 2020-2021.

### **Standard III.C.2: Technology resource prioritization**

The College will integrate its Technology Plan, program review process and Educational Technology Replacement Inventory and Schedule (ETRIS) to ensure that its decisions about technology purchases are aligned with program and service improvement needs and overall college priorities. The College regularly assesses the need for new technology resources and a replacement schedule for replacement and upgrades as evidenced by its resource request process and ETRIS. There is opportunity to improve the prioritization process and decision-making processes related to technology resource needs. The process will establish college criteria for prioritization and incorporate the regular use of assessments, surveys, and usage metrics and data. The College will develop the process in spring 2020 and target implementation and evaluation in academic year 2020-2021.

### **Standard IV.A.2: Evaluation of decision-making processes**

The College's Participatory and Governance and Decision-Making Handbook clearly outlines the decision-making process and role of College committees and constituency groups in that process. Although the College provides opportunities for participation in processes, there is opportunity to focus specifically on the evaluation of its decision-making process. The intent is to make the process more clear, broad-based, consistent, and effective.

In spring of 2020, the College will conduct an evaluation of its decision-making process using multiple survey tools, outcomes assessments, and data. In the 2020-21 academic year, the College will then use these results to implement effective practices designed to improve the decision-making process. This may include the development of new procedural guidelines, checklists, and communication and reporting tools that will not only facilitate effective decision-making, but also improve the documentation and communication of those college decisions.

<b>Mission College Commonly Used Acronyms 2019</b>	
<b>Acronym</b>	<b>Definition</b>
AAPI	Asian American Pacific Islander
A&R	Admissions and Records
AANAPISI	Asian American Native American Pacific Islander Serving Institution
ACCJC	Accrediting Commission for Community and Junior Colleges
ADA	American with Disabilities Act
ADC	Academic Directions Committee
ALO	Accreditation Liaison Officer
AP	Administrative Policy
AS	Academic Senate
ASG	Associated Students of Government
BOT	Board of Trustees
BP	Board Policy
CBAC	College Budget Advisory Committee
CBOC	Citizens' Bond Oversight Committee
CCCCO	California Community Colleges Chancellor's Office
CCSSE	Community College Survey of Student Engagement
CDCP	Career Development College Preparation
COR	Course Outline of Record
CRC	Curriculum Review Committee
CSU	California State University
CTE	Career Technical Education
CTEC	Career Technical Education Committee
DI	Disproportionate Impact
EEO	Equal Employment Opportunity
EFMP	Education and Facilities Master Plan
ELL	English Language Learner
EMP	Educational Master Plan
EMT	Executive Management Team
EOPS	Extended Opportunity Program & Services
ERP	Enterprise Resource System
ESL	English as a Second Language
ETS	Educational Technology Service
FERPA	Family Educational Rights and Privacy Act
FMP	Facilities Master Plan
FPDC	Faculty Professional Development Committee
FTEF	Full Time Equivalent Faculty
FTES	Full Time Equivalent Students
GAP	Governance and Planning

## Mission College Commonly Used Acronyms 2019

Acronym	Definition
HSI	Hispanic-Serving Institution
HR	Human Resources
IEC	Institutional Effectiveness Committee
IGETC	Intersegmental General Education Transfer Curriculum
ILO	Institutional Learning Outcome
IS	Information Systems
ISER	Institutional Self-Evaluation Report
LMS	Learning Management System
MCC	College Council (formerly Governance and Planning Council [GAP])
MESA	Mathematics, Engineering, Science, Achievement
MIS	Management Information Systems
OPEB	Other Post-Employment Benefits
PGC	Performance Goals Committee
PLO	Program Learning Outcome
PRC	Program Review Committee
PRRR	Program Review Resource Requests
RAM	Resource Allocation Model
RESC	Regular Effective Student Contact
SAAM	Student Attendance Accounting Manual
SAO	Service Area Outcome
SEAP	Student Equity and Achievement Program
SLEI	Student Leadership & Engagement Institute
SLO	Student Learning Outcomes
SSSP	Student Success and Support Program
STEM	Science Technology Engineering Math
TCO	Total Cost of Ownership
VALOR	Veterans' Support Center
WVM	West Valley-Mission
WVMCCD	West Valley-Mission Community College District