



Office of the President

Date: February 12, 2009
To: John Hendrickson
From: Harriett J. Robles *HJR*
Subject: Mission College Accreditation First Progress Report
Copies:

Attached is Mission College's first progress report to the Accrediting Commission. This report has been approved by the Academic Senate and the College's Governance and Planning Council. We are submitting it for review by the Board of Trustees at the February 19, 2009 meeting. It will be submitted to the Commission on or before March 1, 2009, as required.

The attached draft does not include the WVMCCD Equal Opportunity Plan, which will be presented to the Board also on February 19. Pending Board approval, that plan will be included with Mission's report. In addition, there may be final, nonsubstantive edits to the attached matrix of planning agenda items. Finally, the signatures for certification will be obtained after Board review.

Mission College First Progress Report

Mission College

3000 Mission College Boulevard

Santa Clara, CA 95054

First Progress Report



A Confidential Report Prepared for the Accrediting Commission
for Community and Junior Colleges

March 1, 2009

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CERTIFICATION OF INSTITUTIONAL REPORT

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

FROM: Mission College
3000 Mission College Boulevard
Santa Clara, CA 95054

DATE: February 20, 2009

This follow-up report to the comprehensive institutional self study and the report of the evaluation team that visited Mission College on March 17 – March 20, 2008 is submitted in response to the requirement set forth in the communication from the Accrediting Commission dated June 30, 2008.

I certify that there was review by the Mission College community, and I believe this report accurately reflects the response of the institution to the recommendations set forth by the Accrediting Commission.

The report was reviewed by the West Valley – Mission Community College Board of Trustees prior to submission of the report.

Harriett J. Robles, President
Mission College

Stephanie Kashima, President
Academic Senate

My Loi, President
Classified Senate

Norma J. Ambriz-Galaviz, Vice-President
Instruction
Accreditation Liaison Officer

John Hendrickson, Chancellor
West Valley – Mission CC District

STATEMENT OF FIRST REPORT PREPARATION

This report was prepared under the direction of Dr. Norma Ambriz-Galaviz, the Accreditation Liaison Officer and Vice-President of Instruction of Mission College.

The Accreditation Steering Committee, comprised of faculty, staff, administration, and students on the college Governance and Planning (GAP) Council, was charged with assessing the progress made on each of the Accrediting Commission's recommendations from the 2008 visit and developing the responses that are included in the progress report. During the fall of 2008, the Governance and Planning Council, along with the Faculty Academic Senate and the President's Council, established the process for addressing the accreditation recommendations. To address Recommendations 1, 2, 5, 6, 9, and 12, which comprise the First Progress Report, the steering committee was assisted by the Vice-President of Instruction, the Vice-President of Administrative Services, the Vice-President of Student Services, and the Faculty Academic Senate. A draft of the report was disseminated to the College community for review by all participatory governance groups in January and February, 2009. Comments and additions were reviewed by the steering committee and incorporated in the final draft of the first progress report. The final draft was reviewed and approved by the Academic Senate on Thursday, February 5, 2009, and by the Governance and Planning Council on Wednesday, February 11, 2009. It was then forwarded to the Chancellor and the Board.

This report was reviewed by the West Valley-Mission Community College District Board of Trustees on February 19, 2009.

Dr. Harriett J. Robles
President, Mission College

Date

Response to Team Recommendations and Accrediting Commission Letter

Recommendation 1: *Given two previous teams' recommendations (1995 and 2001), the team strongly recommends that the College immediately implement systematic and continuous program review and planning processes that are linked to resource/budget allocation. (I.A.1, I.A.7, I.B.3, I.B.4, I.B.6, II.A.2e, II.c.2, III.C.2, IV.B.2.a)*

SUMMARY OF ACTION

Mission College has implemented systematic and continuous program review and planning processes that are linked to resource/budget allocation. The College has established a schedule for continuous program review, completed the program review process for all program areas, and linked program review to a regular update of the Educational and Facilities Master Plan as well as resource and budget allocation.

Establishing a Program Review Schedule

In September 2008, the Academic Senate and the Governance and Planning Council approved a four-year rotation for program review (1, 2). In order to provide a common baseline for all programs and departments, all program areas have completed the program review process in 2008-2009 (3). In 2009-2010, all programs will be required to complete an annual update. The regular cycle of four-year rotations will begin in the academic year 2010-2011. This rotation requires a full review of all program areas every four years (two years for vocational programs) with an annual update in the intervening years.

As part of the process, programs and offices undergoing program review are required to provide or review information in four primary areas (4):

1. Program data (enrollment or service information and resource expenditure and usage)
2. Short-term and long-term program goals with timelines for completion (tied to District and College goals and based on internal and external program-related data)
3. Progress on assessment plans and outcomes statements for student learning programs, student service programs, and administrative offices
4. Resources needed to meet stated program goals in connection with District and College goals.

Completion of Program Reviews

Ninety-seven departments, offices, and program areas submitted first drafts of program reviews in late October 2008. During the following month, nine college planning and governance groups critiqued the submitted reviews by completing an evaluation rubric and feedback form on each program (5). This critique was conducted in order to ensure that the information provided was deemed sufficient for resource allocation groups to make determinations regarding resource allocation and to ensure programs were engaged in productive self-evaluation and data-based, collaborative program planning.

During the month of December 2008, programs were given the opportunity to make changes based on the feedback from the planning and governance groups. The revised reviews were forwarded to the highest participatory governance group at the College, the Governance and Planning Council (GAP), chaired by the College President. This group conducted the final review of the forms in January and February 2009 utilizing a rubric for approval (6). Programs that did not reach approval, or that were given conditional approval, were required to further revise their program review. The approval was based on the GAP's assessment as to whether a program (a) had developed appropriate goals based on data and college and district goals, (b) was requesting the appropriate resources required to complete those goals and (c) had completed written outcomes and assessment statements and plans for all courses and services.

Linkage to Resource Allocation

Programs with approved program reviews became eligible for consideration for resource allocation requests in the spring resource allocation process conducted by the College Budget and Advisory Committee, which makes recommendations to the Governance and Planning Council. The Council, in turn, makes recommendations to the President.

As part of its newly revised integrated budget and planning process, the College is phasing out rollover budgeting. In the first year of the new budget allocation process, beginning spring 2009, each program will be allotted 75% of the total operating resources which it was allocated in spring 2008 for the 2008-2009 school year. All remaining funds will be set aside for distribution through a request and evaluation process conducted by the College Budget Advisory Committee (CBAC). This process commences in March 2009 in accordance with the approved allocation timeline (7). Programs wishing to request funds above their 75% allotment will need to complete a request form and the requests will be evaluated using a rubric containing the following criteria:

1. Funding request as identified in Program Review
2. Number of students served and efficiency ratio
3. Impact on positive enrollment and/or retention
4. Health, safety, and legal considerations
5. Link to District and College planning goals and the Educational and Facilities Master Plan
6. Overall strength of justification for request

GAP has determined that the recommendations of the Educational and Facilities Master Plan, along with the mission and values statements, will be reviewed each spring following the completion of the program review process (8). In this way the primary educational planning document will reflect the most current information and will be revised prior to the start of each new academic year.

The College has scheduled a complete evaluation of this most recent program review process in spring 2009 and will continue to revise and improve the process as needed. As noted above, the College has begun to move away from roll-over budgeting and has established a goal for 100% of all program operating funds to be evaluated by the budget committee on an annual basis. GAP has approved creation of a master planning calendar for coordination of all major planning activities to better inform the College of all review, planning, and allocation processes (9). The master planning calendar was adopted by GAP on January 28, 2009 (10).

EVIDENCE

1. Academic Senate Meeting Minutes, 09/18/08, 09/25/08 MCAS minutes
2. Governance and Planning Council minutes, 09/24/08
3. Program Review Committee minutes
4. Program Review/Program Master Planning process documents and forms
5. Program Review Feedback Forms
6. Program Review Evaluation Rubric for GAP
7. Mission College Budget Allocation Model 2009
8. Governance and Planning Council minutes, 10/01/08
9. Governance and Planning Council minutes, 11/05/08
10. Governance and Planning Council minutes, 01/28/09

Recommendation 2: *The team recommends that Mission College establish and implement a schedule for systematically reviewing its mission and values statements. (I.A.3)*

SUMMARY OF ACTION

Mission College has established and implemented a schedule for systematically reviewing its mission and values statements.

The College has met this recommendation by designating the Governance and Planning (GAP) Council as the group to systematically review the College's mission and values statements on an annual basis. GAP serves as the overall coordinating and planning body in the College's governance structure and includes representation from all constituents. Through GAP, the College has developed and approved creation of an annual master planning calendar for all major planning activities, including the mission and values statements (1). The mission and values statements will be reviewed following completion of Program Review no later than May 1.

The mission and values statements were most recently updated during Mission College's update of the Educational Master Plan, in the fall of 2007. Through a participatory process, the College's mission statement was revised and unanimously approved by the Governance and Planning (GAP) Council on July 11, 2007 (2). The District's Governing Board reviewed and accepted the revised mission statement on September 6, 2007 (3). The updated mission and values statements were affirmed through inclusion in the College's Educational and Facilities 99% Draft dated August 28, 2008 (4, 5). The mission and values statements will next be reviewed in spring 2009 and annually thereafter.

EVIDENCE

1. Governance and Planning Council Meeting Minutes, 10/1/08, 11/05/08
2. Governance and Planning Council Summary Notes, 07-11-07
3. WVMCCD Board of Trustees Agenda, 09-06-07
4. Mission College Educational and Facilities Master Plan- 99% Draft
5. Mission College Facilities Master Plan – Educational Component–Draft Fall 2007

Recommendation 5: *The team recommends that the College review and complete its planning agendas for both the 2001 and 2007 accreditation visits. (IB.4, IB.6)*

SUMMARY OF ACTION

The College has reviewed and completed its planning agendas from 2001. It has completed or initiated all planning agenda items from 2007.

In response to Recommendation #5, the administrative leadership team, along with the participatory governance bodies of Mission College, designed a plan to reassess and complete a grand total of 130 planning agenda items from the prior visits (1). There were 85 from 2001 and 45 from 2007. The process began in July 2008 with the college president and the three vice presidents assuming administrative responsibility for specific planning agenda items. As a consequence, a master list of all planning agenda items was developed which displayed the planning agenda number, description, assigned owner or governance group, progress details and executive administrative assignment (2).

The College Governance and Planning (GAP) Council, which serves as the College's Accreditation Steering Committee, assumed institutional leadership for monitoring and assessing the progress of the planning agenda items. The Office of Institutional Research provided a template for groups to use in reporting progress updates for their planning agenda items. The template, called Action Plan Overview (3), identified the specific objectives for the planning agenda item, measures, due dates, assignments and current status of activity. Each planning agenda item was assigned to a specific faculty or staff member to conduct the necessary activities to complete the agenda item and report on the item's progress to the designated Vice President. Many of the planning agenda items were completed by committee members from the various governance groups on campus, for example the Academic Senate, Classified Senate, Student Services Council, President's Council, Curriculum Review Committee, College Budget Advisory Committee, and the Division Chair Council.

GAP elected to have the four executive administrators regularly report on each assigned planning agenda and assess their progress in terms of percentage toward completion of the agenda item, for example: 100% equaled *completed*, 75% was termed *near completion*, 50% was *underway*, 25% was categorized as *stalled* and 0% was *no work on planning agenda* item. The reporting dates were September 24, October 8, October 22, November 19, and concluded with final reports on December 3, 2008 (4).

On December 3, 2008, GAP received the final update on the completion status for the planning agenda items. All of the planning agenda items for 2001 had been completed.

The planning agenda items from 2007 that could be completed within a year were completed and those that required more time to implement were designated as *in-progress* (5). A final matrix was developed for all the 2001 and 2007 planning agenda items (6) and is appended to this report.

EVIDENCE

1. Planning agenda items from Mission College's 2001 and 2007 self- studies
2. Master Listing of all planning agenda items with designated assignments
3. Accreditation Self-Study Planning Agenda Action Plan Overview
4. College Governance and Planning Council meeting minutes from July 23, 2008 to January 28, 2009.
5. Progress Summary on Planning Agenda Items from each executive administrator
Final
6. Final Matrix for all Planning Agenda Items for 2001 and 2007 , Inside Mission, Accreditation, Accreditation Planning Agenda Matrix for years 2001 and 2007

Recommendation 6: *As previously recommended by the 2001 visiting team, the current team also recommends that the College continue to develop, implement, and regularly assess the results of its recruitment, retention, and success plan for underrepresented faculty, staff and students and that it submit such a completed plan for the Commission's review. (2001 team Recommendation II, Standard III.A.4)(II.A1.a, II.A.4, III.A.4.a, III.A.4.b)*

SUMMARY OF ACTION

The College has continued the development, implementation, and assessment of the results of its recruitment, retention and success plan for underrepresented faculty, staff and students. It is submitting its completed plan (Appendix II) for the Commission's review with this report.

The District reconvened the Diversity Advisory Council (formerly the Faculty and Staff Diversity Advisory Committee) in November 2006 (1) as the lead body for recommendations regarding faculty/staff diversity and equal employment opportunity. The Council continued to work on a District adoption of the State Chancellor's Office model Equal Employment Opportunity (EEO) Plan (2). In summer 2008, a Mission College Task Force (3) began meeting to complete the draft of the Mission College Staff/Faculty Diversity Plan. The District EEO Plan (4) is included as a fundamental element of the Mission College Staff/Faculty Diversity Plan (5). Drafts of the Mission College Staff/Faculty Diversity Plan and the District EEO Plan were submitted for approval to the Academic and Classified Senates in December 2008. The Mission College Staff/Faculty Diversity Plan was adopted by the Governance and Planning (GAP) Council on January 28, 2009. As part of the revised plan, a Mission College Diversity Committee (6) has been formed for spring 2009 to guide implementation, oversight and ongoing review of the Mission College Staff/Faculty Diversity Plan. The committee charge was approved by the Academic Senate (7) in December 2008 and by GAP on January 28, 2009. The District Equal Employment Opportunity Plan (EEO) was placed on the Board of Trustees agenda for approval on February 19, 2009 (8). Copies of the final Mission College Staff/Faculty Diversity Plan are kept in the President's Office, Office of Instruction, Human Resources Office, and the College Archives (Library).

In spring 2005, the College completed its Student Equity Plan (9), which identified on-going campus interventions, specified goals, and established a schedule for evaluation and implementation. Following an analysis of key indicators, goals were developed to address specific needs in access, retention, and success among underrepresented and underserved student populations. A progress report of indicators (10) was evaluated by the Student Equity Committee in spring 2007, and the Committee released an update (11) for 2007-2008 which outlined contributing factors, summaries of progress, implementation of plan activities, and additional activities and recommendations for

each of the Student Equity Plan goals. Activities of the plan are guided by the Student Equity Committee (12), and include participants in the Title V Grant, Matriculation Advisory Committee, and Academic Senate, among others. The committee is scheduled to complete its annual review in spring 2009. The annual review cycle for the Student Equity Plan is incorporated into the College's master planning calendar. The Student Equity Plan and Update are available to the college community on the Inside Mission website.

EVIDENCE

1. Diversity Advisory Council Announcement (Email November 2006)
2. Diversity Advisory Council Meeting Minutes (4/15/08, 3/25/08, 12/17/07, 11/26/07, 10/29/07)
3. Diversity Advisory Council Mission College Task Force Meeting Notes (8/13/08, 8/19/08, 9/30/08)
4. Mission College Staff/Faculty Diversity Plan
5. West Valley Mission Community College District Equal Employment Opportunity Plan
6. Mission College Diversity Committee Proposal
7. Academic Senate Meeting Minutes (12/18/08)
8. BOT Agenda, 2/19/09
9. Student Equity Plan, 2005
10. Progress Report, April 2007
11. Student Equity Plan Update, 2007-2008
12. Student Equity Committee Membership List and Current Schedule, spring 2009

Recommendation 9: *The District and the College constituencies need to address the impact of the reduction in fiscal resources caused by the apportionment penalty assessed on the District this past year. (III.D.1.b, III.D.1.c, III.D.1.d, III.2.a, III.2.d, III.D.2, III.D.2.d, III.D.2.e, IV.A.4, IV.A.5)*

SUMMARY OF ACTION

The District and the College constituencies have addressed the impact of the reduction in fiscal resources caused by the apportionment penalty assessed on the District this past year. District and College constituencies have developed and implemented a plan for 2008/09 and 2009/10 to rebuild revenues and ensure continued fiscal stability. At the core of the plan is the restoration of FTES revenue lost as a result of the apportionment penalty assessed on the District last year.

The apportionment penalty assessed on the District was established in the Resolution Agreement entered into between the California Community College Chancellor's Office and the West Valley Mission Community College District (WVMCCD) in December 2008 (1), and approved by the Board of Trustees on December 4, 2008 (2). The value of that penalty was an apportionment revenue reduction of \$5,644,227 with an accompanying Base FTES reduction of 2243.57 credit FTES, according to the agreement. \$4,903,995 has been paid and the remaining \$740,232 will be paid in three equal installments of \$246,744 over a three-year period beginning with the 2007-08 recalculation of apportionment scheduled for February 2009 and ending June 30, 2010 (3).

One positive aspect of the agreement is the opportunity for the District to restore this FTES reduction in 2008/09 and 2009/10. The California Community College apportionment allocation includes \$4,092,093 for WVMCCD restoration funding in 2008/09 and \$4,385,123 for 2009/10 (4). In order to maximize FTES and apportionment funding restoration during this period, both colleges implemented a number of strategies including more effective and efficient scheduling of classes and increased marketing and outreach. The colleges also benefitted from the state's economic situation, which has resulted in a significant increase in community college enrollment state wide and in the colleges' service areas.

The 2008-09 final budget assumed that the colleges would increase total FTES by 328 over 2007-08 (5). The colleges' enrollment enhancement efforts have resulted in significant enrollment growth to date and the District will reach this goal. However, the recalculation received in October increased that goal to 896, which was 568 more FTES than anticipated. As a result, both colleges increased their efforts to maximize enrollment. The District's P-1 report, submitted on January 15, 2009, indicates that the District is in an excellent position to achieve this goal as both colleges are presently

exceeding their mid-year targets (6). Mission College is projected to exceed its total 2008/09 goal of 6,924 credit and non-credit FTES by 467.14; West Valley is projected to exceed its total 2008/09 goal of 9,310 credit and non-credit FTES by 469.74.

As a District, it is projected that the total 2008/09 goal of 16,234 FTES will be exceeded by 936.88 FTES, thus qualifying the District for all available restoration and positioning the District to make significant progress towards full restoration in 2009/10 (7).

In addition to increasing revenue through the generation of FTES, the District's Land Corporation made a one-time contribution of \$3,396,851 to offset the impact of the HBA penalty (8).

The District has initiated other measures as part of its plan to ensure long-term financial stability, including reallocating expenditures from the General Fund to other funds, reducing transfers to the District's 3% contingency reserve, defunding all vacant positions, reducing staffing through retirement incentives, and reducing operating budgets (9). Additionally, the District contracted with the California Collegiate Brain Trust (CCBT) to complete an organizational review of the District. The purpose of the review was to reduce costs and among the tasks that were contracted to CCBT, they were asked to develop options and recommendations that would achieve savings in the ranges of \$5-6 million and \$9-10 million. (10) CCBT completed its review in November 2008 and presented its findings and recommendations to the District on December 1, 2008. (11) The District is in the process of evaluating their recommendations, which if fully implemented, could result in \$10.62 million in savings.

In summary, the impact of the reduction in fiscal resources as a result of the HBA penalty was \$5,644,227 plus an accompanying base FTES reduction of 2243.57 credit FTES valued at \$8,477,216. The District addressed this situation by paying \$4,903,995 of the \$5,644,227 penalty from a contingency fund it had established for that purpose and will pay the remaining \$740,232 over a three-year period. The enrollment enhancement plans that were implemented in 2008/09 have been successful. P-1 projections indicate that the District will produce sufficient FTES to qualify for the maximum allowable restoration funding of \$4,092,093 for 2008/09 and to make significant progress toward qualifying for the \$4,385,123 available in restoration funding for 2009/10.

EVIDENCE

1. Resolution Agreement No. 08120401 between WVMCCD and the Chancellor of the California Community Colleges
2. Board Minutes, December 4, 2008
3. Resolution Agreement No. 08120401 between WVMCCD and the Chancellor of the California Community Colleges
4. California Community Colleges 2007-08 Simulated Recalculation, October 2008.

5. WVMCCD Final Budget, 2008-2009, pp. 14-15
6. WVMCCD P-1 Report, January 15, 2009.
7. WVMCCD P-1 Report, January 15, 2009.
8. Land Corporation Statement of Revenues, Expenses & Changes in Fund Balance as of August 31, 2008, Att. to 10/16/08 agenda
9. WVMCCD Final Budget, 2008-09: Section III, Exhibits 1 and 3; pp. 8-9, 16-18
10. RFP for Organizational Review
11. Final Report for WVMCCD by California Collegiate Brain Trust (CCBT), November 14, 2008.

Recommendation 12: *The team recommends that the College constituencies seek input from the Board of Trustees to establish District-wide goals that address the quality, integrity, and effectiveness of the educational programs of the District so that these goals may be incorporated into the strategic planning process of the College. (IV.B.1, IV.B.1.c, IV.B.2, IV.B.4)*

SUMMARY OF ACTION

The College has sought input from the Board of Trustees to establish District-wide goals that address the quality, integrity, and effectiveness of the educational programs of the District so that these goals may be incorporated into the strategic planning process of the College.

Beginning in fall 2008, the Board initiated the development of two sets of goals, one for District priorities and one for Board objectives. Each addresses the recommendation that the Board establish goals that focus on educational issues.

On November 6, 2008, with the support and facilitation of the Chancellor, the Board of Trustees held a workshop to review the mission statements and educational plans of both colleges. Mission College reviewed its current mission statement (revised and adopted in 2007) (1) as well as its educational and facilities master plan. The educational portion of the plan was approved in 2007 and provided the foundation for the development of the College's facilities master plan (2). The facilities plan is in 99% draft form (3). The Environmental Impact Report was completed in fall 2008 and was posted for public review on February 9, 2009 (4). The final plan will be presented to the Board for approval in April or May of 2009.

At the November 6, 2008 workshop, the Board also initiated a discussion of its strategic planning goals (5). The Chancellor was directed to prepare a report on alignment of institutional goals currently found in separate District Policy and District strategic planning documents. The Executive Management Team reviewed and provided input on the initial draft report to align district level goals and District Council reviewed them on January 28, 2009. The goals were placed on the February 5, 2009 agenda (6). With a minor change, the Board adopted the goals as presented. As part of its action, the Board committed to developing specific and measurable objectives for each of the goals by the end of the 2008-09 academic year.

On December 4, 2008, the Board held a special study session (7) on participatory governance and the role of trustees. Follow-up actions resulting from the workshop include:

- The Chancellor will present a report to the Board in February 2009 describing college and district formal participatory governance structures.
- In order to reduce the appearance or reality of micromanagement, the Board President, working with the Chancellor, will develop a recommended amended policy on delegation to improve operations and to reduce BOT meeting time on contract and routine personnel matters.
- The Chancellor will arrange for a presentation to the BOT on contract development and approval. The purpose of the presentation is to inform the BOT and public about district practices, to gain BOT insight and direction on the use of standard contract language, to set parameters for the development of contract terms and to improve the process for contract development and approval.
- The Chancellor will work with the BOT President to recommend agenda and relevant policy revisions to make the BOT governance role more effective, including the objective of spending less time on administrative matters and more time on educational, student and community matters.

On January 15, 2009, the trustees approved 2008-09 Board Goals (8). One of the goals is to increase the Board's focus on the district's organizational mission, including conducting strategic conversations regarding curriculum and program review and student success and revising Board agenda items to show how an item connects with educational priorities as defined in District policies and procedures, performance indicators, planning documents, program reviews, and educational master plans. Beginning on 2/5/09, the Board agenda includes a regularly scheduled presentation focused on educational and student services (9, 10).

With the development and approval of these goals, Mission College can begin to incorporate them into future strategic planning processes, beginning with the College's resource allocation process in spring 2009 and thereafter into the regular review cycles for other processes including program review, educational planning, and review of the mission statement.

EVIDENCE

1. BOT Minutes, 9/6/07
2. Mission College Educational Master Plan, 2007
3. Mission College Facilities Master Plan, 99% Draft, 2008
4. E-mail from Vice-President of Administrative Services, 2/09/09
5. BOT Minutes, 11/06/08
6. BOT Agenda, Item 8.1, 2/5/09
7. BOT Agenda, 12/4/08
8. BOT Minutes, 1/15/09
9. BOT Agenda and Minutes, 2/5/09
10. BOT Agenda and Minutes, 2/19/09

Mission College Accreditation Progress Report

Planning Agendas Reporting Matrix Guide (Appendix I)

Directions

Use this sheet as a guide for the proceeding 2001 and 2007 Planning Agenda Items Matrix. Below are brief definitions for the main column headings include in the matrix.

Definitions

PA #

This column refers to the reference number associated with each planning agenda item for the 2001 and 2007 Accreditation Self Studies. The reference number adheres to the following scheme: First two digits refer to the year of the accreditation self study, the second two digits refer to the standard to which the planning agenda applies, and the third two digits refer to the sequential order within the standard.

For example: 01.02.05 corresponds to the 2001 Accreditation Self Study, Standard 2, and the fifth planning agenda within Standard 2

Description

This column provides the exact wording of each planning agenda item from the 2001 and 2007 Accreditation Self Studies.

Status

This column reflects the status towards completion of each planning agenda item from the 2001 and 2007 Accreditation Self Studies. A status of “complete” indicates that the associated planning agenda item has been finished. For planning agenda items that have not been completed the progress is indicated including a target completion date.

For Example: 90% Complete; Target date: Spring 09

Response

This column supplies a brief abstract encapsulating the resolution of each planning agenda item from the 2001 and 2007 Accreditation Self Studies.

Evidence

This column indicates the major groupings of evidence validating each planning agenda item from the 2001 and 2007 Accreditation Self Studies.

Assignment

This column gives the position that had primary responsibility to ensure that each planning agenda item from the 2001 and 2007 Accreditation Self Studies were completed.

MISSION COLLEGE FIRST ACCREDITATION PROGRESS REPORT - 2001 PLANNING AGENDA ITEMS APPENDIX I

PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
STANDARD I					
01.01.01	The College should establish an evaluation cycle to review and update the mission statement, core values, goals, and objectives on a regular basis.	Complete	GAP has decided to review these statements on an annual basis when they review the Program Review forms.	GAP minutes	President (GAP)
STANDARD II					
01.02.01	The College should develop a student handbook or expand the orientation handbook to include student rights and responsibilities.	Complete	The College's orientation handbook, "Your Steps to Success," includes the student rights and responsibilities and new sections (located in the appendix) to address the new requirements for reporting sexual harassment and unlawful discrimination.	2008-09 Orientation Handbook, Counseling 000A Handbook, and EOPS Handbook	Vice-President, Student Services (Counseling)
01.02.02	The College should update its general brochure to reflect current and accurate information concerning programs, staff, services, and should include information about the surrounding area.	Complete	A new brochure was created in fall 2008.	College brochure, Fall 2008	President (Marketing, Public Relations and Graphic Design Services)
01.02.03	The College should hold further discussions between the Board, faculty, administrators, and students to refine the College community's understanding of academic freedom and to better communicate the shared values to colleagues, students, and the surrounding community.	Complete	The former President of the Statewide Academic Senate will conduct a forum on Academic Freedom in Spring 2009.	Ian Walton has been asked if he would be interested in facilitating such a conversation; Board Policy 4.8	Vice-President, Instruction (Academic Senate)
01.02.04	The Board should develop a support statement that would ensure academic freedom for the associate faculty specifically.	Complete	District Policy 4.8, Academic Freedom, adopted 03-20-07, includes the statement that academic freedom "shall be recognized as a right of all members of the faculty, whether of tenure or non-tenure rank, of all administrative officers, and of all students".	Board Policy 4.8	President (Board of Trustees)
01.02.05	The College should evaluate the success of its cultural pluralism policy.	Complete	The Academic Senate evaluated and approved the recommendations of the cultural pluralism task force in 2008.	MCAS minutes	Vice-President, Instruction (Academic Senate)

MISSION COLLEGE FIRST ACCREDITATION PROGRESS REPORT - 2001 PLANNING AGENDA ITEMS APPENDIX I

PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
01.02.06	The District should develop a more comprehensive program in diversity training for all College employees.	Complete	The District has hired a full-time Staff Development Coordinator and this office is providing on-going staff development and staff diversity training.	08 Staff Development training session schedules	President (Human Resources)
01.02.07	The College should increase outreach efforts to enroll more Hispanics, African Americans, and Native American students.	Complete	Overall outreach efforts have improved.	Student Services Title V outreach material and marketing materials specifically for underrepresented students	Vice-President, Student Services (Recruitment and Outreach)
01.02.08	The College should monitor current and future needs regarding the athletics program.	Complete	Program Review for Athletics program included description of current and future needs.	Job descriptions for Athletic Director and trainer, course description for Becoming a Master Student (for student athletes), and survey re: student athletes	Vice-President, Student Services (Student Services)
01.02.09	The College's public information office, or other identified department, should develop a policy and schedule for publication review so that each document distributed to the public is evaluated annually for currency and consistency.	Complete	The College's public information office maintains internal schedule and timetable for the review, revision and production of the College Catalog and Schedule of Classes to ensure currency of information.	E-mail from Peter Anning, 10/31/08	President (Marketing, Public Relations and Graphic Design Services)
STANDARD III					
01.03.01	The College should work with the district office to develop and support a process for determining when a research office developed report or tracking capability is to be transferred to Information Systems for automation and included in the district's decision support system (PARIS)	Complete	A working PARIS Vital Stats database was created and launched in 2001 from a collaboration of the Research Analysts and District IS. Development of the replacement data warehouse system is led by a Data Warehouse Workgroup, including the Research Analyst from both colleges.	PARIS website	Vice-President, Instruction (Institutional Research)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
01.03.02	The College and the district office should coordinate efforts and strategize methods to improve the level of programming support that District Information Systems will provide for the Colleges' research functions under the district's new administrative system (Datatel).	Complete	Development of a new data warehouse system is underway to provide ad hoc reporting capabilities for the Research Analysts and key data users at each college without the need for separate programming support. The development of the data warehouse is being led by a Data Warehouse Workgroup, including the Research Analyst from both colleges.	Meeting minutes	Vice-President, Instruction (Institutional Research)
01.03.03	The College should identify the institutional effectiveness indicators that best measure the College's progress toward achieving its institutional mission and schedule planning meetings dedicated to determining how the results may be used to impact current policies and planning processes.	Complete	Institutional effectiveness indicators were developed as part of the 2005 Educational & Facilities Master Plan (EFMP) process and were shared through a series of college-wide forums. These indicators were refined for the current Program Review Process and were published at the college and program level on the Mission College website.	EFMP forums; Program Review Website	Vice-President, Instruction (GAP)
01.03.04	The College should evaluate the need for a dedicated full-time Learning Outcomes Assessment Coordinator for 2002-03.	Complete	A reassigned Student Learning Outcomes and Assessment Coordinator was appointed for fall 2008/2009 while College needs are being reviewed.	Contract	Vice-President, Instruction (Instruction)
01.03.05 (also see 01.03.05 under Instruction - Planning Agenda Items)	The Academic Senate and GAP should work with the Instructional Advisory Team and the Student Services Advisory Team to revise Mission's instructional and non-instructional program review processes to A) align them with the measurable objectives-based planning models now being implemented at Mission, and B) to develop and implement procedures for more formally linking these processes to the budget, faculty allocation, and other relevant institutional planning procedures.	Complete	Student Services programs fully participated in the Educational and Facilities Master Plan and the current Program Review Process. In addition, Student Services began completing Student Surveys Summary reports in 2007 to specifically coordinate student service planning.	EFMP; PROGRAM REVIEW ; Student Services Summary Report 2007; Student Services Program Review 2008	Vice-President, Administrative Services (GAP)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
01.03.06	The College should integrate within its strategic planning process the use of annual updates on the College's progress towards Student Equity, PFE, and goals developed at annual planning meetings (e.g., Movers & Shakers) and publicize plans for how results will be used to bring about change.	Complete	IS and the Research Office provide updated data on a semester basis for effectiveness indicators by program area through an online reporting system, PARIS Vital Stats. Trend measures are collected for an annual update as part of the Program Review Process, available online through Program Review and Research and Planning websites.	Program Review website; Institutional Effectiveness webpage.	Vice-President, Instruction (Academic Senate)
01.03.07	GAP should work with the Classified Senate to develop a process for assessing the institution's overall classified staffing needs in order to better benefit from job sharing opportunities.	Complete	The Program Review Model includes an assessment of classified staffing needs.	Program Review forms	Vice-President, Administrative Services (GAP)
01.03.08	The program review process should ensure that external evaluation sources such as the results from licensing Boards, transfer performance statistics from UC and CSU systems, and WST scores from San Jose State University will be integrated with College planning processes and used to institute change.	Complete	Outside evaluation sources are included as part of the Program Review Process. Outside environmental scan data was included in the 2005 Educational & Facilities Master Plan.	Program Review Forms	Vice-President, Instruction (Academic Senate)
01.03.09	The College should consider developing a quarterly newsletter to be direct mailed to residents in Mission's service area, corporate partners, and to civic organizations and leaders.	Complete	The District has developed a publication that is mailed to residents in our service area and community partners.	District Quarterly Newsletters	President (Marketing, Public Relations and Graphic Design Services)
STANDARD IV					
01.04.01	GAP should work with the College Research Analyst to develop and implement a systematic process for obtaining relevant student, labor market, and community needs information that will coincide with program planning and review processes.	Complete	The Research Analyst included this information as part of the Educational & Facilities Master Plan process and it is also incorporated into ongoing Program Review. Current information is available through the Mission College Research & Planning website.	PRC Minutes; Program Review documents	Vice-President, Instruction (Academic Senate)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
01.04.02	The Counseling Department and other instructional departments should consider designing a more formal and systematic method of enhancing communication between the departments and Counseling, including a training component for faculty to assist them in identifying when and how to refer students to counseling for assistance.	Complete	The Counseling Dept., ACCESS and EOPS have developed referral forms for their respective programs; The Early Alert Program has developed a structure and timeline for reporting student academic difficulties to counselors. The Counseling Department has established Instructional liaisons with the academic divisions to promote understanding of options for student assistance and referrals.	Student services program reports 2007; Student services program review 2008; Early alert referral form; Counseling Department minutes; EOPS Progress memo	Vice-President, Student Services (Counseling)
01.04.03	GAP, CRC, and the Academic Senate should work together to provide necessary support for development of a learning outcomes process at all levels.	Complete	The SLO Coordinator has been given release time to coordinate these activities for F08/Sp09.	Curriculum Review mtg minutes; load sheet for SLO Coordinator; attendance sheets from workshops; SLOs on curricunet; assessment plans on SLO Committee documents page on Inside Mission	Vice-President, Instruction (Academic Senate)
01.04.04	The Academic Senate should weigh the pros and cons of requiring additional specific courses for graduation versus the current system of weaving those skill and knowledge areas throughout the curriculum.	Complete	It was decided that the best way of addressing this knowledge area was to institute it as a specific course with a test-out option rather than "infusing" the information into existing courses.	Academic Senate Minutes	Vice-President, Instruction (Academic Senate)
01.04.05	The Academic Senate should lead the College in a discussion of the graduation requirements and make suggestions for revision if necessary.	Complete	The Academic Senate discussed and revised graduation requirements.	MCAS minutes	Vice-President, Instruction (Academic Senate)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
01.04.06	All academic disciplines at Mission College should re-evaluate their advisories and pre-requisites, and, where indicated, change advisories to pre-requisites so that students can be better guided into courses they are academically ready to take.	Complete	Required all-day review sessions were scheduled for Sept 26, Oct 10, and Oct 24, 2008; instructional programs have completed forms that verify this review has been conducted	Meeting notes from workshops; E-mails; Department sign-off sheets	Vice-President, Instruction (Academic Senate)
01.04.07	The College should formalize the inclusion of the Education and Facilities Master Plan recommendations into the program review process.	Complete	The Educational and Facilities Master Plan (EFMP) was completed in (2006). Programs are required to show how their goals relate to the existing EFMP, as well as other college planning documents. As part of the planning process, the EFMP will be reviewed each Spring following Program Review.	Program Review Forms; Program Review Committee Minutes	Vice-President, Instruction (Academic Senate)
01.04.08	The Academic Senate should monitor and evaluate distance learning guidelines. In accordance with the Curriculum Committee's recommendation, distance learning (DL) course outlines submitted prior to the new guidelines should be reviewed and revised to accommodate "meaningful" versus "face to face" student contact.	Complete	The Academic Senate has created local guidelines for effective student contact which will be integrated into DL outlines.	MCAS minutes; Regular Effective Student Contact Policy	Vice-President, Instruction (Academic Senate)
01.04.09	Department Chairs should develop procedures to ensure that associate faculty receive copies of the most recent course outlines and identify a full-time member to assist new department faculty in preparing course syllabi and other instructional materials so that they meet College and discipline standards.	Complete	The Office of Instruction communicated expectations to Division and Dept Chairs.	Emails; Division Chair Council retreats	Vice-President, Instruction (Department Chairs)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
STANDARD V					
01.05.01	The College should expand registration by telephone and through the Web site, including an online application procedure (currently being developed) and the use of digital signatures (recently approved).	Complete	Students are able to apply in person, through the telephone utilizing T-Reg, or online utilizing My Web Services.	TReg documentation; CCC Apply; MyWebServices	Vice-President, Student Services (Admissions and Records)
01.05.02	The Admissions and Records office should strengthen training and development of the staff to improve the level of customer service and to maximize program efficiency.	Complete	The Admissions and Records Office staff has attended LDA Training, communication workshops and conferences to enhance customer service skills and promote effective communication. A review of job descriptions and organizational structure was conducted to examine efficiency and evaluate assignments. A customer service survey was administered to assess effectiveness of interactions with students.	Customer service survey; Conference agenda; LDA workshop schedules	Vice-President, Student Services (Admissions and Records)
01.05.03	The College should ensure that all admission and registration procedures are accurately and consistently described.	Complete	The procedures are updated on the web during the Schedule of Classes publication cycles, as well.	Schedule of classes; Updated manual for office procedures	Vice-President, Student Services (Director, Admissions and Records)
01.05.04	The Student Development Division and instructional departments should consider creating a transfer advisory committee to institute more effective methods of reaching students and encouraging them to transfer upon completion of their "educational goals."	Complete	In Fall 2007, the Dean of Student Support Services instructed a counselor to establish such a committee.	Committee member list; meeting agenda	Vice-President, Student Services (Student Services)
01.05.05	Opportunities for students to receive services and interact with faculty and staff via means other than in-person should be expanded. Examples of these might include distance counseling and online admissions processing.	Complete	The College's web site undergoes continuous updating and improvement in order to facilitate students' access to information and services. Students have the opportunity to correspond with faculty and staff via email communication.	Web site for College and student services; curriculum review for Counseling 000A	Vice-President, Student Services (Student Services)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
01.05.06	The College should seek out creative ideas and solutions for encouraging students to serve in leadership roles and become more actively involved in campus life.	Complete	Beginning Spring 2008 the College presented a coordinated effort for encouraging students and improving campus life during the first week of each semester.	Student Activities newsletter; Club Day flyer	Vice-President, Student Services (Student Activities)
01.05.07	The College should identify, allocate, and coordinate sufficient resources to substantially expand outreach and recruitment activities to facilitate the enrollment of additional students, and to address the imbalance of historically underrepresented students.	Complete	The College developed a Student Recruitment Supervisor position leading to increased outreach and recruitment agenda.	Translated advertisement in newspaper; EOPS translations, recruitment schedulees; ACCESS/TRIO reports; job announcement for Student Recruitment Supervisor	Vice-President, Student Services (Recruitment and Outreach)
01.05.08	The College should further investigate student concerns relative to public transportation to and from the College, and, if necessary, initiate contact with Santa Clara Valley Transportation Authority, the local public transit provider.	Complete	Santa Clara Valley Transportation Authority is invited to meet with the Associated Student Body on a monthly basis.	VTA brochures; ECO pass information	Vice-President, Student Services (Student Activities)
01.05.09	The College should ensure that all student service programs are included in the systematic program review process.	Complete	The first cycle is complete.	Student Services Summary Report 2007; Student Services Program Review 2008	Vice-President, Student Services (Academic Senate)
STANDARD VI					
01.06.01	The Technology Committee should review the need for a policy on developing dedicated laboratories and forward their recommendations to GAP for consideration.	Complete	The technology Committee has assumed responsibility for prioritizing all technology requests including all new labs. The results of the prioritization are then forwarded to GAP and then to CBAC the two internal advisory groups who use the recommendations for the technology committee to finalize decisions.	Technology committee minutes	Vice-President, Instruction (Technology Committee)

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01.06.02	The College should complete and implement a Five-Year Technology Plan based on the State Chancellor's Office recommendations for a computer maintenance and service plan.	Complete	The College, in partnership with the Technology Committee created a technology plan that lasted from 2003-2006. The Technology Committee recently completed a 3-year technology plan for years 2009-2011. Each computer meets the minimum hardware standards according to the District Desktop Minimum Standards document. Those standards are reviewed and updated on a yearly basis by various shared governance committees, including the Technology Committee.	Technology Plan	Vice-President, Instruction (Technology Committee)
01.06.03	The College should embrace the philosophy of making all facilities and services accessible to the largest number of students possible.	Complete	The College, through the Facilities and Safety Committee, ensures facilities and services are accessible to students.	Facilities/Safety Committee Minutes; Accreditation Physical Accommodations Survey Results	Vice-President, Administrative Services (Facilities/Safety Committee)
01.06.04 (Also see 01.06.07)	The College should consider adopting a standing budget for summer information and learning resources operations so they can plan and staff appropriately.	Complete	The College allows the Library (Learning Resource Operations) access to the standing summer budget.	1. Mission College Budget Allocation Model (May, 2007) 2. Summer 08 Budget Request Form and Instructions - Evidence and Report Summary Saved Electronically	Vice-President, Administrative Services (CBAC)
01.06.05	The College should revise and update all information and learning resource technology plans to be in sync with the College wide technology plan that implements the TCO model.	Complete	All of the requests for new technologies for the computer labs are evaluated, purchased and implemented using the College's TCO plan.	Technology Plan	Vice-President, Instruction (Technology Committee)
01.06.06	The College should include in its technology plan a process for the systematic evaluation of the effectiveness of learning and information resources and services.	Complete	The revised College Technology Plan was completed in Fall 2008.	Technology Plan	Vice-President, Instruction (Technology Committee)

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01.06.07	The College should revise the timeline and baseline budget for summer service provision. (Listed as 01.06.01 in 2001 Self Study)	Complete	The summer budget timeline has been revised to start in early March and conclude in late April.	MC Summer 08 Budget Request Instructions and Form; MC Summer 08 Budget Funding Spreadsheet with Instructions	Vice-President, Administrative Services (Mission College Administrative Services)
STANDARD VII					
01.07.01	The College should work with the Classified Senate to study the need to hire adequate numbers of qualified (full-time or permanent part-time) classified staff so that needed services are not disrupted.	Complete	The College has requested input from all constituencies regarding adequate classified staffing levels.	Organizational Study	Vice-President, Administrative Services (CBAC)
01.07.02	The College should work with Human Resources to identify best practices for increasing Mission's ability to hire qualified minority candidates for positions at all levels.	Complete	A College Diversity Plan was adopted in fall 2008.	PowerPoint presentation on "Hiring: Diversity and Equal Employment Opportunity"; College Faculty and Staff Diversity Plan; Charge of District Faculty and Staff Diversity Advisory Committee	Vice-President, Instruction (Human Resources)
01.07.03	All bargaining units should reassess the evaluation process, including forms.	Complete	The evaluation process for managers has been accessed and revised. The evaluation process for bargaining units will take place during contract negotiations.	Sample Classified Evaluation Forms; SEIU Contract; ACE Contract; District negotiations schedule Confidential Evaluation Forms	President (Human Resources)

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01.07.04	The College should work with Human Resources to monitor the evaluation process of classified employees and ensure compliance with the SEIU contract.	Complete	Administrators are expected to include timely completion of staff evaluations in their annual goals. In addition, the Vice-Chancellor of Human Resources provides supervisors with reminders of expected evaluation due dates.	Sample Classified Evaluation Forms; SEIU Contract; ACE Contract; District negotiations schedule Confidential Evaluation Forms	Vice-President, Instruction (Human Resources)
01.07.05	Human Resources should implement a training program to educate department chairs and associate faculty on Re-employment Preference, and ensure that its implementation is in accordance with the ACE contract. Human Resources should also maintain a district master list of associate faculty who qualify for REP.	Complete	In conjunction with ACE, individual orientation sessions were conducted. These orientations are reviewed on a semester basis.	Sample Classified Evaluation Forms; SEIU Contract; ACE Contract; District negotiations schedule Confidential Evaluation Forms	Vice-President, Instruction (Human Resources)
01.07.06	Human Resources should assess the need for developing evaluation forms for classified staff which reflect different types of work.	Complete	The West Valley-Mission Community College District Human Resources through its collective bargaining efforts has developed new classified staff evaluation forms. These appraisal forms are in use now. The SEIU collective bargaining contract runs through June, 2009.	Sample Classified Evaluation Forms; SEIU Contract; ACE Contract; District negotiations schedule Confidential Evaluation Forms	Vice-President, Administrative Services (Human Services)
01.07.07	Staff Development should consider conducting faculty training sessions on the appraisal process to clarify the process, heighten motivation, and facilitate development of objective departmental criteria to increase consistency in associate faculty evaluations.	Complete	The District provides human resources training for new full time employees and the College provided a flex day workshop on the appraisal process in January 2009.	Sample Classified Evaluation Forms; SEIU Contract; ACE Contract; District negotiations schedule Confidential Evaluation Forms	Vice-President, Instruction (Instruction)

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01.07.08	Staff Development should consider expanding its offerings for classified staff: including developing a more substantial orientation program, a monthly seminar program, and disseminating information about professional development activities outside the College.	Complete	Staff Development has expanded offerings for classified staff.	Sample Classified Evaluation Forms; SEIU Contract; ACE Contract; District negotiations schedule Confidential Evaluation Forms	Vice-President, Administrative Services (Staff Development)
01.07.09	Departments should consider offering regular formal orientations for new associate faculty.	Complete	The Office of Instruction implemented a regular formal orientation for new associate faculty in Spring 2008.	Sample Classified Evaluation Forms; SEIU Contract; ACE Contract; District negotiations schedule Confidential Evaluation Forms	Vice-President, Instruction (Instruction)

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01.07.10	Human Resources should inform employees of the WVMCCD Human Resources Procedures Manual and its accessibility and improve the process for notifying staff and faculty of changes to Human Resources employment procedures.	Complete	Human Resources has a comprehensive department listing on WVMCCD intranet where employees can view HR forms, schedules, documents and information. These documents are updated as necessary.	Sample Classified Evaluation Forms; SEIU Contract; ACE Contract; District negotiations schedule Confidential Evaluation Forms	President (Human Resources)
01.07.11	Human Resources should provide more in-person access to Human Resources staff for Mission College employees.	Complete	In 2002 Human Resources established an office at Mission College, which is located on the third floor of the main building.	Sample Classified Evaluation Forms; SEIU Contract; ACE Contract; District negotiations schedule Confidential Evaluation Forms	President (Human Resources)
01.07.12	Human Resources and Staff Development should improve training for hiring committees and improve overall communication.	Complete	HR has held intensive training sessions for staff on hiring committees. An on-site HR office increases Mission College staff's ability to communicate with HR.	Sample Classified Evaluation Forms; SEIU Contract; ACE Contract; District negotiations schedule Confidential Evaluation Forms	President (Human Resources)
01.07.13	The President's Office and the Office of Instruction should keep a copy of the diversity report. The hiring committees should consult the report during the hiring process to assist each College in meeting its diversity goals.	Complete	Copies of the final Mission College Staff/Faculty Diversity Plan are kept in the President's Office, Office of Instruction, Human Resources Office, and the College Archives.	Sample Classified Evaluation Forms; SEIU Contract; ACE Contract; District negotiations schedule Confidential Evaluation Forms	Vice-President, Instruction (President)
01.07.14	Human Resources should seek input from a wide group of College personnel when updating the Human Resources Procedures Manual.	Complete	The Human Resources Procedures manuals were updated and approved by District Council in June 2006.	Sample Classified Evaluation Forms; SEIU Contract; ACE Contract; District negotiations schedule Confidential Evaluation Forms	President (Human Resources)

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01.07.15	Human Resources should consistently publish the Human Resources Newsletter both in print and by e-mail to ensure that all categories of staff are kept informed of changes in policies and procedures.	Complete	HR publishes updates on WVMCCD intranet and notifies all staff through email that updates have been posted.	Sample Classified Evaluation Forms; SEIU Contract; ACE Contract; District negotiations schedule Confidential Evaluation Forms	President (Human Resources)

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STANDARD VIII					
01.08.01	The College should develop procedures ensuring that upgraded labs include electrical and data infrastructure upgrades.	Complete	For all new construction and renovation of buildings procedures ensuring that upgraded labs include electrical and data infrastructure upgrades have been developed.	Multimedia Rooms Project	Vice-President, Instruction (Technology Committee)
01.08.02	The Colleges and the district should collaborate to identify criteria and develop a process for determining which types of facility projects should be the responsibility of the district which the College would be obligated to fund.	Complete	There is an annual process which includes the Director of Facilities and both College VPs of Administrative Services to determine responsibilities for facility projects.	Measure H Construction Project List; WVMCCD BOT Minutes	Vice-President, Administrative Services (Mission College Administrative Services)
01.08.03	The College(s) should work with the district to establish a district person to oversee the implementation of the waste management plan. Duties would include developing a formal recycling program, recommending environmentally safe cleaning agents, composting gardening waste, and developing a master file of chemicals from existing lists that would be accessible from external computers.	Complete	Mission College is assigned a Facilities Manager and a shared Custodial Supervisor. The district Custodial Supervisor is the designated person to oversee the implementation of the waste management plan.	State Agency Waste Management Recycling Report; MC Hazardous Chemicals Inventory	Vice-President, Administrative Services (Mission College Administrative Services)
01.08.04	The Facilities/Safety Committee should investigate the pros and cons of the security proposals under consideration and submit their written recommendations to Governance and Planning Committee and the president for action.	Complete	The Facilities/Safety Committee has reviewed the district Security Master Plan and recommendations were submitted to the district Facilities Director.	WVMCCD Security Master Plan (May, 2007); MC Emergency Telephone Instructions	Vice-President, Administrative Services (Facilities/Safety Committee)

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01.08.05	The Purchasing Department should document, distribute information, and train staff on how inventory is established and replaced.	Complete	“Board Policy 6.14: Property Transfer and Use” deals with district inventory process. The procedures for this process are published on district website. The district’s General Services Department staff, who handle the inventory duties, adhere to prescribed training schedule.	1. Board Policy Website – available online: “http://www.wvmccd.cc.ca.us/board/policies/2.	Vice-President, Administrative Services (Purchasing)
01.08.06	The IS department should explore cross training opportunities for its staff.	Complete	Mission College's technical staff work closely with IS staff and they are trained to work on the District network infrastructure.	Emails	Vice-President, Instruction (Information Systems)
01.08.07	The College should develop a policy to regularly review and revise existing landscaping plans as each new building is structurally completed and occupied.	Complete	As new buildings are added on campus, the district employs the use of a Landscape Architect to develop the initial landscaping plan for the building(s).	Copy of Landscape Plan	Vice-President, Administrative Services (Facilities Core Planning Group)
STANDARD IX					
01.09.01	The Dean of Administrative Services should provide College-wide budget orientation sessions to inform requestors about the budget allocation process and the corresponding timeline.	Complete	In spring 2008, the Office of Administrative Services conducted a series of budget training sessions for budget administrators and the campus community.	MC Budget Manual (Spring 2008)	Vice-President, Administrative Services (Mission College Administrative Services)
01.09.02	CBAC and GAP, through the office of the Dean of Administrative Services, should develop a strategy that will link the budget timelines at the district level with those at the College level.	Complete	The WVMCCD Budget Calendar is developed by District Budget Advisory Council (DBAC) in close consultation with the Vice Presidents of Administrative Services. This calendar is used by the CBAC committee in developing college timelines.	WVMCCD Final Budget (08/09); Mission College 08/09 Budget Process Timeline	Vice-President, Administrative Services (Mission College Administrative Services)
01.09.03	CBAC should take the lead in monitoring any required adjustments to the new budget allocation, model and seeking concurrence from the Academic Senate and GAP.	Complete	Mission College established its College Budget Allocation Model in the 2000-2001 Fiscal Year. CBAC has revised its model with the concurrence of the Academic Senate three times, most recently in December 2008.	MC Budget Allocation Model (May, 2007)	Vice-President, Administrative Services (CBAC)

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01.09.04	The District should provide annual training to users to remind them of risk management practices.	Complete	WVMCCD regularly conducts training sessions in a number of risk management areas.	Emails	Vice-President, Administrative Services (District General Services)
STANDARD X					
01.10.01	The Board should review and integrate the mission and vision statements and broad goals of the district, the Colleges, the Board, and the chancellor and distribute them.	Complete	The revised mission statements of both colleges and the District were approved by the Board on September 6, 2007.	Board Agendas and Minutes; Chancellor's Goals, 2008-09; President's Goals, 2008-09	President (Board of Trustees)
01.10.02	The Board should update the Policy Manual and create a calendar for regular review in the future.	Complete	The Board updates the Policy Manual as appropriate on a regular basis and has adopted a review calendar.	Board Policy Manual	President (Board of Trustees)
01.10.03	The Board should annually evaluate progress on all Board adopted goals, objectives, and priorities.	Complete	In Fall 2007, the Board hired a consultant to review and revise its evaluation process.	Chancellor's Update; Board Agendas and Minutes	President (Board of Trustees)
01.10.04	The College should study the issues regarding the turnover rate of the chief executive officer to determine if the institution can do more to retain presidents.	Complete	In Fall 2008 a survey was distributed to current and past College administrators to collect data regarding turnover.	Surveys	President (Human Resources)
01.10.05	As the College continues to grow in size and complexity, the organizational structure should be reviewed to ensure that needs are met.	Complete	In Fall 2008 the District employed a consulting firm to analyze the organizational structure and make recommendations for improvement.	Mission College Reorganization Proposal, March 2008; WVMCCD Request for Proposal, July 2008; Collegiate Brain Trust Organization Study Report, November 2008	President (President)
01.10.06	Improve feedback and communication regarding evaluations to assure that concerns are recognized and addressed effectively.	Complete	Systematic communication is sent from the Office of Instruction and the faculty association regarding evaluations.	E-mails; ACE Update Newsletter October 2008	Vice-President, Instruction (Human Resources)

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01.10.07	The College should encourage associate faculty to use the new compensation mechanism to increase their involvement in institutional governance and the development of educational policies.	Complete	The College and the faculty association revised the contract for associate compensation.	ACE Contract	Vice-President, Instruction (Instruction)
01.10.08	The College should address the need for improved support for faculty participation in summer governance activities.	Complete	The Mission College Academic Senate discussed this item at their December 8, 2008 meeting.	MCAS meeting minutes	President (Academic Senate)
01.10.09	As the College continues to grow in size and complexity, the institutional support and training for staff participation in governance activities should be reviewed to ensure that needs are met.	Complete	In Fall 2008 the District employed a consulting firm to analyze the organizational structure and make recommendations for improvement.	California Collegiate Brain Trust Report	President (Classified Senate)
01.10.10	The Classified Senate should work with GAP and the president to further delineate the appropriate areas of responsibility for staff in governance activities and investigate new ways to encourage and support classified participation.	Complete	The Classified Senate has worked with the president to encourage support of classified participation and the Governance and Planning Council is reviewing the participatory governance model.	GAP minutes	President (Classified Senate)
01.10.11	The Associated Student Body should work with GAP and the president to develop strategies that would successfully encourage student participation in governance activities.	Complete	Better communication with the students has been achieved.	Student Activities newsletter; Committee membership roster, and course outline	Vice-President, Student Services (Director of Student Activities)

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01.10.12	The Chancellor and the Executive Management Team (EMT) should review the recommendations compiled from such sources as the District Services and Facilities Master Plan, the College's Educational and Facilities Master Plan, and this accreditation Self Study for ways to improve district services to Mission College and develop a plan and time line for implementation.	Complete	The HR department has been posting daily emails announcing staff assignments for the Mission College HR office. Also, the Associate Vice Chancellor of HR has maintained regular office hours at Mission. In 07/08, the district provided funding for 1.5 FTE to provide equitable service in the MC custodial services department. The facilities maintenance department is equitably funded to provide needed maintenance services.	HR office schedule; Organizational Study	Vice-President, Administrative Services (Vice- Chancellor, Business Services)
01.10.13	The Chancellor and EMT should review the impact of physical location and accessibility to district services to provide more balanced opportunities for participation and input by both Colleges.	Complete	Early in the 2007-2008 Fiscal Year, the Administrative Services Council was charged to look into the possibility of moving the district function to a neutral location somewhere between the two colleges. The work was suspended due to the severe financial difficulty the district is experiencing.	Administrative Service Council minutes	Vice-President, Administrative Services (Vice- Chancellor, Business Services)
01.10.14	Information Systems (IS) should develop a process that will ensure regular updates to the phone directory and communicate that process to the College.	Complete	The Human Resources department at the district office inputs employee data into the District's IS Directory via normal process or update requests. The phone directory resides on the PARIS Home Page site and not the college's website. The employee updates his/her own contact information.	PARIS website	Vice-President, Administrative Services (Information Systems)
01.10.15	Human Resources should review the need for the Sexual Harassment Committee and the Affirmative Action/Staff Diversity Committee and recommend revision if needed.	Complete	HR reviewed the need for the Sexual Harassment Committee and the Affirmative Action/Staff Diversity Committee and established a Diversity Advisory Council.	Sexual Harassment Policy, 2008-09 Mission Catalog, p. 186	President (Human Resources)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
STANDARD I					
07.01.01	The Academic Senate will assess the program review process and in collaboration with other participatory governance groups, assist the college in developing a systematic, integrated planning process that is in alignment with the college's mission and values and links the outcomes of assessment and evaluation of its programs and services with the allocation of financial, physical and human resources.	75% Complete	The Academic Senate has redesigned the program reviewed process which links planning with resource allocation.	GAP minutes and agendas	Vice-President, Instruction (Academic Senate)
07.01.02	In the design of a systematic and integrated planning process, the college will ensure that the process include a scheduled review of the mission and values statements, and that the values and mission be visible and incorporated into decision-making processes.	Complete	GAP has established an annual review cycle for the the mission and values statements that is incorporated into the decision making process.	GAP minutes	Vice-President, Instruction (Academic Senate)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
07.01.03	In the design of a systematic and integrated planning process, the college will ensure that the process include a scheduled review of the mission and values statements, and that the values and mission be visible and incorporated into decision-making processes.	80% Complete	The College's website was updated to display campus committees and shared governance groups with agendas and minutes.	Website of Inside Mission committee page	Vice-President, Instruction (GAP)
07.01.04	In the design of a systematic and integrated planning process, the college will ensure that the process include a scheduled review of the mission and values statements, and that the values and mission be visible and incorporated into decision-making processes.	90% Complete	SLO Assessment Coordinator duties have been assigned to a faculty member while organizational review is being completed.	contract for SLO coordinator - Fall08/Sp09	Vice-President, Instruction (Instruction)
07.01.05	In the design of a systematic and integrated planning process, the college will ensure that the process include a scheduled review of the mission and values statements, and that the values and mission be visible and incorporated into decision-making processes.	75% Complete	Core values have been incorporated into the decision making process and are visible electronically and in print.	"Inside Mission" : Committee minutes and agendas; http://paris.wvmccd.cc.ca.us/mc/committees.php	Vice-President, Instruction (GAP)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
07.01.06	In the design of a systematic and integrated planning process, the college will ensure that the process include a scheduled review of the mission and values statements, and that the values and mission be visible and incorporated into decision-making processes.	75% Complete	The College developed core goals with specific recommendations as part of the EFMP process. College administrators identified specific objectives within their respective areas which are aligned to the College goals.	EFMP Core Goals; Employee goals to supervisors	Vice-President, Instruction (GAP)
07.01.07	In the design of a systematic and integrated planning process, the college will ensure that the process include a scheduled review of the mission and values statements, and that the values and mission be visible and incorporated into decision-making processes.	50% Complete; Target May 09	Annual review, goal setting and evaluation will take place in Spring 09.	GAP Minutes; Chancellor's notes; December 4, 2008 special BOT meeting	President (GAP)
07.01.08	In the design of a systematic and integrated planning process, the college will ensure that the process include a scheduled review of the mission and values statements, and that the values and mission be visible and incorporated into decision-making processes.	Complete	Recurring communication is sent to all employees to foster participation in college and district governance and there is recognition for service.	District Programs for years of services; College communication from Governance bodies	President (Staff Development)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
07.01.09	In the design of a systematic and integrated planning process, the college will ensure that the process include a scheduled review of the mission and values statements, and that the values and mission be visible and incorporated into decision-making processes.	50% Complete	Institutional effectiveness indicators were developed as part of the 2005 Educational & Facilities Master Plan (EFMP) process and were shared through a series of college-wide forums. These indicators were refined for the current Program Review Process and were published at the college and program level on the Mission College website. The Research Analyst worked with specific programs and areas to develop additional tools and aid in assessment.	EFMP documents; Program Review Documents and Website	Vice-President, Instruction (GAP)
07.01.10	In the design of a systematic and integrated planning process, the college will ensure that the process include a scheduled review of the mission and values statements, and that the values and mission be visible and incorporated into decision-making processes.	Complete	This website has been created as the "Mission College Research & Planning" website and was announced to all Mission college users on December 21, 2008.	Mission College Research & Planning Web	Vice-President, Instruction (Institutional Research)
07.01.11	In the design of a systematic and integrated planning process, the college will ensure that the process include a scheduled review of the mission and values statements, and that the values and mission be visible and incorporated into decision-making processes.	Complete	The college President submitted an Organizational Review proposal to initiate discussion at the college level in Spring 2008. This proposal included the recommendation of revising the level and responsibilities of the current Research Analyst position to include all areas of planning and to add additional support through a half-time Research Technician. This proposal was not implemented in order to wait for a full District-wide organizational review process during Spring 2009.	Spring 2008 Re-organizational Proposal	Vice-President, Instruction (Institutional Research)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
STANDARD II					
07.02.01	The College will regularly assess, expand and improve its professional development activities for faculty and classified staff, ensuring widespread participation in training on District procedures, instructional technology, and teaching/learning strategies.	Complete	The Staff Development Committee created a plan approved by the Academic Senate.	Staff Development Workshop and Training Documents	President (Staff Development)
07.02.02	The college will create and implement a strategic plan for Student Learning Outcomes (SLOs).	90% Complete; Target date: Spring 09	The Strategic Plan is agendized for the March MCAS meeting for approval.	Certifying documents from SLO workshops; participants list from workshops; SLO Coordinator email; assessment plans on Inside Mission	Vice-President, Instruction (Academic Senate)
07.02.03	The Vice President of Instruction, in collaboration with the Curriculum Review Committee, will establish and follow a schedule for the systematic review of all curricula.	Complete	The Curriculum Review Committee has established a calendar of deadlines for curriculum review each semester.	CRC minutes; Program Review Schedule	Vice-President, Instruction (Academic Senate)
07.02.04	Vocational programs will establish active advisory committees.	Complete	The Dean of Workforce Development has ensured active Advisory Committees and meetings.	Progress Spreadsheet and advisory committee lists	Vice-President, Instruction (Department Chairs)
07.02.05	The Office of Instruction will ensure that vocational programs and curricula are reviewed on a regular and ongoing schedule.	Complete	Included in a two year Program Review schedule for vocational programs.	CRC minutes; Program Review Model	Vice-President, Instruction (Academic Senate)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
07.02.06	The college will pursue the institutionalization of the effective practices and services that have been implemented through the Title V grant.	75% Complete	The College President and Title V Coordinator are currently working on institutionalization of practices and services.	Flow chart for BSI, Matriculation and Welcome Center; funding proposal for BSI grant; Title 5 APR	Vice-President, Student Services (Title 5)
07.02.07	The college will implement the recommendations from the Academic Senate's review of the general education curriculum.	Complete	Senate Task Force surveyed faculty and students and found that both felt the current policy was effective. Recommendation to maintain current policy approved by MCAS on 11/20/08.	MCAS minutes	Vice-President, Instruction (Academic Senate)
07.02.08	The Academic Senate will assign a task force to assess the efficiency of the current Cultural Pluralism requirement.	Complete	Senate Task Force surveyed faculty and students and found that both felt the current policy was effective. Recommendation to maintain current policy approved by MCAS on 11/20/08.	MCAS minutes	Vice-President, Instruction (Academic Senate)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
07.02.09	The college and Student Services will enforce the orientation requirement for all non-exempt students.	Complete	New non-exempt students recruited to the college are required to take the "Orientation to College" course during their first semester of enrollment.	"Orientation to Mission College" syllabus; Schedule of Classes	Vice-President, Student Services (Admissions and Records)
07.02.10	Student Services will develop and implement a plan to increase access to student services for distance learning students.	Complete	The Student Services Council discussed and planned services to increase access for distance learning students including implementing an on line application for admissions and other program forms, and the Counseling Department offers on-line advising and phone call appointments.	Web site for college and student services; curriculum review for Counseling 000A	Vice-President, Student Services (Student Services)
07.02.11	The college will bring together students, faculty and staff to research, recommend and implement activities to increase student involvement across the campus.	Complete	Through ASB meetings and Student Service Council meeting the College has brought together faculty and staff to discuss ideas for increasing student involvement.	Committee minutes; e-mails regarding student involvement, and Student Success Fair flyers	Vice-President, Student Services, (Director of Student Activities)
07.02.12	Student Services will assess the outcomes of student services success interventions, and coordinate all academic advising and success intervention activities to ensure that more students receive these services.	Complete	The Matriculation Committee held discussions regarding student interventions. Instruction and Student Services developed strategies to intervene and make referrals to support services. Early Alert processes were developed to refer students who are experiencing academic difficulty. Counselor phone calls to students were implemented to encourage follow-up and usage of student support services. Surveys have been used to access outcomes.	Matriculation minutes; Early Alert forms; Counseling Survey; Admission and Records Survey	Vice-President, Student Services (Matriculation)
07.02.13	The Academic Senate and college will reactivate the Student Success Committee.	Complete	The Student Success Committee was re-activated in fall 2007. The Academic Senate has assigned a member to chair committee.	Student Success Committee minutes	Vice-President, Student Services, (Academic Senate)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
07.02.14	Student Services will further develop and implement assessment methods to measure student learning outcomes at all levels of the Student Services Division.	Complete	Fall 2008, Student Service SLOs completed; assessment measures included in program review, Spring 2009; student satisfaction surveys for assessment planned for Spring 09.	SLO documentation; Satisfaction surveys; Program Review documents; Placement of Student Services SLOs in catalog	Vice-President, Student Services, (Academic Senate)
07.02.15	The Library will conduct a comprehensive review of the Library's collection development policy and procedures.	Complete	During Fall 2008 the library conducted a comprehensive review of the Library's collection development policy, hence procedures are being modified.	Librarians' meeting notes (November 21, 2008); Revised Library Collection Development Policy (November 2008)	Vice-President, Instruction (Library Services)
07.02.16	The college will assess and address student needs for services and access in the Library and Technology Center, including weekend/evening hours.	75% Complete	An analysis of library hours, including weekends and evening hours, was completed in October 2008. Data from the analysis was incorporated into the departments program review and goals. The analysis of the Technology Center's student needs will be completed in spring 2009.	October 2008 Library Final Report Regarding Hours and Trends	Vice-President, Instruction (Library Services)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
07.02.17	The LATC will improve online access to instructional support services.	90% Complete	The LATC has been conducting online tutoring since Spring 2005. The primary way that this online tutoring has been achieved is by using: CCC Confer; Course Management System (Angel Learning)	CCC Confer url: http://www.cccconfer.org/index3.asp x	Vice-President, Instruction (LATC)
07.02.18	The College will expand delivery options of educational support media.	Complete	The Technology Committee regularly discusses and clarifies enhancements, upgrades and expanded delivery option of educational support media.	Technology Plan; Distance Learning Website	Vice-President, Instruction (Information Technology and Services)
07.02.19	The LATC will investigate both a server-based delivery system for CD-ROMs and a library-like security system.	Complete	In September 2008 the LATC investigated and wrote a report regarding a library-like security system and a server based delivery system for CD-ROMs.	07/08 CBAC LATC Request; September 2008 LATC Report	Vice-President, Instruction (LATC)
07.02.20	The College will increase the use of automated solutions to facilitate routine equipment and software maintenance of equipment in the instructional support service areas.	Complete	The College invested in The LANDesk Management Solution which allows the Instructional Technology and Services Department to remotely and more effectively facilitate routine equipment and software maintenance in the instructional support service areas.	LANDesk Documents	Vice-President, Instruction (Instructional Technology and Services)
07.02.21	Instructional support service areas will develop measurements and assessment tools for Student Learning Outcomes.	Complete	Fall 2008, Instructional Support Service SLOs completed; assessment measures included in program review, Spring 2009; student satisfaction surveys for assessment planned for Spring 09	SLO documentation; Satisfaction surveys; Program Review Completion, and Placement of Instructional Support Services' SLOs in catalog	Vice-President, Student Services, (Academic Senate)
STANDARD III					
07.03.01	The college and Human Resources will ensure the timely completion of faculty and staff evaluations in all departments.	75% Complete	The Vice Presidents of Instruction, Student Services, and Administrative Services in conjunction with Human Resources was charged with modifying the evaluation process to ensure timely completion.	Office of Instruction Correspondence; ACE Contract; Police Association Contract; SEIU Contract; Administrative Handbook; Agreement between Supervisors Association Teamsters Local 856 and WVMCCD	Vice-President, Instruction (Human Resources)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
07.03.02	The college will regularly assess staffing needs with the intention to improve support for instructional and student service programs.	75% Complete	Classified staffing needs are identified by area managers or supervisors and budget requests are submitted through the CBAC budget development process. The District is assessing all staffing needs as part of its plan to address its 08-09 and 09-10 budget deficit.	2007 MC Participants Survey	Vice-President, Administrative Services (CBAC)
07.03.03	The college will complete and implement the Faculty and Staff Diversity Plan.	Complete	The Mission College Staff/Faculty Diversity Plan incorporating the District EEO Plan was approved by the College in January 2009. As part of the revised plan, a Mission College Diversity Committee was formed to guide implementation, oversight and review of the Mission College Staff/Faculty Diversity Plan.	MC Staff/Faculty Diversity Plan; Task Force Minutes	President (President)
07.03.04	The college will pursue additional on-going sources of funding to support instructional technology.	Complete	The College Budget Advisory Council modified the budget allocation model to include a member from the technology committee. In addition institutional core goals, with include instructional technology, are integrated into budget priorities.	MC Budget Allocation Model, Revised Spring 2009; FY 08/09 Budget Priority List	Vice-President, Administrative Services (Instructional Technology and Services)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
07.03.05	The college and the District should identify resources to develop, implement, and evaluate training modules for the new faculty, staff and administrators.	Complete	The District obtained a grant (Land Corp) for the purpose of increasing training and implementing staff development opportunity for employees. In addition, the District and College provides a day-long, comprehensive orientation for all new employees .	College and District Staff Development Workshops; Program for New Employee Orientation; Faculty Handbook 2008-09	Vice-President, Instruction
07.03.06	The College will regularly assess and update its Technology Plan, addressing the increased need for technology, training and distance learning services.	Complete	Mission College has completed the 2009-2011 Technology Plan.	Technology Plan	Vice-President, Instruction (Technology Committee)
07.03.07	The College should review the current college budget allocation process to ensure alignment with District budget policies procedures.	75% Complete	The college is reviewing its budget allocation model, target for completion Spring 09. The review process ensures alignment with District procedures.	WVMCCD Final Budget (08/09); MC Budget Allocation Model, Spring 2009	Vice-President, Administrative Services (CBAC)
07.03.08	The College should review the current college budget allocation process to ensure alignment with District budget policies procedures.	Complete	Starting Fall 2008, the Office of Administrative Services provides monthly budget updates to members of the President's Council and the College Budget Advisory Committee (CBAC).	Monthly budget to actual reports on all funds	Vice-President, Administrative Services (Mission College Administrative Services)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
07.03.09	The College should review the current college budget allocation process to ensure alignment with District budget policies procedures.	75% Complete	<p>The Vice Chancellor created a matrix of the recommendations for the purposes of assigning ownership, establishing timelines, implementing the recommendations according to established benchmarks, and monitoring progress. Regular reports on the District’s progress are made to the District Budget Advisory Committee.</p> <p>Appropriate recommendations have been implemented to date including: instituting biweekly Chief Business Officers meetings, ensuring continued compliance with state and federal guidelines, drafting of Fund 17 procedures, closer examination of rollover budgets, cross training of budget staff, and running of quarterly budget to actual analysis – the college actually runs monthly reports.</p>	WVMCCD FCMAT Recommendations Matrix; Fund 17 Procedures; MC Budget to actual analysis for Funds 100, 017 and 120 as of October 31, 2008	Vice-President, Administrative Services (GAP)
07.03.10	The College should review the current college budget allocation process to ensure alignment with District budget policies procedures.	Complete	The District Board of Trustees approved the sale of bonds to partially fund our OPEB (Other Post-Employment Benefits) obligation. The bonds are designed to provide sufficient revenues, when coupled with the District's existing retiree benefit reserves, to fund the District's retiree health care costs.	BOT minutes; 2008-09 Final Budget, p. 19	President (Board of Trustees)

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PA #	DESCRIPTION	STATUS	RESPONSE	EVIDENCE	ASSIGNMENT
STANDARD IV					
07.04.01	<p>Through the college's participatory governance process, the college will update its participatory governance model, procedures, and policies. The college will implement training and strategies for faculty, administrators, staff and students to improve participation in college governance and ensure that all participants be knowledgeable about decision-making processes.</p>	50% Complete	<p>In 2007, the College's Governance & Planning Council (GAP), initiated a discussion of its role in the participatory governance and decision-making process. A task force was formed to assess the role and responsibilities of the shared governance model. The task force met during the spring semester and reconvened in the Fall 2008 to continue its work. The task force and GAP reviewed the document in detail and identified specific concerns. The task force was directed to incorporate those concerns into a new draft and submit it to GAP at the first meeting in Spring 2009.</p>	<p>Governance & Planning Council Summaries; Mission College Shared Governance & Decision Making Model; BOT Minutes</p>	<p>President (GAP)</p>
07.04.02	<p>The college will assess the reasons for frequent administrative turnover, and develop and implement strategies to improve retention.</p>	Complete	<p>In Fall 2008 a survey was distributed to current administrators and managers to collect data regarding retention.</p>	<p>Surveys</p>	<p>President (Human Resources)</p>
07.04.03	<p>The District should adopt a new budget allocation model that ensures equitable distribution of resources to the colleges.</p>	50% Complete	<p>The District Budget Advisory Committee (DBAC) formed and charged the Budget Allocation Model Subcommittee (BAMS) to develop and recommend a simple, equitable and transparent district Budget Allocation Model. In the fall of 2008, BAMS through a shared governance process recommended two budget models for DBAC consideration. DBAC plans to make a final selection in spring 2009.</p>	<p>Current District Budget Allocation Model</p>	<p>Vice-President, Administrative Services (Board of Trustees)</p>

APPENDIX II

Mission College

3000 Mission College Boulevard

Santa Clara, CA 95054

Staff/Faculty Diversity Plan



**Adopted:
January 28, 2009**

Mission College Staff /Faculty Diversity Plan

In support of the core values of Mission College, the college adopts the following plan as part of an affirmation of the importance of a diverse and inclusive environment and a commitment to support such an environment wherever possible. This document is intended to be a living document, one that grows, adapts and expands along with our faculty, staff, and administrators. This document is further intended to be a foundation for an ongoing and continuous process of self-reflection and improvement as we work together to provide the strongest environment possible for all staff to grow and work together to accomplish common goals.

The Mission College Staff/Faculty Diversity Plan is made up of four primary sections:

Section 1: Implementation of standing Staff/Faculty Diversity Committee

Section 2: Review of Success, Retention, and Hiring Data

Section 3: WVMCCD Equal Employment Opportunity

Section 4: Strategies for Success and Retention

Section 1: Implementation of Ongoing Staff/Faculty Diversity Committee

Every successful plan has a group of individuals who champion the plan. These individuals identify priorities, set timelines, and coordinate the activities of the plan to ensure successful implementation. As part of the Mission College Staff/Faculty Diversity Plan, a Mission College Staff/Faculty Diversity Committee is to be established for oversight and implementation.

Committee Charge

1. To guide implementation, oversight and review of the Mission College Staff/Faculty Diversity Plan.
2. To guide implementation of college-specific portions of the District Equal Employment Opportunity (EEO) Plan.
3. To make recommendations to the college and to the district on policies and procedures using survey and employment data as prescribed in the Mission College Staff Diversity Plan.
4. To serve as the Mission College liaison with the District Diversity Advisory Council.

Note: The Mission College Staff/Faculty Diversity Plan details efforts to ensure a positive and inclusive working environment for all college faculty, staff, and administrators. Efforts for ensuring a positive and inclusive environment for students are covered in the Student Equity Plan.

Committee Status and Membership

The Mission College Staff/Faculty Diversity Committee will be constituted as a standing committee of Mission College. The Committee will report to the College President.

Membership of the committee will include members from classified staff, faculty and administration, as follows:

Administrator (2)

Faculty (2)

Classified Staff (2)

Institutional Research (1)

Membership will be allowed to expand with interest and expertise and not be limited to a prescribed set of representatives.

The committee will annually elect a chair. The Committee Chair will be responsible for articulating with the Chair of the District Diversity Advisory Council. Members will serve concurrently on the District Diversity Advisory Council.

Meeting Frequency

Frequency of meetings will be determined on an annual basis by committee members, but meeting frequency is not to be less often than quarterly. Meeting times will be coordinated with the District Diversity Advisory Council.

Section 2: Review of Success, Retention, and Hiring Data

Successful implementation of a diversity plan necessitates a routine schedule of review of available data. Data collected by the WVMCCD Human Resources office on an annual basis specifies applicant characteristics across the hiring process. These data are to be examined for potential trends and to identify possible recommendations to be given to the college and/or district. This has most recently occurred in 2007, reviewing data from 2005-2006 (see Appendix A).

In addition, a report detailing employee demographics and the demographics of employees who leave the college is to be produced to inform the college on potential trends. Given current limitations of data, additional collection processes and further reports will need to be developed to understand the reasons behind the loss of employees (see below).

The above reports will be produced biannually in collaboration between district Human Resources and the college Research Analyst. These reports will be shared with the highest shared governance group at the college on an annual basis, as well as available electronically to the entire college.

Additional reports will be developed. First, a staff diversity survey will be designed and distributed at least once every three academic years. Results from this survey will be shared with the highest shared governance group at the college, as well as available electronically to the entire college. Second, the college will work with Human Resources to develop a process for conducting exit interviews or surveys with all departing faculty, staff, and administrators. The systematic collection of such information will aid in understanding the reasons that lead employees to leave the college and district. Results will be shared with the highest shared governance group at the college on an annual basis, as well as available electronically to the entire college.

The cycle of implementation for data review and a schedule for report presentation will be coordinated with the Master Planning Calendar developed through the Governance and Planning (GAP) Council following adoption of the plan.

Section 3: WVMCCD Equal Employment Opportunity

A successful, diverse community of faculty, staff, and administrators begins with a hiring process that provides equal opportunity to all potential applicants. Equal opportunity at every step of the hiring process is essential for allowing the best and brightest, no matter a person's background or status, to join Mission College. The West Valley Mission District Diversity Advisory Council has worked together to develop a district-wide Equal Employment Opportunity (EEO) Plan. The District EEO Plan is included as a part of the Mission College Diversity Plan, and recommendations within the EEO plan are to be supported fully by Mission College and the Mission College Diversity Committee. The full WVMCCD EEO plan is included under separate cover.

Section 4: Strategies for Success and Retention

A climate of inclusion goes beyond recruiting new hires into the college. Hiring is but the first step; it is important that all employees are encouraged and supported so that they maintain long, healthy and successful careers. Success within a job leads to both advancement and retention, which are essential for the vitality of both the individual employee and the entire college. The climate provided at both the college and department level is pivotal to encouraging success and retention. In this section, we describe practices that can be taken by the college or department leadership to create welcoming climates and opportunities for employee growth.

The following strategies are presented within two phases, based on their importance and practicality “Phase 1” strategies are considered the most important and most expedient ways to promote positive professional climates for success and retention. “Phase 2” strategies include those which may take significant planning or involve significant financial investment.

Phase 1

Provide training for Division, Department, and Office Managers

Ideally, success and retention plans will be tailored to each department’s specific composition and needs. Among the most important components, accordingly, is training for those with supervisory duties in the areas of managing diverse faculty and staff, conflict resolution, and communication.

Communication training should focus on ways of encouraging employees, letting employees know they are valued, and on explaining reasons behind decisions.

Department managers and directors should be culturally aware and be taught to be sensitive not to act, intentionally or unintentionally, in a way that results in bias against any one group or person.

Department managers and directors should understand how to create a supportive environment that encourages mentoring and collaboration, with specifics on building mentoring opportunities. Opportunities for training and professional development related to diversity should be particularly encouraged. Some possibilities include involvement in diversity conferences or associations (for example, the National Community College Hispanic Council).

Additionally, managers and directors should be encouraged to foster participation and leadership in diversity-related special events, such as global awareness days. Typically such events are led by a small group of devoted individuals, which leads to burnout and sometimes the dissolution of popular events which promote cultural inclusion. The Diversity Committee will develop strategies to increase participation

Create a Diversity Web Page for Mission College

Mission College needs a centralized location for promoting cultural inclusion. This web page will serve both to highlight the college’s commitment to diversity and also as a central resource for information.

In order for employees to recognize a culture of inclusion, the college needs to visibly emphasize its importance. A focused web page will provide an opportunity for sharing the college’s diversity-related core values and commitment to employee opportunities.

Contents should also highlight special programs and events (Global Awareness programs, Speaker Series, etc.) and provide a calendar of diversity-related events. Further content should include a series of Frequently Asked Questions for employees to explain, for example, professional development opportunities, ways to participate in diversity activities, as well as lists of family benefits and support resources.

Establish Awards Focused on Diversity and Pluralism

In order to demonstrate college commitment and recognize the success of faculty, staff, and administrators, the college will develop awards which recognize outstanding achievements related to diversity and pluralism. Existing award structures, such as those of the Classified and Academic Senates, are possible vehicles for these awards, although additional possibilities should also be considered.

Create Regular Opportunities to Spotlight Staff and Faculty

Annual awards are one way to recognize the achievements of faculty and staff, but additional opportunities to showcase the talents and diversity of our employees will also be pursued. The goal is to regularly illustrate that Mission College recognizes the diverse backgrounds and talents of the people who work here.

One possible opportunity is through a monthly “spotlight feature” which could be included with the college president’s weekly email updates and posted to the Diversity Web Page. These spotlight features would share the stories of faculty and staff focusing both on achievements or activities at work, but also on the interesting stories and backgrounds behind our faculty and staff. These features might focus on a unique background or a hidden talent. Through these features, we hope that everyone learns more about each other and sees each other as people and not just numbers.

Implement a Staff and Faculty Survey

A survey will be developed that focuses on the campus climate and issues related to diversity. This survey will solicit wide-ranging input on what is working and what might be improved. Questions could ask about why people came to Mission, why they stay, and why they might consider leaving, in addition to gauging their perception of diversity at the college. Such a survey, similar to the one conducted for administrators in fall 2088, would also create a way to ask about issues that are important to retaining employees that are beyond salary, such as having flexible hours.

Phase 2

Create Opportunities for Discussion

The college will increase opportunities for discussion and dialogue related to diversity and cultural pluralism. One way to increase discussion is through the creation of a forum series focused on issues of diversity and cultural pluralism.

Another opportunity would be through the creation of affinity networking groups, similar to groups within the Associated Student Body. These groups would be created as safe places to share experiences and build community. Centered around a particular group, (such as employees of a specific ethnicity, employees with physical disabilities, or gay, lesbian, bisexual, and transgendered employees). Participation in these groups would be voluntary and open to anyone who wishes to participate.

Increase the Number of Opportunities for Skill Building and Professional Development

While department managers and directors are encouraged to foster involvement in existing opportunities, there is need for additional opportunities as well.

Some possibilities include computer application trainings, public speaking, and management skills training. As the college offers many classes in these areas, the consideration of a system of tuition reimbursement for classes approved by supervisors as matching job skill needs may be one way to increase access to training. Another route for consideration is a system of classified growth leaves in a model modified from the faculty sabbatical.

Interweave Diversity into Existing Funding Opportunities

Existing funding models will be reviewed for ways in which they can incorporate considerations of diversity. For example, prioritization of funding opportunities such as training, conferences, and sabbatical leave could include diversity as part of the ranking process. In practice, screeners could assign additional weight for projects that promote diversity and inclusion. This step will involve discussion to work out the details, but could create real opportunities for inclusion and build public awareness of the college’s commitment to diversity.

APPENDICES

Appendix A Mission College Hiring Process 2005-2006 Statistical Breakdown Analysis

Appendix B WVMCCD EEO Plan

Mission College Staff/Faculty Diversity Plan

Appendix A

Mission College Hiring Process 2005-2006 Statistical Breakdown Analysis

**Mission College Hiring Process Statistical Breakdown, 2005-2006
West Valley Mission Community College District, All Positions**

Number of Applicants

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	564	827	137	135	1528
Applicant Percentage	36.9%	54.1%	9.0%	8.8%	100.0%

Number of Applicants by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	15	364	95	176	715	163	1528
Meets Minimum Quals	12	277	80	151	606	126	1252
Asked to Interview	5	123	36	80	305	50	599
Finalists	1	53	14	38	154	24	284
Selection	1	34	9	24	99	11	178

Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	1.0%	23.8%	6.2%	11.5%	46.8%	10.7%	100.0%
Meets Minimum Quals	0.8%	18.1%	5.2%	9.9%	39.7%	8.2%	81.9%
Asked to Interview	0.3%	8.0%	2.4%	5.2%	20.0%	3.3%	39.2%
Finalists	0.1%	3.5%	0.9%	2.5%	10.1%	1.6%	18.6%
Selection	0.1%	2.2%	0.6%	1.6%	6.5%	0.7%	11.6%

Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	80.0%	76.1%	84.2%	85.8%	84.8%	77.3%	81.9%
Asked to Interview	33.3%	33.8%	37.9%	45.5%	42.7%	30.7%	39.2%
Finalists	6.7%	14.6%	14.7%	21.6%	21.5%	14.7%	18.6%
Selection	6.7%	9.3%	9.5%	13.6%	13.8%	6.7%	11.6%

Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	41.7%	44.4%	45.0%	53.0%	50.3%	39.7%	47.8%
Finalists	8.3%	19.1%	17.5%	25.2%	25.4%	19.0%	22.7%
Selection	8.3%	12.3%	11.3%	15.9%	16.3%	8.7%	14.2%

Source: WVMCCD Human Resources MIS Data

Mission College Hiring Process Statistical Breakdown, 2005-2006
Mission College, All Positions

Total Searches:	62	100.0%
Failed Searches:	15	24.2%

Number of Applicants

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	205	418	60	59	683
Applicant Percentage	30.0%	61.2%	8.8%	8.6%	100.0%

Number of Applicants by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	5	178	47	96	279	78	683
Meets Minimum Quals	6	153	40	88	254	61	602
Asked to Interview	2	78	22	50	133	25	310
Finalists	1	33	11	21	75	13	154
Selection	1	20	7	14	57	6	105

Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0.7%	26.1%	6.9%	14.1%	40.8%	11.4%	100.0%
Meets Minimum Quals	0.9%	22.4%	5.9%	12.9%	37.2%	8.9%	88.1%
Asked to Interview	0.3%	11.4%	3.2%	7.3%	19.5%	3.7%	45.4%
Finalists	0.1%	4.8%	1.6%	3.1%	11.0%	1.9%	22.5%
Selection	0.1%	2.9%	1.0%	2.0%	8.3%	0.9%	15.4%

Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	120.0%	86.0%	85.1%	91.7%	91.0%	78.2%	88.1%
Asked to Interview	40.0%	43.8%	46.8%	52.1%	47.7%	32.1%	45.4%
Finalists	20.0%	18.5%	23.4%	21.9%	26.9%	16.7%	22.5%
Selection	20.0%	11.2%	14.9%	14.6%	20.4%	7.7%	15.4%

Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	33.3%	51.0%	55.0%	56.8%	52.4%	41.0%	51.5%
Finalists	16.7%	21.6%	27.5%	23.9%	29.5%	21.3%	25.6%
Selection	16.7%	13.1%	17.5%	15.9%	22.4%	9.8%	17.4%

Source: WVMCCD Human Resources MIS Data

Mission College Hiring Process Statistical Breakdown, 2005-2006
Mission College, All Positions excluding Part-Time Faculty*

Total Searches: 44 100.0%

Number of Applicants

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	131	328	43	42	502
Applicant Percentage	26.1%	65.3%	8.6%	8.4%	100.0%

Number of Applicants by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	4	142	36	78	185	57	502
Meets Minimum Quals	5	123	32	72	170	49	451
Asked to Interview	1	62	15	37	74	15	204
Finalists	0	26	6	13	28	7	80
Selection	0	13	2	7	10	0	32

Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0.8%	28.3%	7.2%	15.5%	36.9%	11.4%	100.0%
Meets Minimum Quals	1.0%	24.5%	6.4%	14.3%	33.9%	9.8%	89.8%
Asked to Interview	0.2%	12.4%	3.0%	7.4%	14.7%	3.0%	40.6%
Finalists	0.0%	5.2%	1.2%	2.6%	5.6%	1.4%	15.9%
Selection	0.0%	2.6%	0.4%	1.4%	2.0%	0.0%	6.4%

Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	125.0%	86.6%	88.9%	92.3%	91.9%	86.0%	89.8%
Asked to Interview	25.0%	43.7%	41.7%	47.4%	40.0%	26.3%	40.6%
Finalists	0.0%	18.3%	16.7%	16.7%	15.1%	12.3%	15.9%
Selection	0.0%	9.2%	5.6%	9.0%	5.4%	0.0%	6.4%

Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	20.0%	50.4%	46.9%	51.4%	43.5%	30.6%	45.2%
Finalists	0.0%	21.1%	18.8%	18.1%	16.5%	14.3%	17.7%
Selection	0.0%	10.6%	6.3%	9.7%	5.9%	0.0%	7.1%

* Part-Time Faculty data not collected prior to 2005-2006 due to open position advertisements. For comparison purposes to 2004-2005, this table excludes Part-Time Faculty data.

Source: WVMCCD Human Resources MIS Data

Mission College Hiring Process Statistical Breakdown, 2005-2006 Clerical/Secretarial Positions

Total Searches:	20	100.0%
Failed Searches:	7	35.0%

Number of Applicants

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	28	136	10	8	174
Applicant Percentage	16.1%	78.2%	5.7%	4.6%	100.0%

Number of Applicants by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0	56	11	35	60	12	174
Meets Minimum Quals	2	45	9	34	58	9	157
Asked to Interview	1	26	4	19	30	4	84
Finalists	0	10	1	10	12	3	36
Selection	0	4	0	5	5	0	14

Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0.0%	32.2%	6.3%	20.1%	34.5%	6.9%	100.0%
Meets Minimum Quals	1.1%	25.9%	5.2%	19.5%	33.3%	5.2%	90.2%
Asked to Interview	0.6%	14.9%	2.3%	10.9%	17.2%	2.3%	48.3%
Finalists	0.0%	5.7%	0.6%	5.7%	6.9%	1.7%	20.7%
Selection	0.0%	2.3%	0.0%	2.9%	2.9%	0.0%	8.0%

Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	...	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	...	80.4%	81.8%	97.1%	96.7%	75.0%	90.2%
Asked to Interview	...	46.4%	36.4%	54.3%	50.0%	33.3%	48.3%
Finalists	...	17.9%	9.1%	28.6%	20.0%	25.0%	20.7%
Selection	...	7.1%	0.0%	14.3%	8.3%	0.0%	8.0%

Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity

	Am. Indian/Alas	Asian/Pacific Isl	African-American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	50.0%	57.8%	44.4%	55.9%	51.7%	44.4%	53.5%
Finalists	0.0%	22.2%	11.1%	29.4%	20.7%	33.3%	22.9%
Selection	0.0%	8.9%	0.0%	14.7%	8.6%	0.0%	8.9%

Source: WVMCCD Human Resources MIS Data

**Mission College Hiring Process Statistical Breakdown, 2005-2006
Executive/Administrative/Management Positions**

Total Searches:	8	100.0%
Failed Searches:	3	37.5%

Number of Applicants

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	36	31	1	3	68
Applicant Percentage	52.9%	45.6%	1.5%	4.4%	100.0%

Number of Applicants by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0	14	12	9	30	3	68
Meets Minimum Quals	0	13	10	7	25	2	57
Asked to Interview	0	10	4	3	12	0	29
Finalists	0	4	2	0	6	0	12
Selection	0	4	1	0	0	0	5

Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0.0%	20.6%	17.6%	13.2%	44.1%	4.4%	100.0%
Meets Minimum Quals	0.0%	19.1%	14.7%	10.3%	36.8%	2.9%	83.8%
Asked to Interview	0.0%	14.7%	5.9%	4.4%	17.6%	0.0%	42.6%
Finalists	0.0%	5.9%	2.9%	0.0%	8.8%	0.0%	17.6%
Selection	0.0%	5.9%	1.5%	0.0%	0.0%	0.0%	7.4%

Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	...	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	...	92.9%	83.3%	77.8%	83.3%	66.7%	83.8%
Asked to Interview	...	71.4%	33.3%	33.3%	40.0%	0.0%	42.6%
Finalists	...	28.6%	16.7%	0.0%	20.0%	0.0%	17.6%
Selection	...	28.6%	8.3%	0.0%	0.0%	0.0%	7.4%

Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	...	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	...	76.9%	40.0%	42.9%	48.0%	0.0%	50.9%
Finalists	...	30.8%	20.0%	0.0%	24.0%	0.0%	21.1%
Selection	...	30.8%	10.0%	0.0%	0.0%	0.0%	8.8%

Source: WVMCCD Human Resources MIS Data

Mission College Hiring Process Statistical Breakdown, 2005-2006 Professional Non-Faculty Positions

Total Searches:	1	100.0%
Failed Searches:	0	0.0%

Number of Applicants

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	0	3	0	0	3
Applicant Percentage	0.0%	100.0%	0.0%	0.0%	100.0%

Number of Applicants by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0	0	0	0	2	1	3
Meets Minimum Quals	0	0	0	0	2	1	3
Asked to Interview	0	0	0	0	2	1	3
Finalists	0	0	0	0	1	1	2
Selection	0	0	0	0	1	0	1

Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	100.0%
Meets Minimum Quals	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	100.0%
Asked to Interview	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	100.0%
Finalists	0.0%	0.0%	0.0%	0.0%	33.3%	33.3%	66.7%
Selection	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	33.3%

Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	100.0%	100.0%	100.0%
Meets Minimum Quals	100.0%	100.0%	100.0%
Asked to Interview	100.0%	100.0%	100.0%
Finalists	50.0%	100.0%	66.7%
Selection	50.0%	0.0%	33.3%

Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	100.0%	100.0%	100.0%
Asked to Interview	100.0%	100.0%	100.0%
Finalists	50.0%	100.0%	66.7%
Selection	50.0%	0.0%	33.3%

Mission College Hiring Process Statistical Breakdown, 2005-2006 Service/Maintenance Positions

Total Searches:	0
Failed Searches:	0

Mission College Hiring Process Statistical Breakdown, 2005-2006
Skilled Craft Positions

Total Searches:	0
Failed Searches:	0

Mission College Hiring Process Statistical Breakdown, 2005-2006 Technical/Paraprofessional Positions

Total Searches:	5	100.0%
Failed Searches:	0	0.0%

Number of Applicants

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	7	29	3	3	39
Applicant Percentage	17.9%	74.4%	7.7%	7.7%	100.0%

Number of Applicants by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	1	17	2	5	11	3	39
Meets Minimum Quals	1	15	2	5	11	3	37
Asked to Interview	0	14	1	3	8	2	28
Finalists	0	6	0	2	3	1	12
Selection	0	3	0	2	2	0	7

Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	2.6%	43.6%	5.1%	12.8%	28.2%	7.7%	100.0%
Meets Minimum Quals	2.6%	38.5%	5.1%	12.8%	28.2%	7.7%	94.9%
Asked to Interview	0.0%	35.9%	2.6%	7.7%	20.5%	5.1%	71.8%
Finalists	0.0%	15.4%	0.0%	5.1%	7.7%	2.6%	30.8%
Selection	0.0%	7.7%	0.0%	5.1%	5.1%	0.0%	17.9%

Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	100.0%	88.2%	100.0%	100.0%	100.0%	100.0%	94.9%
Asked to Interview	0.0%	82.4%	50.0%	60.0%	72.7%	66.7%	71.8%
Finalists	0.0%	35.3%	0.0%	40.0%	27.3%	33.3%	30.8%
Selection	0.0%	17.6%	0.0%	40.0%	18.2%	0.0%	17.9%

Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	0.0%	93.3%	50.0%	60.0%	72.7%	66.7%	75.7%
Finalists	0.0%	40.0%	0.0%	40.0%	27.3%	33.3%	32.4%
Selection	0.0%	20.0%	0.0%	40.0%	18.2%	0.0%	18.9%

Source: WVMCCD Human Resources MIS Data

Mission College Hiring Process Statistical Breakdown, 2005-2006 Faculty Full Time Positions

Total Searches:	10	100.0%
Failed Searches:	4	40.0%

Number of Applicants

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	60	129	29	28	218
Applicant Percentage	27.5%	59.2%	13.3%	12.8%	100.0%

Number of Applicants by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	3	55	11	29	82	38	218
Meets Minimum Quals	2	50	11	26	74	34	197
Asked to Interview	0	12	6	12	22	8	60
Finalists	0	6	3	1	6	2	18
Selection	0	2	1	0	2	0	5

Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	1.4%	25.2%	5.0%	13.3%	37.6%	17.4%	100.0%
Meets Minimum Quals	0.9%	22.9%	5.0%	11.9%	33.9%	15.6%	90.4%
Asked to Interview	0.0%	5.5%	2.8%	5.5%	10.1%	3.7%	27.5%
Finalists	0.0%	2.8%	1.4%	0.5%	2.8%	0.9%	8.3%
Selection	0.0%	0.9%	0.5%	0.0%	0.9%	0.0%	2.3%

Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	66.7%	90.9%	100.0%	89.7%	90.2%	89.5%	90.4%
Asked to Interview	0.0%	21.8%	54.5%	41.4%	26.8%	21.1%	27.5%
Finalists	0.0%	10.9%	27.3%	3.4%	7.3%	5.3%	8.3%
Selection	0.0%	3.6%	9.1%	0.0%	2.4%	0.0%	2.3%

Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	0.0%	24.0%	54.5%	46.2%	29.7%	23.5%	30.5%
Finalists	0.0%	12.0%	27.3%	3.8%	8.1%	5.9%	9.1%
Selection	0.0%	4.0%	9.1%	0.0%	2.7%	0.0%	2.5%

Source: WVMCCD Human Resources MIS Data

Mission College Hiring Process Statistical Breakdown, 2005-2006

Faculty Part Time Positions

Total Searches: 18 100.0% *Note: Part-Time Faculty Searches are for*
Failed Searches: 1 5.6% *Addition to Part-Time Pool for As-Needed Hiring*

Number of Applicants

	Male	Female	Unknown	Disability Status	Total
Applicant Representation	74	90	17	17	181
Applicant Percentage	40.9%	49.7%	9.4%	9.4%	100.0%

Number of Applicants by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	1	36	11	18	94	21	181
Meets Minimum Quals	1	30	8	16	84	12	151
Asked to Interview	1	16	7	13	59	10	106
Finalists	1	7	5	8	47	6	74
Selection	1	7	5	7	47	6	73

Percentages Based on Total Number of Applicants, by Application Stage and Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	0.6%	19.9%	6.1%	9.9%	51.9%	11.6%	100.0%
Meets Minimum Quals	0.6%	16.6%	4.4%	8.8%	46.4%	6.6%	83.4%
Asked to Interview	0.6%	8.8%	3.9%	7.2%	32.6%	5.5%	58.6%
Finalists	0.6%	3.9%	2.8%	4.4%	26.0%	3.3%	40.9%
Selection	0.6%	3.9%	2.8%	3.9%	26.0%	3.3%	40.3%

Percentages Based on Continuation from Starting Pool of Applicant Representation, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Applicant Representation	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Meets Minimum Quals	100.0%	83.3%	72.7%	88.9%	89.4%	57.1%	83.4%
Asked to Interview	100.0%	44.4%	63.6%	72.2%	62.8%	47.6%	58.6%
Finalists	100.0%	19.4%	45.5%	44.4%	50.0%	28.6%	40.9%
Selection	100.0%	19.4%	45.5%	38.9%	50.0%	28.6%	40.3%

Percentages Based on Continuation from Meeting Minimum Quals, by Ethnicity

	Am. Indian/Alas	Asian/ Pacific Isl	African- American	Hispanic	White	Unknown	All Groups Combined
Meets Minimum Quals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Asked to Interview	100.0%	53.3%	87.5%	81.3%	70.2%	83.3%	70.2%
Finalists	100.0%	23.3%	62.5%	50.0%	56.0%	50.0%	49.0%
Selection	100.0%	23.3%	62.5%	43.8%	56.0%	50.0%	48.3%

Source: WVMCCD Human Resources MIS Data

Mission College Hiring Process Applicant Comparison

2005-2006 Applicant Demographics Compared to County Population

	Santa Clara County US Census Bureau American Community Survey 2005*	Mission College All Applicants for Hire 2005-2006
Gender		
Female	49.1%	61.2%
Male	50.9%	30.0%
Unknown	0.0%	8.8%
<i>Total</i>	100.0%	100.0%
Ethnicity		
Asian	30.3%	26.1%
Black/African Amer.	2.4%	6.9%
Hispanic	25.0%	14.1%
Native American	0.3%	0.7%
Other Non-White	0.6%	n/a
White	39.4%	40.8%
Two or More Races	2.1%	n/a
Unknown	n/a	11.4%
<i>Total</i>	100.1%	100.0%
Disability/DSPS Status		
Disability Status**	9.4%	8.6%

*All Race/Ethnicity listings refer to "Not Hispanic or Latino" populations, except for the listing "Hispanic"

**American Community Survey population ages 5 years and over; Mission College based on DSPS status

Source: US Census Bureau American Community Survey 2005
Estimates (Calculated Percentages) and
WVMCCD Human Resources MIS Data

**Mission College Retention, 2002-2003 through 2005-2006
Faculty Resignations and Retirements**

	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
Resignations	1	0	5	3
Retirements	6	6	6	2
Incentive Retirements	5	0	0	0
Total	12	6	11	5

	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
Resignations Prior to Year Two	0	1	4	1

Source: WVMCCD Human Resources Internal Data