

### **STANDARD III: RESOURCES**

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

#### **3A. Human Resources**

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

**3A.1** The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

**3A.1.a.** Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

#### **Summary**

Mission College is committed to hiring well-qualified faculty, administrators, and staff to support student learning programs and services and to improve the effectiveness of the institution (*t1*). (Notation of themes appears throughout the standard as follows: *t1*, *t2*, *t3*, *t4*, *t5*, *t6*). (A list of acronyms and definitions is available on page 388).

Human Resources (HR) is responsible for developing recruitment, selection, and professional development guidelines which will result in the consistent employment of persons who complement and bring to the District particular talents, expertise, and varied backgrounds (EIII.A1a.1). Human Resources (HR) ensures the integrity of the selection processes through the implementation and enforcement of clearly defined policies and procedures.

Criteria, qualifications, and procedures for selecting personnel in all categories are clearly and publicly stated in all position announcements. Position announcements include a description of the position, major responsibilities, desired qualifications, minimum qualifications, salary and benefits, directions on how to apply and a formal statement of the selection process (EIII.A1a.2). Position announcements and application materials are available on the District website, college intranet, and in hard copy format on both campuses and in HR (EIII.A1a.3). Advertising for faculty, administrative and classified positions includes, but is not limited to, the California Community College Registry, *Chronicle of Higher Education*, Higheredjobs.com, local and statewide newspapers, various ethnic publications and websites (EIII.A1a.4). In addition, e-mail notifications are sent out to other community colleges and related organizations as well as to Nova, a non-profit organization, and to the people who signed up on the District job registry (*t4*).

Mission College's hiring processes follow documented procedures for all classifications, faculty, classified, and administrators, and the processes are closely monitored by HR. The hiring process for all classifications includes recruitment, application, paper screening, first- and second-level interviews (which may include demonstrations and examinations when appropriate) and reference checking. Hiring committees are formed by the department, program or office and are approved by the appropriate college administrator and HR to ensure that committees meet established guidelines for faculty, classified and administrative hires and are sufficiently diverse. Supplemental questions, developed by the hiring committee and approved by the appropriate college administrator and HR, are often included with the applications to help the committee determine which candidates meet the minimum requirements. Applications are prescreened by HR to determine that minimum qualifications are met. Paper screening criteria and interview questions must be approved by the appropriate college administrator and Human Resources. At the close of each initial filing deadline, the pool of candidates is evaluated by Human Resources to determine if a sufficient and diverse pool of qualified candidates exists. If not, the position is re-advertised (EIII.A1a.4).

After the pool is certified by HR and any possible equivalencies for faculty and administrative positions have been reviewed by the Equivalency Committee, the applications are forwarded to the committee for paper screening. Committees must follow established procedures for reviewing, ranking, and reporting the results of paper screening, and the results must be reviewed and verified by the college and HR before interviews can be scheduled. First-level interview results are likewise reviewed before final candidates are recommended for a second-level interview, which is conducted by the appropriate administrator or manager and normally the committee chair (EIII.A1a.4).

Procedures specific to each major classification are described below.

**Faculty:** Hiring criteria, policies and procedures for new academic faculty personnel have been developed and agreed upon jointly by the administration and the Academic Senate. Any changes would be developed and agreed upon in the same manner (EIII.A1a.5). Criteria for selecting faculty are well documented in the *Faculty Recruitment and Selection Procedures Manual*. The manual recommends nine criteria to fit the specific faculty position. In order to ensure a candidate's ability to effectively teach, candidates for both full and part-time faculty positions are routinely required to give a teaching demonstration highlighting their knowledge and related skills. As recommended by Title 5, Mission College also requires that each applicant demonstrate their sensitivity and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of District students (EIII.A1a.6).

The hiring committee must include a minimum of five members with full-time tenured or non-tenured faculty in the majority. To ensure subject competence, the committee must include a subject faculty member. They will review the minimum qualifications with the established Statewide and District Minimum Qualifications List to ensure accuracy (EIII.A1a.7).

If there are any candidates selected to be interviewed who require an equivalency review, the interview process will be delayed until the District Equivalency Committee (DEC) reviews the equivalency requests. The DEC is composed of the Academic Senate President and a faculty member from each college, the Vice President of Instruction from each college, and a Human Resources specialist. Discipline faculty from the appropriate college attend the meetings to participate in the review and provide information for the committee's consideration. Once the equivalency process is complete, those candidates meeting equivalency and all other candidates meeting the minimum qualifications recommended by the committee will be eligible for an interview (EIII.A1a.8) (t5).

All faculty and administrators must hold the appropriate degrees. These degrees can be from accredited U.S institutions or from non-U.S. institutions. If the degree is from a non-U.S. institution, equivalence must be determined through the equivalency process described above. As indicated in the job announcements, applicants are responsible for demonstrating U.S. Equivalency Certification for foreign degrees and for providing the necessary documentation to establish equivalency (EIII.A1a.2).

**Classified Employees:** All position announcements and job descriptions are publicly available and clearly state qualifications, duties, and responsibilities for each position (EIII.A1a.9). Criteria and procedures for selecting classified employees are well documented in the *Classified and Administrative Recruitment and Selection Procedures Manual*.

The committee for classified positions is initiated by the department supervisor/manager. The classified representatives are appointed by the Classified Senate. The committee must be composed of three to five members and is subject to approval by the appropriate Vice President, Vice Chancellor or Chancellor. To ensure balance and perspective, there must be representatives from outside the department (at least one if three committee members and two if there are four or five members). "Outside the department" is defined as a separate department with a different manager from the immediate supervisor of the position to be filled (EIII.A1a.9).

**Administrators:** Criteria for selecting administrators are documented in the *Classified and Administrative Recruitment and Selection Procedures Manual* (EIII.A1a.9). The *Administrative Handbook*, position announcements, and job descriptions for administrative positions clearly state minimum qualifications, duties and responsibilities (EIII.A1a.10). Administrative roles and responsibilities are also noted in Chapter 2.17 of the District Policy Manual (EIII.A1a.11). Committee compositions are defined for Chancellor, Vice Chancellor, Associate Vice Chancellor, college President, college Vice Presidents, and other academic and classified administrative positions (EIII.A1a.5).

### **Evaluation**

The college works cooperatively with HR to ensure that hiring is uniform in all phases of the employment process. At each stage, recruitment, application, paper screening, first- and second-level interviews, and reference checking, materials are reviewed by the appropriate college administrator and HR. The HR Recruitment Specialist works very closely with the committee chair and the Mission College personnel specialist. To ensure that hiring procedures are consistently applied, HR relies on the diligent application of the steps outlined in the *Faculty Recruitment and Selections Procedures Manual* and in the *Classified and Administrative Recruitment and Selection Procedures Manual*. If at any step, the requirements are not met, the recruitment does not move forward until compliance is reached (EIII.A1a.4).

In response to the 2007 survey question, "Search and selection processes are likely to result in hiring personnel who will effectively perform assigned duties," 55% of the respondents strongly or somewhat agreed and 17% were neutral (EIII.A1a.12). There have been concerns about the amount of time required to complete a hire. The Assistant Vice Chancellor of Human Resources has hired a consultant to map the recruitment and hiring processes in order to identify ways in which they can be improved, and this process is expected to be completed in Fall 2007.

### **Planning Agenda**

None.

## Evidence

- EIII.A1a.1 District Policy Manual, Chapter 3 Section 3.1.3 —  
<http://www.wvmccd.cc.ca.us/board/policies/index.php>
- EIII.A1a.2 Position Announcement, <http://www.wvm.edu/hr/index.php>
- EIII.A1a.3 District website, <http://www.wvm.edu/hr/index.php>, College  
Intranet, <http://paris/Depts/HR/>
- EIII.A1a.4 Faculty Recruitment and Selection Procedures, 01-06, Classified  
Administrative Recruitment and Selection Procedures, 04-06
- EIII.A1a.5 District Policy Manual, Chapter 3 Section 3.3.2 —  
<http://www.wvmccd.cc.ca.us/board/policies/index.php>
- EIII.A1a.6 Classified Employee Minimum Qualifications Guidelines (6), 01-12-06,  
Classified and Educational Administrator Minimum Qualifications, 01-19-  
06, Disciplines Requiring Master's Degree, Disciplines in which a  
Master's Degree is not Generally Expected or Available, 03-28-07
- EIII.A1a.7 Faculty Recruitment and Selection Procedures (1), 01-06
- EIII.A1a.8 Faculty Recruitment and Selection Procedures (9, 12), 01-06
- EIII.A1a.9 Classified Administrative Recruitment and Selection Procedures (1), 04-  
06
- EIII.A1a.10 Administrative Handbook, 12-97
- EIII.A1a.11 District Policy Manual, Chapter 2 Section 2.17 —  
<http://www.wvmccd.cc.ca.us/board/policies/index.php>
- EIII.A1a.12 WVMCCD Spring 2007 Accreditation Survey Summary Results

**3A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

## Summary

Performance appraisal processes in the West Valley Mission Community College District (WVMCCD) are designed to ensure the effectiveness of the District's most valuable asset, its people. For example, the faculty contract between the Association of College Educators (ACE) and the District states, "The primary goal of performance appraisal is the improvement of the quality of the educational program. The process should promote professionalism, enhance performance, recognize excellent performance, and be effective in yielding a genuinely useful and substantive assessment of performance" (EIII.A1b.1) (t2).

The Service Employees International Union (SEIU) contract states, “Recognizing that workers are the District's most important assets, performance appraisals encourage excellence by providing a written assessment of employee work performance. The performance appraisal system should communicate performance standards for the position and encourage growth and improvement of performance for the future” (EIII.A1b.2). The *Administrative Handbook* states, “A purpose of the evaluation process will be to assist each individual to grow in effectiveness as a member of the Administrative Team. Evaluations shall reflect a constructive attempt to assess strengths and weaknesses, and to suggest ways in which administrative skills, human relations, and professional knowledge can be enhanced” (EIII.A1b.3).

The performance appraisal processes for each employee group are clearly defined in the contracts, which specify the evaluation criteria, procedures, and timelines. Human Resources (HR) alerts supervisors of evaluation due dates. Mission College seeks to ensure that all personnel are systematically evaluated on a scheduled basis according to contractual agreements (EIII.A1b.1).

**Faculty:** Regular (tenure-track) faculty, contract (non-tenured) faculty, and associate (non-tenured, 60% assignment or less) faculty in the WVMCCD undergo rigorous evaluation processes to ensure the college's instructional programs and services are effective and of high quality.

These evaluation processes have been developed in consultation with the Academic Senate. The procedures for the evaluation of regular and contract faculty are set forth in Articles 26A and 26B of the ACE contract (EIII.A1b.4). The evaluation process includes self evaluations, student appraisal surveys, classroom observations by colleagues and administration, criteria for performance appraisal and the job description, and reassigned time evaluation (if reassigned time is 0.2 FTE or more). Regular members are subject to appraisal surveys annually. Regular members that are in “Satisfactory” status are evaluated once every three academic years. Regular members that are in “Needs to Improve” and in “Unsatisfactory” status are evaluated every semester. Tenure track contract members are evaluated every semester for their first and second year. Those that are on the third and fourth year are evaluated each fall semester (*t2*).

Under specific conditions, additional evaluations may be scheduled for regular members with the concurrence of the Department Chair, Division Chair, supervising administrator and appropriate Vice President [Article 26A.3.1]. Additional evaluations for contract faculty may be called for by the Tenure Appraisal Team and the appropriate Vice President [Article 26B.3.1]. If a member is determined to be in “Needs-to-Improve” or “Unsatisfactory” status, the appraisal team with the appropriate administrator then drafts a written plan for corrective action that will describe specific actions, recommendations, and a timeline for improvement (EIII.A1b.4).

Associate members are evaluated by the department in accordance with the process in Articles 112 and 100. Performance appraisals include classroom observations by colleagues and administration, appraisal surveys, criteria for performance appraisal and the job description (EIII.A1b.5). Associate faculty may qualify for re-employment preference by receiving three consecutive satisfactory evaluations over six semesters within a five-year period. These evaluations include both student and peer evaluations [Article 100.7.1].

**Classified Employees:** Classified staff play a vital role in the delivery of instructional programs and services. Classified evaluations are based on job-related criteria and completed by their supervisor on a regular basis. HR notifies the immediate supervisor of the employee's evaluation due date. Performance appraisals are to be completed in accordance with the collective bargaining agreements. Specific procedures are outlined for each group: SEIU, Police Officer's Association (POA), and the Supervisor's Association (Teamsters) (EIII.A1b.6-7).

**Administrators:** Administrators are evaluated following the procedures set forth in Section 2 of the Administrative Handbook (EIII.A1b.3). Administrators and their supervisors establish and agree to annual objectives by which they can be evaluated on or before August 1<sup>st</sup> of each year. These objectives reflect visions and goals of the District and college, program review and accreditation recommendations, along with objectives specific to the administrator's responsibilities described in their job description. The final evaluation is to be completed on or before June 30 of each year. An Administrative Performance Survey is an additional component of the evaluation process that is conducted periodically. The survey results help the supervisor evaluate the administrator's management style and whether his/her working relationship with the District and/or college staff is effective.

### **Evaluation**

Written criteria exist for evaluating all personnel, including evaluation of performance of assigned duties, participation in institutional responsibilities, and other activities appropriate to their assignment. Perception of the effectiveness of evaluations appears to be somewhat mixed, based upon results from a college-wide survey in Spring 2007. Of faculty, staff, and administrators who responded, 35% agreed, 38% disagreed, and 24% indicated neutrality when prompted with, "Evaluation processes are consistent and effective in improving job performance" (EIII.A1b.8) (t2).

In some areas, evaluations for faculty and staff have not been completed as scheduled. These issues are being addressed by numerous changes to the evaluation processes (EIII.A1b.9). The faculty evaluation process is currently being reviewed by the faculty union (ACE) and the District. The President has made timely completion of evaluations one of her goals and has required administrators and managers to include this objective in their 2007-2008 goals (EIII.A1b.10).

## Planning Agenda

- PA3.1 The college and Human Resources will ensure the timely completion of faculty and staff evaluations in all departments.

## Evidence

- EIII.A1b.1 Administrative Handbook, 12-97, Article 112 Performance Appraisal Associate Faculty (ACE Contract), 07-01-04–06-30-05, Article 26A Performance Appraisal Regular Tenured Faculty (ACE Contract), 07-01-04–06-30-05, Article 26B Performance Appraisal Tenure Track Contract Faculty (ACE Contract), 07-01-04–06-30-05, Article 26C Performance Appraisal – Other (ACE Contract), 07-01-04–06-30-05, Article 17 (Police Association Contract), 07-01-99–06-30-02
- EIII.A1b.2 Article 13 – Performance Appraisals Service Employees International Union Local 715, 07-01-06–06-30-09
- EIII.A1b.3 Administrative Handbook Section 2, 12-97
- EIII.A1b.4 Article 26A Performance Appraisal Regular Tenured Faculty (ACE Contract), 07-01-04–06-30-05
- EIII.A1b.5 Article 110 (178) and Article 112 (203) Performance Appraisal Associate Faculty (ACE Contract), 07-01-04–06-30-05
- EIII.A1b.6 SEIU Contract, 07-01-06–06-30-09, Article 17 (Police Association Contract), 07-01-99–06-30-02, Agreement between Supervisors Association Teamsters Local 856 and WVMCCD, 07-01-06–06-30-09
- EIII.A1b.7 Human Resources External Procedures Manual, 02-28-06
- EIII.A1b.8 WVMCCD Spring 2007 Accreditation Survey Summary Results
- EIII.A1b.9 ACE minutes, 10-12-06,  
[http://www.wvmccd.cc.ca.us/ace/minutes/06Fall/06F\\_1012minutes.htm](http://www.wvmccd.cc.ca.us/ace/minutes/06Fall/06F_1012minutes.htm);  
Article 26A, <http://www.wvmccd.cc.ca.us/ace/art26as02.htm>
- EIII.A1b.10 Mission College President’s Goals, 2007-2008

- 3A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

## Summary

The processes for faculty evaluations are outlined in Articles 26A, 26B, 26C and Article 112 of the Association of College Educators Union (ACE) contract (EIII.A1c.1). The evaluation process includes site visitations/observations, self surveys and student surveys. As an accountability indicator, Student Learning Outcomes (SLOs) is a new concept for Mission College, which formally began to address SLOs in 2004 (EIII.A1c.2). The current faculty evaluation process does not yet include a direct evaluation of faculty effectiveness in producing SLOs (*t3*).

## **Evaluation**

Mission College is in the beginning stages of implementing SLOs. Evaluating student success has been based on traditional models that include grades and course completion. The entire faculty evaluation process in Articles 26A, 26B and 26C is being reviewed in current contract negotiations and consultation is taking place between ACE and Academic Senate.

## **Planning Agenda**

None.

## **Evidence**

- EIII.A1c.1 Article 26A Performance Appraisal Regular Tenured Faculty (ACE Contract) 07-01-04–06-30-05, Article 26B Performance Appraisal Tenure Track Contract Faculty (ACE Contract) 07-01-04–06-30-05, Article 26C Performance Appraisal – Other (ACE Contract) 07-01-04–06-30-05, Article 112 Performance Appraisal Associate Faculty (ACE Contract) 07-01-04–06-30-05
- EIII.A1c.2 Mission College Report on SLO Activities, 04-16-07

**3A.1.d. The institution upholds a written code of professional ethics for all of its personnel.**

## **Summary**

The West Valley Mission Community College District (WVMCCD) and Mission College hold all employees to the highest ethical standards. Established ethical codes for all employees are clearly stated in the WVMCCD Policy Manual (EIII.A1d.1) (*t6*).

## **Evaluation**

The college meets this standard.

## **Planning Agenda**

None.

## **Evidence**

- EIII.A1d.1 District Policy Manual-  
<http://wvmccd.cc.ca.us/board/policies/index.html#>,  
Administrative Handbook, 12-97 (Sections 1.6.6, 2.17.3.d, 4.8.3)

**3A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

### **Summary**

Mission College is committed to maintaining a sufficient number of well-qualified faculty, administrators, and staff who can provide a quality educational experience for its students.

The West Valley-Mission Community College District (WVMCCD) meets and exceeds mandated requirements for fulltime faculty staffing. The District is in compliance with AB1725 (EIII.A2.1), which requires that the ratio of course sections taught by full-time faculty and part-time faculty be 75:25. In 2006-2007, over 75% of course sections in the District were taught by full-time faculty. In addition, the District exceeds the minimum number of full-time faculty required to meet its full-time faculty obligation number or FON (*t4*).

At Mission College, as of Fall 2007, the number of full-time faculty is 163 (EIII.A2.2). This compares to 142 full-time faculty in 2000 (EIII.A2.3). Since the previous Self Study, the college has had a major hiring surge, primarily replacing retiring faculty. In fact, 43% of the current Mission College faculty has been hired since 2001 or later (EIII.A2.4-5). The number of classified staff has increased from 82 to 104 between 2000 and 2007. The number of administrators and managers has increased from 14 to 19.

### **Evaluation**

Although the District overall meets and exceeds expectations for full-time faculty, in the Spring 2007 District-wide accreditation survey completed by Mission College personnel, 39% strongly or somewhat disagreed that there are sufficient numbers of qualified faculty to support college programs (EIII.A2.6). Recently, hiring has mostly been utilized to replace retiring faculty, not to expand personnel in a department. Between 2002-2003 and 2005-2006, 25 faculty retired. Many retiring faculty continue to teach as associate faculty, thus maintaining continuity and the institutional memory of the college. Also between 2002-2003 and 2005-2006, nine faculty resigned. Of the nine faculty who resigned, six resigned prior to their second year with Mission College. The Vice President of Instruction conducted exit interviews with most of the faculty who resigned; however, more information and analysis is needed to understand why faculty leave.

The college has experienced unusually high turnover in administrative positions, which has impacted the institution's ability to maintain continuity in planned goals and programs. For example, from 2001 to 2007, Mission College had five presidents, three of whom were interim. The Vice President of Instruction has had two interims since August 2006, when the college's Vice President of Instruction was selected as the interim president. Now that the President is permanent, the process is underway to hire a permanent Vice President in Spring 2008. The position of Dean of Workforce Development and Continuing Education was vacant for over a year because of two failed searches following the retirement of the incumbent. The duties of the position were assigned to other administrators. The college is currently seeking a full-time, internal interim while the job description is reviewed. There have been some improvements. The college has also created and filled two administrative positions: Dean of Instruction and Dean of Student Services. These two appointments have helped to redistribute the responsibilities that were previously shared by other administrators such as the Vice President of Instruction and Vice President of Student Services. A permanent Vice President of Student Services was hired in 2007 (t4).

Regarding classified staffing, improvements have taken place in some departments such as Financial Aid. The college will increase the number of Senior Office Coordinators by one to have a total of five, but again, while there is a modest increase, additional support is needed. The District agreed in 2005-2006 to provide each college with two additional classified positions and the District with one additional classified position each year through 2007-2008. The positions for 2007-2008 are currently on hold pending approval of the final budget.

Though the number of full-time classified staff has increased from 82 to 104 between 2000 and 2007, hours of service have also been extended to evening and weekends to meet students' needs (EIII.A2.5). Consequently, some areas do not have adequate permanent staff. This is reflected by the college participants' responses in the accreditation survey: 71% believed that there are not sufficient numbers of qualified staff to support college programs, while only 21% strongly or somewhat agreed that sufficient staff existed. (EIII.A2.6). Admissions and Records (A&R) continues to be understaffed with twice the number of student hourly workers as that of permanent staff – fifteen hourly workers to eight permanent staff. This situation is ineffective because it requires constant training of student workers who eventually leave. There is also concern for morale for the rest of the permanent staff who remain overworked. The Office of Instruction is understaffed as well, and it is clear that the number of support personnel is a major issue that needs to be addressed (t4).

### **Planning Agenda**

- PA3.2 The college will regularly assess staffing needs with the intention to improve support for instructional and student service programs.

## **Evidence**

- EIII.A2.1 Graciano Mendoza (Budget Manager) email, 04-26-07
- EIII.A2.2 2007-2008 Position Control File
- EIII.A2.3 California Community Colleges Chancellor's Office,  
<http://www.cccco.edu/mis/onlinestat/staff.cfm>
- EIII.A2.4 Mission College Catalog, 2006-2007 (171-82) & 2007-2008 (186-95)
- EIII.A2.5 Human Resources statistic from Datatel, via email from Human Resources Assistant, Rose Schultz, 04-17-07
- EIII.A2.6 WVMCCD Spring 2007 Accreditation Survey Summary Results

**3A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**3A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

**3A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

## **Summary**

Mission College adheres to written policies developed by the District, reviewed by the District Council and approved by the Board of Trustees (BOT) (EIII.A3.1). Faculty hiring policies were developed jointly with the Academic Senate. Mission College currently complies with the Administrative Procedures to District Policy 3.1.3, Selection and Recruitment Guidelines. By following these policies and procedures, Mission College fosters equality in the selection of candidates and ensures fairness in employment practices (EIII.A3.2). Policies and procedures approved by the Board of Trustees are disseminated via the District's intranet. The institution reviews the policies and procedures with all new employees at a New Employee Orientation presentation where a New Employee Handbook is distributed (EIII.A3.3).

Personnel policies and procedures are consistently applied at Mission College. An Administrative Specialist for Personnel is located at each college ensuring the administration of these policies. If and when questions arise regarding policies and procedures, the Administrative Specialist for Personnel directs the questions to the Human Resources Department for clarification by either the Executive Coordinator or Associate Vice Chancellor.

Mission College ensures that all employees are treated fairly and if any unfair treatment is perceived, there are channels available to all employees to convey their issues and find a solution to their concerns either through personnel committee meetings (for SEIU issues) and/or through the grievance process.

The institution ensures the security and confidentiality of personnel records (EIII.A3.4). Mission College personnel records are centralized at the District's Human Resources (HR) Department where they are kept in file cabinets that are locked on a daily basis. Records cannot be borrowed or removed from the Human Resources (HR) premises. They are available to all employees, provided an appointment is made during regular business hours (EIII.A3.4).

The HR Department strives to maintain excellence in employment standards and practices. In 2006, employment procedures for faculty, classified, hourly and administrative employees were updated. Mission College has participated in workshops provided by HR to review the new forms and procedures. Mission College is also invited to the workshops on different topics related to employment practices and mandated training. In addition, the District Staff Development Department with the support of the Chancellor's office and management team has started the Leadership Development Academy (EIII.A3.6). The program was initiated on a pilot basis in 2006-2007 for managers and selected classified staff. Through this program, employees are given the opportunity to participate and learn to become trainers with specific leadership skills and professional development that will eventually help the District develop future leaders from within the organization (EIII.A3.6).

### **Evaluation**

Mission College strives to maintain a diverse workforce and ensure fairness in the hiring of staff and all employment procedures (EIII.A3.2). Overall, the District ensures that policies and procedures are being followed. Mission College follows the District's employment guidelines and asks for clarification when needed. The HR Department continuously revises procedures and guidelines to ensure that all employment practices are working effectively. Because the employment process has systematic and very specific steps, providing additional workshops could strengthen the knowledge of employment practices for all those involved in hiring committees.

### **Planning Agenda**

None.

### **Evidence**

- EIII.A3.1 District Policy Manual — Section 3.1.1, 11-01-01, <http://www.wvmccd.cc.ca.us/board/policies/index.php>
- EIII.A3.2 District Policy Manual — Section 3.1.3, 11-01-01, <http://www.wvmccd.cc.ca.us/board/policies/index.php>
- EIII.A3.3 Employee Orientation Handbook, distributed 08-23-06 (once a year during Fall Orientation)
- EIII.A3.4 SEIU Contract Article 12, 07-01-06 — 06-30-09
- EIII.A3.5 Internal Memo from Chancellor Stan Arterberry, 09-28-06

**3A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

**3A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

**Summary**

The District has adopted an Equal Employment Opportunity and Non-Discrimination Policy, 2.6 and 2.7, affirming that all programs and activities shall be conducted in a manner which is free from discrimination on the basis of race, color, national origin, ancestry, religion, creed, sex, pregnancy, marital status, medical condition (cancer related), sexual Orientation, age, disability or veteran status (EIII.A4a.1). The policies and procedures were reviewed in Fall 2006 to comply with new changes as directed by the State Chancellor's Office and other changes in law (EIII.A4a.2) (t6).

Mission College fosters an environment in which diversity is supported through appropriate programs, practices and services. The college's equal opportunity and nondiscrimination policy is published in the Catalog in English, Spanish and Vietnamese. The policy is in compliance with Section 504 of the Rehabilitation Act of 1963, Title IX of the Educational Amendments of 1972, and Title VI of the Civil Rights Act of 1964, and states that Mission College does not discriminate on the basis of race, color, national origin, mental or physical handicaps, age or sex in any of its policies, practices, or procedures (EIII.A4a.3) (t6).

As stated in the college Catalog, Mission College has the goal of "reducing prejudice, racism and all types of oppressive social, political and economic discrimination of minority groups" (EIII.A4a.4). Mission College courses integrate Cultural Pluralism across the curriculum with one of several goals being that of "students' and staff's awareness, understanding, and appreciation of the diverse ethnic and cultural groups that comprise our society through comparison of attitudes and philosophies that are Western and non-Western" (EIII.A4a.5) (t6). The Global Education committee at Mission College is committed to increasing awareness of diversity not only in its students but in the campus-wide community. One of their tasks is to help faculty, staff, and administration develop the skills for working and living in a culturally diverse, globally interdependent world. Global Education regularly sponsors speakers and conducts brown bag forums on such topics as, *Teaching and Working with Vietnamese Students* or *Living and Traveling in the Islamic World* (EIII.A4a.6) (t1) (t6).

The District has a Faculty and Staff Diversity Advisory Council (FSDAC). FSDAC is chaired by the Associate Vice Chancellor of Human Resources. The composition of the committee is evenly balanced between the two colleges with a total of four faculty, four classified staff, four students, four administrators, two staff from District Administrative Services, two Board members, and two community members. An HR specialist and Mission College's Research Analyst serve as resources to the committee. The committee met several times during 2005-2006. It is scheduled to meet monthly in 2007-2008

(EIII.A4a.7). The purpose of FSDAC is to support personnel by providing equity in hiring, promoting and fair treatment of all employees. The institution fosters an appreciation for diversity not only through the FSDAC planning but also through Staff Development activities. Activities offered during the 2005-2006 year included: Cultural Competency training, Cultural Awareness, and Discriminatory Harassment and Diversity training in face-to-face and online formats to all employees. During 2005-2006, Discriminatory Harassment for Supervisors was conducted following the Government Code section 12950. The “Different Like You” Diversity training program was also offered during 2003-2004 (EIII.A4a.8) (t 5).

The major objective of the District-wide FSDAC is to complete a new Equal Employment Opportunity Plan for the District. FSDAC is meeting regularly and is scheduled to produce a draft of the plan in 2008.

### **Evaluation**

Overall, the majority of faculty, staff, and administrators are of the opinion that the college is effective in supporting diversity. Specifically, respondents who participated in a Spring 2007 survey indicate a level of agreement at 63%, with 24% strongly agreeing that “the college’s policies and practices demonstrate appropriate concern for issues of equity and diversity.” Only 19% of respondents disagreed (with just 4% strongly disagreeing) (EIII.A4a.9).

Mission College embraces diversity at all levels and seeks to promote diversity through requirements such as cultural pluralism and its global education initiatives. It has confirmed global competency as one of its priorities in the newly drafted educational plan.

### **Planning Agenda**

None.

### **Evidence**

- EIII.A4a.1 District Policy Manual, 2.6 & 2.7  
<http://www.wvmccd.cc.ca.us/board/policies/index.php>
- EIII.A4a.2 WVMCCD BOT minutes, 01-19-06, 03-16-06, 06-01-06, 11-16-06, 12-07-06
- EIII.A4a.3 Mission College Catalog, 2006-2007 & 2007-2008 (6)
- EIII.A4a.4 Mission College Catalog, Cultural Pluralism, 2006-2007 & 2007-2008 (7)
- EIII.A4a.5 Mission College Curriculum Manual (17, 68-71),  
<http://salsa.missioncollege.org/files/curriculum/CRCManual.doc>; Mission College CRC Meeting Notes, 2001-2002
- EIII.A4a.6 Global Education Brown Bag Presentations Web site,  
<http://www.missioncollege.org/depts/globed/FramesetPrograms.htm>
- EIII.A4a.7 FSDAC minutes, 2005-2007, Membership list 2007-2008
- EIII.A4a.8 WVMCCD Staff Development Newsletter,  
[www.wvmccd.cc.ca.us/staffdev/classes.html](http://www.wvmccd.cc.ca.us/staffdev/classes.html)
- EIII.A4A.9 WVMCCD Spring 2007 Accreditation Survey Summary Results

**3A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

**Summary**

Mission College is committed to hiring a diverse faculty and staff, an asset which supports a dynamic environment for learning and working. Mission College is an Affirmative Action, Equal Opportunity Employer and in compliance with Section 504 of the Rehabilitation Act of 1963, Title IX of the Education Amendments of 1972, and Title VI of the Civil Rights Act of 1964 (EIII.A4b.1). Standards for recruitment are set forth by the State Chancellor's office and if those standards are not met, the hiring period is extended by the Human Resources (HR) Office (EIII.A4b.2) (*t1*).

In order to ensure a diverse pool of qualified applicants, HR and the hiring committee recommend particular publications and journals specific to the recruitment (EIII.A4b.3). For faculty positions, advertising is routinely placed in the CCC Registry (CCC Reg), *Chronicle of Higher Education*, Higherjobs.com and various ethnic publications [Faculty Recruitment and Selection Procedures Manual Step 4]. In addition, hiring committees are reviewed by HR to assure that they are diverse in composition (EIII.A4b.4). Applicant data is tracked for every recruitment period and a report is provided to the State Chancellor's office each year. Faculty and staff demographic data are also reported annually (*t4*).

In all selection processes, each candidate is queried regarding demonstrated ability to effectively interact with people of diverse socio-economic, cultural, disability and ethnic backgrounds (EIII.A4b.5). The District Council, at its November 29, 2006 meeting, re-affirmed the important role of the District-wide Faculty and Staff Diversity Advisory Council (FSDAC), which will be representative of participatory governance groups. FSDAC serves as an advisory group to the Associate Chancellor of Human Resources and is a District-wide participatory committee. FSDAC began meeting more regularly in Fall 2006 and is scheduled to meet monthly in 2007-2008 beginning in October, 2007 (EIII.A4b.6). Among its several roles, it assures the institution's support for appropriate programs, practices, and services that support its diverse personnel and that the institution regularly assess its record in employment equity and diversity consistent with its mission (*t1*).

**Evaluation**

The college is currently developing an equal employment opportunity plan in collaboration with the District FSDAC. The college has already collected substantial data that were analyzed and reported in its April 2007 progress report to the Accrediting Commission.

The model that has been provided by the State requires monitoring at both the District and college level. The plan is scheduled to be completed in 2008. Having a plan and data specific to Mission College will allow the college to closely track its own progress in the future.

## Planning Agenda

- PA3.3 The college will complete and implement the Faculty and Staff Diversity Plan.

## Evidence

- EIII.A4b.1 Mission College Catalog, 2006-2007 (6)
- EIII.A4b.2 Mission College Progress Report to The Accrediting Commission for Community and Junior Colleges, 04-01-07
- EIII.A4b.3 Faculty Recruitment and Selection Procedures Manual (4), 01-06 & Appendix C
- EIII.A4b.4 Faculty Recruitment and Selection Procedures Manual (5), 01-06 & Appendix A, 08-15-06
- EIII.A4b.5 Faculty Recruitment and Selection Procedures Manual, 01-06 & Appendix D, 01-09-06 & D-1, 01-09-06
- EIII.A4b.6 FSDAC monthly minutes 2005-2007, Membership list 2007-2008

- 3A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

## Summary

Mission College subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students. Policies and procedures exist to prevent unlawful discrimination as well as injury and illness prevention, to address non-smoking, a drug-free workplace, AIDS education, workplace violence protection, employment of relatives, conflict of interest and political activities. If unfair treatment is perceived by faculty or staff, remedies are available through personnel committee meetings or the grievance process defined by the collective bargaining process (*t6*).

Written policies also exist as part of the Human Resources (HR) section of the District Policies and Procedures Manual (EIII.A4c.1). These policies relate to all aspects of employment, including recruitment and selection, job descriptions and personnel appointments, employee rights and protections. There is also a copy of the Board's policy for Student Rights and Responsibilities (EIII.A4c.2). The Faculty grievance procedure is published in the Agreement between the Association of College Educators (ACE) and West Valley Mission Community College District (WVMCCD), Article 48 (EIII.A4c.3). Staff grievance procedures are published in the Supervisors Collective Bargaining Agreement, Article 22, Basic Services Collective Bargaining Agreement, Article 20 (EIII.A4c.4). Confidential employees are finalizing their procedures (section 12) and Administrators have finalized theirs (EIII.A4c.5). In addition, nondiscrimination policy and harassment policies are published in poster form and posted on both campuses and in the District office.

Students are represented by the Student Equity Committee (SEC), whose mission is to increase not only numbers of underrepresented minorities, but to improve their success rates. The college has a current Student Equity Plan that includes research on access; course completion rates; degree and certificate completion; and transfer. The report also includes goals and activities for each of these areas, as well as an evaluation schedule and process (EIII.A4c.6).

The District has a Faculty and Staff Diversity Advisory Committee (FSDAC) that is composed of college and District faculty, staff and administration. FSDAC is currently writing a faculty and staff diversity plan based on a model provided by the State in 2006. This plan, along with the Student Equity Plan, will provide the means for continuous evaluation of this standard.

### **Evaluation**

The institution clearly subscribes to and advocates integrity in the treatment of all employees and students. It demonstrates this commitment through its written policies and procedures (*t6*).

### **Planning Agenda**

None.

### **Evidence**

- EIII.A4c.1 District Policy Manual — Chapter 3, 11-01-01,  
<http://www.wvmccd.cc.ca.us/board/policies/index.php>
- EIII.A4c.2 District Policy Manual — Section 5.8.1, 08-05-04,  
<http://www.wvmccd.cc.ca.us/board/policies/index.php>
- EIII.A4c.3 Agreement between Association of College Educators and WVMCCD;  
2002–2005 Contract Revisions, 07-01-04 — 06-30-05 Final Agreement
- EIII.A4c.4 SEIU Contract, 07-01-06 — 6-30-09
- EIII.A4c.5 Administrative Handbook Section 6, 12-97
- EIII.A4c.6 2005 Student Equity Plan

**3A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

**3A.5.a. The institution plans professional development activities to meet the needs of its personnel.**

### **Summary**

As one of its goals, the college aims to invest in and embrace its human capital through faculty and staff development (Core Goal 5). Mission College employs a faculty member at 20% reassigned time to coordinate staff development (EIII.A5a.1). Currently faculty are required to participate in 6 hours per semester for flex time (EIII.A5a.2) (*t4*).

The college's staff development coordinators have conducted some surveys to identify desired activities. Following are additional planned staff development activities:

- Offer a series of technology-based workshops
- Support the Leadership Academy
- Develop and institutionalize a Department and Division Chair Training program
- Examine external training courses/workshops
- Offer a variety of workshops on a day designated for classified development
- Secure funding for mini-grant program
- Offer online training programs
- Develop sustainable on-going training for basic job skills
- Collaborate with District regarding new employee Orientation (EIII.A5a.3)

The college and District provide faculty with opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. Two hundred dollars per year is allocated to each faculty member. Faculty also have access to mini grants for conference and workshop attendance (EIII.A5a.4). Additional sources of funding are provided through matriculation and Technology Preparation (Tech Prep) (EIII.A5a.5). The District gives a financial incentive for column advancement (the system used to determine salary based on years of service and college coursework) through the District's Professional Growth and Development program. In addition, faculty may apply for sabbaticals every seven years (EIII.A5a.6). Training opportunities are available for staff and faculty. These include training on software applications such as ANGEL, a software program for use in on-line instruction, and CurricUNET, a software program for developing curriculum. Other options have been cultural workshops, for example working with Vietnamese students. The Global Studies Department has taken on the task of helping faculty and staff develop skills for working and living in a culturally diverse, globally interdependent world. Along with Brown bag lunches they have specifically given information on Ping Fellowships, Fulbright Exchanges, Council on International Educational Exchange (CIEE) opportunities, and other programs to travel and study abroad (EIII.A5a.7). Workshops on fellowships and other grant opportunities have also been provided (*t2*).

The District surveyed faculty in 2005-2006 and made decisions about staff development based on the surveys and evaluations (EIII.A5a.8). Currently a Leadership Academy pilot with classified and management is being offered by District Staff Development. It will be extended to faculty and has an on-going evaluation component (EIII.A5a.9). District Staff Development addresses leadership development, compliance and labor law training, personal development opportunities, new employee Orientation, and employee recognition. A joint 3-year Staff Development Plan was developed by both colleges and approved by the Academic Senate (EIII.A5a.10). The plan provides for joint flex days with both colleges and recommends additional release time for the coordinator (*t2*).

## **Evaluation**

The current position of staff development coordinator at Mission College allows for 20% release time. Originally this position was 50% release time and would be more effective if it returned to this original amount (EIII.A5a.1). This would allow for a systematic evaluation and more effective and inclusive staff development activities. There should also be increased funding for outside presenters, teaching and learning opportunities and mini-grants and online training programs. In addition, increased funding could provide staff development activities for classified employees who are currently not included as part of the staff development program, a seeming inequity in the current program. As noted in Planning Agenda 2.1, the college recommends that it regularly assess and improve its professional development activities for all employees.

## **Planning Agenda**

None.

## **Evidence**

- EIII.A5a.1 District Staff Development Coordinator Job Description, revised 01-18-06
- EIII.A5a.2 ACE Update Newsletters, 02-07 Vol. 15 Number 2 and 04-07 Vol. 14 Number 3
- EIII.A5a.3 WVMCCD Staff Development Newsletter, [www.wvmccd.cc.ca.us/staffdev/classes.html](http://www.wvmccd.cc.ca.us/staffdev/classes.html), and WVMCCD Staff Development web site, [www.wvmccd.cc.ca.us/staffdev](http://www.wvmccd.cc.ca.us/staffdev)
- EIII.A5a.4 Grants Advisory Committee: Mission College Grants Review Process, 03-01-06
- EIII.A5a.5 Matriculation Annual Budget Binder, Tech Prep Final Report, Worku Negash, Vice President of Administrative Services
- EIII.A5a.6 ACE contract, Article 40: Sabbatical Leaves, 07-01-04–06-30-05
- EIII.A5a.7 Global Studies Local Solution Flier 04-04-07; Global Brown Bags, 09-13-04; Global Education Web site, <http://www.missioncollege.org/depts/globed/GlobedHome.html>
- EIII.A5a.8 WVMCCD Spring 2007 Accreditation Survey Summary Results
- EIII.A5a.9 WVMCCD Leadership Institute Funding Proposal, 05-23-05 & Leadership Institute Presentation District Council Meeting, 08-09-06
- EIII.A5a.10 Mission College Academic Senate minutes, 05-03-07, <http://missioncollege.org/senate/archives/2006-07/20070503min.pdf>.

**3A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

**Summary**

There are two sources of support for staff development, one at the District level and one at the college level. Both staff development offices have developed plans and conducted needs assessments. The District conducted a needs assessment in 2003 and again in 2005. One outcome of these needs assessments was the Leadership Development Academy, which was piloted in 2006-2007 with managers and classified staff from selected student services at both colleges. Additionally, a District-wide staff development activity was held in Fall 2007 to increase morale between campuses.

The college's staff development coordinator has conducted campus-wide surveys, to assess the needs of faculty and staff for professional development . It was noted in these flex-day faculty evaluations that faculty desired more outside presenters and opportunities for teaching and learning, but there was no discernable agreement on specific activities (EIII.A5b.1) (t5).

**Evaluation**

When asked whether the college provides sufficient opportunities for professional development, the response was somewhat evenly split, with 43% of the respondents strongly agreeing or agreeing and 46% disagreeing or strongly disagreeing. It is the case that surveys have been random and sporadic due to time constraints on the coordinator and lack of resources. There was not an evaluation done in 2006-2007 due to lack of resources. The common survey theme on future faculty development was the desire for more outside presenters and more opportunities for teaching and learning. If a larger budget and more reassigned time were given to the college's coordinator, there could be a systematic survey of faculty and staff. In addition, a budget for outside presenters and staff development activities, such as on-line and mini-grant programs for classified employees, could be provided.

**Planning Agenda**

None.

**Evidence**

EIII.A5b.1 Mission College Staff Development Meeting Minutes and Agendas, 2004-2007

**3A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

**Summary**

The college has participatory systems in place to regularly assess its human resources. Each fall, the Academic Senate and the Division Chair Council (DCC) jointly review and prioritize vacant and new faculty positions and make a recommendation to the college President. Classified and administrative positions are considered annually as part of the budget allocation process conducted by the College Budget Advisory Committee (CBAC) under the direction of the Vice President of Administrative Services. Recommendations are made by CBAC to the Governance and Planning Council (GAP), which in turn makes a recommendation to the college President (EIII.A6.1) (*t2*).

Mission College is making progress toward an integrated approach to planning that links budget with resource allocation, including personnel. The college began updating its Educational and Facilities Master Plan (EFMP) in 2005-2006. Information regarding staffing needs was collected in the program review portion of the planning process and will be used to assess personnel needs as the plan is implemented.

**Evaluation**

Through its participatory governance structure, the college is able to identify staffing needs (EIII.A6.2). For example, in 2006-2007, one human resource issue, the need for a fifth senior office coordinator, was presented to the Academic Senate, where a resolution was passed to support the creation of an additional position. The position was considered and prioritized by the CBAC, confirmed by GAP, and forwarded to the college President, who approved it (*t4*).

Even though Mission College has increased its total number of staff (EIII.A6.3), an increase in classified staffing continues to be considered a great need, as evidenced by Accreditation Survey results cited in 3A.2 in which 71% of respondents disagreed that there is adequate classified staff to support program needs. This is contrasted with 39% who disagreed that the college has adequate numbers of faculty (EIII.A6.4). Because human resources planning is tied to budgetary constraints, requests must be prioritized and not all requests can be implemented

The current prioritization process for classified staff may not give the college the “big picture” in terms of staffing needs. Another mechanism may need to be developed that looks not only at vacant positions but at all positions so that the college can consider reallocation of existing resources in addition to filling vacancies. The college acknowledges throughout this report that one of its goals is to develop a more integrated planning process that links planning to resource allocation, including allocation of human resources (*t2*).

## **Planning Agenda**

None.

## **Evidence**

- EIII.A6.1 Governance and Planning Council Summaries, 12-17-03, 02-25-04, 10-11-06, 11-28-06, 05-09-07, 10-10-07
- EIII.A6.2 Graciano Mendoza (Budget Manager) email, 04-26-07
- EIII.A6.3 California Community Colleges Chancellor's Office report on Workgroup on 75/25 Issues, 06-01-05
- EIII.A6.4 WVMCCD Spring 2007 Accreditation Survey Summary Results

### **3B. Physical Resources**

**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

**3B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

**3B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

### **Summary**

Since the last accreditation report, the college has added three new facilities: the Science Building, Child Development Center and Phase II of the gymnasium, which includes lockers and showers, team rooms, offices, equipment and training rooms. The former library space on the third floor of the Main Building was remodeled to provide classrooms and office space.

Since 2001, the college has identified a number of facilities projects to be funded with a combination of state and local bond funds. These projects included remodeling/replacement of the Main Building, infrastructure improvements, replacement of portable classrooms, remodeling of Hospitality Management (HM), construction of additional new buildings, and possible build-out of athletic facilities. A first bond attempt failed in 2002, but the District was successful in passing a bond, Measure H (EIII.B1a.1), for \$235,000,000 in Fall 2004. \$97,000,000 of the bond was earmarked for Mission College projects. The disbursement of Measure H funds was delayed for nearly two years due to litigation. A Bond oversight committee was established to ensure that the funds approved by the taxpayers are used for the projects listed in the Measure (EIII.B1a.2). Because of the circumstances described below, Mission College has not been able to expend bond funds as it had planned. The major expenditures to date amount to approximately \$1.373 million including completion of the 3<sup>rd</sup> floor remodel and planning and design costs related to the development of the college's master plan. The master plan process was begun in Summer 2007 and is expected to be completed in 2008 (EIII.B1a.3). The college has also completed an ALTA study and has begun the environmental impact report (t2).

The college had submitted project proposals to the State for the reconstruction of the third floor (completed in 2006-2007) and for the reconstruction of the second floor and the reconstruction of the first floor and the remainder of the third floor. However, the college encountered serious and unanticipated problems as it pursued its plans for reconstructing the remainder of the Main Building.

In preparation for the reconstruction of the entire Main Building, the college was required to obtain a full engineering report beyond what it had been required to obtain for the remodel of a portion of the third floor. This study was conducted in 2006. The consulting engineering firm indicated that, although the building is safe, new construction would require that the building undergo extensive seismic upgrading at a considerable cost to the college and almost complete disruption of its instructional programs and services since the extent of the renovations would require closing the Main Building for a number of years. A second opinion was obtained that corroborated the earlier findings. The facilities consultants hired by the District and the engineers developed four options for the District's consideration and the Chancellor directed the college President to seek input from the college through its participatory processes.

Input was sought from the college community and a very inclusive process that involved college and community stakeholders was established to make recommendations to the President concerning options for the main building and to provide a recommendation to the Board in terms of what the college believed would best serve its educational mission and future learning needs of its students. The four options were thoroughly examined (EIII.B1a.4) with the Governance and Planning (GAP) Council making the unanimous recommendation to the President to support the option of replacing the Main Building rather than reconstructing it. This option essentially would redirect funds intended for the renovation of the Main Building to support the construction of completely new buildings. These buildings would result in the removal of the Main Building from the college inventory (t5).

The President presented this recommendation to the Board of Trustees (BOT) and at their March 21, 2007 meeting, the Board of Trustees approved the following actions pertaining to the Mission College Main Building replacement (EIII.B1a.5):

- Submit one scope change for the 2<sup>nd</sup> Floor reconstruction project for one new building of comparable 51,980 Assignable Square Footage (ASF) and 70,000 Gross Square Footage (GSF),
- Submit Final Project Proposal (FPP) for construction of a second building comparable 81,818 ASF to 1<sup>st</sup> and 3<sup>rd</sup> Floors with 109,000 GSF,
- Submit Initial Project Proposal (IPP) for a 3<sup>rd</sup> building of 27,863 ASF to replace portables, and
- Continue use of the Main Building until such time as new facilities can be occupied,
- Ultimately remove the Main Building from the college's inventory of instructional space

The college was advised to plan for two new buildings, one to replace the second floor and one to replace the first/third floor. Programming took place in Spring 2007 for both buildings with the aim of submitting a scope change for the building to replace the second floor to the Chancellor's Office by July 1, 2007 to retain the college's place in the current funding cycle. The scope change was submitted. However, in August 2007, the District and college were advised by the State Chancellor's Office that the proposed scope change to replace instead of reconstruct the second floor was a more extensive change than permissible under the definition of a scope change. The State provided several options for the District to consider. The option that appears most viable at this time is to withdraw the second floor FPP and resubmit it in Spring 2008 along with the other buildings. While the college will have to reapply for funding for this project, the advantage is that the college can complete its master plan as scheduled for February 2008 and submit a comprehensive, integrated, well considered plan for the long-term build-out of the campus (EIII.B1a.6). The master planning process began in August 2007 and a series of department and college-wide planning meetings, as well as college/community forums are scheduled for Fall 2007 (EIII.B1a.7) (t2).

While these projects are moving through the planning process, the Main Building will continue to be used for instruction and student services. Given that the State will require the building to be demolished once replacement buildings are complete, the college needs to develop a plan to maintain the building for a finite period of time. In September 2007, the District Director of Facilities conducted a walk-through with college staff to identify maintenance needs and to develop such a plan. A list of those needs has been submitted to the President and Vice President of Administrative Services for review.

In addition to ensuring that facilities are built, maintained upgraded or replaced as necessary to ensure quality, the college is committed to ensuring that its facilities are safe. The college has a Facilities and Safety Committee (FSC) that reports directly to the President. If there are immediate safety concerns, they are brought directly to administration and the Facilities Manager for prompt action. Safety issues are always given highest priority in any discussion and are usually the driving force in terms of any decisions or recommendations that are made.

In 2005-2006, the college revised the job description for its evening and weekend supervisor to include responsibility for emergency services. The new position, Director of Evening, Weekend and Emergency Services, was filled in Spring 2007. The filling of the position was timely, given the shootings at Virginia Tech and four subsequent bomb threats at Mission College. The Director serves on the FSC and is responsible for finalizing and implementing the college's emergency plan. He is also responsible for ensuring that faculty, staff and students are trained and prepared for emergencies. Two evacuation drills, 1 day and 1 evening, are scheduled each semester. Managers have participated in table-top exercises at both the college and District levels. Mission College's administrators have updated their CPR/AED certifications and completed several components of the National Incident Management System (NIMS) training (EIII.B1a.8). The District has allocated \$578,000 to establish and equip emergency command centers at both colleges (EIII.B1a.9). Emergency phones are being installed in all classrooms and offices and training for staff and students will be scheduled in Fall 2007. The District is working with the State to participate in an emergency notification system for students. Door locks are being evaluated based on information received from the Virginia Tech incident (t2, t5).

In addition to safety, other facilities concerns are brought before the FSC for action. Examples of some of the recommendations that the FSC have made in the past few years include:

- Providing Fire Technology with a dedicated lab on the second floor main building
- Providing DISC with a dedicated computer lab second floor main building
- Moving the LVN to RN program into the vacated biology lab second floor main building

The District has contracted with a consulting firm to assist the college in getting projects approved and moved through the State system. The consultant has appeared before the FSC on many occasions to inform the committee of what it is proposing and to seek input on various phases of their projects. Thus, the FSC is looked upon in the college as an integral part of the planning process for new and existing facilities modifications. Given the number of large construction projects the college is anticipating, the FSC reviewed its structure and made modifications to ensure that it is able to meet its responsibilities (EIII.B1a.10) (*t2*).

The FSC's scope of responsibilities also includes ensuring that the physical resources of the campus are sufficient to support student learning. Again, any issues concerning the college's physical resources are brought to the committee for input and recommendations made to the President. The Vice President of Administrative Services, who oversees the handling of room re-assignments, has been extremely sensitive and responsive to moving instructors when their classroom environments have been less than satisfactory for student learning. This is an especially daunting and challenging task for the evening program that has the greatest impact on the college's physical resources in terms of room occupancy (*t1*).

### **Evaluation**

The college has made a number of significant and extraordinarily complex decisions in the last year regarding facilities. Through participatory processes, it has managed to reach consensus on the Main Building, complete initial programming for three new buildings, update its educational plan (EIII.B1a.11), and initiate the facilities master planning process. These are substantial accomplishments and evidence of the college's commitment to ensuring sufficient physical resources as well as evidence of its ability to organize and plan in the face of changing circumstances (*t5*).

The college has gone to an extensive effort to ensure that the completion of the campus will be conducive to student needs and learning and that all stakeholders – faculty, staff, students and the community–have an opportunity to provide input. Countless opportunities have been provided and will continue to be provided in the form of open forums and planning sessions to seek feedback from those constituents who will be providing services to our consumers, the students. Since the decisions that are being made today will affect the college for decades to come, the college administration, faculty and staff leadership are acutely aware of the responsibility to make the best possible decisions now and take fullest advantage of available funding (t5).

One of the major benefits of the revised approach for replacement of the Main Building is that the college will be able to thoughtfully develop a comprehensive master plan that can accommodate both current and future facilities needs. Although this building has served the college very well and is the main focal point of the campus, major problems with sound, room size and room shape, storage, and overall efficiency have been experienced. The college is especially eager to replace the aging portables. Students will benefit greatly from having modernized facilities built to meet enhanced technology and learning needs. Since most of the newer buildings on the campus have all been built within the last decade, the college and the community will essentially have a new campus when the proposed new buildings are completed (t1).

The college has in place a mechanism–the FSC–through which safety and other facilities concerns can be addressed. Over half of the respondents to the accreditation survey strongly agreed or somewhat agreed that safety hazards are promptly addressed (EIII.B1a.12). The college is pleased to note that it anticipated the need for a position dedicated to emergency planning and services and with the filling of the position in Spring 2007, was prepared to respond to heightened concerns about campus safety. The District and college have made significant progress in emergency planning that will help to ensure the safety of students and staff. An essential element of emergency planning is the improvement of security of facilities, for example installation of emergency phones in classrooms, installation of better door locks, and improvement of emergency phone service in the parking lots, all of which are in process. Overall, the campus is perceived to be safe, with 91% of survey respondents indicating they strongly agreed or agreed that they feel safe on campus during the day and 66% indicating they strongly agreed or agreed that they feel safe during the evening or night (EIII.B1a.12).

### **Planning Agenda**

None.

### **Evidence**

- EIII.B1a.1 WVMCCD Measure H Bond Oversight Committee minutes, 04-21-05, 09-28-05; Mission College Facilities/Safety Committee minutes, 11-11-04 (The voters in the WVMCCD approved the Measure H Bond).
- EIII.B1a.2 WVMCCD Administrative Services Council Agenda/Notes, 11-03-04, Measure H Bond oversight committee established

- EIII.B1a.3 WVMCCD Citizen's Bond Oversight Committee minutes, 03-14-07, 04-11-07; Mission College Planning Timeline, 04-18-07, concerning timelines for completion of the campus.
- EIII.B1a.4 Governance and Planning Council Summary, 10-25-06, final recommendation on Option 4
- EIII.B1a.5 WVMCCD Board Of Trustees Agenda, 03-21-07
- EIII.B1a.6 President's College Update, 09-21-07
- EIII.B1a.7 Mission College Task Force Program Master Planning Design 2003, 05-13-03
- EIII.B1a.8 CPR NIMS Training Record, 10-10-07
- EIII.B1a.9 West Valley Mission Community College DBAC minutes, 08-01-07
- EIII.B1a.10 Mission College Committee List 11-06,  
[http://paris/mc/inside/mc\\_committee\\_list.pdf](http://paris/mc/inside/mc_committee_list.pdf)
- EIII.B1a.11 Mission College Education and Facilities Master Plan Core Recommendations Spring 2007, 04-19-07
- EIII.B1a.12 WVMCCD Spring 2007 Accreditation Survey Summary Results

**3B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### Summary

The voters of the WVMCCD approved a \$235 million bond issue in November of 2005. Mission's portion of that bond was \$97 million, and has been reserved for the following projects (EIII.B1b.1).

- Technology upgrades,
- Repair, upgrade, and/or replacement of equipment, obsolete classrooms, science and computer labs, instructional facilities, sites and utilities to meet demands of changing workforce,
- Improvement of emergency access and evacuation routes; improvement of access for Disabled,
- Safety improvements, asbestos removal, seismic upgrades,
- Repair, replacement and upgrade of electrical and mechanical systems,
- Construction of classrooms, science labs and facilities.

In addition, Measure H funds for the District included projects that will benefit the college. These include the following:

- Greater access to technology, upgrading electrical wiring, fiber optics and infrastructure for computers and telecommunications systems,
- Replacement of District-wide heating, ventilation and air conditioning systems to realize energy cost savings,
- Installation of security alarm systems, video cameras and keyless entry systems to ensure student safety.

The Facilities Manager at Mission College has oversight of a budget for maintenance and repair of the physical structures on campus. This position is also responsible for ensuring that the college is in compliance with Occupational Safety and Health Administration (OSHA) standards for safety and the removal of hazardous waste on campus. The Facilities Manager has several budget accounts to manage, one of which includes non-instructional supplies. This account involves the replacement of light bulbs and electrical supplies, for example.

The college has been very sensitive and responsive to the special needs of their students with disabilities. The college has installed automatic door openers in the Audio Visual building, the Campus Center and to EOPS to allow Disabled Students easier access to those venues. Every construction project is carefully scrutinized to ensure compliance with Americans with Disabilities Act (ADA) guidelines and accessibility. Projects are channeled through the college's Facilities and Safety Committee (FSC) which has a staff member from the Disability Instructional Support Center (DISC) to ensure that furniture, equipment and access is open to students with special needs (EIII.B1b.2). This committee makes recommendations directly to the President. Over 60% of respondents to the accreditation survey indicated they strongly agreed or somewhat agreed that the college has adequate physical accommodations for people with disabilities (EIII.B1b.3) (*t1*).

Any room modifications or changes to the physical plant of the college are also channeled through the FSC to ensure that special needs issues as well general classroom issues are addressed and not overlooked.

### **Evaluation**

Within fiscal constraints, the college has done a good job of ensuring that its facilities are safe, secure and provide a healthy learning environment for its students. In any decision that involves the distribution of funds on campus, safety issues always get top priority. The administration and college Facilities Manager give their highest priority to any safety issues that need immediate attention. Issues that are less urgent are run through the FSC for approval and/or recommendations. This results in greater scrutiny and input for safety issues and ensures that these concerns will not be overlooked.

This past year, the Facilities Manager's non-instructional supply account was allocated a sum of \$7,000 dollars for the entire college for the year. This is inadequate and results in certain basic repairs, such as replacement of bulbs, either not getting done or put off until the next budget cycle. Hopefully, with a new District Facilities Manager, this account can be increased to ensure that these types of issues can be addressed in a timely manner.

The college will have to decide soon how much funding should be allocated to the Main Building, which will eventually be vacated. Clearly, safety and health issues have to be addressed immediately no matter the cost. However, other issues involving the Main Building will have to be balanced with the fact that these expenditures will have a limited time of usefulness. As noted in the previous section, in September 2007, the District Director of Facilities conducted a walk-through with college staff to identify maintenance needs and to develop such a plan. A list of those needs has been submitted to the President and Vice President of Administrative Services for review (t2).

### **Planning Agenda**

None.

### **Evidence**

- EIII.B1b.1 Bond Measure H Full Text Report, 11-04
- EIII.B1b.2 Mission College Committee List 11-06,  
[http://paris/mc/inside/mc\\_committee\\_list.pdf](http://paris/mc/inside/mc_committee_list.pdf)
- EIII.B1b.3 WVMCCD Spring 2007 Accreditation Survey Summary Results (Q7)

### **3B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

Mission College regularly evaluates its facilities and equipment needs and works with the District Director of Facilities to develop a plan for maintenance. The Facilities Director ensures that master plans are regularly updated and reflect the college's needs based on college input. The Director also ensures that necessary projects are submitted to the State Chancellor's Office. The college's Vice President of Administrative Services has primary responsibility for coordinating college needs and plans with the District (t2).

#### **3B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

### **Summary**

Mission College has a number of long-range capital projects that are based on its educational planning and support one of its core values to "create high quality, welcoming facilities that promote the programs of Mission College and enhance its ability to be the cultural and technological heart of the Silicon Valley" (EIII.B2a.1).

With the passage of Measure H in 2004, the District received \$235 million for the construction and renovation of facilities at both colleges and the District. Mission College's share of the bond is \$97 million. The college's plans for the bond funds include technology upgrades; repair, upgrade, and/or replacement of equipment, obsolete classrooms, science and computer labs, instructional facilities, sites and utilities; improvement of emergency and disabled access; safety improvements; repair, replacement and upgrade of electrical and mechanical systems, and construction of classrooms, science labs and facilities. A Citizen's Bond Oversight Committee (CBOC) was established and meets regularly to review and monitor the status of bond expenditures (EIII.B2a.2)(t4).

The college's progress in terms of proceeding with capital outlay projects has been delayed because of the issues with the Main Building, described above. To date, the college has spent about \$408,000 of the bond funds to complete the 3<sup>rd</sup> floor remodel. It has committed about \$965,000 of the bond funds toward the development of its master plan, design costs for the 2<sup>nd</sup> floor scope change; the initial study for the environmental impact report (EIR) and the utility (ALTA) survey. \$13.4 million has been set aside for soft costs, such as program management fees, program contingencies and operational expenses. The remainder of the funds is presently allocated as follows and in some cases is combined with State funding to support projects (EIII.B2a.3).

Project	Proposed 9-10-07 Project Budget	Proposed State Funding	Bond Funds Required
Fire Alarm System Replacement	\$9,068,245	\$8,631,225	\$437,020
Hospitality Management Reconstruction	7,130,570	0	7,130,570
Scope Change Building – Gen'l	33,650,523	15,790,031	17,860,492
Student Services/Admin Bldg	54,443,372	25,532,056	28,911,316
Fine/Graphic/Performing Arts Bldg	19,000,776	9,057,886	9,942,890
Occupational Ed Bldg.	33,389,240	15,777,162	17,612,078

For equipment, the college has a total cost of ownership (TCO) plan in place (EIII.B2a.4). The college has added 500 new workstations since the last accreditation report which brings the total number to 1150. The college added a 31-computer ESL lab in 2002. In 2007, the college purchased 230 new workstations and replaced 45 other workstations. In the 3<sup>rd</sup> floor reconstruction project, the college added 6 new multi-media classrooms and 1 multi-media conference room with 2 computers in each room (EIII.B2a.5). In the past 5 years, funding has ranged from a high of \$300,000 to a low of \$80,000. At one time, there was a budget distributed to community colleges from the State for TCO but it was eliminated with budget cuts in the recent past. The State is re-visiting this problem and seeking ways to address this issue system-wide in the future. The State has built in funding for TCO of new facilities addressing upkeep of the building.

The District maintains a Five-Year Construction Plan that is regularly updated to reflect colleges' needs and annually updated by the Board of Trustees (BOT). There is also a State Scheduled Maintenance program for repair and replacement of infrastructure items.

### **Evaluation**

The college engages in systematic assessment of its physical resources and uses the results to identify short- and long-term needs and to plan accordingly. For example, prior to 2004, the college undertook an extensive process to identify facilities needs that could be appropriately supported by a bond measure. These needs, combined with those of the District and the other college, were supported by the community with the passage of Measure H in the amount of \$235 million. The college is now in the process of revisiting the original list, which contained some projects that were not included in the 2004 bond measure, in preparation for a possible bond measure in 2010 (t2).

The college has invested a portion of its bond funds in the planning process for master planning, design, and the necessary infrastructure studies and environmental impact report so that it can move forward with its capital projects.

The college works collaboratively with the District to ensure that 5-year plans and scheduled maintenance lists reflect the college's needs.

There are challenges with TCO based on the fact that the funding for this purpose comes from one-time money every year. Consequently, although plans to fund programs are in place every year, the ability to do so is not known until the college gets its annual budget allocation from the District. When the funding is available, the college invests a significant amount in the purchase and replacement of equipment. The Dean of the Department of Instructional Technology and Services estimates that, on average, approximately 65-70 percent of one-time money coming into the college has been allocated to her department for the purchase of new equipment (EIII.B2a.5).

### **Planning Agenda**

None.

### **Evidence**

- EIII.B2a.1 Mission College Core Values and Goals  
[http://www.missioncollege.org/gen\\_info/pdf/mc\\_coreValuesGoals.pdf](http://www.missioncollege.org/gen_info/pdf/mc_coreValuesGoals.pdf)
- EIII.B2a.2 WVMCCD CBOC agendas and minutes: 04-20-05, 09-28-05, 01-11-06, 04-12-06, 07-12-06, 10-11-06, 01-10-07, 03-14-07, 04-11-07, 05-09-07, 06-13-07, 07-11-07, 08-08-07, 09-12-07, 10-10-07
- EIII.B2a.3 WVMCCD Measure H and Capital Outlay Program Project Progress Report, 10-10-07
- EIII.B2a.4 TCO Report 2003-2007
- EIII.B2a.5 Mina Jahan, Dean of Instructional Technology and Services

**3B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

**Summary**

Mission College believes that educational needs should drive planning for and use of physical resources. To that end, the college engaged in a highly participatory process in 2006-2007 to develop an educational plan that would provide direction for the subsequent development of a facilities master plan. The Educational and Facilities Master Plan process (EFMP) also included program review and a student learning outcomes component to further underscore the importance of instruction and student learning in any planning for physical resources (*t2, t3*).

The college held an extensive series of open forums concerning EFMP in March and April of 2007 to gather input in order to move forward with the proposed new buildings (EIII.B2b.1). The forums included the following sessions (*t5*):

- Vision of the future
- Vocational Technology and Community Education
- Traditional academic programs
- Student support services
- Synopsis and summary recommendations

The draft of the educational plan that was created as a result of this process was provided to architects who submitted proposals for the contract to develop the college's facilities master plan. The architect that was selected has incorporated elements of the plan into the process that is currently underway and scheduled for completion in Spring 2008.

Also as a result of the EFMP discussions, faculty and staff were able to complete preliminary programming of two new buildings to replace the Main Building. The college held a series of meetings on Friday's through the months of April and May 2007 to determine what programs would go into the proposed new buildings. These meetings were led by the CCS Consultant Group hired by the college to assist with getting construction projects approved by the State (EIII.B2b.2). As noted in a previous section, this programming was intended to support the scope change submitted to the State in July. The State subsequently denied the scope change, but will accept the proposals as final project proposals in Spring 2008. The programming that has taken place for those two buildings has been incorporated into the facilities master planning process that is currently underway. Thus, these planning efforts have not been lost (*t2, t5*).

## **Evaluation**

The EFMP process is an excellent example of how the college is beginning to integrate the educational and facilities planning processes to ensure that the learning needs of students, the teaching needs of faculty, and the needs of staff who support these efforts are met. The college takes pride in the fact that at all stages, these large and extraordinarily complex processes have been conducted through participatory governance. The leaders of the Academic Senate along with the college's Research Analyst, have synthesized the information gathered from the five forums and have clarified a core group of 10 recommendations (EIII.B2b.1). These recommendations will serve as the focal point in the discussion and planning of the new buildings being proposed. Just as impressive, these planning initiatives have been completed within very tight timelines. The educational plan and the final facilities master plan will be merged into a single, comprehensive document that will actively be used by the college for a number of years as it proceeds with its facilities projects (*t1, t2, t4, t5*).

## **Planning Agenda**

None.

## **Evidence**

- EIII.B2b.1 Mission College Education and Facilities Master Plan Core Recommendations Spring 2007, 04-19-07
- EIII.B2b.2 Mission College Academic Senate meeting minutes, 04-14-05, 05-10-07, 05-25-06, CCS consultant group

### **3C. Technology Resources**

**Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

**3C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

**3C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

#### **Summary**

The Director of Information Systems works with the college's Dean of Information Technology and Services to ensure that the administrative and instructional technology needs of the institution are met. The Director of Information Systems (DIS), his staff, and college's faculty and staff participate in many operational or strategic planning meetings such as District Information Systems Planning Advisory Committee (DISPAC), and District Operations Committee. Information Systems (IS) is responsible for the support and maintenance of the District infrastructure system, District enterprise software system (Datatel), District telephone system, email system, District administrative, staff, and faculty computers deployment and support, and the District server farm (*t4*).

At the college level, the Dean of Information Technology and Services works with the Technology Committee, which is a sub-committee of Academic Senate, to develop the college's Technology Plan. This committee drafts the technology vision statement, the goals, and the objectives of the Technology Plan based on the Educational Facilities and Master Plan (EFMP) and the college's Goals and Core Values. The Technology Plan vision and goals are presented to the Academic Senate and are modified as needed. Upon the Academic Senate's approval, activities and goals are finalized. The completed Technology Plan is submitted to the Academic Senate and the Board of Trustees (BOT) for their approval. At the end of each fiscal year, the Technology Committee presents a progress report to the Senate (EIII.C1a.1) (*t2*).

**Instructional Technology:** Mission College faculty have integrated different instructional technologies into their curriculum and use multimedia classrooms, computer labs, online student resources, television services, audiovisual services, video conferencing and instructional servers services (EIII.C1a.1). Faculty, and staff have access (and students more limited access) to services such as: the campus information system (Datatel), MyWeb Services, web-based email (webmail), an online course management system (Angel), the online faculty/staff directory (Mission College website, and LDAP), the online Counseling Student Appointment Services (SAR), and a campus-wide wireless access to the Internet services. Based on the program needs, some students have network storage spaces on the campus servers (*t1*).

**The Instructional Technology and Services Department:** Instructional Technology and Services (ITS) is the college's hub for coordination of the daily maintenance, support, and applications of instructional services. This department has the technical staff that provides support for classroom instruction, student services, open labs, information kiosk stations, student workstations at the library, plasma displays, the computer labs, distance learning, instructional television, audiovisual services, teleconferencing, and multimedia classroom. Some departments have instructional lab technicians and instructional aides who support the applications in classes and the labs. The ITS and IS staff coordinate the performance and upgrade of the instructional network. The ITS Department also generates the college's software/hardware purchase requisitions. The ITS Department currently has 2 full-time senior desktop support technicians (one 10 and one 12 month), and 1 full-time (12 month) server system administrator to maintain these systems. This department also employs student-hourly lab aides to support the Technology Center and instructional labs (EIII.C1a.2-3).

**College Web Services:** The college website is an integral part of the college information resources for students, faculty and staff. The college's website was revised in 2007 with recommendations from faculty, staff, the Marketing Department and Student Services. The new website is designed to incorporate a better user interface and clear navigation for current and future students, provide dynamic content, and meet accessibility standards (EIII.C1a.4). The college's homepage is updated on a continual basis to reflect user preferences. Design changes are based upon the continual evaluation of the website and web pages usage through tracking hits. Some departments maintain the content of their own websites using software allowing timely updates of critical information. In 2004, the online application for admission, web registration, the college Catalog and Schedule of Classes, and dynamic, context-sensitive links relevant to the student educational goals were added to the website (*t2*).

**Instructional Labs and Instructional Network System:** The college maintains a large student user base of workstations and servers over a large, sophisticated, sub-netted network. Mission College has more than 1,150+ student user workstations, and over 25 instructional servers, all of which are networked across 28 instructional sub-netted local area networks. The college currently has 17 multimedia classrooms, 21 specialty and multipurpose computer labs in addition to the library, and various student services centers (EIII.C1a.5). Specialty computer labs are designed and scheduled to provide the faculty and students with unique services for the Cisco Academy, Learning and Tutorial Center (LATC), Chemistry Lab, ESL Lab, CA Lab, Graphic Design Lab, CAD Lab, and the Physics Lab. The state of the labs varies; labs with dated technology require more frequent repair and support services.

The DIS provides support for the faculty, staff, and administration office computers, network infrastructure, telephone communications, and information systems applications. The campus-wide area network is divided into two separate networks, the administrative network, and the instructional network. The ITS technical staff in coordination with the IS network staff provides support and maintenance of the instructional network (EIII.C1a.6) (*t4*).

The campus has grown from four T1 network lines to a DS-3 multiple T1 connection. The campus infrastructure had been upgraded to provide a faster connectivity, and has implemented methods to prevent network signal loss (*t4*).

**Television Studio and Audiovisual Services:** The college's Telecommunications Building hosts the TV Studio and audiovisual services. To support instruction, the TV director:

- Schedules and broadcasts 3 days of canned distance learning videotapes to support College by Television classes
- Works with the faculty and the Instructional Designer to produce instructional audio and video
- Provides consultation services for instructional design, engineering, and event support
- Produces and records Podcasts
- Supports IP or ISDN teleconferencing
- Support satellite uplink and downlink services
- Provides video editing services

The college's Audiovisual Specialist designs and maintains smart classrooms and repairs and circulates the AV equipment (EIII.C1a.6).

**Technology Center:** The Technology Center is the campus open lab. This lab is open Mondays through Saturdays and serves all registered Mission College students. The 92 computers, 2 scanners, and 5 printers in this center are all networked and connected to the Internet. Computer platforms include PC and Mac. Students use this center to work on their homework, access the Internet, access instructional servers, take quizzes and check their emails. Technology Center also has a group study room where students can work on class projects together. The Technology Center is currently coordinated by a Lab Faculty Specialist who is also responsible for the department's Helpdesk system and hourly students' training (EIII.C1a.7).

**Distance Learning:** Distance learning has been a strong part of Mission College for several years. This method of instructional delivery has evolved from College by Television to hybrid course offerings and online courses. The enrollment in Distance Learning classes has increased significantly since the last accreditation period (*t1*).

In Fall 2005 Mission College and West Valley worked together on a project to adopt a course management system to serve both colleges. They selected the ANGEL System. The joint collaboration of the faculty and staff on this project brought the two colleges together and many joint training sessions were held (*t5*).

## **Evaluation**

The support and maintenance of campus technologies is an ongoing challenge. The need for staffing has increased drastically with the new technologies being used in instruction. The college will need to continue seeking sources of ongoing funding to support and maintain the instructional technologies used on campus.

## **Planning Agenda**

- PA3.4 The college will pursue additional on-going sources of funding to support instructional technology.

## **Evidence**

- EIII.C1a.1 Mission College Technology Committee End-of-Year Reports, Academic Years 2003-2007
- EIII.C1a.2 Mina Jahan, Dean of Informational Technology and Services
- EIII.C1a.3 IT&S Organizational Chart, 2006
- EIII.C1a.4 Mission College Website: <http://www.missioncollege.org/>
- EIII.C1a.5 Mission College Instructional Inventory, 10-07
- EIII.C1a.6 WVMCCD Information Services Employee Handbook, 08-20-07
- EIII.C1a.7 Mission College Technology Center Website;  
<http://www.missioncollege.org/technology/techcenter/Index.html>

### **3C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.**

## **Summary**

The training of the faculty and staff is delivered through the Staff Development Office and the Instructional Technology and Services Department. The Staff Development Committee members, with the cooperation of the Instructional Technology Department's Instructional Designer and Distance Learning Coordinator, develop and offer a variety of training course materials (online) to assist faculty and staff to incorporate technology into the classroom or workplace, or to improve their skill levels. Web authoring, instructional design, and podcasting are just a few of the many workshops offered. The college Instructional Designer provides workshops and training for implementing the technology in the classroom environment (EIII.C1b.1) (t2).

Beginning in 2005 with the adoption of the new course management system, ANGEL Learning, the number of workshops increased to address the needs of the instructors. Summer and Winter session boot camps have been successfully conducted and many more are planned for Winter session 2008 and Summer 2008. In addition to the college-sponsored workshops, ITS Department has sent five of its staff to several @One technical trainings. Staff Development also provides the funding for participation in @One training workshops.

The college Staff Development Coordinator and the Staff Development Committee plan the “Flex Calendar” activities for the faculty and staff. The ITS Department also conducts workshops for students to assist them with their distance learning courses (EIII.C1b.2, EIII.C1b.3). The college Staff Development Committee develops yearly plans for conducting workshops and training sessions.

The District Information Systems (DIS) department provides training for the faculty and staff in administrative technology such as Datatel; email services, telephone services, and in the past has supported software such as Microsoft Office, MeetingMaker, and Informed Filler (EIII.C1b.4).

### **Evaluation**

Although many training workshops are offered, the college and the District lack a plan for systematic and long-range training programs for new faculty, staff, division chairs, department chairs, and administrators. Also, there is no allocated funding for technical training. Technical trainings are costly, but necessary for maintaining campus technologies and assisting faculty in integrating technology into their courses. The District should also provide ongoing funding for the college’s technical staff training. For one-time budgeting, the college’s Staff Development Coordinator has submitted a proposal to the District Land Corporation for the development of training modules for faculty and staff.

### **Planning Agenda**

- PA3.5 The college and the District should identify resources to develop, implement, and evaluate training modules for the new faculty, staff, and administrators.

### **Evidence**

- EIII.C1b.1 Distance Learning Faculty Training Website,  
[http://www.missioncollege.org/distlearn/fac\\_training.html](http://www.missioncollege.org/distlearn/fac_training.html)
- EIII.C1b.2 Mission College Distance Learning Website for New Students  
[http://www.missioncollege.org/distlearn/students\\_new.html](http://www.missioncollege.org/distlearn/students_new.html)
- EIII.C1b.3 Mission College Library Courses Website  
<http://www.missioncollege.org/lib/lib-courses.html>
- EIII.C1b.4 Email response from Dan Borges, 10-17-07; email response from Ron Smith, 10-16-07; WVMCCD Information Services Employee Handbook, 08-20-07

**3C. 1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

**Summary**

The established participatory governance process is used to make sure that the college's technology investment follows college priorities outlined in the Technology Plan. The College's Budget Advisory Committee (CBAC) announces the request for instructional materials upon the approval of one-time funding. The requests from the Division Chairs Council (DCC), Student Services Council (SSC), and Instructional Technology (IT) Department are submitted to the CBAC. The requests are sorted and all technology-related items are sent to the Technology Committee. This committee examines and prioritizes the requests based on the college's TCO model, Educational and Facilities Master Plan (EFMP), and the Technology Plan and sends them back to CBAC. The approval of the requests is finalized in a joint meeting between the CBAC and Governance and Planning (GAP) Council and presented to the college President (EIII.C1c.1) (t2).

District Information Systems (DIS) is responsible for the deployment, maintenance, and support of the instructional and administrative network, computers, and printers. The District network system has been evaluated several times by hiring professional consultants and it is scheduled to be refreshed within next two years. The priority for purchasing faculty, staff, and administrators' computers is based on Information System's (IS) inventory list.

**Evaluation**

The Instructional Technology (IT) Department currently manages more than 1150+ networked workstations with one full-time 12 month technician and one full-time 10 month technician, and 25 instructional servers with one full-time 12 month Server System Administrator (EIII.C1c.2). The college's IT Department continues to struggle to meet the growing demands of support and maintenance of the campus instructional technologies (EIII.C1c.3). This department also continues to advocate the necessity of a consistent source of money for the systemic implementation of the college's total cost of ownership (TCO) plan and Technology Plan. The IT Department should continue working with the CBAC to secure ongoing funds for supporting the college's Technology Plan (t4).

**Planning Agenda**

None.

## **Evidence**

- EIII.C1c.1 TCO Report 2003-2007
- EIII.C1c.2 Mission College Instructional Inventory, 10-07
- EIII.C1c.3 Email response from Teresa Amos, 10-16-07 & Mission College Wireless Project Spreadsheets, 08-07-07

### **3C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

## **Summary**

The Technology Committee, an Academic Senate subcommittee, with the input from various constituency groups, recommends priorities for distribution of technology resources to the College's Budget Advisory Committee (CBAC) and the Academic Senate. The Instructional Technology (IT) Department provides the committee with the required inventory data and supporting documentation. At the District level, the Information Systems (IS) Department works with the DISPAC (District Information Systems Planning and Advisory Committee) committee members to determine the technology priorities (EIII.C1d.1). The IS Director, college Dean of Technology, District Network Manager, and District Computer Maintenance Manager meet every other week to discuss the projects and set support priorities (EIII.C1d.2). District Budget Advisory Committee (DBAC) has approved the allocation of \$100,000 annually for the replacement and/or upgrade of faculty, staff, and administrators' computers District-wide (EIII.C1d.3) (*t5*).

As a result of efforts to replace and upgrade computers, faculty, staff, and administrators overwhelmingly agreed that, "Computer equipment provided is adequate to meet the needs of my work function." When asked in a Spring 2007 survey, 75% of respondents agreed, with 45% strongly agreeing; in contrast 19% disagreed (with 9% strongly disagreeing) (EIII.C1d.4).

## **Evaluation**

The main concern in setting priorities and developing long-range plans for the distribution and maintenance of technologies is the lack of ongoing funds for the total cost of the ownership plan. Mission College should continue working with the DBAC to secure ongoing funds for the replacement and maintenance of the technology resources (*t4*).

## **Planning Agenda**

None.

### **Evidence**

- EIII.C1d.1 WVMCCD DISPAC minutes, 02-03-06 & 03-03-06
- EIII.C1d.2 Operations Meeting Agendas and Minutes, 2002-2007
- EIII.C1d.3 WVMCCD DBAC minutes, 08-01-07 & email from Christina Booth, 10-15-07
- EIII.C1d.4 WVMCCD Spring 2007 Accreditation Survey Summary Results

### **3C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

### **Summary**

At the District level, the Director of Information Systems (IS) works with the District Information Systems Policy Advisory Council (DISPAC) members to develop and implement the District's Educational Technology Plan (EIII.C2.1). Mission College contracted a consulting company in 2003 to work with the Technology Committee and Academic Senate to develop the college's 2003-2006 Technology Plan (EIII.C2.2). The Technology Plan was created based on the Educational and Facilities Master Plan (EFMP) and progress in meeting the goals and objectives of the plan is provided to the Academic Senate annually in the "End of the Year" report (*t2*).

### **Evaluation**

The yearly goals and objectives of the Technology Plan were used as a guideline for allocation, replacement, and deployment of new technologies. In Fall 2007 the Technology Committee will work with the Academic Senate to develop a new plan which will integrate with the new institutional EFMP. The college uses a survey to determine the effective use of student technology resources (EIII.C2.3) (*t2*) (*t5*).

### **Planning Agenda**

- PA3.6 The college will regularly assess and update its Technology Plan, addressing the increased need for technology, training, and distance learning services.

### **Evidence**

- EIII.C2.1 WVMCCD Educational Technology Plan, 05-02
- EIII.C2.2 Mission College Technology Committee End-of-Year Report, Academic Year 2003-2004
- EIII.C2.3 Mina Jahan, Dean of Instructional Technology and Services

### **3D. Financial Resources**

**Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.**

**3D.1. The institution relies upon its mission and goals as the foundation for financial planning.**

**3D.1.a. Financial planning is integrated with and supports all institutional planning.**

#### **Summary**

Mission College's annual budget amounts to roughly \$30 million (EIII.D1a.1). About 86 percent of the revenue is committed to faculty and staff salaries and benefits. The college monitors an estimated \$2.5 million for its operating budget. Mission College's 2006-2007 enrollment base was 8119 FTES (*t4*).

The college's primary group for making recommendations regarding the budget is the College Budget Advisory Committee (CBAC). CBAC is a representative body composed of six faculty (five division chairs and the president of the Academic Senate), three classified staff, one student and three administrators (EIII.D1a.2) (*t5*).

The college established its College Budget Allocation Model in the 2000-2001 fiscal year and has revised it three times since, most recently in Spring 2007 (EIII.D1a.3). The model is reviewed every two years by the College Budget Advisory Committee (CBAC), a participatory governance body that sets college budget policy, and it is endorsed by the Academic Senate and the Governance and Planning (GAP) Council, the college's highest participatory governance council (*t2*).

Budget administrators are allocated an on-going base budget for their supply, duplicating and hourly support needs. Every year, if the college receives either one-time or on-going new funds, the college's allocation model is followed to distribute the new funds. The College Budget Allocation Model calls for an open and wide participation involving all college staff and units. A college-wide electronic announcement is sent out for all to submit their budget request(s). Budget requesters are supplied an electronic Budget Request Form (EIII.D1a.4) that requires requesters to link their requests to the college's Program Review outcomes as well as Core Values and Goals. Requester justifications that support the college's future directions receive stronger consideration in the priority setting process. Priorities are first set by user group councils and finally coordinated by CBAC (EIII.D1a.4, EIII.D1a.5) (*t4*).

The final budget, prepared by CBAC, is reviewed in a joint session between CBAC and GAP, chaired by the college President. Once adopted by the joint session, the proposed final budget is forwarded to the President as the college's annual budget recommendation. The Office of Administrative Services, the college's budget office, implements the budget decisions.

The District budget development process and the budget calendar are developed collaboratively between District and college representatives at the District Budget Advisory Committee (DBAC), a District-wide participatory governance committee. It is chaired by the Vice Chancellor of Administrative Services. Members include the Chancellor; two college Presidents; the two college Vice Presidents of Administrative Services and Vice Presidents of Student Services; the Director of Fiscal Services; representatives from the unions – ACE, SEIU, and Teamsters – and the confidential unit; Academic Senates, Classified Senates; District Administrative Services, and a student from each college. Non-voting members include the District Budget Manager and Principal Financial Analyst (EIII.D1a.6). The Executive Assistant to the Vice Chancellor records minutes. Line item budgets are developed at the college level and coordinated by the District finance office.

DBAC has been directed by the Chancellor to review and recommend ways to improve the District Budget Allocation Model. DBAC is implementing this directive through its Budget Allocation Model Subcommittee (BAMS). Representatives of both colleges and central services are working to craft a revised version acceptable to all parties. As of September 2007, BAMS is in the process of rewriting its position regarding a proposed budget model. It has developed a document of key considerations, which is currently on hold pending further discussion. The subcommittee has requested additional information from the Finance Office, e.g., budget allocations by TOPS codes, in order to complete its recommendation (EIII.D1a.7) (t2).

### **Evaluation**

The college's budget planning and processes are designed and managed to enable optimum teaching and learning. They serve as the backbone to the college's operations that support all programs and services. The college's Educational and Facilities Master Plan (EFMP), program review, enrollment plan, student equity plan, and performance goals activities are intended to direct all budgetary decisions as they flow through the College Budget Allocation Model (EIII.D1a.8). While the forms used in the budget process do ask requestors to address college goals, the link between educational planning and resource allocation is not as substantive as it could be. There needs to be a stronger and more direct connection between, for example, the results of program review and resource allocation. In addition, there needs to be a mechanism to evaluate whether the allocation resulted in the desired outcomes. The President has asked the President of the Academic Senate and the Vice President of Administrative Services to work together to develop such links as the program review process is being re-evaluated (t1) (t2).

The college budget planning is generally responsive to current teaching and learning needs. The current model incorporates year-to-year, one-time or ongoing funding revenues. As noted above, the college is reviewing the model again in light of District changes, driven by FCMAT, and in light of the President's directive to the Academic Senate and Administrative Services to create a link between program review and resource allocation. Further, the college needs to review some of its budget strategies and assumptions, including roll-over and fixed costs. For 2007-2008, the Vice President of Administrative Services has changed the budget process to begin earlier in order to allow programs and services to access approved funds earlier. Further, there are plans to institute more regular monitoring and reporting of the entire college budget to the college community so that unused funds can be redirected as necessary and appropriate. At CBAC's first meeting in Fall 2007, the President reviewed the District's budget situation and identified the college's fiscal policies and procedures that need to be re-evaluated (EIII.D1a.9). When the college's Educational and Facilities Master Plan is completed in 2007-2008, it will provide the basis for longer term strategic planning (t2).

### **Planning Agenda**

- PA3.7 The college should review the current college budget allocation process to ensure alignment with District budget policies and procedures.
- PA3.8 The Office of Administrative Services should develop a system for regular monitoring and reporting of the college's budget status.

### **Evidence**

- EIII.D1a.1 District Final Budget Books (02-03 through 06-07)
- EIII.D1a.2 Mission College Committee List, 11-06,  
[http://paris/mc/inside/mc\\_committee\\_list.pdf](http://paris/mc/inside/mc_committee_list.pdf)
- EIII.D1a.3 Mission College Budget Allocation Model, 2000-2007
- EIII.D1a.4 CBAC approved Budget Request Forms, 2006-2008
- EIII.D1a.5 Mission College college-wide budget request announcement and instructions, 08-21-07, Budget Process Timeline for 2007-2008, 08-21-07
- EIII.D1a.6 WVMCCD DBAC Minutes, 01-18-06, 06-28-06, 03-14-07, 10-03-07
- EIII.D1a.7 George Kozitza, Interim Vice Chancellor, update to the President, 09-20-07
- EIII.D1a.8 Mission College Budget Allocation Model 2007-2008, 05-07
- EIII.D1a.9 Mission College CBAC minutes, 09-19-07

**3D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

**Summary**

The college's Office of Administrative Services has plans that incorporate short and long-term resource availability and how anticipated resources will be allocated. The college is in the process of updating its educational and facilities master plan (EFMP) that will reflect long-term financial needs (EIII.D1b.1). This document will help identify areas of growth where additional resources are needed as well as areas that are declining. This type of planning will allow the college to evaluate the budget and make adjustments that are necessary (*t2*).

For new one-time and on-going funds, the college uses the budget allocation model developed by CBAC (EIII.D1b.2). This model was most recently revised in May 2007. It will be reviewed again in 2007-2008 as the District modifies its budget allocation model, policies and procedures (*t2*).

When new State funds come to the college, department members and other college staff fill out requests for funds and justify how the funds will help them meet the core values and goals of the college (EIII.D1b.3). The CBAC then evaluates all the requests in light of this information (*t1*).

In addition to money that comes from the college's budget committee process, departments also find monetary support from grants and from revenue that some departments generate, for example, through fundraising. Each department is responsible for monitoring expenditures and to make sure that expenditures do not exceed the allocated budget. The college has a Grants Advisory Committee, established in 2005-2006, that is designed to review grant proposals to ensure that they meet the college's mission and goals and to identify the resources and commitments necessary to sustain the grant. This committee's recommendations are forwarded to the Governance and Planning Council (GAP) for its endorsement.

There are other revenue sources the college utilizes. These are not part of the allocation model as they are managed by the different areas of the college. The other sources would include but are not limited to grants, carryover funds, facilities rental income, community education, contract education, gifts, and the Land Corporation funds generated from District land leases (EIII.D1b.4).

## **Evaluation**

The college acknowledges the need to link educational planning and resource allocation and is taking steps to develop an integrated process. The completion of the EFMP process will help identify the direction the college will be taking in the future (EIII.D1b.1). This process defines the institutional direction, core values and goals of the college (EIII.D1b.5). These serve as the principles for the allocation of funds when using the college's budget model (EIII.D1b.2). Priority is given to the educational programs with input from all constituencies. The Academic Senate will review the current program review model and work with the Office of Administrative Services to propose a model that ensures educational program planning and review are linked to resource allocation (*t1*) (*t2*).

In 2007, the Dean of Administrative Services was upgraded to the Vice President of Administrative Services, and given responsibility for monitoring all college budgets and for working closely with the Vice Chancellor of Administrative Services to ensure coordination between college and District planning, policies, and procedures (*t4*).

The Grants Advisory Committee is normally chaired by the Dean of Workforce Development and Continuing Education. Because that position has been vacant for over a year, the committee has not met regularly. In addition, concerns were expressed by some faculty and staff that the grants review process was not sufficiently responsive to grant proposals which can occur throughout the year and often have tight timelines.

## **Planning Agenda**

None.

## **Evidence**

- EIII.D1b.1 Mission College Educational Master Plan, 06-18-07
- EIII.D1b.2 Mission College Budget Allocation Model, 05-07
- EIII.D1b.3 College-wide budget request announcement and instructions, 08-21-07
- EIII.D1b.4 WVMCCD Gift and Grant Revenue and Application Spreadsheets (1987-2005), WVMCCD District Final Budget Books (02-03 through 06-07), Mission College Budget Allocation Model 05-07
- EIII.D1b.5 Mission College Catalog 2007-2008 (7), Mission Statement and Mission College Core Values & Goals, 2001

**3D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

**Summary**

The college Budget Allocation Model has four key components: Big Ticket Items (BTI), Strategic Directions (SD), Program Maintenance (PM), and Facilities Modification (FM) (EIII.D1c.1). In years when funding becomes available, the first 30 percent of the new money is earmarked for BTI. The BTI category usually addresses staffing needs and major expenditures amounting to more than \$30,000. The remaining 70 percent of available funds is subdivided between SD (25%), PM (60%) and FM (15%). The Program Maintenance category is further subdivided into Instruction (52%), Student Services (24%), and Administration (24%). Initially, all budget requests are placed in their appropriate category by CBAC, but the opportunity to appeal for a different category placement is offered to every requester. Each category of funds is reviewed and prioritized by a reviewing body of end users closest to the requested activities. The final allocation proposal is submitted to GAP and finally to the college President for approval. Once approved, budget administrators are authorized to expend their budgets. To properly control budget expenditures, the Vice President of Administrative Services approves purchase requisitions (*t4*).

The long-range financial needs of the college are funded through the Strategic Directions category. As implied by its title, the Strategic Directions category seeks to consider and support long-term needs of the institution. The SD requests are reviewed and prioritized by GAP, the college's highest participatory governance council. GAP, as the reviewing body for both Strategic Directions and Big Ticket Items categories, is authorized to recommend use of the combined funds to support either BTI or the college's long-range strategic needs.

The budget request process, the budget approval process and the budget administrator work together ensure that the college lives within its means. Institutional liabilities and District future obligations are addressed at the District and Board levels. In a recently concluded Fiscal Health Risk Analysis conducted by the Fiscal Crisis & Management Assistance Team (FCMAT), the West Valley-Mission Community College District was found to have "a low level of fiscal risk" (EIII.D1c.2).

In 2006, the District requested a visit of a Fiscal Crisis & Management Assistance Team (FCMAT). The visiting team analyzed the District's financial status, in the process interviewing faculty, staff and administrators from both colleges and the District. They determined that the District was low risk in terms of its financial status, but their report made almost 100 recommendations for the District to consider as a means of improving its governance and administration in fiscal and related matters. The recommendations fell into 16 domains, including leadership and governance; board policies; organization; communication; staff development and training; budgetary assumptions; budgetary practices; and fiscal health risk analysis (EIII.D1c.3). 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 (EIII.D1c.4). Regular reports on the District's progress are made to the District Budget Advisory Committee (*t6*).

### **Evaluation**

District-wide short- and long-range planning is effected through the office of the Vice Chancellor. The Vice Chancellor, working with DBAC, has ensured that the FCMAT recommendations are being systematically addressed. Annual internal and external audits are conducted to ensure compliance with all regulations (EIII.D1c.5). Regular budget updates are provided by the Vice Chancellor to the Board of Trustees (EIII.D1c.6). Although the college allocation model tries to address the long-range financial needs of the college through the Strategic Directions category, a comprehensive long-range mechanism based on the educational goals established in the EFMP is needed (*t2*).

### **Planning Agenda**

- PA3.9 The college should respond as appropriate to the recommendations of the FCMAT.

### **Evidence**

- EIII.D1c.1 Mission College Budget Allocation Model, 05-07
- EIII.D1c.2 WVMCCD Fiscal Review FCMAT (70), 11-22-06, available on PARIS intranet at [http://paris/Resources/WVMCCD\\_FCMA\\_Report.pdf](http://paris/Resources/WVMCCD_FCMA_Report.pdf)
- EIII.D1c.3 WVMCCD Fiscal Review FCMAT, 11-22-06
- EIII.D1c.4 WVMCCD FCMAT Recommendations Matrix, 03-09-07
- EIII.D1c.5 Audit Reports 2003 - 2005
- EIII.D1c.6 WVMCCD Board of Trustees Meeting Agendas, 05-03-07, 12-13-07 (Vice Chancellor's Report)

**3D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

**Summary**

The current college Budget Allocation Model has the needs of the institution as its primary focus (EIII.D1d.1). The model provides the opportunity for all faculty and staff to request new funds and for all segments of the college community to participate in the ranking of requests (EIII.D1d.2). Resource allocation is determined using priorities established by the Board, the EFMP and college goals (EIII.D1d.3). GAP and CBAC jointly review the final budget proposal and recommend the college's annual budget to the President who makes the ultimate budget decisions (EIII.D1d.4) (*t1*).

The members of CBAC and GAP are representative bodies that are comprised of faculty, staff, students and administrators. The members represent all the governance bodies of the college and include Division Chairs, Administrators, Student Services Council members, Academic Senate members, Classified Senate members, and Associated Student Body members. In addition, representatives from Community Education, Grants, Institutional Research, Instructional Technology, and Workforce and Economic Development are part of the participatory process (EIII.D1d.5) (*t5*).

**Evaluation**

Mission College's model provides an opportunity for all college bodies to be part of the budget process (EIII.D1d.1). Members of the various college councils participate in this process at all levels. Budget requests are obtained from faculty, staff and administrators (EIII.D1d.6). Since communication is essential in the implementation and success of the process, division chairs, department chairs, staff, vice presidents, and deans are all involved in preparing the budget requests at CBAC and GAP. To further facilitate communication, all CBAC and GAP minutes are available on the college's Intranet (EIII.D1d.7) (*t5*).

The requests that are received are placed into one of several categories for prioritization (EIII.D1d.4). This process also allows for appeals so that if a requestor feels that they have been placed in the wrong category, they will have the opportunity to contest the placement. This is important because the different categories are allocated a different percentage of funds.

Once the requests have been categorized, a ranking process takes place allowing for input from the requestors. The committee then considers this input when making the final budget ranking. CBAC, through the Office of Administrative Services, monitors the proper implementation of this model.

The success of this model is that it allows all the college bodies to participate. CBAC finalizes the budget and then forwards this recommendation to GAP. These two bodies jointly review this budget and then forward their recommendations to the college President.

### **Planning Agenda**

None.

### **Evidence**

- EIII.D1d.1 Mission College Budget Allocation Model, 05-07
- EIII.D1d.2 College-wide budget request announcement and instructions, 08-21-07
- EIII.D1d.3 Mission College Educational Master Plan, 06-18-07, Mission College President's Goals, 2007-2008
- EIII.D1d.4 2006-2007 Approved Budget Allocation Spreadsheet
- EIII.D1d.5 Mission College Committee List,  
[http://paris/mc/inside/mc\\_committee\\_list.pdf](http://paris/mc/inside/mc_committee_list.pdf)
- EIII.D1d.6 CBAC approved Budget Request Form, 2007-2008
- EIII.D1d.7 Mission College Paris Intranet, <http://paris/>

**3D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

**3D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

### **Summary**

Mission College allocates new funding via the college Budget Allocation Model, which incorporates the institutional direction, core values and goals as identified during the college's planning processes (EIII.D2a.1). Final priorities on what educational programs of the institution should be supported are set with input from all constituencies, through CBAC and GAP. The budget process is an open process where all operational units of the college can express their budget needs and apply for available funds (t5).

The District budgets undergo annual internal and external audits (EIII.D2a.2). In addition, in July 2006 the state Fiscal Crisis & Management Assistance Team (FCMAT) conducted a thorough independent fiscal review (EIII.D2a.3). All audits and the FCMAT Report indicate that the District is applying appropriate allocation and fiscal control mechanisms to support student learning programs and services.

## **Evaluation**

Until the 2006-2007 fiscal year, resources to the college had been limited after the severe reduction to the on-going operating budget in 2002-2003. Fortunately, the college has been able to receive one-time funding from various sources either through State programs or grants. This includes block grants such as Instructional Equipment and Library Materials and Basic Skills.

Both the District and the college produce clear budget process timelines and follow well-defined budgeting procedures via budget allocation models. External independent audits have been conducted at the District level for the last three years that show we have been in compliance with all State regulations except for the 50% law in 2004-2005 (EIII.D2a.4). The District has remedied that issue and some other minor issues in a comprehensive and timely manner. In addition, the District is in the process of implementing FCMAT recommendations (EIII.D2a.5).

Apart from new funds that are distributed using the Budget Allocation Model, all college units have an on-going base supply, duplicating and hourly staff budgets. Budget Administrators are responsible to use and monitor their budgets. The Office of Administrative Services provides the oversight and control to ensure that all activities occur within budget. Although many financial reports are submitted to CBAC to support the committee's decision-making process, a monthly financial report of budget to actual (a comparison of discretionary funds) should be issued for careful monitoring at the program level (*t4*).

It is important that the District and college budget allocation models complement each other. Mission College has been working with the District offices to ensure that planning is coordinated and the allocation of funds to the colleges is effective (EIII.D2a.2). The Vice Presidents of Administrative Services from both colleges meet regularly with the Vice Chancellor of Administrative Services to share information and ensure consistent and collaborative implementation of policies and procedures.

## **Planning Agenda**

None.

## **Evidence**

- EIII.D2a.1 Mission College Catalog 2007-2008 (7); Mission Statement and Mission College Core Values & Goals, 2001; Mission College Budget Allocation Model, 05-07
- EIII.D2a.2 WVMCCD Final Budget Books (2002-2003 through 2006-2007); Annual Audit Reports, 2003 - 2005
- EIII.D2a.3 WVMCCD Fiscal Review FCMAT, 11-22-06, available on PARIS intranet at [http://paris/Resources/WVMCCD\\_FCMA\\_Report.pdf](http://paris/Resources/WVMCCD_FCMA_Report.pdf)
- EIII.D2a.4 WVMCCD Annual Audit Reports, 2003 - 2005
- EIII.D2a.5 WVMCCD FCMAT Recommendations Matrix, 03-09-07

**3D.2.b. Appropriate financial information is provided throughout the institution.**

**Summary**

Budgetary and financial information is made available to all District staff and students from many levels. At the District level, the tentative and final budget books are disseminated to DBAC and CBAC committee members and final budget books are available online (EIII.D2b.1). The District budget development meetings are open public meetings welcoming anyone who may have special interest in the budget. At the college level, the college Budget Allocation Model is made available to all who wish a copy and one is provided at one-on-one training sessions. Where necessary, the Office of Administrative Services provides one-on-one budget training to new budget administrators. Budget administrators are provided with budget analyses, including year to date and budget to actual figures. Financial Analysts in the Office of Administrative Services operate under an open door policy for all to come with their budget or financial questions (*t6*).

At the beginning of the budget allocation cycle, the entire college community is informed of available funds and invited to submit request forms in an “all mission users” email (EIII.D2b.2). The email provides complete process instructions, Budget Request Forms and a Budget Process Timeline with deadline information (EIII.D2b.3). The CBAC process includes an appeal provision should requesters have questions or wish to file complaints. All CBAC meetings are open to the college staff and students.

**Evaluation**

Mission College has been given commendations in previous accreditation team visits for its highly inclusive budget process (EIII.D2b.4). Users and administrators of the college budget process have ample opportunity to suggest changes to the college budget allocation model. The college continues to revise and improve its budget development process. For example, in 2007-2008, the college is examining its resource allocation process in the context of program review and educational planning. It is also responding to District changes in fiscal policies and procedures to ensure that the college’s processes are compatible (*t2*).

In times past, budget administrators were able to track their budgets on-line through the District's Planning and Research Intranet System (PARIS). Now, budget administrators use MyBudget under MyWebServices to get budget information (EIII.D2b.5). Limited training was provided by District Staff Development to familiarize users with this new service. For updating, planning, and monitoring next year's college budget, the Office of Administrative Services should release an end-of-fiscal-year summary report in addition to monthly updates.

### **Planning Agenda**

None.

### **Evidence**

- EIII.D2b.1 Worku Negash, Vice President of Administrative Services, 10-03-07; 2007-2008 Final Budget available online on PARIS homepage (link is listed as "WVMCCD Final Budget Fiscal Year 07/08")
- EIII.D2b.2 College-wide budget request announcement and instructions, 08-21-07
- EIII.D2b.3 CBAC approved Budget Request Form, 2007-2008, Budget Process Timeline for 2007-2008, 08-21-07
- EIII.D2b.4 Mission College 2001 Accreditation Visiting Team Report
- EIII.D2b.5 MyBudget under MyWebServices, [webreg.wvm.edu/WAMC/WebAdvisor](http://webreg.wvm.edu/WAMC/WebAdvisor)

**3D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

### **Summary**

Both the District office and Mission College monitor the cash flow policy and procedures. The District maintains a five percent reserve account that is consistent with the State guidelines. In addition, the Board is working toward the establishment of a three percent contingency fund to meet unexpected needs (EIII.D2c.1).

At the college level, the College Budget Allocation Model provides two funded categories: the President's Discretionary Fund and the College Reserve Fund to handle college-wide emergency fiscal requests or needs (EIII.D2c.2).

Risk management policies exist and the District participates in both regional and statewide organizations to allow reduction of risk through joint powers authorities for general liability and worker's compensation programs. In 1998, the Board adopted a Risk Management Procedures Manual that states District policy on all risk-related areas with appropriate forms attached (EIII.D2c.3) (*t4*).

## **Evaluation**

The District continues to balance the budget every year since the last accreditation cycle (EIII.D2c.4). In 2006-2007, it is continuing a plan to set aside money to fill a contingency reserve account of three percent in addition to the five percent reserve (EIII.D2c.1, EIII.D2c.5). The Board is proactively reviewing a number of possible methods for managing unfunded retiree benefits over the long term, including the issuance of "Other Post-Employment Benefit" (OPEB) bonds and the District has committed to having a plan in place by July 1, 2008 (EIV.B3d.1, EIII.D2c.5) (t2).

As for Mission College, the President's Contingency and College Reserve Funds have served their purpose to supplement unforeseen expenses every year. CBAC has been instrumental in maintaining the financial stability of the college while improving the fiscal discipline in efficiently allocating resources to various constituencies with the goal of improving educational opportunities for our students. The adequacy of the contingency funds in relationship to the total available funds is evaluated every two years in accordance with the budget model (EIII.D2c.6) (t4).

In terms of strategies for appropriate risk management, the District has in place a Risk Management Procedures Manual for the college employees to follow. This manual is distributed to all managers and administrative offices. In the event of major catastrophes, the District insurance plans will cover the liability (EIII.D2c.3).

## **Planning Agenda**

- PA3.10 The Board should resolve the unfunded Retiree Health Benefit Liabilities to ensure the continuing fiscal health of the institution.

## **Evidence**

- EIII.D2c.1 WVMCCD Final Budget Book, 2007-2008 (five percent reserve and three percent contingency fund)
- EIII.D2c.2 WVMCCD Final Budget Books (2002-2003 through 2006-2007); WVMCCD Budget Allocation Model, 05-07; Mission College Budget Allocation Models, 05-05 & 05-07
- EIII.D2c.3 District Risk Management Procedures Manual, 1998
- EIII.D2c.4 Annual Audit Reports, 2003 - 2005
- EIII.D2c.5 WVMCCD Board of Trustees Agenda, 01-18-07, showing discussion of OPEB bonds; <http://www.wvmccd.cc.ca.us/board/calendar.php>
- EIII.D2c.6 Mission College Budget Allocation Model, 05-07

**3D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

**Summary**

Under the supervision of the Vice President of Administrative Services, the college ensures effective oversight of all its budgets through its three full-time Financial Analysts. Two of the Financial Analysts devote their time to one-time or on-going State apportionment funds and the third Financial Analyst monitors all the grant and externally funded accounts (EIII.D2d.1) (*t4*).

The Financial Aid office operates independently of the college budget office. Oversight for this operation is provided by the Vice President of Student Services. Senior members of the Financial Aid office provide full financial aid services to students (EIII.D2d.2).

On-line services are provided to allow all budget administrators the ability to monitor their budget activities. These services make available current balances of all accounts and any encumbrances that may have been designated.

All District contractual agreements are reviewed by the District General Services Office prior to implementation. This office consults with District's legal counsel as conditions warrant.

The District Advancement Foundation Office provides appropriate oversight on all fundraising and alumni campaign activities (EIII.D2d.3).

In addition to local oversight, the District conducts annual internal and external audits (EIII.D2d.4). DBAC and the Board of Trustees provide the highest level of oversight for all District funds (*t6*).

The District leases land to several business developers who in turn rent to businesses such as the Mercado Center, Yahoo and Globix. The revenue from Mission College land leases is managed by the Land Corporation – an executive body directed by members of the regular District Board of Trustees. The related investment portfolio is monitored by the Land Corporation board in coordination with the Vice Chancellor's office.

The District out-sources the Bookstore and Food Service operations. Barnes & Noble runs the bookstore operation at both Mission and West Valley colleges and its five-year contract was renewed in 2004 (EIII.D2d.5). The current food services contract with Fresh & Natural expired in June, 2007. The General Services Office and representatives from both colleges prepared a Request for Proposal (RFP) to consider bids for District-wide food services. A new vendor was selected and began operations on both campuses in October 2007.

## **Evaluation**

The college has met this standard.

## **Planning Agenda**

None.

## **Evidence**

- EIII.D2d.1 Worku Negash, Vice President of Administrative Services, 10-09-07 (three full-time Financial Analysts: Bill Dacanay, Queenie Chan, and Doug Masury)
- EIII.D2d.2 Title IV Student Financial Aid Handbook, Volume 2 — School Eligibility and Operations (pages 2-120), 2007-2008
- EIII.D2d.3 Email response from Brigit Espinosa, 10-08-07 (District Advancement Foundation Office fundraising oversight)
- EIII.D2d.4 Annual Audit Reports, 2003 - 2005
- EIII.D2d.5 Barnes & Noble contract, 2004

**3D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

## **Summary**

Many of the college's regular budget activities are processed electronically. Paperwork is used to process requisitions with predetermined approval levels. The integrity of the college's financial resources is enhanced by the minimal level of cash handling (*t6*).

All Mission College auxiliary activities are managed by the Auxiliary Committee, co-chaired by the Vice President of Administrative Services and Director of Student Activities. The representative membership includes students, faculty and staff. The Auxiliary Committee meets as needed and monitors the bookstore, food services and all vending activities (EIII.D2e.1).

Fundraising is imperative for several programs and services and brings much-needed funds to enhance college-provided base budgets. The West Valley-Mission Community College District Administrative Regulations and Procedures, in a recently revised version, govern all fundraising activities (EIII.D2e.2). Cash handling procedures along with the degree of accountability for all levels of authorizing supervisors is outlined in the procedures. The District Advancement Foundation Office monitors all fundraising activities. These regulations and procedures ensure that the integrity of fundraising activity is consistent with the college's mission and goals (EIII.D2e.3) (*t6*).

The District has one central grants office headed by the Dean of Sponsored Research and Grants. Mission College alone administers between seven and eight million dollars in grants making it one of the most successful grant-supported colleges in the State. Mission's grant activities are coordinated by the Workforce and Economic Development office, supervised by a full-time Dean who is supported by a Financial Analyst to monitor grant finances.

Sub-Fund 17 is a budget code used to monitor entrepreneurial activities at the college level. Faculty and staff may use this account to facilitate fee collection for instructional materials or other charge-back-related fees. Fund 17 is initially monitored by the individual budget administrator. The Office of Administrative Services then provides college-wide oversight (EIII.D2e.4).

### **Evaluation**

All internal and external evaluations attest that the District and the colleges employ good fiscal practices, procedures, and processes. When improvements are recommended, for example regarding certification of attendance rosters, the college has moved expeditiously to make the necessary changes and establish systems for on-going monitoring (t2).

The District is in the process of providing guidelines and procedures on how best to monitor Fund 17 accounts. The Mission College Vice President of Administrative Services has conducted surveys among the Fund 17 budget administrators and will use the information to review the Fund 17 accounts and ensure that they accurately represent current activities (EIII.D2e.4).

### **Planning Agenda**

None.

### **Evidence**

- EIII.D2e.1 Mission College Committee List, 11-06,  
[http://paris/mc/inside/mc\\_committee\\_list.pdf](http://paris/mc/inside/mc_committee_list.pdf)
- EIII.D2e.2 District Administrative Regulations and Procedures 06-07
- EIII.D2e.3 Email response from Brigit Espinosa, 10-08-07 (District Advancement Foundation Office fundraising oversight)
- EIII.D2e.4 Worku Negash, Vice President of Administrative Services, 10-09-07

**3D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

**Summary**

District policies and procedures govern contractual agreements with external entities (EIII.D2f.1). These policies include appropriate provisions to maintain the integrity of the institution. Authorized agents must adhere to these policies. These policies govern purchasing agreements, rental or use of college facilities, and activities involving independent contractors. The District has authorized contracts for the management of the bookstore and food services and for the construction of new buildings (EIII.D2f.2).

Existing contract formats have been developed that limit liability to the college, such as hold harmless and indemnification agreements, and insurance requirements (EIII.D2f.3). Only the President or Vice Chancellor of Administrative Services is authorized to sign contracts on behalf of the college. Limiting contractual authority to two employees provides assurance that contracts are not being made that expose the college to significant risk, violate risk management guidelines, or ignore college or District policy. Further, the President and Vice Chancellor are able to determine whether these agreements are consistent with the mission and goals of the college and District. Contractual agreements are subject to review under the annual audit procedures (EIII.D2f.4) (t6).

**Evaluation**

The Vice President of Administrative Services reviews all contractual agreements to ensure that they are appropriate and consistent with the college's mission and goals and adhere to District policies and procedures.

**Planning Agenda**

None.

**Evidence**

- EIII.D2f.1 District Administrative Regulations and Procedures, 06-07
- EIII.D2f.2 Barnes & Noble contract 2004, Food Services contract, 10-01
- EIII.D2f.3 District Risk Management Procedures Manual, 1998
- EIII.D2f.4 Annual Audit Reports, 2003 - 2005

**3D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

**Summary**

The financial management processes have been found to meet State standards through annual audits, and through the FCMAT review, and have not had significant changes (EIII.D2g.1). The Vice President of Administrative Services is charged by the college President to coordinate and track the college budget. The Vice President of Administrative Services works with CBAC to make recommendations to the President regarding the college's discretionary budget.

The Performance Goals Committee (PGC) is charged with managing the college's faculty resource allocation to achieve the efficiency ratio required by the District's annual budget. The committee updates each department's efficiency ratio (WSCH/FTEF) and adjusts FTEF allocations according to established criteria. Each department completes an annual planning document which is evaluated by the committee and from which annual allocations of resources are made. This process is evaluated and modified annually before the start of each allocation process (EIII.D2g.2) (*t4*).

At the District level, the Board of Trustees approves the annual District budget (EIII.D2g.3). DBAC, chaired by the Vice Chancellor of Administrative Services, serves as the key review body for the District budget and the formula by which funds are divided between the three entities – Central Services and the two colleges. The District budget allocation model is reviewed annually by DBAC and decisions are made accordingly (EIII.D2g.4). BAMS, a subcommittee of DBAC, is conducting a complete review of the budget allocation model and will be making recommendations for changes.

The Chancellor has designated the Vice Chancellor of Administrative Services to administer budgeted funds and to establish a system of controls. This policy holds cost center and special project budget managers responsible for reviewing and monitoring their budgets, for compliance with District and Administrative Services Regulations and Policies, and for reporting accurate information in a timely manner (EIII.D2g.5). District fiscal policies define the budget transfer authority of budget managers, the administration, and the Board of Trustees. The Board requires the business office to conduct internal auditing to assure proper accounting practices, policy compliance and availability of funds. The District underwent a FCMAT audit in the past year, and has been found to have sound financial management systems and a sound financial footing (EIII.D2g.6). FCMAT made a number of recommendations to improve the District's fiscal policies and procedures and the Vice Chancellor of Administrative Services is responsible for ensuring that those recommendations are addressed (*t6*).

## **Evaluation**

The financial management system that is currently in place has passed stringent audits and proved to be valid (EIII.D2g.7). Financial management guidelines and District policies exist and are included with each budget report. Compliance of financial activities (e.g. budget transfers, budget augmentations or reductions, and purchasing activities) with financial controls is individually audited by the appropriate business services staff member before processing any request. Financial transactions are executed only after being reviewed for compliance with established policy and after assessing the availability of resources for the expenditure (*t6*).

Access to budget information is available on the PARIS web site. Budget information on Datatel and MyWebServices is also available to budget administrators.

## **Planning Agenda**

None.

## **Evidence**

- EIII.D2g.1 Annual Audit Reports, 2003 - 2005; WVMCCD Fiscal Review FCMAT, 11-22-06, available on PARIS intranet at [http://paris/Resources/WVMCCD\\_FCMA\\_Report.pdf](http://paris/Resources/WVMCCD_FCMA_Report.pdf)
- EIII.D2g.2 Performance Goals Planning Sheets and Processes: FTE Analysis, 09-11-06, PGC Plan Update With Reduced HBA, 2006-2008, Performance Goals Planning Form Summer 2007 — Spring 2008
- EIII.D2g.3 WVMCCD Final Budget Books (2002-2003 through 2006-2007)
- EIII.D2g.4 WVMCCD Budget Allocation Model 2007, 08-05-07
- EIII.D2g.5 District Administrative Regulations and Procedures, 06-07
- EIII.D2g.6 WVMCCD Fiscal Review FCMAT, 11-22-06, available on PARIS intranet at [http://paris/Resources/WVMCCD\\_FCMA\\_Report.pdf](http://paris/Resources/WVMCCD_FCMA_Report.pdf)
- EIII.D2g.7 Annual Audit Reports, 2003-2005

### **3D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

## **Summary**

The college's Budget Allocation Model is a living document that is regularly amended to reflect current budget realities and priorities of the college's mission, core values and goals (EIII.D3.1). Similarly, the Office of Administrative Services conducts budget-related surveys and analyses to assess whether or not critical budget needs are met and monitors appropriate use of approved budgets (EIII.D3.2). Assessment and survey results are used to make necessary adjustments or improvements (*t1*) (*t2*).

CBAC is a standing college participatory governance committee that reviews and provides guidance and oversight for the overall application of the college budget model (EIII.D3.3). In a joint session, CBAC and GAP together provide the highest level evaluation on the appropriate allocation of college funds to ultimately support programs and services to assure student success. Necessary changes are made to reach consensus prior to forwarding a joint recommendation to the college President (*t5*).

At the District level, the overall District budget allocation model is being reviewed by the Budget Allocation Model Subcommittee under the guidance of DBAC (EIII.D3.4).

### **Evaluation**

As noted above, users and administrators of the college budget process appreciate the open and inclusive system in place (EIII.D2b.5). The college continues to revise and improve its budget development process. For example, in 2007-2008, the college is examining its resource allocation process in the context of program review and educational planning. It is also responding to District changes in fiscal policies and procedures to ensure that the college's processes are compatible.

The District budget allocation model has been under review for several years. Consensus has not yet been reached on what new methodology should be used. There is a renewed interest to involve all key players in order to reach the goal of finding an equitable funding model that will be accepted by all stakeholders.

As noted previously in this Standard, the college has yet to substantively link its planning processes and has committed to the development of a systematic, integrated approach that will include a means of evaluating whether resources have been effectively utilized. Without such a mechanism, the college will not be able to measure outcomes and use the information for improvement.

### **Planning Agenda**

None.

### **Evidence**

- EIII.D3.1 Mission College Catalog 2007-2008 (7); Mission Statement and Mission College Core Values & Goals 2001
- EIII.D3.2 Worku Negash, Vice President of Administrative Services, 10-09-07
- EIII.D3.3 Mission College Committee List, 11-06,  
[http://paris/mc/inside/mc\\_committee\\_list.pdf](http://paris/mc/inside/mc_committee_list.pdf)
- EIII.D3.4 WVMCCD Administrative Services Memorandum, 07-11-07; WVMCCD BAM minutes, 01-17-07 & 02-28-07 (Budget Allocation Model Subcommittee review of allocation model)