

MIDTERM REPORT

Response to the Visiting Team Recommendations

1. The team recommends that the college complete its own approval process for the new mission statement and submit it to the Board of Trustees for approval. (Standard 1.1)

Response:

In the Planning Agenda for the Reaffirmation, the college has reported on progress on its own plan in responding to this recommendation. However, following the accreditation site visit, the Assessment and Planning committee reviewed the existing statements of mission, vision, and philosophy. These were submitted and approved by the College Council. During the fall semester of 2002, a consultant was hired to facilitate a series of workshops. Faculty and staff were invited to participate in these workshops during which the mission and vision statements were reviewed and a set of core value statements were developed.

After much discussion, consensus was reached among participants that the motto of the institution communicates the spirit and purpose of the college:

“Our Mission is Your Success”

The value statements resulting from these workshops are:

Sense of Family: Los Angeles Mission College enjoys a strong sense of family that extends to the community at large. This environment enhances a sincere desire to serve and offers support to those in need of individual care.

Commitment to Quality Education: Los Angeles Mission College strives to offer excellent, widely recognized vocational and academic programs.

Strong Work Ethic: Through example and encouragement, Los Angeles Mission College promotes a strong work ethic among its students.

Unlimited Student Access: Los Angeles Mission College educates all students who are anxious and eager to learn, including the traditionally under served.

Focus on Students: Los Angeles Mission College provides a transforming learning environment that supports, empowers and enriches students, our highest priority.

Importance of Community: Los Angeles Mission College is the educational center of a diverse, culturally rich community.

The **College Philosophy** sets the vision of the College: Los Angeles Mission College is dedicated to providing the highest quality education in an atmosphere that respects and assists all people in pursuit of their educational goals. We believe that the acquisition of knowledge and skills necessary for success in the academic and workplace environments requires modes of instruction that match the changing needs of students. Furthermore, the college is committed to supporting student learning and personal growth as lifelong processes. Finally, we are dedicated to an inclusive decision-making process that respects the interdependency of the college, the student body, and the community we are privileged to serve.

Taking these statements as a basis for further deliberation, the Assessment and Planning Committee began its review of the mission statement and goals during the Spring Semester of 2003. The Associate Dean for Institutional Research and Planning has provided administrative support.

Further, recent changes within the leadership of the Academic Senate have led to renewed interest in the planning process. As of this writing a new educational planning task force is being developed. Although the task force will have representation from among all college constituencies, two faculty members have agreed to serve as chair and vice chair. When this work is completed in the fall of 2004, the results will be disseminated college wide and placed on the Los Angeles Mission College Web Site and in other appropriate venues such as the President's Newsletter. Should substantial changes be recommended, the statements will be submitted for approval through the college governance process and submitted to the District Board of Trustees for its approval.

2. The team recommends that the college carefully review its publications, particularly the college catalog, to eliminate confusing statements of programs, policies and procedures. (Standard 2.1)

Response:

The Office of Academic Affairs completed a comprehensive review of the Catalog and the Schedule of Classes under the direction and supervision of the Dean of Academic Affairs and the Vice President for Student Services. All academic programs and disciplines were surveyed and the resulting changes eliminating redundant and inaccurate or confusing statements are reflected in the current college catalog and class schedule. Previously missing in the latter were the Student Grievance Procedure, Standards of Student Conduct and Disciplinary Action, the Sexual Assault Policy and the Sexual Harassment Policy. At the suggestion of members of the visiting team, these policies have now been included in the schedule of classes.

3. The team recommends that the College complete the development of both the Assessment and Planning and Institutional Effectiveness process and resolve how the old and new planning processes will co-exist during the transition period. (Standards 3B.1, 3B.2, 7C.1, 7C.2)

Response:

Processes for both Assessment and Planning and Institutional Effectiveness have been completed and implemented, Assessment and Planning in 2000-01 and Institutional Effectiveness in 2001-02. Both processes have completed at least one cycle and are now undergoing revisions based on those initial experiences.

The Assessment and Planning Committee developed its process for creating the yearly operational (budget) plan in the spring of 2001 by formulating procedures for a unit of the college (any entity that uses a resource) to request funds over its base (prior year) budget allocation. If a unit projects through self-assessment that its plan for improvement or continued success will require more resources than currently allocated, it can request additional resources by using the Assessment and Planning Committee procedure.

Once the requests are submitted, the committee formulates objectives and success indicators based on the information in the request. Then teams of two committee members evaluate each request based on (1) whether the requesting unit is currently using resources efficiently and (2) whether its request will advance the goals of the college

Once the Assessment and Planning Committee's evaluations and subsequent recommendations are finalized, unit requests are forwarded for final approval to the College Council, the parent committee for the college's five standing governance committees (Assessment and Planning, Resource Analysis, Institutional Effectiveness, College Advancement, and Staff Development). Once approval is granted by the College Council, they are sent to the Resource Analysis committee which is charged with finding appropriate sources of funding for approved proposals.

Now that Assessment and Planning is entering its third cycle of activity, requests for additional funding are beginning to be based on the evaluation of quantitative data in the unit self-assessments provided by the Institutional Effectiveness Committee, another part of the college's planning and evaluation process.

Since the accreditation team's visit in the spring of 2001, the process to assure institutional effectiveness at the college has been formally initiated, and progress has been made in a number of areas. The Institutional Effectiveness Committee began its work by developing a framework and format for assessing the effectiveness of each unit in the institution and using the results of that assessment to improve its functioning. The format developed is entitled the Unit Self-Assessment.

The newly developed format begins with the college goal the unit is advancing and then follows it with the objective that defines the means of advancement and one or more specific success indicators (outcomes) that measure the effectiveness of the unit in accomplishing its objective(s). Each objective is created collaboratively by the unit being assessed (for example, the English Department) and the Institutional Effectiveness Committee. ACCJC standards and California Community College Partnership for Excellence goals inspire many of the objectives, but there are also objectives that are particular to the unit being assessed. Success indicators are also mutually agreed upon. The college's Office of Research provides quantitative data and the unit provides qualitative data as measures.

Along with the Unit Self-Assessment form, the unit is provided a packet with all available quantitative data supporting each success indicator. The unit is asked to evaluate this data and the unit-specific qualitative data and summarize its findings. If the data indicates the unit needs to improve its operations, it is asked to make a plan comprised of one or more new objectives and attendant success indicators. If the plan requires additional resources, the unit must use the Assessment and Planning Committee's procedure for making a request.

In addition to the self-assessment and the plan for improvement, the Unit Self-Assessment procedure requests that the unit project its needs for resources three years into the future in a strategic plan. If it anticipates a need for increased resources, it is asked to provide specific data from an analysis of trends in the data packet or from environmental scanning. The Office of Institutional Research and Planning may also help by providing this additional data.

Once the Unit Self-Assessment is returned to the Institutional Effectiveness Committee, the validation process begins. Each unit's assessment is read independently by two committee readers after which they arrive at a consensus about the validity of the unit's self-assessment and plan. The readers can approve the unit's plan as written, return the Unit Self-Assessment for revision, or add further recommendations to the unit's plan. The validation is then forwarded to the College Council for approval.

Each unit at the college is currently on a three-year cycle of self-assessment. The first units to be assessed were the teaching disciplines. In the spring of 2002 all disciplines were given the Unit Self-Assessment format and the data packet. Most self-assessments were completed by June. The validation process was completed by November of 2002. The second round of self-assessments will include all college instructional support services. A workshop for student

services offices has been scheduled to be held in April of this year in order to inform and orient these personnel on the self-assessment process.

The third round will include administrative services, academic affairs, and the president's office. Eventually, the committee intends to provide the opportunity for all committees to assess themselves as well.

The first round of self-assessments revealed anticipated gaps in both quantitative and qualitative data since the process is so new to the college. The most serious gaps lie with the success indicators for learning outcomes. The college had not had time to begin the task of determining learning outcomes for general education and disciplines. However, in 2002 the Institutional Effectiveness Committee was entrusted with helping the faculty to develop such outcomes by the Academic Senate Curriculum Committee. Earlier this year, the Institutional Effectiveness Committee submitted the learning outcomes to the Curriculum Committee which approved this body of work.

In order to prepare the faculty for developing learning outcomes, the committee has invited outside consultants to conduct training workshops on campus and has encouraged faculty to attend the Assessment Institute and other such conferences. Continuing to work with the Academic Senate's Curriculum Committee, the Institutional Effectiveness Committee will assist disciplines in developing learning outcomes in 2004-05.

The Institutional Effectiveness Committee has further recognized the need to begin developing a culture of evidence in the classroom. It has had many meetings to develop a strategy for encouraging faculty to use classroom assessment techniques to improve teaching and learning at the college. Classroom assessment techniques (CATS) were initiated in the spring of 2002 in several volunteer disciplines and have encouraged greater adoption of such techniques throughout the college. In a parallel effort, the then new vice president of academic affairs, starting in fall 2001, began working with new faculty to use classroom assessment techniques as they commenced their Mission College teaching careers. The college will continue to evaluate the effectiveness of the assessment and planning and institutional effectiveness processes in order to improve them as necessary.

4. The team recommends that the College develop comprehensive plans in the areas of educational and student service programs, facilities, technology and library acquisitions that are linked to resource allocations and tied to the new assessment and planning process. (Standard 3B.3, 6.5, 6.7, 8.5)

Response:

After the passage in April 2001 of Proposition A, an historic local bond issue that provided Mission College with approximately \$111 million for new and renovated buildings, the college embarked on development of an ambitious facilities master plan. It hired the Gensler architectural firm to develop the facilities master plan and another firm, PCR, to develop an Environmental Impact Report (EIR). The facilities master plan is complete and has been approved by the College Council. The initial public meeting for the EIR was held on September 19, 2002, but the process was re-started this year when the college's plans for land acquisition changed in scope, and consequently, changed the project description. Construction on the first building identified in the master plan cannot commence until the Board of Trustees certifies the EIR and approves the master plan.

In the last two and a half years, new vice presidents of academic affairs and student services have joined Mission College and have begun the process of developing comprehensive educational and student services plans in their respective areas. With the first round of Institutional Effectiveness self-assessments in teaching disciplines, comprehensive educational

planning has taken a giant leap forward as individual disciplines and departments began to develop three-year plans that can then be folded into a more comprehensive, college-wide educational plan. A similar process is planned for student services. However, medical problems plagued the two administrators within student services charged with this responsibility. A workshop has been scheduled to be held later this semester (spring 2004) to introduce the topic of student learner outcomes within the context of student services. Institutional Effectiveness self-assessments are now scheduled for 2004-05 for student support service areas.

In addition to these efforts, a college-wide "Futuring" planning meeting was held on November 27, 2001, in an effort to develop broader directions and themes for the college's educational and student support services planning and to create clearer contexts for unit plans. Focus groups for faculty and staff developing plans in Arts and Multimedia, Student Services, Family and Consumer Studies, and Health and Physical Education have also been held.

Technology has likewise been the focus of college assessment and planning activities. An external consultant was hired in 2002-03 to assess the effectiveness and needs of the college's technology infrastructure. With his guidance, a technology strategic plan was developed and approved by College Council. It is currently being implemented. At the same time, the consultant has been charged with communicating directly with the architectural firm guiding the programming for new buildings and renovations of existing buildings to ensure that technology is an integral part of facilities planning.

A task force is currently being developed to review previous educational plans and formulate a new Educational Master Plan under the leadership of the Academic Senate with assistance from the Office of Academic Affairs and the Assessment and Planning committee.

5. The team recommends that the college expand the research function with adequate staffing and resources to fully support the new planning process. (Standard 3A.1, 3A.2, 3C.3)

The college has addressed this recommendation in three ways: (1) changing the budgetary structure of the Office of Institutional Research and Planning, (2) proposing upgrades of current staff and hiring of new staff, and (3) attempting—with the District's assistance—to reduce the workload of the office.

Until a year ago, the operating budget for Institutional Research and Planning was included in the overall budget for the Office of the President. As part of the Operational Plan development for 2002-03, a budget was created for the establishment of the Office of Institutional Research and Planning, to be managed by the Associate Dean of Institutional Research and Planning.

The President, executive staff (vice presidents and deans), and faculty have recognized the talents and skills of the current Associate Dean. Further, they recognize that the office plays a critical role in evaluating the institutional effectiveness of the college. For these reasons, the President has taken steps within the administrative regulations of the Los Angeles Community College District (LACCD) to change the current position from Associate Dean to Dean.

During spring 2001, the Associate Dean submitted a proposal requesting funds to create the additional position of Research Analyst. The proposal was ranked highly by the Assessment and Planning Committee and subsequently recommended for full funding by the Resource Allocation committee. The College Council then approved these recommendations. Unfortunately, during the 2001-2002 academic year, the District's civil service Personnel Commission did not have a list of eligible applicants to fill the position. It was not until the summer of 2002 that the Associate Dean was notified that a list of eligible applicants would be available early in the fall semester. To complicate matters, in fall 2002, the district's Chancellor

and his Cabinet instituted a hiring freeze for all permanent positions because of budget concerns. However, as of this writing, a strengthening institutions (Title V) grant application has been developed which includes a research analyst position.

Because the Los Angeles Community College District employs dated scheduling software programs that make access to data for educational managers difficult, the task of report development has fallen to Institutional Research. Recently, however, the District elected to purchase a commercial software program for class schedule development that is being pilot tested by a couple of the colleges; Mission College is the lead institution in this project. The program has been selected for its real-time data accessibility by a number of users, and it is anticipated that this user-friendly and more powerful software will decrease the number of reports requested of the Associate Dean and thereby diminish the office's workload.

6. The team recommends that the college develop an enrollment management plan that provides a framework for strategic growth. (Standard 4A)

Shortly after the most recent accreditation visit, the College Council voted to change the academic calendar from an 18- to 16-week semester. The decision was made partially because, at that time, the LACCD funding allocation model was driven primarily by enrollment growth. During the 2000-01 academic year, the two other LACCD colleges within the San Fernando Valley had changed to 16-week semesters and realized annual enrollment growth of approximately 22%. While 6% of that growth was due to the manner in which class time was reported and existed only during the first implementation year, the college's administrative staff reasoned that in succeeding years, these colleges would see an enrollment growth of 16% if conditions remained the same. Thus, academic administrators worked with department chairs and faculty to increase the number of class sections offered under the new 16-week calendar so that the college would reach a 16% enrollment growth during the 2001-02 academic year when Mission College itself implemented the change in semester length. In fact, the college achieved a 20% enrollment growth for that academic year.

However, beginning in 2002-03, the district's enrollment formula changed so that competitive growth with respect to other colleges in the district was no longer the governing budget allocation principle. The old model had led to large amounts of unfunded FTES which the district felt it could no longer sustain. Beginning in 2002-03, colleges were urged to more closely meet their funded FTES targets and were guaranteed full funding of those targets if they reached them. Since Mission exceeded its funded FTES target in 2001-02, by 21.13% (1485.4 FTES), its goal in 2002-03 and 2003-04 has been to reduce its unfunded FTES. The combination of limited growth funds and reduced class sections has moved Mission closer to its target of funded FTES.

In responding to comments made to faculty and staff by the visiting team during the accreditation site visit, the academic administration has created a schedule of course offerings over a broader span of time than was in place 18 months ago. Each semester since spring of 2001, more classes have been offered earlier in the morning and after noon. The result has been greater enrollment in daytime classes with many more recent high school graduates enrolling at these times.

To further assist the college in this area, the vice president of academic affairs attended a workshop at the state Chief Instructional Officers (CIO) conference in San Diego on effective enrollment management models. The College's next goal regarding enrollment management is to target growth and cuts in ways that do not harm student learning. In doing so, the academic department chairs will play a critical role.

7. The team recommends that the college conduct a thorough analysis of classroom utilization during low use periods to meet increased student enrollment. (Standard 8.1)

Because of the passage of two recent bond measures, the college's classroom space will be changing significantly over the next few years. During the development of the college's facilities master plan (2002-03), a consultant was hired to update the college's space inventory. The results are being used by the Office of Academic Affairs in consultation with the academic department chairs to improve scheduling of classes so that buildings and rooms are used more efficiently at all times of the day. As new buildings (Family and Consumer Studies, Media Arts, Student Services, Health and Wellness, and Child Development Center) are being programmed, this inventory is being updated to reflect changes in academic facilities and projections of student enrollment growth..

8. The team recommends that additional modifications to the budget allocation model be made that would provide equity to the formula that better meets the needs of the colleges and the district. The formula should be designed to address economies of scale for the small colleges in the district. (Standard 9A)

A task force of the District Budget Committee reviewed several simulation budget allocation models and determined that none of the simulations benefited small colleges. Nonetheless, the allocation model was changed effective 2002-03. The new formula is intended to decrease the competition for funds among the colleges and to provide each college with a greater ability to determine its appropriate growth level. Previously, the level of enrollment growth over funded growth determined the amount of additional funding a college could capture: the greater the growth with respect to other colleges, the greater the funding.

Under the revised formula, all colleges are funded up to their respective enrollment growth caps if they meet those FTES targets. If additional monies are available to the District for allocation to the colleges, then those colleges that have attained an additional percentage of growth (1% above cap) will be funded to that level. This allocation process will be continued, according to each college's performance, until all funds have been allocated.

Furthermore, the chancellor has committed to an external review of the budget allocation formula. A consultant from the National Center for Higher Education Management Systems (NCHEMS) has been hired to perform this assessment. College presidents, vice presidents, district faculty senate leaders, as well as the leaders of faculty and staff guilds, have been included in the initial discussions with the consultant. A target date of May 2004 has been set for completion of this assessment and development of a set of recommendations to the new interim chancellor.

9. The team recommends that the College continue to place a high priority on improving communication and consultation among the employee community and the district/college administration and actively foster and train staff and students to develop consistent participation in the governance committees and structures of the college. (Standards 7C.1, 7C.2, 10B.5, 10B.6, 10B.7, 10B.8, 10B.9, 10B.10, 10C.3, 10C.5)

Response:

The president of the college has proactively created a series of monthly forums for all employees in which topics of concern to every constituency are covered. Active participation by every segment of the college community is encouraged. Additionally, monthly consultations with the Executive Board of the Academic Senate and the chapter chair of the AFT are held. The results of these consultations are reported back to the respective bodies in detail. Questions and responses are then followed up at the ensuing consultations. In this manner a continuing dialogue is maintained. In addition, the president holds biweekly meetings of the campus

Leadership Group in which the leadership of all campus constituencies discuss issues of concern, with any participant having the ability to place an item on the meeting's agenda.

Each standing committee of the college governance structure has a written charter published on the college Web Site that specifically lists the membership including faculty, staff and student members. Each standing committee also has an appointed non-voting administrator as a resource person. The Office of Student Services is contacted at the beginning of each academic year to invite a student member to each of these committees. The campus shared governance committee, the College Council, has representation from every college constituency, including staff and students as voting members.

In order to better inform and train the campus community as to college policies and procedures, a task force to develop a booklet combining all college policies and procedures has been appointed. This is intended to be available for new employees as they train and current employees as they perform their duties.

In the progress report responding to the college's own planning agenda for plan 12, a wide variety of new initiatives to generally improve campus communication is outlined.

The President's Newsletter is now online making it more widely available to both the campus community and the wider college community and public as a whole. Varying topics of concern to the college and the community as they relate to changes at the college are discussed in depth.

10. The team recommends that the college review the organizational structure to ensure that reporting relationships are both effective and efficient and in accordance with the college's mission. (Standard 10B.3)

Response:

Early upon assuming his duties, the vice president for academic affairs began discussions with academic department chairs, the Academic Senate leadership, and the faculty guild president regarding the reorganization of the academic departments. Resulting from these discussions, the academic departments were reorganized in such a way as to be similar in size and with reasonable educational affinities among the disciplines. A year later the district's other colleges underwent similar reorganizing prompted by the requirements of the newly adopted faculty contract.

Planning Agenda for the 2002 Reaffirmation

Plans

1. The Assessment and Planning Committee will review the College's mission statement, philosophy, and goals on an annual basis with the assistance of the Associate Dean for Campus Development and Institutional Research. The responsible committee members will focus on the measurability of the goals, the alignment of College goals to the external environment as determined by environmental scanning, the ongoing compliance with relevant state and local policies, the compliance with the newly adopted district vision and goals statement, and the input from all evaluation procedures in place at the College. The Assessment and Planning Committee will disseminate the results of the evaluation of the mission statement and goals to the College and its constituency after the annual review.

Background:

The mission statement approved by the Master Planning Committee during the summer of 2000 was created to be specific, measurable and in compliance with Title V and the Educational Code. In the Self-Evaluation subsection for Standard One in the 2001 Institutional Self-Study for Reaffirmation of Accreditation, the Standard 1 Self-Evaluation found that a large majority of the faculty and staff indicated they had a good understanding of the LAMC Mission Statement and that along with the College goals was appropriate for the College. However, it was also found that the Mission Statement and College Goals had relatively low visibility in College publications. This led to a planning agenda that the Mission Statement would be reviewed annually by the Assessment and Planning Committee and that the results would be disseminated to the College and its constituency.

Progress:

The Assessment and Planning Committee has been conducting a review of the Mission Statement and Goals during the spring semester of 2003 and will conclude it in the fall semester. The Associate Dean For Institutional Research and Planning has provided administrative support. In addition, a consultant conducted a series of workshops with faculty, staff and administrators in which aspects of the statement were reviewed and some recommendations were made. When the review is completed, the results will be published on the Los Angeles Mission College Web Site and in other appropriate venues such as the President's Newsletter. Should substantial changes be recommended, the statement will be approved through the campus governance process and submitted to the District Board of Trustees for its approval.

2. The College will use appropriate measures to increase the level of awareness and application of the mission statement and goals among all College constituencies.

Background:

The Standard One committee found that the LAMC Mission Statement and College Goals were not very visible in College publications and on the Web Site. It was recommended that efforts be made to correct this.

Progress:

The LAMC Mission Statement and College Goals are now published in the LAMC Catalog and Web Site. However, the most effective means by which faculty, staff and administration have been made aware of the goals is that they are inherent in the planning process for preparing the yearly operational plan. Each entity at the College that desires to use resources beyond its base allocation must prepare a document that incorporates the College goals. The process requires that for each resource requested, an objective with multiple success indicators must be written. One of the College goals must be advanced by the objective and the degree to which this is supported is one of the criteria by which the Assessment and Planning Committee uses to eventually prioritize the request. The process, then, fosters awareness of the importance of the goals to planning and assessment and College-wide improvement.

3. The current grant-funded process for maintaining the Web Site will be institutionalized at the end of the funding period.

Background:

The staff funded by a Title III grant had begun to re-organize and expand the College Web Site at the writing of the Reaffirmation. Previously, the site had been seen as inaccurate and ineffective. The staff had put into place a plan approved by the Technology Mediated Instruction Committee that was designed to greatly expand the amount and quality of information available to all users.

Progress:

The process has continued and the Web Site is now a much-used resource for students, faculty, staff and the community at large. There are now many courses that use the *Web Site* for extensive collateral information and activities enhancing student learning. Many of the courses use the Web Site so extensively that they have effectively become hybrid courses—learning takes place in the conventional classroom and online with equal effect. Additionally, the College now has 15 stand-alone online classes, a 15 percent expansion from 2001. Enrollment in online classes has increased 177 percent. Most recently, the College has adopted the Etudes software package for developing online instruction so that courses are uniformly accessible. The Title III staff assists instructors with Etudes and the continuing development of hybrid course materials.

Until the recent statewide budget challenges, the College had planned to institutionalize the functions of the Title III staff. The Title III funding ends in 2004 and the ability of the College to carry out the plan remains uncertain at this writing.

4. Sanctions for violation of Student Code of Conduct will be published in the *Schedule of Classes* and included in the Web Site.

Background:

In the Standard 2 Self-Evaluation it was proposed that some mention of student sanctions could be inserted in the *Schedule of Classes* to make them more visible to students despite the finding that academic honesty was not a significant problem at the College. At the writing of the Reaffirmation, 76 percent of students and 61 percent of faculty had a good understanding of current College policies on student academic honesty.

Progress:

As of this writing the *Schedule of Classes* contains the Student Code of Conduct. The Web Site contains the same information.

5. In the 2000-2001 academic year, the College will institutionalize the assessment and planning process that the planning committee developed in 1999-2000 so that it will be fully implemented during the 2001-2002 academic year. The College will establish the enabling governance model associated with the process along with an assessment office under the direction of the Associate Dean for Institutional Research and Planning. The College will also develop the operational plan using the process, and selected units of the College will undergo evaluation in the revised Institutional Effectiveness Process.

Background:

In Standard 3 Self-Evaluation considerable emphasis was placed on an institution-wide need for a systematic implementation of an assessment and planning model that would focus all constituents on the improvement of teaching and learning at the College. A commitment to assessment and planning was described in detail in a document entitled *Assessment and Planning at Los Angeles Mission College*. In the document, basic assumptions about assessment were stated along with defined parameters of the process as it was to be implemented. Accompanying changes to the governance structure of the College were planned that would link assessment and planning to College decision-making.

Progress:

In the *Interim Report to the Accrediting Commission for Community and Junior Colleges*, written and submitted to the Commission in October of 2002, the College responded to the visiting team's Recommendation 3 that, "... the College complete the development of the Assessment and Planning and Institutional Effectiveness processes and resolve how the old and new planning processes will co-exist during the transitional period." The response was quite detailed and speaks to Plan 5 of the College's own Planning Agenda. The opening statement clearly sets forth the current progress. "Processes for both Assessment and Planning and Institutional effectiveness have been completed and implemented, Assessment and Planning in 2000-01 and Institutional Effectiveness in 2001-02. Both processes have completed at least one cycle and are now undergoing Revisions based on those initial experiences."

The Assessment and Planning process, as reported in the *Interim Report*, has been implemented fully. The separate functions of the standing committees in the governance structure have adjusted to their relative responsibilities, although some criticism that the process was too lengthy has been voiced, particularly by department chairs. Further adjustments, particularly to the concept of a baseline budget or operational plan, are planned to speed the ordering of classroom materials. Unfortunately, the current funding shortfalls statewide have forced a suspension of the process itself, there being no additional funds to allocate beyond the previous year's budget levels.

The Institutional Effectiveness process has completed one cycle, the assessing of teaching disciplines, and is midway through another, the assessing of support services. Due to budget constraints the Office of Institutional Research has not been funded for the expanded staff it needs to provide the extensive data required by the Institutional Effectiveness Unit Assessments which are the vehicle for assessment in the cycle. However, it is expected as funding improves this effort will be remedied.

In another area, the Unit Assessments make extensive use of the assessment of learning outcomes. The Institutional Effectiveness Committee worked throughout the 2002-03 academic year to develop learning outcomes for General Education at the College. A final document was submitted to and approved by the Curriculum Committee of the Academic Senate in the fall 2003 semester. Until this document was finished, the development of discipline-specific learning outcomes was held in abeyance.

6. The College will publish the results of the assessment and planning process on the Web Site and in print annually.

Background:

In the Self-Evaluation for Standard 3, the committee found that the College, lacking defined outcomes and a coordinated system for their assessment, had not had a formal vehicle, such as an annual report, to communicate quality assurance information to the public. Communication was chiefly by anecdote through active and former students. The College did comply with the federal Student Right to Know act, and continues to do so through the Office of Institutional Research.

Progress:

As of this writing, the data resulting from the Assessments of Effectiveness has been too scanty to publish. It is anticipated that with the development of learning outcomes, the second round of the assessment cycle will furnish more information and it will be published in an annual report.

7. Through the assessment and planning process, the College will establish a systematic procedure for analyzing trends in all factors that could affect program planning and incorporate the findings into the development of new programs. Department chairs and the Office of Academic Affairs will strengthen low-demand programs by developing systematic plans that include marketing, recruitment, and a two- to three-year plan for scheduling beginning and advanced courses.

Background:

The analysis of educational program planning in Standard 4 of the Reaffirmation found that under the pressure of state and district funding allocation procedures, College planning had often been reactive and dependent on the persistence of individuals as advocates for their programs. While it also found that there were exemplary new programs of innovative design that were evidence of responsiveness to the community, there was no mechanism for long-range program planning. It found the College lacked a systematic analysis of employment, earnings, or industry data in developing an educational master plan.

Progress:

The Council of Instruction and the Vice President of Academic Affairs have been charged with developing an Educational Master Plan. Preliminary efforts have begun in cooperation with the Academic Senate and the Institutional Effectiveness Committee. The Institutional Effectiveness Unit Assessments contained a section that offered all academic disciplines the opportunity to create a strategic three-year plan based on trends analysis and environmental scanning. To the degree that this was completed by disciplines there now exists a starting point for a more comprehensive plan. The College plans to complete the Educational Master Plan by the end of the 2003-04 academic year.

In the vocational disciplines, VTEA plans continue to provide strategic and operational planning that allows students to complete degree and certificate programs in a timely manner.

The Vice President of Academic Affairs and the Council of Instruction, comprised of all department chairs, have created a course scheduling plan that responds to the needs of students for classes at all times of the day and evening. Careful attention has been paid to the scheduling of classes in specific high-demand disciplines so that students have improved access. Scheduling for advanced courses is now planned over several semesters to allow students to complete programs. However, recent declining funding will no doubt affect such planning adversely.

8. The College will put a high priority on establishing and enforcing validated prerequisites for college-level transfer classes. It will assess the need to offer basic skills classes and accompanying degree-applicable, non-transferable curriculum in sufficient numbers to accommodate the realistic needs of the student population.

Background:

The analysis of academic standards in Standard 4 found that over the period fall 1995 to fall 2000, 53 percent of entering students were assessed below English 21, the lowest level English course the College offers. Forty-one percent of entering students were assessed below Math 115, Elementary Algebra. Yet, an analysis of the Schedule of Classes revealed a mismatch of class offerings relative to student preparation. Additionally, the College has lacked established communication and computation prerequisites for most college-level courses. This, it was found, has contributed to students enrolling in academic courses for which they are inadequately prepared. A likely effect of this is decreased retention and student success as well as the erosion of academic standards.

Progress:

The Office of Academic Affairs has been charged with developing a plan for establishing and enforcing validated pre-requisites for college-level transfer classes. The plan has had three phases, a database analysis of pre-requisites, a determination of which ones are correct and a computer lock enforcement policy to ensure students will adhere to the requirements. The faculty in individual disciplines are reviewing the need for further pre-requisites. The Institutional Effectiveness Unit Assessments addressed the need for sufficient offerings of basic skills as a result of pre-requisite enforcement. There is an exploration underway of the concept of a basic skills program that would address the large numbers of under-prepared students in a systematic effort to support retention.

9. The assessment and planning process will systematically ensure that all degrees, certificate programs, general education curriculum, programs, certificate programs, and disciplines will have specific measurable objectives tied directly to the College goals and will identify and make public expected learning outcomes. As course outlines are updated, the College will develop provisions for the review of their appropriateness for general education.

Background:

In the self-evaluation of curriculum and instruction it was found that there was a need to tie academic programs and courses to performance indicators in order to directly address the issue of appropriate academic rigor. It was also found that a discipline-by-discipline review of learning outcomes was needed to ensure the appropriateness of courses for general education. At the time the Reaffirmation was written, learning outcomes for general education and individual disciplines had not been developed. Course outlines did have specific objectives and the Curriculum Committee has been enforcing a policy that ensures individual course outcomes are measurable. No systematic process is yet in place that uses performance indicators to improve instruction, although the format of the Unit Assessments will allow faculty to do so.

Progress:

The Institutional Effectiveness Committee and the Associate Dean for Institutional Research and Planning developed a draft of learning outcomes for general education which were approved by the Curriculum Committee in fall 2003. The Academic Senate had formally charged the Institutional Effectiveness Committee with this task in the spring semester of 2002. The committee focused on developing specifically measurable outcomes for general education based on the College mission statement and goals as well as a study of best practices found in higher education nationwide. Committee members along with the Vice President of Academic Affairs and members of the Academic Senate attended the Western Association of Schools and Colleges and American Association of Higher Education sponsored conference on learning outcomes as part of the necessary background research and preparation.

To further assist faculty and staff with writing effective learning outcomes at the discipline level, the Institutional Effectiveness Committee invited Larry Kelly, a nationally recognized resource, to conduct a workshop in the spring semester of 2002. At the workshop approximately 40 people began writing discipline specific outcomes based on a model Dr. Kelly presented.

In addition, the Los Angeles Community College District will be conducting its own accreditation workshop in the spring of 2004 with the development of learning outcomes as a primary focus.

10. The Curriculum Committee will establish an effective procedure for its operations that focuses on the effectiveness of learning outcomes and key indicators for the courses and programs that come before it instead of on technical review.

Background:

In the Self-Evaluation of Standard 4, it was noted that the Senate Curriculum Committee had been given heightened responsibility by the District's decentralization project in 2000. The approval of new programs and courses had now become largely the province of the College. It was suggested that the committee needed to establish a more effective procedure that would focus on learning outcomes and issues of effectiveness and less on technical review.

Progress:

The chair of the Curriculum Committee has led the committee in establishing new procedures that have changed the focus of committee work to exit skills and writing measurable course objectives with specific activities. The necessary technical review is done in advance of committee meetings thus ensuring that members are using their time to discuss and review the content of courses. It is presumed that this new procedure will result in increased awareness by faculty of performance indicators in curriculum as they may impact improved teaching and learning at the College.

11. Using the assessment and planning process, the Vice President of Student Services and the Vice President of Academic Affairs will develop measurable objectives with associated performance indicators that address the following issues: evaluating the effectiveness of all student services; ensuring that all appropriate students complete educational plans; increasing the number of applicants for scholarships; increasing student participation in co-curricular activities that expand the aesthetic, civic, intellectual and ethical sensibilities of students; ensuring that all services are available in an equitable manner to all students, including those in remote locations and in nontraditional programs; and increasing the number of students who participate in activities that promote a discussion of diversity and tolerance issues.

Background:

The Self-Evaluation of Standard 5 pointed out that while laudable efforts at surveying students as a means of evaluating student services had been undertaken over a significant period of time, the surveys had not been integrated into a systematic effort to assess the effectiveness of its programs. It was further revealed that a significant number of students were not completing an education plan nor consistently working with a counselor indicating a barrier to this group achieving success. A need was recognized for more students to apply for scholarships and participate in co-curricular activities, especially those that promote a discussion of diversity and tolerance issues. Finally, all services must be available in an equitable manner no matter what mode or in which locality the students access learning.

Progress:

The Institutional Effectiveness Committee, in conjunction with the faculty and staff involved, has developed separate Unit Assessments for Counseling and Student Services that establish success indicators measuring specific performance objectives. While data that will ensure that the usefulness of these evaluations is available, without additional staff in the Institutional Research and Planning Office, its analysis and dissemination remains problematic. The Institutional Effectiveness Committee has completed a draft of general education learning outcomes, and those outcomes will be valuable in establishing outcomes for support services as well as disciplines. The Institutional Effectiveness Unit Assessments focus on specific measurable outcomes that address increased Educational Plans for students, increased financial aid applicants taking advantage of federal, state, and private resources, participation in co-curricular activities and equitable access to services. Planning for improvement in these areas will follow the assessments.

The College Diversity Committee has increased the number of activities on campus in which discussions of issues of diversity and tolerance take place. Since the writing of the Reaffirmation, activities have taken place monthly that focus on topics such American ethnic cultures, cultures of foreign lands and protected groups.

12. Using the assessment and planning process, the Vice President of Student Services and the Vice President of Administrative Services will develop a comprehensive campus-wide communication plan to ensure that students, faculty, staff, and administration are informed about the activities of every office and program.

Background:

The Standard 5 Self-Evaluation indicated that few students had experience with or participated in the opportunities for intellectual, ethical, personal and social development that existed on campus, at least in part due to lack of communication. It was suggested that the College needed some sort of effective campus communication medium.

Progress:

While no comprehensive plan has been developed in response to the Planning Agenda, a number of efforts at improving communication have taken place. With the assistance of the Title III grant staff, the College has substantially revised its Web Site to make it more easily navigated by students, faculty, staff and the community at large. The college has established a public affairs office that has been instrumental in developing new communication conduits. As a result, the Web Site now contains a News and Events page that is current and professionally designed and written. It averages approximately 70 Internet hits per day, indicating it has

developed a regular following. The student page, however, still has only one paragraph briefly describing student activities relating to student government. No mention is made of co-curricular activities.

Coordination of events and scheduling of activities has become much easier with a newly developed master calendar office. The master calendar office assists the communication to the campus community in published schedules of events.

The student services building has been thoroughly remodeled and now contains a lobby with electronic kiosks. Presently the kiosks are being programmed so that students can have access to more information about services and activities. A student information desk is now located in the lobby where an employee can answer questions and give direction to students.

Another new avenue of communication has been the President's Newsletter, a monthly publication featuring news of campus activities, events and features on students, faculty and staff. The newsletter was published during the 2001-02 and 2002-03 academic years. This year, it has been replaced by a more comprehensive on-line version called "Mission College dot News." The maiden issue of this newsletter drew nearly 400 Internet hits in the first four days after "publication."

13. The Library and Learning Center each will submit an operational plan that reflects an accurate appraisal of personnel and acquisition needs for fiscal year 2001-2002. The College will use the evaluation procedure in the assessment and planning process to prioritize all requests for personnel and other funding, including that of the Library. The prioritization will consider criteria, including legal requirements and national standards for the funding of libraries. Administrative Services, once the operational plan is approved and funded, will post funds to the Library accounts in a timely manner to facilitate the contracting and purchasing process.

Background:

The Standard 6 Self-Evaluation found that the success of planning efforts for the new Library and Learning Resource Center varied. Despite the changing conditions and the need for increasing support, the Library actually experienced a prolonged period of declining budgetary support from 1997 to 1999. The Library lacked adequate staff to support the expanding requirements of information technology and Library services and the funds to support an adequate, current collection. Student surveys indicated that the College needed to examine resource access and a larger and more up-to-date collection. The Library also was well below a minimum level in staffing and the collection according to Title 5 and national standards for two-year colleges the size of Mission. Budget allocations to the Library had been inconsistent from year to year and had not kept up with the inflation rate for Library materials. Despite this fact, many new courses and programs had been approved for the College. Further compounding the budget problems was that despite the need for prompt payment for database subscriptions, funds had not been placed into the Library accounts in a timely manner.

Progress:

Operational planning in the new Assessment and Planning model has been designed to allocate funds in two ways. One, programs (such as the Library) are to have an established base allocation that covers its basic operational needs. The base allocation for teaching disciplines would be determined by a number of factors such as FTES, technology requirements, supply requirements, printing, classroom aides and adjunct personnel. History and the experience of department chairs would be primary in developing the base allocation. In the case of support services such as the Library, the base would have many of the same determining factors plus

the consideration for Title 5 and national standards for colleges with a similar student population.

Two, funds can be allocated on the basis of plans for program improvement. In this case a program submits an application for funds over the base allocation with a plan that includes the College goal to be advanced, objectives that advance the goal and success indicators that measure the attainment of the objective. These applications are reviewed and approved by the Assessment and Planning Committee and the Resource Analysis Committee, each according to their respective areas of interest.

The Library has participated in this allocation model with varying degrees of success. A position for a new librarian was filled. The Library has been successful in obtaining funds utilizing the program planning process. A five-year plan to update the Library book collection was approved and funded.

As a result of the Statewide budget crisis, plans to implement baseline operational planning for all units including the Library have been temporarily suspended. In addition, one staff position in the Library remains unfilled. The administration is aware that the Library services require a base level of trained staff and is currently working to get a new classified position opened and filled. Although the five-year plan to update the Library book collection was approved for funding in 2003-04, the funds are not yet in place.

14. The College will reform the curriculum approval process so that the proposed new course request forms will accurately reflect the information needs of the courses.

Background:

The Self-Evaluation for Standard 6 found that despite a curriculum approval form that asked whether there were adequate resources in the Library for new courses and programs; in actuality this was not accurately being determined. Faculty were routinely indicating that Library resources were adequate and the Library department chair routinely approved new and updated course outlines without verifying that Library resources supported the course.

Progress:

The Academic Senate developed a new process and form for approving curriculum. This form now requires that faculty proposing new courses research current Library holdings and list them as well as unmet needs. This new process is somewhat successful. Some faculty embrace the effort to determine if Library resources support the course content for proposed courses and methodically complete the form in consultation with the College librarian. Others continue to indicate that Library resources support the course content without checking the Library catalog or databases. In an effort to make the process clearer, samples of completed forms are now available for faculty to review. Additionally, the Curriculum Committee plans to provide a written step-by-step procedure explaining how to complete the Library form.

15. By the 2000-2001 academic year, the College will develop and implement a comprehensive plan for the acquisition of, support for, and management of technology including audiovisual equipment and district-wide e-mail for both the academic and administrative functions of the College by using the assessment and planning process.

Background:

The Self-Evaluation for Standard 6 in examining the Faculty/Staff Accreditation Survey found that while Computer Systems Services was rated by 83 percent of respondents as important, almost 20 percent gave this service a rating of poor or failing, the largest negative rating of any

service at the College. The committee found that there was no focal point within the College reporting structure that was responsible for coordinating the computing and information technology requirements of the academic programs and the administrative functions of the College. Computer Systems Services was also found to be inadequately staffed. The College was found to lack a systematic process for planning, implementing, and training for new technology. As an example, a new e-mail system was being planned but without user training or infrastructure planning. The technical infrastructure of the Library and Learning Resource Center, the campus-wide computing libraries, and all other electronic support require coordination and maintenance. It was recommended that the College needed a technology coordinator in some capacity.

Progress:

In 2002-03, the College employed an outside consulting firm to assist in developing a detailed technology plan. In several workshops, faculty and staff who are stakeholders in campus-wide technology met with the consultants and a draft plan was developed. In the fall of 2003, the draft plan is undergoing the approval process in the standing committees of the governance process. The plan calls for a coordinator and details management guidelines for technology at the College.

16. Beginning in the 2001-2002 planning cycle, departments, disciplines, and offices will use the new assessment and planning process to create measurable objectives that rationally support the need for new faculty, staff, and administration. The College will make measurable progress toward the 75 percent/25 percent ratio of full-time to part-time faculty. The College will use the same process to re-allocate existing classified staff or to recommend retraining where indicated.

Background:

In the Standard 7 Self-Evaluation, a chart revealed that while the Los Angeles Community College District was substantially in compliance with Title 5 and the 75 percent full-time faculty requirement, the College itself was not. It was stated that the College had plans to hire a number of new full-time faculty and there was a commitment by the new College president to make significant further progress as her administrative goal.

Progress:

Hiring personnel is the greatest expense the College can incur. With the relatively felicitous budgets at the time of the writing of the Reaffirmation the outlook for progress was upbeat. However, with the recent downturn in the State's economy and the resulting uncertain funding for community colleges, hiring is at a standstill district wide.

Since fall 2000, 25 new full-time faculty positions have been created and filled. These hires were accomplished according to the Academic Senate Hiring Policy. To date there is not a direct line between the Assessment and Planning Committee and the Senate Hiring Committee process. The committee considers various factors in the allocation of new hires including vacancies, WSCH/FTE, demand and discipline staffing history. While the Self-Evaluation related incoming student assessment scores with the need for more faculty in basic skills, hiring in these areas has lagged behind overall faculty hiring:

Declining revenues have also affected classified staff hires. Some re-allocation has taken place in the area of department secretaries and other staff, but institution wide planning for classified staff hiring is contingent on additional revenue.

17. The College endorses the Board of Trustees' current project to assess the effectiveness of the Personnel Commission. The College recommends that this assessment evaluate all promotion procedures with the intent of facilitating lateral movement and upward mobility for employees. The College recommends that the process further evaluate the effectiveness of the Personnel Commission with regard to its responsiveness to the needs of the College for hiring adequate numbers of appropriately trained staff.

Background:

In the Standard 7 Self-Evaluation interviews with program managers and office supervisors who have experienced the process of creating new classified positions describe the process as cumbersome and unresponsive to program and College needs and requirements. The Personnel Commission had not been reclassifying staff positions quickly enough to accommodate the changing conditions at the College. As of the writing of the Reaffirmation, the Personnel Commission had agreed to hire a consultant to investigate perceived problem areas and to coordinate the dialogue between classified staff and the commission. The primary issue that the consultant was to investigate was a commitment to change promotion procedures to facilitate lateral movement and upward mobility for employees.

Progress:

This is primarily a District issue. The plan endorsed the District initiatives aimed at resolving problems with the Personnel Commission policies and procedures.

18. In the 2000-2001 academic year, the College will initiate an evaluation of the management practices of all supervisors of classified personnel and begin a comprehensive training program to ensure that every staff member is treated with equity and fairness. Using the assessment and planning process, the College will evaluate all recent reclassifications with regard to actual duties and program and office needs.

Background:

Interviews with classified staff at the College by the Standard 7 Committee revealed a significant number of classified employees at the College believed grievance procedures should not be initiated, even when supervisors had violated rules and the bargaining agreements because it was felt the work environment would be negatively affected. Further, classified staff indicated that some supervisors treated classified employees unevenly in evaluation, work distribution, and allotment of new equipment.

Progress:

A full-time compliance officer was hired in 2001. The College's compliance officer has coordinated attendance at a series of workshops for supervisors and managers conducted by the law offices of Liebert, Cassidy and Whitmore as part of a series sponsored by the Southern California Community College Districts Employee Relations Consortium. In January the workshop was entitled Disability Discrimination, Family and Medical Care Leave, Workers' Compensation and Disability Retirement; in April the workshops were entitled Embracing Diversity and Conflicts of Interest; in May, Preventing and Recognizing Discrimination; in September, Evaluation, Discipline and Non Re-employment of Contract Faculty and Adjunct Faculty. Topics at the various workshops included creating a culture of respect, confronting prejudice, managing differences, property transaction conflicts, the many phases of conflicts, discrimination and harassment, retaliation and individual liability in preventing and recognizing discrimination. Further workshops are planned. Further, administrators have been responsible for ensuring that performance evaluations of classified staff take place appropriately.

19. The College will use the new assessment and planning process, with the input developed through the needs assessment conducted in the fall of 2000 and the District contracted consulting firm, to continue the development of a comprehensive facilities master plan. The plan will take into consideration the identified needs of those facilities that are currently not housed on campus, the need for faculty offices, and the projected demands for facilities to house planned new programs. The plan will include those facilities that can be funded through state sources and those that can be funded by local resources such as District funds and bond issues. This will also apply to new equipment purchasing and leasing, including all required maintenance support.

Background:

The Self-Evaluation for Standard 8 found that at the time of the writing the Reaffirmation current classroom space partially accommodated a number of the existing College programs, but would not meet projected enrollment growth or anticipated additional programs. Several important programs and over ten percent of the College's evening offerings were housed off-campus. The science programs were in need of additional lab space. Faculty office space was seen to be a particularly pressing need.

Progress:

A facilities master plan has been completed with the assistance of the consulting firm of Gensler and Associates. The involvement of faculty and staff in the preparation of the comprehensive plan was extensive. The passage of Bond issues A and AA has provided the funding to build out the physical plant for the college. The required acquisition of additional land adjacent to the current campus has provided a challenge for the office of the President. Negotiations have taken place among the college, the district, and the County of Los Angeles since the large regional park surrounding the college will be affected by any proposed expansion.

While the consulting firm did not employ the assessment and planning process under development at the College, it did rely upon the standing committees and the governance structure to validate the planning efforts. The college mission and goals were taken into consideration when planning principles were developed. The facilities master plan was submitted to and approved by the College Council, the college's primary shared governance organization. Programming of new buildings remains consonant with state standards regarding the overall capacity load ratio.

20. Using the new assessment and planning process, program and unit managers will actively develop their operational plans and control their budgets by fiscal year 2001-2002. The same planning process will be used in allocating state block grant money and Partnership for Excellence funds. The college will evaluate all specially funded programs will be evaluated using the same process.

Background:

The Standard 9 Self-Evaluation revealed that there was limited understanding of and participation in the financial planning and budgeting process as it then existed. Only 20.6 percent of faculty and staff possessed a good understanding of College budget procedures and only 20.1 percent believed that they had a good understanding of the role of the College Budget Committee as it was functioning at that time. At the time of the writing, additional resources became available to the College as a result of a new allocation model in the District. These resources became an incentive to develop an understandable and systematic process to allocate funds based on measurable institutional objectives at the College level. Administrative Services responded to the new situation by expanding the operational plan process to be more inclusive.

Progress:

In 2002 and 2003 the operational planning process conformed to the new assessment and planning model for the most part. Budget managers developed objectives and success indicators for requests for funds over their base allocations; those objectives were evaluated and prioritized by the Assessment and Planning Committee and funds were allocated to the planning units by the Resource Analysis Committee according to that prioritization. The source of some thorny problems lay in defining what constitutes a base allocation. Currently, a joint task force has been created to define how a unit is supported for its ongoing functions. The funding reduction that currently exists has left many units without a base allocation for continuing their essential operations. This is due, at least in part, to the previous policy of funding essential operations, including permanent employees, out of Partnership for Excellence funds which have now become unavailable. Administrative Services has recently placed all permanent employees into the operational budget – the permanent budget. This will provide the first part of the definition of the base for a unit.

Currently, the Assessment and Planning Committee and the Resource Analysis Committee have developed a process for allocating State Block Grant funds for instructional equipment. A study is also being made to define the base allocation for all college units. The base allocation is the amount of funds needed by a unit for its ongoing activities.

Since the objectives and success indicators for specially funded programs (programs funded by grants) are evaluated by the granting agencies, the original intention to include them in the assessment and planning model has been put aside. All originating grant applications are evaluated by executive staff for compliance with the College mission and goals. However, to link these programs more readily with the day to day operations of the college, the president of the Academic Senate will be added to the list of individuals who routinely review the grant planning abstracts.

21. In College governance, decision-making that involves all financial resources, human resources, and educational programming will result from the assessment and planning process, which is based on the assumption that every decision must stem from the College mission and goals. The reporting structure and lines of authority, including relative responsibilities, will be widely participatory, will be clearly defined, and will adhere to the tenets of Title 5. Improved communication and consultation between faculty and administration will be a high priority.

Background:

The Standard 10 Self-Evaluation for Institutional Administration and Governance found that the previous College governance structure had become ineffective. Standing Committee reports necessary for the participatory governance committee to act as an advisory body were often neither given nor available. Many times the committees could not act due to a lack of quorum and members frequently canceled meetings. Faculty and staff gave low ratings to the effectiveness of this advisory committee in ensuring the quality of educational programs and services and in providing leadership and direction to the College.

The new president of the college, as part of the assessment and planning process, proposed an alternative participatory governance structure which was subsequently approved. The reporting structure remained essentially the same but decision making was substantially different. Planning decisions were to be based on measurable objectives tied to success indicators. No units in the College were to be exempt. A basic assumption was that all resources would be allocated in the process. The College Council that was formed would have the ultimate responsibility to review priorities, but decisions would be based on agreed-upon criteria that stem from the mission and goals of the College.

As a secondary, but equally important consideration, the new president assessed and changed the relative distribution of authority among the vice presidents. Budget instead of educational planning was driving many decisions at the College.

Progress:

The new governance structure has been in place since 2001. Each standing committee has an approved charter that clearly defines its role in participatory governance. Reports are regularly given by the standing committees at the College Council, the advisory body chaired by the president. Minutes are kept in a standardized format and available to the College community on the Web Site. The College Council conducts its business according to the Brown Act and routinely makes recommendations on policy to the president and other constituencies. Standing committees are widely participatory and include faculty, staff, students and a non-voting administrative resource person. While these committees eventually will be evaluated by the Institutional Effectiveness Committee using the Unit Self-Assessment, they have not come up in the assessment cycle. Thus, measurable objectives and success indicators advancing the College mission and goals have not as yet been written for standing committees. The Unit Self-Assessment includes objectives that are based on learning outcomes, and presumably these will also be applied to the governance structure.

22. Each administrative unit will use the assessment and planning process to write measurable objectives with performance indicators. The College will use the outcomes to improve administrative functions. Existing processes for the evaluation of all administrators will be adhered to and will focus on quality management practices. The College will implement staff development for administrators in effective management practices. Finally, the College will define and publish administrative functions and responsibilities for each position.

Background:

In the Standard 10 Self-Assessment there was found to be discontent with the policies that had been established in the Office of Academic Affairs and with the leadership of the Office of Administrative Services. In the former case it was anticipated that a new vice president would lead to improved management. It was pointed out also that evaluation of administrators has been difficult with the high rate of turnover. In addition, many administrators come from faculty ranks and therefore lack formal management training.

Progress:

A new draft that clearly defines administrative functions at the college is in process. Staff development for administrators has included the Workshop on Enlightened Leadership. This year in conjunction with the administration the Institutional Effectiveness Committee is developing the Unit Assessments for the administrative areas. These will contain measurable objectives including learning outcomes along with success indicators.

23. The Academic Senate, in consultation with administration, will evaluate, plan, and implement a reorganization of the departments using discipline affinities and effective management directly related to the College mission and goals as criteria.

Background:

The Self-Evaluation indicated problem areas with the existing departmental system. It was noted that departments with only one faculty member and departments with several disciplines having no educational affinities could lead to questionable educational planning and evaluation.

Progress:

In 2002 the Academic Senate in collaboration with the vice president of Academic Affairs re-organized the department structure into eleven departments of more or less equal size and with reasonable educational affinities among the constituent disciplines.

24. The College supports the district putting in place a systematic process that assesses the effectiveness of all of its functions. The College encourages the chancellor and the Board to use the outcomes of such a process to improve District and Board functions and to use the process to collaborate with the College in strategic planning.

Background:

The Self-Evaluation found that despite an effort to spell out and define more precisely the responsibilities of the District and the colleges using the functional maps developed by the Multi-College Pilot Program, no specific systematic or ongoing process existed whereby the District Office could assess the effectiveness of all of its functions.

Progress:

The District Office responded to the Multi-College Pilot Program questions with a written self-evaluation and continues to do so as the accreditation cycle proceeds to other colleges.

