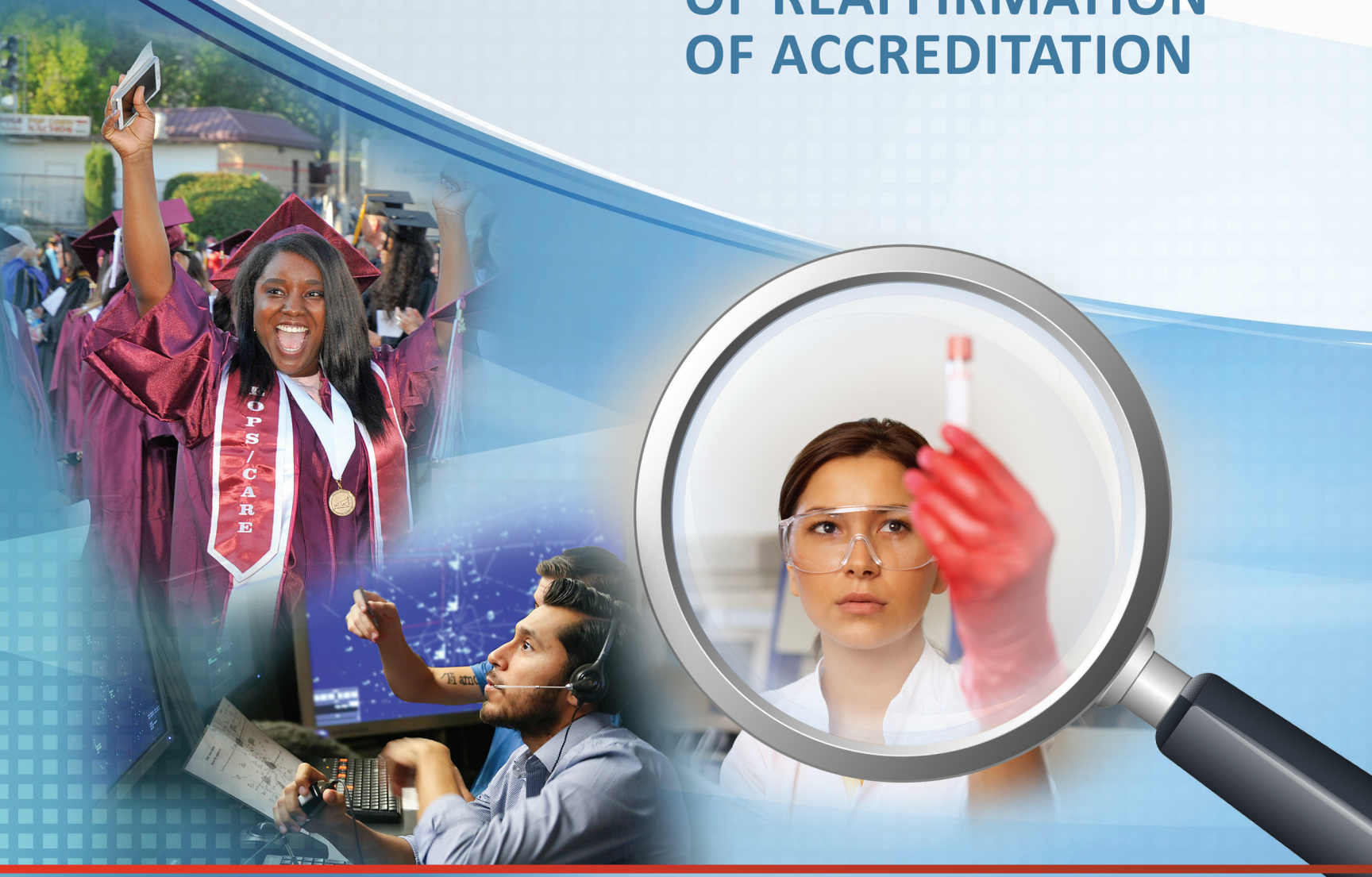# MT. SAC

Mt. San Antonio College

2017
INSTITUTIONAL
SELF-EVALUATION
REPORT
IN SUPPORT
OF REAFFIRMATION
OF ACCREDITATION

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MT. SAC

Mt. San Antonio College

INSTITUTIONAL SELF EVALUATION REPORT
IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by:

Mt. San Antonio College

1100 N. Grand Ave., Walnut, CA 91789

Submitted to:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

December 2016

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Certification of the Institutional Self Evaluation Report
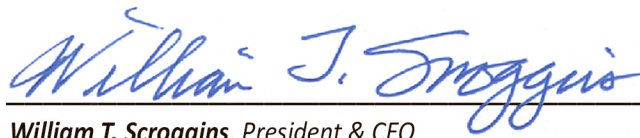
Date: November 2016

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

From: William T. Scroggins, Ph.D., *President & Chief Executive Officer (CEO)*
Mt. San Antonio College • 1100 N. Grand Avenue, Walnut, CA 91789

I certify there was effective participation by the campus community in preparing and reviewing the accuracy of this report.

I believe the Self Evaluation Report accurately reflects the nature and substance of this institution and that the Board of Trustees has read the Self Evaluation and was involved in the self evaluation process.

Signed:

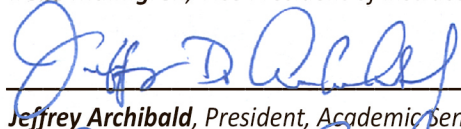_William T. Scroggins_   26 October 2016
William T. Scroggins, President & CEO   Date
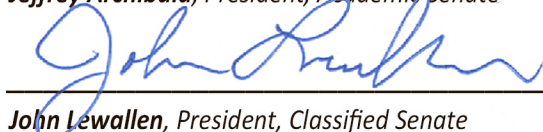
Judith C. Haggerty   Nov 9. 2016
Judy Chen Haggerty, President, Board of Trustees   Date

Irene Malmgren   October 26, 2016
Irene Malmgren, Vice President of Instruction & Accreditation Liaison Officer   Date

Jeffrey Archibald   26 October 2016
Jeffrey Archibald, President, Academic Senate   Date
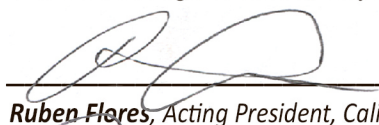
John Lewallen   26 October 2016
John Lewallen, President, Classified Senate   Date
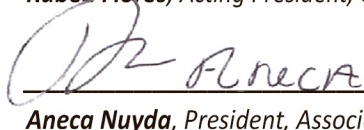
Eric A. Kaljumagi   21 October 2016
Eric Kaljumagi, President, Faculty Association   Date

William A Rawlings   26 October 2016
William Rawlings, President, California School Employees Association, Chapter 262   Date

Ruben Flores   24 October 2016
Ruben Flores, Acting President, California School Employees Association, Chapter 651   Date

Aneca   24 oct 2016
Aneca Nuyda, President, Associated Students   Date

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Table of Contents

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MT. SAC

INTRODUCTION

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Overview of Introduction

Mt. San Antonio College (Mt. SAC) is a single-college district located in the city of Walnut in the eastern part of Los Angeles County at 1100 N. Grand Ave., Walnut, CA 91789. Among the largest of California's community colleges, Mt. SAC enrolls more than 57,000 students annually. The College's two largest ethnic groups are Latino students (61.5 percent) and Asian students (15.3 percent), and the College's credit student population is 88.6 percent non-white. At Mt. SAC, 43 percent of credit students receive Pell grants, and 73 percent receive some form of financial aid. In addition, 49 percent of enrolled credit students are first-generation college students.

The following are some of Mt. SAC's successful models to reach students and impact their educational outcomes:

- The Bridge Program has been helping students succeed for over 18 years. It has grown from serving its first cohort of 82 students in 1998 to serving 824 students during the 2015-16 academic year.
- The College's Title V, Hispanic-Serving Institutions (HSI) grant focuses on: 1) providing support services that accelerate students into and promote retention in college-level coursework; and 2) creating sustainable and scalable cohort models that move students quickly into college-level coursework and promote faster completion.

- The Pathways to Transfer initiative is an accelerated learning program aimed at helping students who tested below college-level English and mathematics reach transfer-level courses.
- Mt. SAC was one of only 30 community colleges nationwide to be selected to participate in the American Association of Community Colleges (AACC) Pathways Project, funded by the Bill & Melinda Gates Foundation. This project focuses on building the capacity of community colleges to design and implement structured academic and career pathways at scale.
- Mt. SAC has received nearly $4.5 million in Basic Skills Initiative (BSI) funding to implement 119 basic skills projects over the past five years. BSI projects have been aimed at improving outcomes of basic skills credit and noncredit students.
- The College will continue to provide excellent programs and services for Asian American and Native American Pacific Islander students through its second multi-million-dollar funding (2016-2021) by the U.S. Department of Education for the Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) Program. The College received a score of 99.33 out of 100 on the grant application. Mt. SAC students will reap many benefits from this fine work.

Programmatic Accreditation

In addition to institutional accreditation by ACCJC, Western Association for Schools and Colleges (WASC), the following programs are required to be accredited by additional accrediting bodies (I.C.1-26):

- The Air Conditioning and Refrigeration A.S. Degree is the only Partnership for Air-Conditioning Heating, Refrigeration Accreditation certified program in California.
- Airframe and Aircraft Powerplant Maintenance Technology A.S. Degree is certified by the Federal Aviation Administration to train new technicians to enter the industry as general aviation technicians, corporate aircraft technicians, or commercial aircraft technicians.
- The Alcohol and Drug Counseling A.S. Degree is accredited by the California Association for Alcohol/Drug Educators.
- The Certified Nursing Assistants (CNA) program is licensed through the State of California, Health & Human Services, Department of Public Health, Licensing & Certification Section.
- The Emergency Medical Services A.S. Degree is nationally accredited by the Committee on Accreditation of Allied Health Education Programs.
- The Emergency Medical Technician (EMT)- Paramedic Program A.S. Degree is nationally accredited by the Committee on Accreditation of EMS Programs and by The Committee on Accreditation of Allied Health Education Programs.
- The Fire Technology A.S. Degree is accredited by the Office of the State Fire Marshall.

- The Histologic Training program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences.
- The Interior Design A.S. Degree is accredited by the National Kitchen & Bath Association.
- The Mental Health Technology Psychiatric Technician A.S. Degree is accredited by the Board of Vocational Nursing and Psychiatric Technicians.
- Licensed Vocational Nursing to RN A.S Degree and Nursing A.S. Degree are approved by the California Board of Registered Nursing.
- The Phlebotomy program is accredited by the State of California, Health and Human Services, Department of Public Health, Licensing and Certification Section.
- The Psychiatric Technician to RN A.S. Degree is approved by the California Board of Registered Nursing.
- The Radiologic Technology A.S. Degree is accredited by the Joint Review Committee on Education in Radiologic Technology.
- The Respiratory Therapy A.S. Degree is accredited by the Committee on Accreditation for Respiratory Care.
- The Registered Veterinary Technology A.S. Degree is accredited by the American Veterinary Medical Association.
- The Mt. SAC School of Continuing Education is accredited by the Accrediting Commission for Schools, Western Association of Schools & Colleges.

College History

Our Proud History

Since Mt. SAC was established in 1945, it has emerged as an educational leader in the state of California. It is an accredited institution and one of the largest and best known community colleges in the country.

Early History

Before Mt. SAC came to be, the land was inhabited by Gabrielino Indian tribes until Spanish explorers and pioneer settlers called it home. In 1842, the site became the eastern edge of the original Rancho La Puente, a sprawling 48,000-acre ranch granted to pioneers John Rowland and William Workman by the Mexican government. For more than 100 years, the area became known for its fertile land and agriculture, with groves of citrus and walnut trees, packing houses, and small farms.

World War II and Its Impact

World War II inspired dramatic changes. During the war, what is known today as the Mt. SAC campus was actually an Army hospital and, later, a Naval hospital.

As World War II came to an end, local leaders anticipated the return of young students to complete their college education. In December 1945, voters from four local high school districts approved the formation of the Mt. San Antonio Community College District. Mt. SAC was initially named Eastern Los Angeles County Community College, but was later renamed after Mt. San Antonio, the snow-capped mountain (popularly known as Mt. Baldy) prominently visible in the distance above campus.

Walnut, not yet an incorporated city, consisted of very little except dirt roads, cacti, and grasslands covered in the spring with wild mustard grass. Over time, the orchards and small farms began to make way for post-war housing and expanding suburbs.

The Spirit of Mt. San Antonio College

Mt. SAC's first staff began its tenure on July 1, 1946, and was given a daunting task: Create a College and start offering classes that fall.

It was during those precious few months that the "Spirit of Mt. San Antonio College" was born. Faculty, staff, and students banded together under a common vision to make it the best community college in the country. Without concern about monetary compensation, they dedicated themselves to pioneering a new College. Faculty and staff relentlessly worked day and night. Their family, friends and potential students generously donated their time. Spouses helped collect supplies. Students painted walls. Each Board of Trustee member personally helped finance the effort.

In just two months, a meager budget of $191,790 was pulled together. Furniture was obtained from surplus war materials or made from apple crates and orange boxes. By Aug. 15, 1946, student registration began for programs organized under seven divisions and 12 departments.

Through dedication and perseverance, the campus community achieved the impossible. It opened for classes on Sept. 16, 1946. Staff expected an enrollment of 600. By the end of the month, 454 men

and 181 women were registered, with a final enrollment number recorded at 682.

A Tradition of Excellence

The Spirit of Mt. San Antonio College thrives to this day. The campus makes no compromises in quality. While maintaining low fees of just $46 a unit, the College continues to provide advanced academic training and state-of-the-art laboratories. The College boasts high-tech equipment and labs but is also recognized for its unmatched water conservation and environmental sustainability efforts. Students are taught skills for global citizenship and also enjoy one-on-one support from a new generation of dedicated faculty and staff.

Major Developments Since Last Comprehensive Review or Site Visit

Major Developments in Administration

Dr. William (Bill) T. Scroggins took office as the ninth President and Chief Executive Officer (CEO) of Mt. SAC on July 1, 2011. Since arriving at Mt. SAC, Dr. Scroggins has devoted his energy and skill to building on the College's culture of excellence and innovation. He has dedicated himself to securing the necessary resources to foster student success, enhance greater operational efficiency across the College, provide professional development opportunities for employees, and recognize them for noteworthy accomplishments. Dr. Scroggins has mapped out a strategic plan that addresses the academic needs of students for the 21st century and has supported a campus environment that fosters innovative teaching and learning through the College's comprehensive Facilities Master Plan. He has also been a

longtime advocate and leader for workforce development within the region and state, which is evidenced by his membership on the California Community Colleges Chancellor's Office Strong Workforce Implementation Advisory group. Furthermore, Dr. Scroggins has had a key role in preparing the state and regional community college Career Technical Education (CTE) leadership for implementation of the Strong Workforce Program by presenting a series of webinars ([INT1](#), [INT2](#)).

Dr. Irene Malmgren became Mt. SAC's Vice President of Instruction on July 1, 2013. She serves as Chief Instructional Officer, overseeing instructional programs and services, which includes full- and part-time faculty, deans, managers, and staff. In addition, she is a member of the President's Cabinet, serves as the College's Accreditation Liaison Officer, and oversees strategic academic planning, research, and evaluation.

Following the 2013, November general election, the Mt. SAC Board of Trustees expanded from five to seven members to better represent the College's district. New trustees Laura Santos and Robert Hidalgo were sworn in to the Mt. SAC Board of Trustees during the December, 2013 meeting.

The College hired Ibrahim "Abe" Ali as Vice President of Human Resources on Aug. 17, 2016. He oversees the District's workforce and employee programs, manages the hiring processes, coordinates the collective bargaining effort, and is a member of the President's Cabinet.

Major Developments in the Instruction Division

In the past few years, Mt. SAC has improved preparation for accreditation by forming a campus wide Accreditation Steering Committee. This committee implemented accreditation training with different constituent groups during Faculty Flex Day and Classified Professional Development Day.

In 2012, Mt. SAC's School of Continuing Education earned a six-year postsecondary accreditation term by the Accrediting Commission for Schools, Western Association of Schools and Colleges. This was the school's first accreditation effort. In spring 2015, the College significantly expanded the school's infrastructure due to program growth. The expansion included a re-vamping of the management reporting and enlarged and expanded the short-term vocational area. This increase was appropriate given that the school is the state's fifth largest noncredit program.

Mt. SAC formed a formal partnership with Mount Saint Mary's University (MSMU) to offer its Bachelor of Science in Nursing (BSN) degree on the Mt. SAC campus. Students earning the Associate Degree in Nursing (ADN) at Mt. SAC move into the BSN degree program for completion with Mount Saint Mary's University. Mt. SAC is excited to offer this high-wage, high-demand degree to students. Mt. SAC and Pomona Valley Hospital Medical Center created an internship program in which Mt. SAC nursing students in the Transition to Practice course interned at Pomona Valley. The internship program is supported by a Song-Brown grant for Special Programs (INT3).

Mt. SAC improved the Outcomes Reporting Process. The Outcomes Committee and faculty worked together to improve student level, program level, and institutional level outcomes. The College uses TracDat software to record outcomes, assessment methods, data summaries, and discussions that result from assessment. TracDat records assessment activity and identifies alignment across all types of outcomes. Dialogue about outcomes assessment occurs regularly in department and division meetings. In addition, many departments and divisions hold special meetings to focus on outcomes assessment and planning. The College's Outcomes Committee provides updates, training, and discussions via campus wide Flex Day presentations and Professional and Organizational Development workshops. Faculty, staff, and managers, including part-time employees, participate in these activities. Outcomes assessment is a component of the College's program review process known as Planning for Institutional Effectiveness (PIE). Each year a College PIE Summary report is created based on the unit, division, and team PIEs (I.B.3-5).

A number of high-profile grants and projects are helping Mt. SAC increase student success:

- The College received a federal Title III: Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) grant in fall 2011. The five-year, $2.25 million grant funded the Arise Program, which enhances academic and personal development through a network of linked services. These services include academic and

personal counseling; educational advisement; study hall; tutoring; learning communities; English language skill workshops; cultural field trips; and Asian American and Pacific Islander conferences.

- As a result of Assembly Bill 86 and an Adult Education Block Grant, Mt. SAC's School of Continuing Education participated in regional adult education planning with local K-12 school districts. The Mt. San Antonio Regional Consortium for Adult Education was established with eight partners from K-12 adult schools and one regional occupational program. A Regional Plan was created to align services among adult education regional partners and promote post-secondary and employment pathways. In the past three years, Mt. SAC has received $798,000 in block grant funds for implementation of the Plan's objectives.
- In 2013, Mt. SAC received its third consecutive five-year Federal Title V: Developing Hispanic-Serving Institution grant to support student success and strengthen the institution. The $3.2 million grant, "Building Pathways of Persistence and Completion," is designed to develop curriculum models and support structures that accelerate students' certificate completion, graduation, job placement, and transfer success.
- Mt. SAC is one of 30 community colleges nationwide selected to participate in the American Association of Community Colleges Pathways Project, funded by the Bill & Melinda Gates Foundation. The purpose of the project is to transform the community college experience from one in which

students pick from a broad array of courses that may or may not lead to a productive outcome to one in which students are guided through a structured program of study that leads directly to work or transfer to a university. A current example is Mt. SAC's Nursing Program with its defined prerequisites, application for entry, and exacting four-semester curriculum.

- In spring 2015, Mt. SAC was one of 43 colleges in the system to be awarded the Basic Skills Transformation Grant. The grant is designed to implement high impact practices aimed at accelerating completion for basic skills students. The two objectives for Mt. SAC's grant are focused on guided pathways and English acceleration.

Major Developments in the Student Services Division

Mt. SAC has had an active Student Equity Committee for almost 20 years, and the College has developed a comprehensive Student Equity Plan, which is based on a commitment to address areas of improvement to assure success for all students. As a governance committee, the Student Equity Committee reports to the Student Preparation and Success Council. In 2011-12, the latter developed a Student Success Plan, long before the state required one. The purpose of this plan was to identify gaps in the College's support for students and interventions to improve students' success. In preparing the Student Equity Plan, the College hosted a meeting of college leaders, convened thought-partner teams to focus on aspects of equity, examined data to determine where the areas of need were most evident, and created numerous

training tools and opportunities for people to engage with the data. The Student Equity Committee continues to focus on assessment data to evaluate student success and is using an evaluation tool for each project so the College can examine the impact of its work. To address the Student Success and Support Program changes in legislation, the College's processes include: 1) academic expectations with probation; 2) registration priority; 3) pre-requisite or co-requisite priorities; 4) Board of Governors Fee Waiver; 5) description of available programs, support services, financial aid assistance, and how they can be accessed; 6) academic calendar and timelines; 7) registration and college fees; 8) available education planning services, such as educational and career counseling, career planning courses, DegreeWorks, Mountie Academic Plan, and course of study pathways.

Since the last accreditation visit, Mt. SAC developed and is now using DegreeWorks—a system for creating an electronic education plan that assists students in choosing the right courses to complete their goals and enables the College to follow student progress toward these goals. Implementation of DegreeWorks has been successful. Evaluators assessing applications for graduates seeking associate degrees use DegreeWorks to complete that assessment for students graduating under catalog rights no older than three years.

The Office of the President and the Foundation secured a number of scholarships for students and funding for projects. In addition, scholarship incentives were created to recognize notable students. Mt. SAC received a five-year federal Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) grant. The grant-sponsored Summer Math Boot Camp allows students to refresh their math skills by using an online test preparation tool. The Fale Fono (Samoan for "community meeting house") acts as a safe space for Pacific Islanders (and other participating students) to interact with each other and discuss their academic experiences and challenges. The Summer Leadership Retreat offers students a space to develop leadership skills, participate in team-building activities, and reflect on their leadership capabilities.

The College will continue to provide excellent programs and services for Asian American and Native American Pacific Islander students through its second multi-million-dollar funding (2016-2021) by the U.S. Department of Education for the AANAPISI Program. The College received a score of 99.33 out of 100. Mt. SAC students will reap many benefits from the fine work. The major components of the grant include: improvement of English language skills for English Language Learners, increased completion rates among AANAPI students, and bolster career development among AANAPI students while focusing on course completion, especially math.

Mt. SAC students overwhelmingly approved Foothill Transit's Class Pass program and a new transportation fee of $8 for part-time students and $9 for full-time students. During the elections on Nov. 17-21, 2014, 81 percent of students voted to pass the proposal. The new fee pays for the Foothill Transit Class Pass

program, which allows credit students unlimited access on Foothill Transit local lines and the Silver Streak that runs between Montclair and downtown Los Angeles.

Major Developments in the Administrative Services Division

The Facilities Planning and Management Department completed short- and long-term construction projects. Mt. SAC modernized and transformed the campus with a number of facilities improvements:

- The College celebrated the opening of the new Agricultural Sciences Building in a dedication ceremony held on May 6, 2011. The $25.2 million, two-story structure affords 54,700 square feet for the Horticulture, Animal Science, and Registered Veterinary Technology programs. It features a state-of-the-art veterinary lab and hospital, classrooms and conference rooms, a kennel, and administrative and faculty offices.
- Mt. SAC also unveiled the $15.7 million Administration Building renovation. A complete redesign of the original building that opened in 1965, the two-level building houses the Instruction, Human Resources, and Administrative Services Division Offices, Research and Institutional Effectiveness, Grants, Marketing and Communication, and Printing Services. Departments began moving into the new facility in December 2011.
- Work was completed on the Athletics Field House renovation project. The $5.2 million project included the renovation of classrooms and office space in the facility. The project also entailed reinforcing the structure for

seismic safety. Athletics staff moved into the facility in February, 2012.
- In fall 2012, classes opened in the College's new $24.5 million Design Technology Center, the final project funded through Mt. SAC's $221 million Measure R facilities bond. The 62,837-square-foot center includes a 400-seat assembly space and consolidates computer-based design programs, such as animation, architecture, graphic arts, photography, and geographic information systems. A ribbon-cutting ceremony for the project was held on April 12, 2013.
- The College's new Astronomy Dome opened on May 17, 2013. The $750,000 project, which sits atop the Science Labs Building, includes a 23-foot rotating dome that is the central part of the astronomy program's observatory complex. The dome houses the College's main 16-inch telescope. Six other eight-inch telescopes are also available for student and public use at the observatory.
- Mt. SAC celebrated the grand opening of the Early Childhood Education Center complex on Sept. 26, 2014. The 33,800-square foot, four-building center houses child development classrooms, labs, observation spaces, and other required facilities to provide child care for up to 162 children. The $18.5 million complex is the first of the projects funded under the College's $353 million Measure RR bond.
- The Student Success Center provides 22,800 square feet of classrooms, study labs, offices, and a computer lab to help students thrive. Made possible by Measure RR, the $16.5 million facility was formally opened on March 9, 2016. It houses the Accessible Technology

Center, TRiO Programs, ACES and Upward Bound, Bridge Program, Veterans Resource Center, and Student Health Services Satellite.

- Students have a new place to meet, eat, study, and relax after the grand opening of the Mountie Café on April 13, 2016. The 13,500-square-foot facility seats approximately 90 people for interior dining and more than 200 for outside dining on the east, west, and south terraces. The Mountie Café houses several new food stations, including a deli, a pizza location, a grill station, Asian cuisine, a coffee shop, and a self-serve cold display case. The $14.7 million project was funded by Measure RR.

The campus energy and management system is designed to meet comfort and energy conservation requirements. Energy conservation plans for specific projects include a thermal energy storage tank, solar panel, and expansion of the central plant to increase the College's energy efficiency. Most recently, the California Community Colleges Board of Governors honored Mt. SAC as a winner of the 2015 Energy and Sustainability Award.

In October 2010, Mt. SAC launched a campus wide emergency notification system as part of efforts to provide a safe campus environment. The system allows College personnel to quickly notify staff, faculty, and students of campus emergencies via voice, text, and email messages. Text messaging expanded in 2016 to reach students about important registration and financial aid deadlines.

Major Developments in the Human Resources Division

A selected group on campus recently participated in the Mt. SAC Great Staff Retreat, which was reprised after a decade-long hiatus. The Great Staff Retreat was held May 4-6, 2016, at the UCLA Lake Arrowhead Conference Center. The Great Staff Retreat encourages employees to examine and communicate problems faced in their working environment and to develop realistic and usable solutions to discussed issues. It was designed for classified staff to brainstorm improved governance participation. In 2016-17, the Great Staff Retreat received continued funding to encourage classified employee participation in the future.

For the past five years, Mt. SAC has undergone a classification study through the utilization of an outside vendor (Koff & Associates). In addition, California School Employee Association (CSEA) 262 and CSEA 651 collaborated with Human Resources to complete a job analysis for each classified and confidential position. This process influenced effectiveness of personnel and encouraged improvement.

During the 2015-16 fiscal year, Human Resources successfully completed full-cycle recruitment processes for 191 vacancies, an increase of 18.6 percent from the previous year. The College hired 1,310 new employees, an increase of 12.5 percent over the prior year.

Table 1. Number of Employees Hired in 2015-16

Employee Classification	Number Hired
Adjunct Faculty	338
Academic Management	5
Classified (All)	55
Classified Management	9
Faculty 10-12 month	45
Temporary Management	3
Short Term Hourly	180
Student Hourly	675

Data Source: Human Resources

Processing new employees includes on-boarding, salary placement, and set-up in Banner including payroll and benefits.

Major Developments Among Students

Students continue to shine at Mt. SAC. In the past year alone:

- The Athletics program captured the National Alliance of Two-Year College Athletic Administrators' Cup Championship, recognizing overall athletic excellence by student teams at the two-year college level, for the fourth consecutive year.
- Health careers students won ten medals – seven gold and three silver – at the Health Occupation Students of America national competition. More than 6,400 secondary and postsecondary students competed in 56 different health-related events at the national leadership event held June 22-26 in Nashville, Tennessee.
- The Forensics Team took second place overall at the 2016 Phi Rho Pi National Tournament in April. Students won five gold medals (including best overall speaker), seven silver medals, and 12 bronze medals. More than 500 students from 64 colleges throughout the nation competed.
- Honors student Kristin Ho was awarded the Jack Kent Cooke Foundation Undergraduate Transfer Scholarship worth $40,000 per year to complete a bachelor's degree at a four-year college or university. She is one of only 75 students to receive this prestigious scholarship from a nationwide pool.
- Honors students Jacqueline Yu and Hung Pham were two of 93 community college students who were named to this year's Phi Theta Kappa All-California Community College Academic First Team. Only 31 of those students were chosen for the first team.
- The Turf Team 208 finished first place at the 12th annual Student Challenge that took place at the Sports Turf Management Conference and Exhibition. This is their fifth national championship. Turf Team 202 finished in third place.

Service Area: District Boundaries

Mt. SAC's district boundaries encompass an area of approximately 189 square miles in the San Gabriel Valley, with 17 communities served. The College boundaries contain ten school districts, including 40 public and four private high schools. Additionally, Mt. SAC borders four other community college districts. Because Mt. SAC is located in a densely populated area, a large number of students from outside of the district boundaries choose to attend the College, with 37 percent of enrollment in fall 2015 coming from outside of the district (INT4).
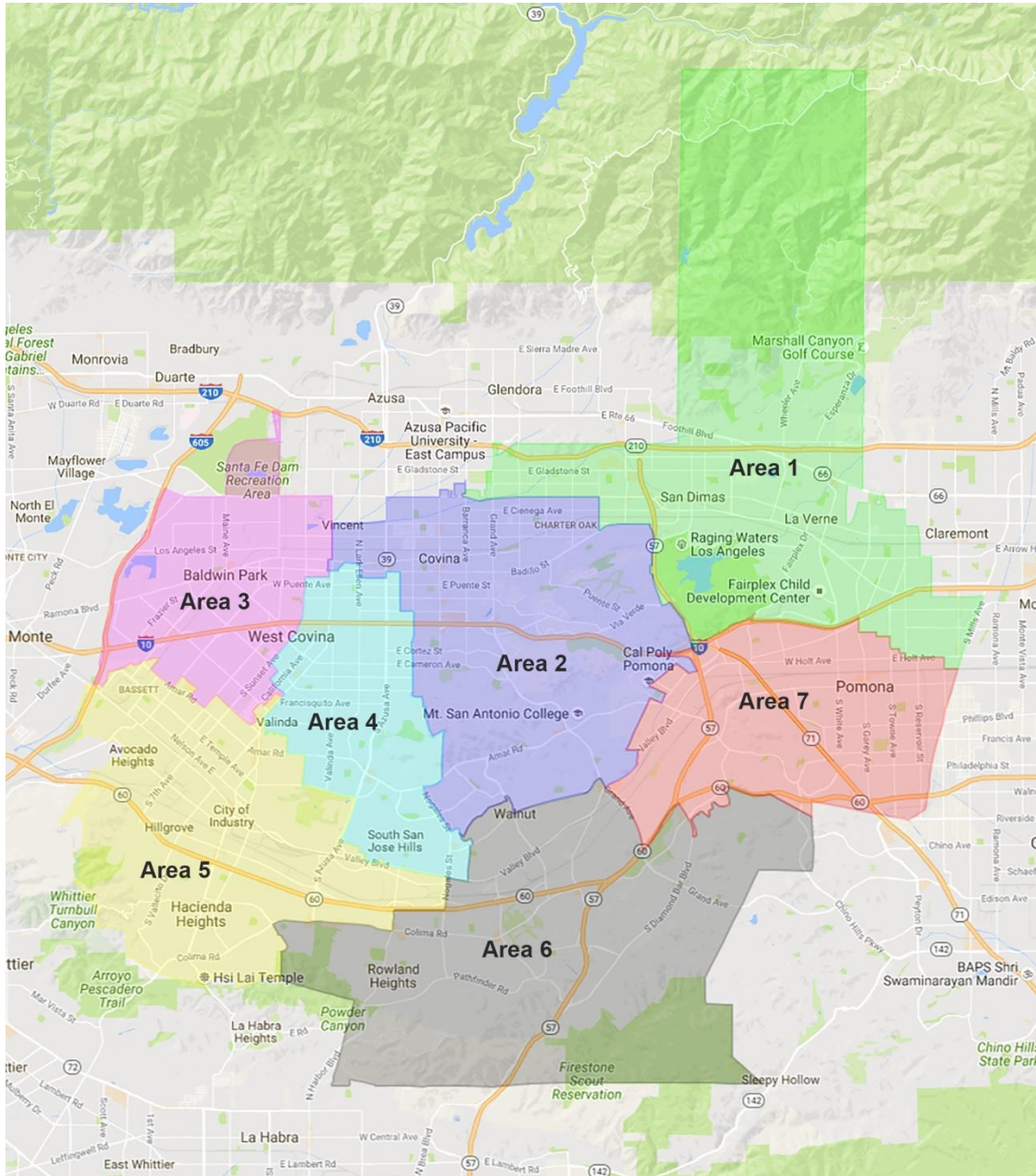

Figure 1. Mt. SAC's District Boundary
Data Source: http://www.mtsac.edu/maps/districtmap.html

Service Area: Labor Market Data

Mt. SAC is a leader in economic development and vocational training because local industries in the region are strong. Top regional occupations aligned with Mt. SAC programs include licensed vocational nurses, nursing assistants, preschool teachers, paralegals, and veterinary technicians. These occupations are also among those with positive job growth rates. Mt. SAC is proud to be the largest provider of Career Technical Education programs in Los Angeles County, which uses labor market data to support the development of specialized training for students in high-growth and high-wage careers.

In the Los Angeles and Orange County regions, the top ten occupations requiring either a postsecondary certificate or associate degree and with the highest number of jobs and the highest projected five-year job growth rate are summarized in the following tables (INT5):

Table 2. Top Ten Occupations Requiring Postsecondary Certificates or Associate Degrees by Number of Jobs, Los Angeles and Orange County Regions

Description	Number of Jobs	5-Year Change*	5-Year % Change
Heavy and Tractor-Trailer Truck Drivers	47,859	2,352	5%
Nursing Assistants	44,190	8,584	19%
Hairdressers, Hairstylists, and Cosmetologists	30,564	4,011	13%
Medical Assistants	30,449	4,368	14%
Licensed Practical and Licensed Vocational Nurses	29,404	4,198	14%
Automotive Service Technicians and Mechanics	27,765	862	3%
Preschool Teachers, Except Special Education	18,072	872	5%
Dental Assistants	17,557	1,796	10%
Paralegals and Legal Assistants	12,896	865	7%
Telecommunications Equipment Installers and Repairers, Except Line Installers	10,122	512	5%

Note: *Job growth or job loss.
Data Source: Economic Modeling Specialists, Inc.

Table 3. Top Ten Occupations Requiring Postsecondary Certificates or Associate Degrees by Job Growth Rate, Los Angeles and Orange County Regions

Description	5-Year Change*	5-Year % Change
Occupational Therapy Assistants	262	32%
Physical Therapist Assistants	568	27%
Veterinary Technologists and Technicians	596	20%
Nursing Assistants	8,584	19%
Emergency Medical Technicians (EMT) and Paramedics	1,134	19%
Diagnostic Medical Sonographers	313	19%
Ophthalmic Medical Technicians	233	18%
Massage Therapists	1,734	17%
Radiation Therapists	63	17%
Cardiovascular Technologists and Technicians	249	17%

Note: *Job growth or job loss.
Data Source: Economic Modeling Specialists, Inc. (EMSI).

Service Area: Demographic Data

Age of the District and Service Area Population

According to 2010 census data, the largest age group in the Mt. SAC district and service area is 55 years and up (22.8 percent and 22.3 percent respectively). Among the College's student population, 11.8 percent are 50 years and up. To address the needs of this unique population, the Mt. SAC School of Continuing Education has designed a noncredit Education for Older Adults Program, which has become one of the largest in California.

The next largest to smallest age groups in both the Mt. SAC district and service areas are:

- 1 to 14 years (20.1 percent and 19.8 percent)

- 45 to 54 years (14.1 percent and 14.7 percent)
- 35 to 44 years (13.90 percent and 14.3 percent)
- 25 to 34 years (14.30 percent and 13.3 percent)
- 15 to 19 years (7.60 percent and 8.1 percent), and
- 20 to 24 years (7.40 percent and 7.6 percent)

However, certain communities in the service area have a larger proportion of individuals in the 15- to 19-year and 20- to 24-year age groups than the service area as a whole (e.g., Ontario, Montclair, Fontana, Claremont, Chino Hills, Azusa) (INT6).

Table 4. Gender in the Mt. SAC District and Service Area

	Mt.SAC Fall 2015 Students		Mt.SAC District Community (2010 Census)		Service Area Total (2010 Census Population)
	Demographic Group	Percent of Total	Demographic Group	Percent of Total	
All	29,232		862,357		1,507,607
Female	14,774	50.54%	438,583	50.90%	51.16%
Male	13,944	47.70%	423,774	49.10%	48.80%

Note: Unknown gender: 514 (1.76%).
Data Source: CCCCO Data Mart; U.S. Census Bureau.

Gender of the District and Service Area Population

Among the Mt. SAC student population, slightly more students are female (50.5 percent) than male (47.7 percent). This distribution is similar to the demographics for the Mt. SAC district and service areas, as shown in the table above.

Race/Ethnicity of the District and Service Area Population

The Hispanic/Latino and Asian groups are the largest ethnic groups in both the Mt. SAC district and service area. Between 2009 and 2015, the reported proportion of Hispanic/Latino students increased by 20.9 percent. While this shift appears significant, it is notable that 29.25 percent of students did not report their

race/ethnicity (unknown). Most of this shift may have been due to federal government changes in the process for reporting race and ethnicity. As a result, the number of unknown ethnic groups at Mt. SAC was higher than usual because it took a while for students to self-identify via the survey in their portal.

Mt. SAC responded to this tremendous shift by developing student support and success programs through the Student Equity Plan, Student Success and Support Plan, and Title V: Developing Hispanic-Serving Institutions grant (INT7).
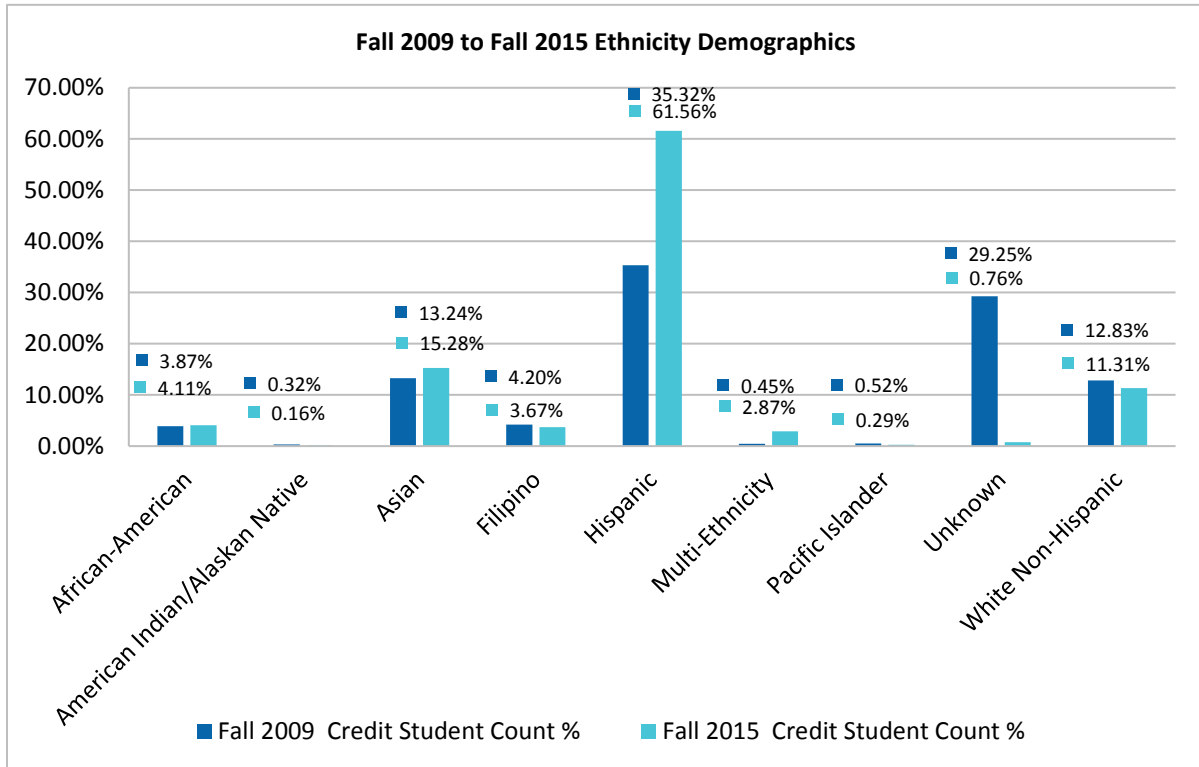

Figure 2. Student Ethnicity

Data Source: CCCCO Data Mart.

Service Area: Socio-economic Data

Poverty Level

The Mt. SAC district and service areas are socioeconomically diverse, with pockets of high- and very low-income levels. For example, the College is located in Walnut where the poverty rate of only 5.0 percent does not reflect the poverty levels in the larger district. In Pomona, on

the other hand, one out of five individuals (20.4 percent) lives in poverty. Other high poverty cities within the Mt. SAC service area include El Monte (24.0 percent) and Rosemead (20.3 percent). Nine of the communities in Mt. SAC's district and service areas have poverty levels higher than the national average of 15.6 percent (INT8).
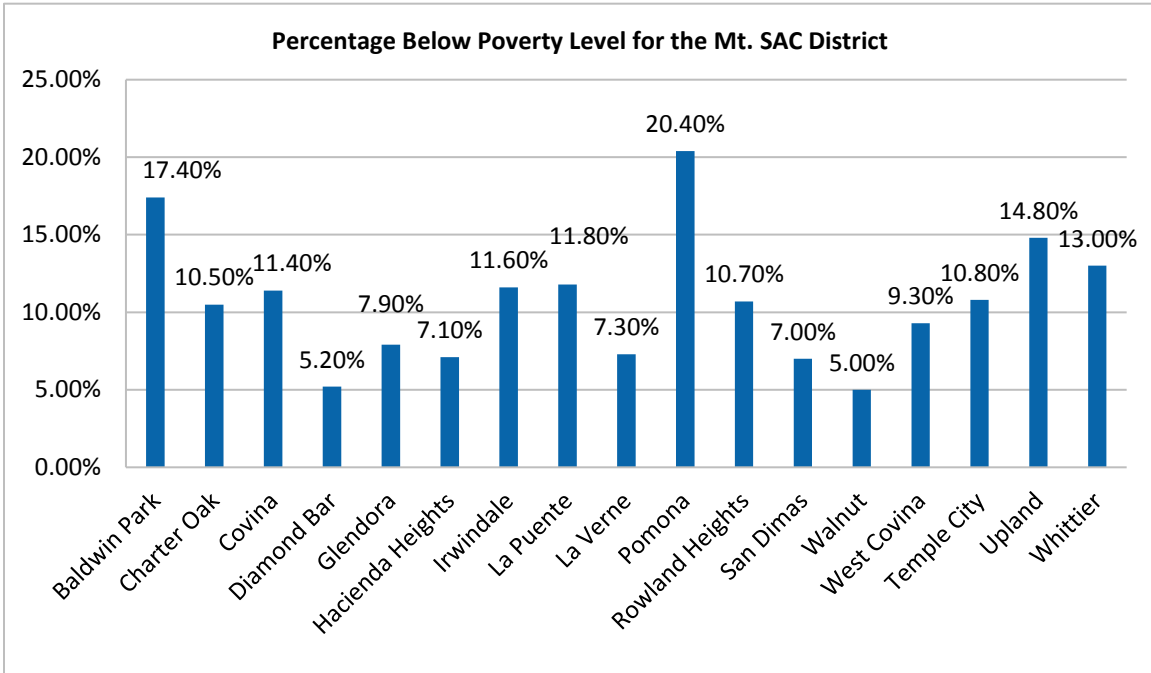
Figure 3. Population Below Poverty Level for Mt. SAC District

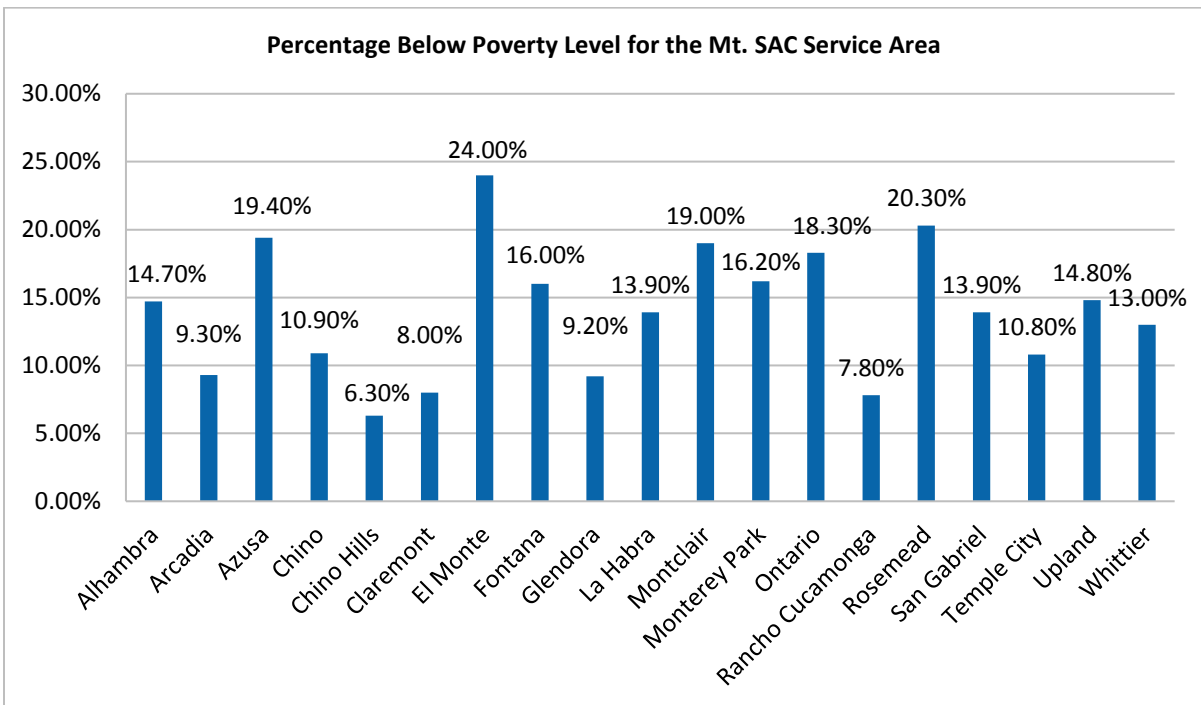Data Source: 2010-2014 American Community Survey 5-Year Estimates.

Figure 4. Population Below Poverty Level for Mt. SAC Service Area

Data Source: 2010-2014 American Community Survey 5-Year Estimates.

Educational Attainment

The diversity of educational attainment levels in the Mt. SAC district area is striking and very closely mirrors poverty level data by city. Cities such as Walnut, with a low level of poverty, have higher than average rates of the population with a bachelor's degree or higher (51.5 percent). Conversely, those cities with high levels of poverty, such as Pomona, have lower rates of educational attainment, with only 16.5 percent of the population holding a bachelor's degree or higher.

Overall, 8.5 percent of the adult population (25 years or older) in the Mt. SAC district area and 8.9 percent in the service area hold less than a high school diploma, compared to the national average of 7.8 percent. However, an average of 28.0 percent of adults in the Mt. SAC district area and 27.6 percent in the service area hold a bachelor's degree or higher, compared to the national average of just 18.3 percent. Eighteen of the communities in Mt. SAC's district and service areas have higher rates of adults without a high school diploma than the national average. In order to address this educational gap, Mt. SAC's Adult Basic Education programs offers a high school diploma or equivalency for students seeking to earn their high school credentials (INT9, INT10, INT11).

Many Mt. SAC students with strong educational histories have earned their baccalaureate and/or postsecondary degrees in another country. These students wish to transfer their professional degrees from their native countries and obtain a license to practice their profession in the United States; however, language is often a barrier. Mt. SAC's American Language program and English as a Second Language program have been designed to support language acquisition for these and other students who speak a primary language other than English.

Faculty and Staff Demographic Data

With the end of the recession and a return to a positive economic climate, the number of faculty and staff employed at Mt. SAC increased steadily between 2011 and 2016. The number of adjunct employees went from 707 in 2011 to 1,209 in 2016; this represents an exceptional increase in employment of adjuncts. Funding that supports College wide initiatives, such as the Student Support and Success Plan and the Student Equity Plan, have resulted in increases in counseling faculty and overall staffing. College enrollment growth has also contributed to these changes.

Among the academic positions at the College, the number of adjunct faculty has increased nearly 7 percent compared to five years ago, due to sustained enrollment growth.

Table 5. Academic Employees at Mt. SAC

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%	#	%	#	%
Academic Administrators	36	3.40	35	2.90	35	2.70	34	2.30	35	2.00	39	2.34
Full-time Faculty	331	30.80	345	28.70	352	27.10	364	24.60	385	22.40	420	25.18
Adjunct Faculty	707	65.80	824	68.40	911	70.20	1,079	73.10	1,301	75.60	1,209	72.48
TOTAL	1,074		1,204		1,298		1,477		1,721		1,668	

Data Source: Argos Report PER0066.

Table 6. Classified Employees at Mt. SAC

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%	#	%	#	%
Classified Managers	31	5.60	33	6	36	6.24	40	7	42	7	49	8
Classified	416	75.80	422	76.60	441	76.43	444	77	461	78	480	77
Classified < 50%	102	18.60	96	17.40	100	17.33	95	16	90	15	92	15
TOTAL	549		551		577		579		593		621	

Data Source: Argos Report PER0066.

The ethnic distribution of academic employees has changed over the past five years, with the largest decrease (9.3 percent) in the "Caucasian/White" ethnic group and an increase in the "Hispanic/Latino" group (3.4 percent). The Asian/Pacific Island employee population has varied over these five years. In contrast, while the total number of classified employees has grown, the ethnic distribution has remained constant. For both academic and classified employees, a change in privacy laws has had a significant impact on employee ethnicity data collection, resulting in a large increase in the number of employees with "unknown" ethnicity (INT12, INT13).

Student Enrollment and Demographic Data

Credit/Noncredit Headcount by Fall Semester

Mt. SAC's unduplicated enrollment from fall 2011 to fall 2015 has demonstrated a modest 2.5 percent change overall with the increase in noncredit student enrollment (4.8 percent) slightly higher than that of credit enrollment (1.9 percent).

The data provide a snapshot of the number of students accessing Mt. SAC programs in a semester. However, it is important to remember that fewer

students are attending classes on campus on any single day, as their classes are scheduled Monday through Friday and sometimes Saturday. Also, some students participate in distance learning classes, which significantly reduces the amount of time they spend on campus. Although there has been some on-campus noncredit enrollment growth primarily in English as a Second Language, most noncredit growth has occurred in programs offered at off-campus locations.

Table 7. Credit/Noncredit Headcount by Semester

Semester	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Credit Students	28,672	27,973	28,445	29,063	29,232
Number of Noncredit Students	6,082	6,044	5,920	6,217	6,374
Total Unduplicated Number of Students	34, 754	34, 013	34, 364	35, 280	35, 606

Data Source: CCCCO Data Mart.

Credit/Noncredit Headcount by Academic Year

Mt. SAC's unduplicated enrollment for an entire academic year is much greater than what is found in any one semester and has increased by 8.2 percent from the 2011-12 academic year through the 2015-16 academic year. Overall, employee staffing during this same time increased by 30.4 percent, demonstrating Mt. SAC's commitment to supporting student success through personalized services and programs designed to meet the needs of special populations.

Table 8. Credit/Noncredit Headcount by Academic Year

Mt. SAC Academic Year	Mt. SAC Unduplicated # of Students
2011-12	52, 954
2012-13	53, 830
2013-14	54, 357
2014-15	57, 319
2015-2016	59, 185

Data Source: CCCCO Data Mart.

Full-time Equivalent Student (FTES) (Credit and Noncredit)

Consistent with the increase in unduplicated enrollment, FTES from the 2011-12 academic year through the 2014-15 academic year rose by 5.2 percent.

Table 9. Full-time Equivalent Student by Academic Year

	Credit		Non-Credit		Total
	#	%	#	%	
2011-12	24,963.20	82.50%	5,300.88	17.50%	30,264.08
2012-13	25,062.73	82.10%	5,468.00	17.90%	30,530.73
2013-14	25,303.40	82.00%	5,555.74	18.00%	30,859.14
2014-15	25,889.24	81.30%	5,948.50	18.70%	31,837.74
2015-16	25,900.46	80.50%	6,253.91	19.40%	32,154.37

Data Source: CCCCO Data Mart.

Special Programs Enrollment (Disability, Foster Youth, and Veterans)

Mt. SAC has a strong history of serving students with specialized needs to provide support designed to help them achieve success. Special programs enrollment has increased at the same rate as College growth, remaining consistent over the past five years. Individuals with disabilities are identified using verified disability status in student records maintained by Disabled Student Programs and Services. Students are identified as foster youth or veterans through the College application and/or financial aid application.

Table 10. Student Enrollment in Special Programs

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	#	%*	#	%	#	%	#	%	#	%
Disabled	1,529	5.30	1,652	5.90	1,841	6.40	1,900	6.50	1,938	6.60
Foster Youth	963	3.30	1,156	4.10	1,185	4.10	1,171	4.00	1,047	3.60
Veterans	799	2.80	755	2.70	758	2.60	679	2.30	651	2.20

Note: *Percentage of the total credit student population.
Data Source: Mt. SAC Banner System Data Warehouse.

Credit Students by Age

Age demographics for credit students enrolled at Mt. SAC are very different from those of the district service area. Among the Mt. SAC credit student population, 85.8 percent of students are under 30 years old. The two largest age groups are 20 to 24 years (41.5 percent) and 19 years or less (29.2 percent). These age demographics have remained steady over the past five years.

To address the needs of the significant population of teenage students, Mt. SAC has grown one of the largest high school articulation programs in the state. During the 2015-16 academic year, Mt. SAC established 194 articulation agreements with 18 partnering agencies. The agreements served students at 44 locations (high schools, adult education centers, and Regional Occupational Programs). More than 1,500 articulation requests were processed. These agreements not only allow students to receive college credit while still enrolled in high school, but they also enable students to progress through Mt. SAC's participating Career Technical Education programs more quickly.

The following table provides the demographic distribution of Mt. SAC credit students by age group for fall 2015 (INT14).

Table 11. Credit Student Headcount by Age Group, Fall 2015

	Student #	Student %
19 or less	8,522	29.20%
20 to 24	12,132	41.50%
25 to 29	4,407	15.10%
30 to 34	1,662	5.70%
35 to 39	892	3.00%
40 to 49	999	3.40%
50+	618	2.10%
TOTAL	29,232	100.00%

Data Source: CCCCO Data Mart.

Credit Students by Gender

In terms of gender, female students enrolled in credit courses at Mt. SAC have slightly outnumbered males for the past five years. Between the fall 2011 and the fall 2015 semesters, female enrollment increased by 340 students, with females accounting for just over 50 percent of total credit enrollment. During the same time period, male enrollment decreased by 42 students for a decrease of approximately 1 percent of the total credit enrollment. However, the number of students whose gender was "unknown" during that time period increased by 262 students, or approximately 1 percent of the total credit enrollment.

The following table provides the demographic distribution of Mt. SAC credit students by gender for fall 2015 (**INT15**).

Table 12. Credit Student Headcount by Gender, Fall 2015

	Student #	Student %
Female	14,774	50.50%
Male	13,944	47.70%
Unknown	514	1.80%
TOTAL	29,232	100.00%

Data Source: CCCCO Data Mart.

Credit Students by Race/Ethnicity

The large majority of students at Mt. SAC are Hispanic/Latino, representing over half of the total headcount each year, followed by Asian and white student groups respectively. These demographics mirror the ethnic demographics of the Mt. SAC district and service areas. Mt. SAC is both a federally designated Hispanic-Serving Institution and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI). Currently, the College is the recipient of a $3.2 million Title V: Developing HSI grant and a $2.25 million Title III: Developing AANAPISI grant as well as a fall 2016 recipient of another AANAPISI grant. These grants enable the College to develop programs that serve the unique needs of these student populations (**INT16**).

Table 13. Credit Student Headcount by Race/Ethnicity, Fall 2015

	Student #	Student %
African-American	1,201	4.10%
American Indian/ Alaskan Native	46	0.10%
Asian	4,466	15.30%
Filipino	1,074	3.70%
Hispanic/Latino	17,994	61.50%
Multi-Ethnicity	838	2.90%
Pacific Islander	86	0.30%
Unknown	222	0.80%
White, Non-Hispanic	3,305	11.30%
TOTAL	29,232	100.00%

Data Source: CCCCO Data Mart.

Credit Students by Socio-economic Status

In order to accomplish the mission of Mt. SAC and provide student access to educational programs, Mt. SAC offers a full array of financial aid programs, including fee waivers, grants, loans, scholarships, and work study opportunities for full-time and part-time students. Most financial aid resources are intended to supplement the financial resources of the individual or family, assisting students who might not otherwise be able to attend college. Low-income students are defined as any Mt. SAC student who has demonstrated documented financial need and has received any form of financial aid. Since fall 2011, the percentage of students identified as low income has increased from 60.9 percent to 69.1 percent.

The following chart shows the growth in the number of credit students receiving financial aid (INT17).

Percentage of Low Income Credit Students

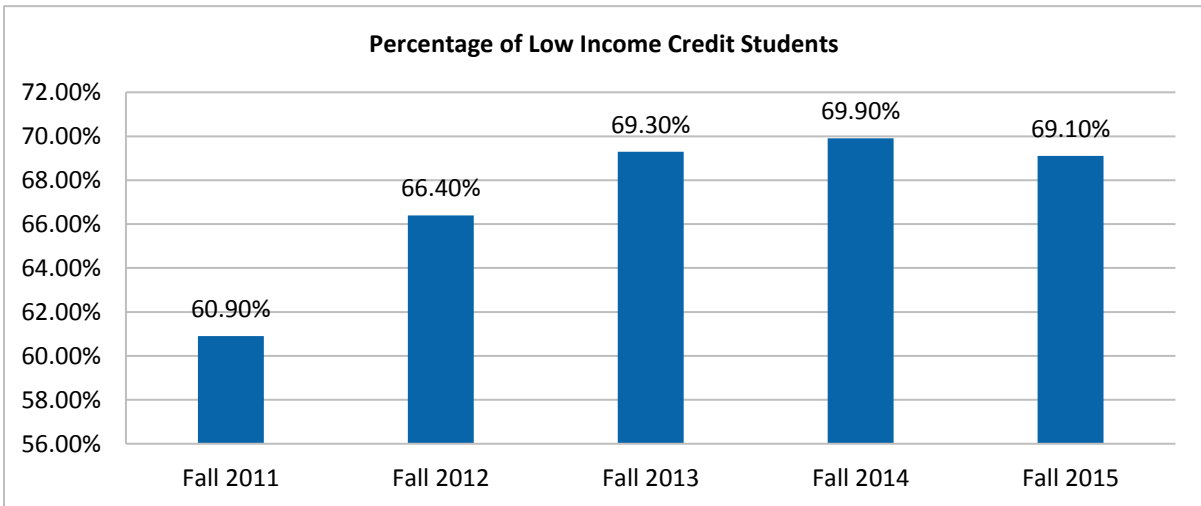| Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
60.90%	66.40%	69.30%	69.90%	69.10%

Figure 5. Percentage of Low Income Credit Students

Note: Chart does not start at zero to allow for better visualization of data.
Data Source: Mt. SAC Banner System Data Warehouse.

Cohort Programs for Credit Students

Bridge

Bridge is a well-established and successful learning community program that provides specialized classes and counseling designed to increase students' success. Bridge creates a unique, cooperative learning environment among students, professors, counselors, and other critical resources on campus. The goal of these learning communities is to create a sense of community, using a cohort model, and to improve success rates in "gateway" courses. Students participating in a learning community are enrolled in linked or clustered classes that are taught in a cooperative environment among instructors. There are various learning communities offered: Summer Bridge, Math Bridge, English Bridge, and many linked courses. Each learning community focuses on a specific academic need and has an assigned counselor to assist students. The Bridge Program is perfect for students who are underprepared academically, are economically disadvantaged, and who need additional support in their first year at Mt. SAC. Bridge students also form lasting friendships. They tend to share educational goals, interests, and similar backgrounds. Mt. SAC works with students in these learning communities to promote their transfer success to universities.

AACC Pathways

Mt. SAC is honored to be selected to participate in the American Association of Community Colleges Pathways Project, an initiative funded through the Bill & Melinda Gates Foundation. This initiative directly aligns with the College's mission. The focus of the work is to design and implement structured academic and career pathways for community college students that lead to university transfer as well as jobs within the labor market. Here at Mt. SAC, teams will develop action plans, assessment needs, and discuss pathways implementation. Through this process, Research and Institutional Effectiveness (RIE) has provided data examining student enrollment and the number and types of awards distributed within specific fields.

Starting with 20 programs, bi-weekly workgroups have met to discuss and plan who will be in charge of the pathways implementation, what the key components are [e.g., meets Articulation System Stimulating Interinstitutional Student Transfer, Intersegmental General Education Transfer Curriculum (IGETC), California State University general education requirements], how the implementation will be conducted, and the time frame for implementation (2017-18 academic year with a first draft projected for fall 2016). Some of the data that the College has examined include: faculty analyzing course-taking patterns within their respective departments and RIE comparing student enrollment by term to annual degree completion. Further work will involve assessing appropriate classes toward "meta majors," conducting and implementing meta major mapping, and incorporating onboarding.

Pathways to Transfer

In 2014, the Pathways to Transfer Program was established as a Basic Skills Initiative (BSI) project. Students enroll in supported learning cohorts in basic skills English and mathematics classes, which allow them to complete three semesters in the winter/spring sessions. Preliminary data showed positive success and progression rates. Therefore, more Pathways links were added for summer/fall 2014 sessions, and the program was scaled up in 2015.

As a result, there was a significant increase in the success and progression rates for students enrolled in this program. Students in the Pathways to Transfer courses were able to persist through a sequence of two levels of both English and mathematics at significantly greater percentages than non-participants (34% greater frequency).

Title V Grant: Building Pathways to Persistence and Completion

Mt. SAC's Title V: Developing Hispanic-Serving Institutions Grant, funded by the U.S. Department of Education, has developed curriculum design models and support structures that accelerate students' certificate completion, graduation, and/or transfer rates. One of the program's goals is to create sustainable and scalable cohort models. To that end, the program has implemented and modified Career Technical Education (CTE) program-specific cohorts. These CTE cohorts are modified learning communities where the counseling component, rather than linked with a learning community or library course, is provided in a "just-in-time" fashion. At the outset of the grant,

Mt. SAC developed five CTE program-specific cohorts enrolling 366 students during the first year. These cohorts have been continued or modified within the CTE areas of Culinary Arts, Radiologic Technology, Respiratory Therapy, Paralegal Studies, and Child Development. Cohort activities include faculty professional development, professional mentors, a textbook rental program, and career development through paid internships and skills competitions (INT18).

Arise Program (AANAPISI Grant)

The Arise Program, funded by an Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) grant from the U.S. Department of Education, provides additional support for Asian American and Pacific Islander (AAPI) and other students. Arise has addressed AAPI students' under-performance by building upon successful learning community models and developing specialized approaches to meet these students' unique needs. Learning communities enable AAPI students to participate in cross-discipline cohorts to improve their English acquisition and writing skills by linking American Language (English as a Second Language) courses with standard transitional English courses, writing courses linked with humanities courses focusing on AAPI content, and mathematics courses paired with counseling courses. Learning communities for English language learners focus on accelerating instruction and progress through the sequenced English course requirements. Tutors assigned to the learning community cohorts and

specific American Language and English course sections assist AAPI students' successful mastery of course material.

Career and Technical Education (CTE) Programs

Existing CTE Programs

As one of the region's largest institutions and the largest provider of CTE programs in Los Angeles County, Mt. SAC is an integral part of the community in which thousands of businesses reside. Mt. SAC has a strong history of working closely with industry to ensure that credit and noncredit CTE programs provide students with a pathway to employment or transfer. Mt. SAC assesses CTE program effectiveness by evaluating program licensure rates and employment rates, as well as seeking information about student performance – both in work experience placements and on the job. This information is gathered through student surveys, alumni surveys, employer surveys, and employer and work experience site supervisor feedback from members of Mt. SAC program advisory committees.

In fall 2014 and fall 2015, Mt. SAC distributed a student survey to selected CTE classes/programs (designated by the CTE Deans Workgroup). The CTE Deans Workgroup was interested in collecting student feedback regarding Mt. SAC programs, services, and education. The 2015 survey questions were edited to mirror the CTE Employment Outcomes Survey instrument. The questions were also aligned with the CTE Deans Workgroup's goals: 1) draw students into Mt. SAC programs; 2) provide students with in-demand skills; and 3) provide

students with a path to transfer or employment. In addition, one question focused on the institutional level outcomes related to student equity. Key results included the following:

- 93.11 percent (N = 2,284) of survey respondents indicated that they are "very satisfied" or "satisfied" with the education and training received at Mt. SAC.
- Of the students that are currently employed, 42.35 percent (N = 783) are "very close" or "close" to their field of study (**INT19**).

Mt. SAC also administers a CTE alumni survey, which examines graduates' current college enrollment, employment status, and their satisfaction with the education they received at Mt. SAC. The survey is distributed two years after receipt of a degree. Key results of the most recent survey included the following:

- Most of the survey respondents (73.7 percent, N = 303) are currently employed.
- Over half of survey respondents (53.6 percent, N = 220) reported that their current job is "very related" or "somewhat related" to their field of study.
- More than one-third (36.3 percent, N = 149) reported that their current job is "very related" to their field of study (**I.A.2-17**).

Advisory committees are critical to ensuring the quality of CTE programs; thus, the CTE Deans Workgroup has generated resources for CTE faculty who must establish and then work effectively with advisory committees. Programs now

have a detailed handbook that reinforces the role of the advisory committee in providing programs with advice that leads to instructional improvement. This goal is achieved through open discussions on the strengths and weaknesses of the program. Discussions include: a) performance of graduates; b) current skill set requirements; c) emerging industry trends; d) student performance in work experience placements; e) program level student learning outcomes; f) articulation efforts; and g) quality and condition of instructional equipment (II.A.5-4).

Creation of New CTE Programs

While it is expected that advisory committees will provide input on the need for new programs, faculty also receive feedback from area deans in the regional consortium. In the past year, the consortium has revised its review process to better utilize available data. The consortium uses documented data (regional labor market data, including "real time" data from such sources as Burning Glass) to generate a "demand" number, while program completion rates from community colleges in the region provide "supply" numbers. Thus, a simple calculation provides faculty with a clear indication of regional need for a new program it may be considering.

Noncredit vocational programs are developed based on a variety of factors. First, labor market data, which is contained in the Regional Plan for Adult Education, drives decisions to create short-term vocational courses and programs. Secondly, new programs and courses evolve if noncredit and credit faculty and managers identify a need for pre-collegiate vocational courses to

improve students' success in credit programs. These new offerings, again driven by local demand, fill a "gap" in the pathway to credit CTE programs or immediate employment. Finally, new programs are introduced if faculty and managers determine that a course is appropriate to offer as dual-listed credit and noncredit, which enables students to take courses as noncredit and at no cost. Most dual-listed courses within a credit program are grouped in a sequence of two or more courses to create a program or a noncredit Certificate of Competency.

Mt. SAC also hosts a Center of Excellence (COE) for Labor Market Research. The COE provides regional workforce information and insight for California community colleges, regions, and sector networks to: 1) identify opportunities and trends in high-growth, emerging, and economically critical industries and occupations; 2) estimate the gap between labor market demand, available training, and existing or future workers; and 3) help regions respond to workforce needs by providing them quality information for decision-making. Data provided by the COE helps to inform new CTE program development.

In addition, the College regularly pursues grant funding to support the development and/or implementation of new CTE programs. Mt. SAC has received funding from the U.S. Department of Labor, the National Science Foundation, and the California Community Colleges Chancellor's Office (CCCCO) to support emerging CTE programs. Examples include certificates and degrees in cybersecurity, building automation, and industrial design engineering.

The Chancellor's Office recent focus on "Doing What Matters for Jobs and the Economy" has resulted in expanded expectations for the regional consortiums. Fundamentally, a consortium is tasked with assisting colleges in its region to "align programs and curriculum to the needs of business & industry." To accomplish this, the consortium must serve as the conduit through which the Deputy Sector Navigators, Sector Navigators and Technical Assistance Providers provide just-in-time labor market data, and business contacts" to community colleges in the region. It must also provide leadership for and coordination of regional activities involving academic, workforce, and industry leaders. Both the support and the coordination components are particularly important as colleges craft both local and regional "strong workforce" plans to meet labor market demand in high priority industry sectors through the revision of existing or the design of new programs.

Basic Skills and English as a Second Language (ESL) Programs

Mt. SAC is focused on improving the progression of credit and noncredit basic skills students and utilizes data as an opportunity to improve student success. The Mt. SAC Basic Skills Coordinating Committee works diligently to examine, evaluate, and recommend projects for funding approval through a thoughtful and well-established process that evaluates Basic Skills Initiative (BSI) project proposals on feasibility, potential for improving student achievement outcomes, direct support to students, supporting data or rationale to support

need, and direct connection to effective basic skills practices. At the end of each year, the Basic Skills Coordinating Committee develops the Basic Skills Annual Report, which provides assessment details of the individual projects funded for the year. Many of the projects also complete a formalized assessment review known as BSI-PIE. These BSI project reports include the establishment of goals, projected outcomes, research methodology, assessment, and outcomes (INT20).

Recent data from the Basic Skills Cohort Tracker compared two Mt. SAC basic skills cohorts in 2011-2013 and 2013-2015 to determine completion of transfer-level courses. Specifically, the cohorts compared were in English writing and reading, ESL writing and reading, and mathematics, from four levels below transfer courses. Students included in this comparison were taking their first basic skills course in the first semester of the identified cohort year. The following sub-sections reveal the results of these cohorts (I.B.1-50).

English-Writing Discipline

Overall progression rates through the composition sequence for students who started in basic skills English writing classes were higher in 2011-2013 than they were in 2013-2015. This was consistent with the College's overall completion rate for students enrolled in all basic skills English writing courses, which was higher in 2011-2013 (71.0 percent) than it was in 2013-2015 (66.2 percent). One important piece of data from both reporting periods shows that African-American students have lower overall success rates in basic skills English

writing classes. This is a factor that the campus is addressing through specialized support structures such as Aspire. Aspire is a dynamic program designed to provide essential educational support and services to increase the academic success, retention, degree completion, and transfer rates of African-American students enrolled at Mt. SAC. The program includes monthly workshops, academic counseling, and learning communities.

English-Reading Discipline Progression

The progression rate for students in the basic skills English reading cohort showed no significant change. The overall completion rates for basic skills English reading showed a slight decrease from 74.1 percent in 2011-2013 to 71.8 percent in 2013-2105. However, it was noted again that there was a disproportionate impact on African-American students enrolled in basic skills English reading classes with an overall lower success rate than other ethnic groups. The success rate gap for African-American students is slowly closing with the infusion of targeted support.

ESL-Writing Discipline

Comparing the 2011-2013 to 2013-2015 cohorts, there was no significant change in progression for students who started either four levels below or two levels below transfer in writing. Compared to 2011-2013, there was a decrease in the overall completion rate for students in basic skills ESL writing courses in 2013-2015 (from 75.1 percent to 70.5 percent). This is clearly an area of concern. Age is also a factor; students ages 20 to 29 were less successful than students who were ages 18 to 19 or over 30.

ESL-Reading Discipline

Comparing 2011-2013 to 2013-2015, there was virtually no change in the progression rate for students who started three levels below transfer in reading. However, there was an increase in the progression rate for students who started two levels below transfer (American Language 32R). As was the case with English as a Second Language (ESL) writing courses, Hispanic/Latino students who were enrolled in ESL reading courses had lower success rates than the total enrollment. However, these data appear to provide a narrow representation of outcomes for Mt. SAC basic skills students.

Mathematics Discipline

It was also noted that between 2011-2013 and 2013-2015, there was no significant change in the progression rate of students who started four levels below transfer in mathematics (Learning Assistance 49). However, there was an increase in the progression rate of students who started three levels below transfer.

There is a recognized need for improving completion rates of English and math basic skills courses. American Association of Community Colleges Pathways is one initiative that is actively looking to close these gaps.

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DATA

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Data on Incoming Students: Student Preparedness for College

Cooperative Institutional Research Program (CIRP) Report

One way in which student preparedness for college is measured is through data extracted from the CIRP survey report. On average, 1,152 students take the survey each year. A majority of the survey takers have never attended college before. The data indicate incoming students' assessment of needs. Recent survey data indicate that although many students believe they will do well at Mt. SAC, a large portion still feels a "high need for remedial services." Over the past eight years, many students reported a need for remedial mathematics, and in 2014 the trend continued, with 48.7 percent reporting a need. However, the need for remedial writing and remedial English are on the rise as well. One-third of survey respondents (33.4 percent) reported they feel they need to enroll in remedial writing; this is the highest reported level in the past six survey years. Similarly, 26.9 percent feel they need remedial English, which is the highest reported level since 2003. In summary, the overall feeling among the incoming Mt. SAC student population is that there is an increasing perceived need for remedial services.

High School Outreach (HSO) Program

As a way to bridge the gap for incoming students, the HSO Program identifies seniors from local feeder high schools who are considering entering Mt. SAC and offers them the opportunity to participate in the Connect 4 program. This program helps participants with their transition from high school to Mt. SAC by offering assistance with completing the college application, assessment testing, new student orientation, and early registration for their incoming fall semester. The HSO program at Mt. SAC is highly successful: More than 90 percent of Connect 4 participants in 2014 and 85 percent of Connect 4 participants in 2015 successfully applied to and enrolled at Mt. SAC.

The following chart provides a comparison of enrollment rates of Connect 4 participants and Mt. SAC applicants at large (INT21).
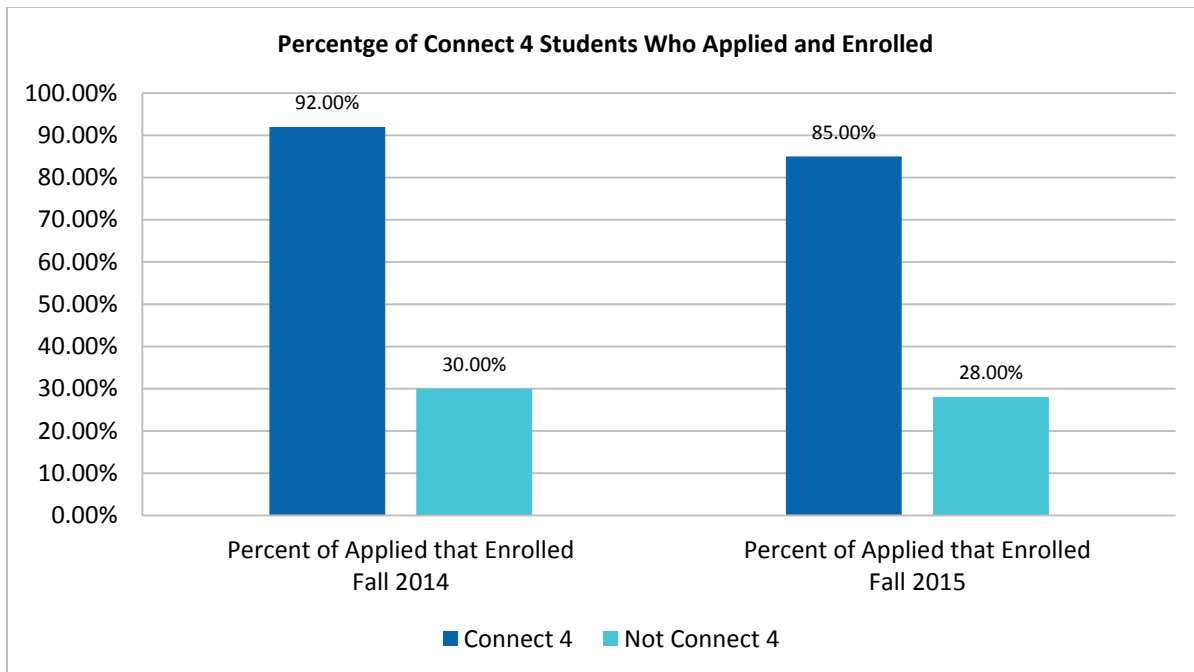
Figure 6. Percentage of Connect 4 Students Who Applied and Enrolled

Data Source: Mt. SAC Banner System Data Warehouse.

Participation in SSSP Core Services Among Fall Term Incoming Credit Students

As part of the Student Success and Support Program (SSSP) core services, all credit students entering Mt. SAC complete placement assessments. Overall, the five-year assessment data results are not consistent with student's perceived readiness as self-reported on the CIRP. Recent data show 43 percent of incoming fall credit students assessed in English were college ready (placed in English 1A or English 68) while 42 percent tested in mathematics were placed at college level (Math 67 or Math 100). However, 86 percent of students tested in reading were placed at college level (Reading 90 or Reading 100). These data support the need to provide students with support services that help them to feel confident in their success as they place into higher level courses than they perceive they are ready for.

The following table shows assessment placement results of incoming students in English, mathematics, and reading (**INT22**, **INT23**).

Table 14. Assessment Placement of Incoming Students*^

	English Five-Year Total		Mathematics Five-Year Total		Reading Five-Year Total	
Cohort headcount	36,294		36,294		36,294	
Tested headcount	27,059		25,212		14,548	
Placement level	#	%	#	%	#	%
Transfer level	2,773	10.2	5,360	21.3	7,245	49.8
One level below transfer	8,926	33	5,251	20.8	5,262	36.2
Two levels below transfer	10,712	39.6	2,164	8.6	1,857	12.8
Three levels below transfer	2,527	9.3	5,485	21.8	184	1.3
Four levels below transfer	NA	NA	5,875	23.3	NA	NA
Five levels below transfer	NA	NA	1,077	4.3	NA	NA
Credit ESL (two levels below transfer)	525	1.9	NA	NA	NA	NA
Credit ESL (three levels below transfer)	987	3.6	NA	NA	NA	NA
Credit ESL (four levels below transfer)	533	2	NA	NA	NA	NA
Referred to noncredit ESL	76	0.3	NA	NA	NA	NA

Note: *Incoming students include those who started at Mt. SAC in the prior summer term. ^Only those who tested in the subject test were included. Credit ESL is not applicable to Mathematics and Reading.

Data Source: Mt. SAC Banner System Data Warehouse.

In 2014, the Community College Chancellor's Office established core matriculation services to be offered to all students as part of SSSP. Overall, 83 percent of the fall 2015 incoming credit students had completed orientation and assessment, 54 percent had an active educational plan, and 36 percent had received counseling or advising services by the end of their initial fall term. In comparison to other ethnic groups, Latino students had the highest participation rates in completing orientation, assessment, and educational plans but the lowest participating rates in counseling or advising. Older students were also much less likely to participate in these core services than traditional college-age students. Incoming credit students' participation in core services provides a powerful understanding of areas of focus for College support of student success.

The following table shows the participation rate of incoming credit students in SSSP core services for fall 2015 (INT24).

Table 15. Participation in SSSP Core Services Among Incoming Credit Students, Fall 2015

	Student #	Student %
Completed orientation	6,440	83.4
Taken any basic skills assessment by end of first fall term	6,430	83.3
Had counseling/advising services by end of first fall term	2,798	36.2
Had an active educational plan by end of first fall term	4,201	54.4

Note: *Incoming students include those who started at Mt. SAC in the prior summer term.
Data Source: Mt. SAC Banner System Data Warehouse.

Data on Incoming Students: Student Needs

Local Employment Training Needs

Mt. SAC's commitment to serving the community has led to the development and offering of multiple opportunities, beyond credit classes, to meet employment training needs. Community Education is a self-supporting entity of the College, not funded by taxpayer dollars, which resides within the Mt. SAC School of Continuing Education. Community Education strives to provide the community access to current, affordable, and job-appropriate training through fee-based and contract education programs. Through close partnerships with contract partners from local business and industry, relevant and customized training is delivered when and where needs arise.

The Workforce Training Center (WTC) is a program within Community Education that provides customized performance-based training, assessment, and consulting services designed to assist business, industry, and other organizations to improve the quality of their products and services and to increase their competitiveness within domestic and international markets. As part of the commitment to business partners, the WTC organizes free quarterly workshops on high-interest training topics. These on-campus workshops have been successful; last year, 152 participants representing 82 local businesses took advantage of this service. The WTC consistently partners with seven local chambers of commerce. This collaboration provides valuable communication opportunities to better understand the needs of local businesses

and to align WTC services accordingly. During the 2014-15 academic year, the WTC was contracted by seven different business partners to train a total of 210 of their employees.

In an effort to enhance services, Mt. SAC applied for and received an $88,419 Employment Training Panel (ETP) contract in 2014 to support the training needs of business partners who meet the panel's funding criteria. Three local companies (Axiom Technology, K2 Motor, and AmTran Logistics) collaborated with WTC through this contract to train 97 of their employees. Training areas included: leadership, business writing, Microsoft Excel, Six Sigma, presentation skills, team building, and lean management. The 2014 contract was closed in March 2016, and a new ETP contract was approved in April 2016 for the amount of $205,382. This additional funding will enable the College to continue important work in serving workforce training needs.

Mt. SAC is the recipient of a statewide Technical Assistance Provider (TAP) for Contract Education grant, funded by the California Community College Chancellor's Office. Through this grant, TAP provides guidance and technical assistance at the local, regional, and statewide levels in order to expand and improve contract education for employers and promote student success. Important activities include: regularly updating the Contract Education Handbook; collaborating with the ETP on critical proposals that address the ever-changing needs of the state; participating in industry and workforce councils and local and state Workforce Development Boards meetings; establishing mentor/mentee relationships

among veterans and novice contract education programs; developing guidance documents and toolkits for contract education programs; delivering professional development in a variety of formats; engaging employers; and promoting contract education among community college CEOs.

In addition to these contract and fee-based initiatives to support employment training needs, Mt. SAC addresses employer needs through its various CTE programs (Section 11: CTE Programs).

Mt. SAC is also an active partner with the San Gabriel Valley Economic Partnership (SGVEP), a regional, non-profit corporation supported and directed by its members and committed to the continued successful economic development of the San Gabriel Valley. Mt. SAC's President and CEO William Scroggins is a member of the SGVEP's Board of Directors. Mt. SAC employees also sit on various SGVEP industry sector councils and committees, which unite leading industries in the San Gabriel Valley to understand their needs and implement solutions.

Transfer Education Needs

Mt. SAC is part of the Career Pathways Consortium that is funded by a Carl Perkins Career and Technical Education Act grant. As part of this consortium,

Mt. SAC serves ten unified school districts and three Regional Occupational Programs (ROPs) within the district boundaries. The work of the Career Pathways grant is to provide a connection between the College and local high schools or ROPs. This work is accomplished through the College articulation process, which allows students enrolled in specific CTE courses to seek college credit for work completed in high school. Articulation provides a streamlined path for students who complete a program of study in high school and wish to continue on that path at the community college.

Since fall 2001, the Articulation Program has served 9,399 students, with a total of 6,805 of them having completed their articulated course. Of the 9,399 students in the Articulation Program database, 2,443 students took 36,485 additional credit classes, demonstrating the positive impact of the articulation program on subsequent student enrollment in college classes. The top 15 subjects of courses most often taken by students outside the Articulation Program are general education courses, with English as the course most frequently taken. The Articulation Program students who took additional credit courses were successful in those courses 72 percent of the time. Only 11 percent received grades of "W" for withdrawing or an "I" for incomplete in those classes.

Degree and certificate attainment is a common measure of student success. A search for the degree and certificate attainment of former students of the Articulation Program was conducted on June 22, 2015, using the services of the National Student Clearinghouse. While not every former participant was accounted for, a total of 746 students were found to have been awarded 991 degrees, credit certificates, and noncredit certificates. More than one-quarter (27 percent) of former Articulation Program students with a record of attaining a degree or certificate have done so at Mt. SAC.

Table 16. Former Mt. SAC Articulation Program Students' Awards

Degree/Certificate Type – Attained Between June 5, 2001, and May 28, 2015	
	Number Awarded
Associate's Degree	300
Bachelor's Degree	403
Credit/Non-credit Certificate	171
Master's Degree	21
Juris Doctor	1
Degree/Certificate type not reported	96
TOTAL	991

Data Source: The Articulation Program Report 2015.

Data on Incoming Students: Basic Skills and/or ESL Needs

Please refer to the aforementioned section on Basic Skills and English as a Second Language programs for a description of the basic skills and ESL needs of incoming students**.**

Data on Incoming Students: Student Educational Goals

The majority of students who come to Mt. SAC in the fall semester have a specific educational goal to earn an associate degree and/or transfer to a four-year institution (74.8 percent). The percentage of students focusing on these two educational goals has steadily increased over the past five years (INT25).

Table 17. Educational Goals of Fall Term Incoming Credit Students*

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	#	%	#	%	#	%	#	%	#	%
Obtain associate degree & transfer	3,506	50.5	3,493	52.7	4,044	54.3	4,162	55.1	4,499	58.3
Transfer	1,040	15	948	14.3	1,000	13.4	1,077	14.2	1,032	13.4
Undecided	690	9.9	628	9.5	623	8.4	594	7.9	550	7.1

Note: *Fall term incoming credit students includes students who started during the prior summer term.
Data Source: Mt. SAC Banner System Data Warehouse.

Data on Enrolled Students: Full-time/Part-time Student Enrollment

"The mission of Mt. San Antonio College is to support all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The College pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through

improving economic achievement, advancing civic engagement, enhancing personal well-being, promoting critical thinking, and enriching aesthetic and cultural experiences."

To accomplish the mission, Mt. SAC programs are designed to provide students access to educational programs with schedule options that meet their needs. Examination of student enrollment numbers from a full-time versus part-time perspective has shown that over half of students (both credit and noncredit) are enrolled on a part-time basis, with students taking fewer than 12 units per semester. This has been the trend for the past five years, with full-time students comprising approximately 30 percent of the total population and non-credit students approximately 20 percent.

The following table provides the distribution of Mt. SAC students by full-time/part-time status for fall 2015.

Table 18. Mt. SAC Full-time/Part-time Student Enrollment, Fall 2015

	Student #	Student %
Part-time total	18,739	52.6
Full-time total	10,493	29.5
Noncredit total	6,374	17.9
TOTAL	35,606	100

Data Source: CCCCO Data Mart.

A deeper look into the enrollment trends of full-time versus part-time students by other demographic factors finds students of both groups to be surprisingly similar. The majority of both part-time and full-time credit students are under the age of 24. However, the majority of noncredit students enrolled at Mt. SAC are over the age of 50 and participate in the Mt. SAC School of Continuing Education Older

Adults Program. In keeping with the College's overall data, the largest ethnic group represented within the part-time, full-time, and noncredit student populations of Mt. SAC students is Hispanic/Latino. An examination of gender by part-time, full-time, and noncredit status shows that, over the past five years, females have higher enrollment numbers than males (INT26).

Data on Enrolled Students: Annual Growth/Decline in Headcount Enrollment

During the recession, Mt. SAC headcount enrollment declined. However, with the return of economic stability, Mt. SAC began to demonstrate a positive growth rate trend in headcount enrollment. The following chart shows a growth rate of 5.5 percent from 2013-14 to 2014-15 (INT27).

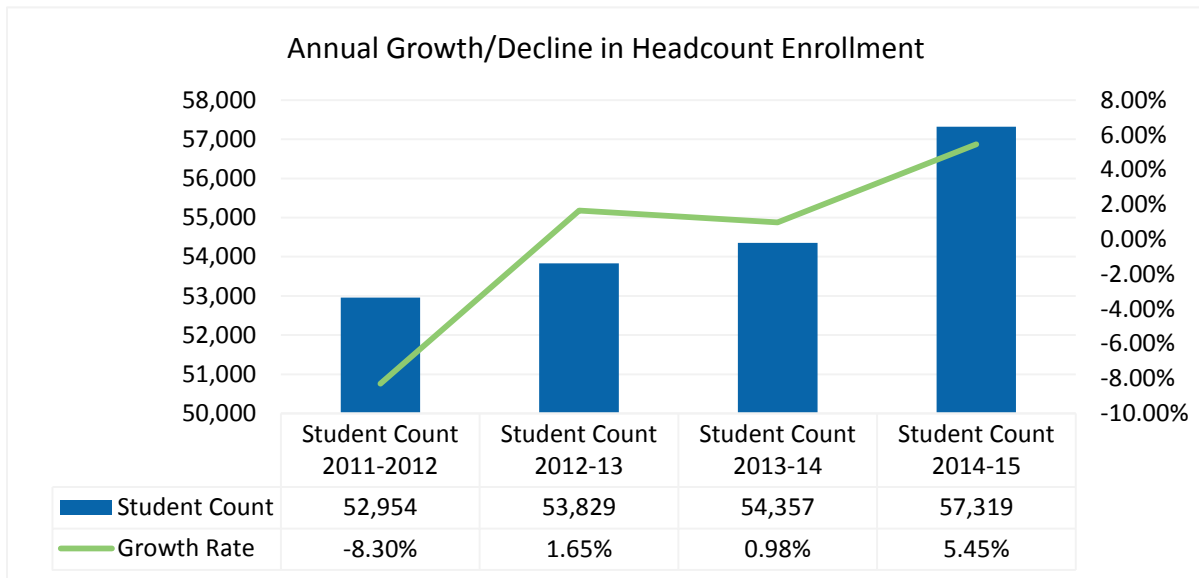**Figure 7. Annual Headcount**

	Student Count 2011-2012	Student Count 2012-13	Student Count 2013-14	Student Count 2014-15
Student Count	52,954	53,829	54,357	57,319
Growth Rate	-8.30%	1.65%	0.98%	5.45%

Note: Chart does not start at zero to allow for better visualization of data.
Data Source: CCCCO Data Mart.

Data on Enrolled Students: Course Completion

Credit Course Completion Rates by Age

When looking at success rates by age, older groups (over the age of 30) generally show higher rates of course completion, at above 70 percent. The following table shows the course completion rate by age group for fall 2015 (INT28).

Table 19. Credit Course Completion Rates by Age, Fall 2015

	Success Rate
1-17	71.00%
18-19	66.60%
20-24	66.60%
25-29	68.20%
30-34	70.60%
35-39	72.30%
40-49	73.80%
50+	73.70%
TOTAL	67.50%

Data Source: CCCCO Data Mart.

Credit Course Completion Rates by Gender

Course completion rates among credit students have decreased slightly over the past five years, with this pattern more pronounced for male students. The following chart shows the five-year trend in course completion by gender (INT29).

Credit Student Success Rates by Gender

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Female	0.6956	0.6985	0.6911	0.6868	0.6866
Male	0.6779	0.6864	0.6731	0.6611	0.6641
Unknown	0.7393	0.7365	0.6912	0.6791	0.6503
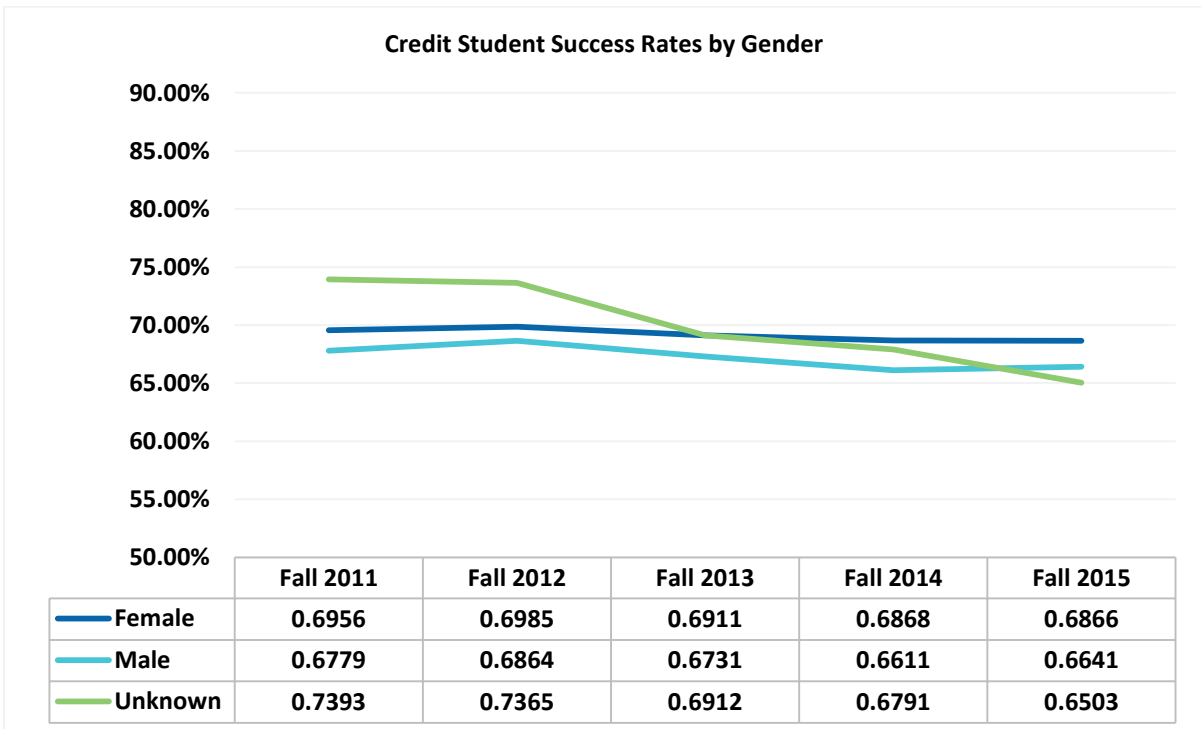
Figure 8. Credit Student Success Rates by Gender

Note: Chart does not start at zero to allow for better visualization of data.
Data Source: Mt. SAC Banner System Data Warehouse.

Credit Course Completion Rates by Race/Ethnicity

The success rates across ethnic groups have remained generally consistent from fall 2011 to fall 2015. The success rate has been especially high for the Asian and white non-Hispanic groups, while American Indian/Alaskan Native, African-American, and Pacific Islander students demonstrate the lowest success rates.

Student success programs such as ASPIRE, Arise, and the Title V: Developing Hispanic-Serving Institutions grant seek to increase the academic success of these students through targeted support and intervention strategies.

The following table shows the course completion rate by race/ethnicity for fall 2015 (INT30).

Table 20. Course Completion Rates by Race/Ethnicity, Fall 2015

	Success Rate
African-American	60.00%
American Indian/Alaskan Native	59.60%
Asian	77.10%
Hispanic/Latino	63.80%
Multi-ethnicity	68.20%
Pacific Islander	60.30%
Unknown	67.60%
White, Non-Hispanic	73.70%
TOTAL	67.50%

Data Source: CCCCO Data Mart.

Credit Course Completion Rates by Delivery Mode

Mt. SAC offers a variety of instructional delivery modes, including face-to-face, online, and hybrid courses. Mt. SAC defines "success rates at census" as the point in time when Banner captures students who are still enrolled in classes, as opposed to students who dropped after the add/drop period and before the census date. That number is the denominator for calculating success rates.

"Success" rates are defined as students earning a passing grade of D or higher, excluding F, W (withdrawal), or I (incomplete).

Overall, student success rates in hybrid courses tend to be lower than face-to-face courses; student success in online courses has been increasing (Fall 2011-Fall 2015 data see below).

Table 21. Success in Hybrid, Online, and Traditional Courses

Fall	Success Hybrid	Success Online	Success Traditional
Fall 2011	58.31	50.91	68.26
Fall 2012	60.45	55.80	67.42
Fall 2013	61.51	55.19	67.23
Fall 2014	59.60	57.37	65.05
Fall 2015	60.64	61.88	64.46

Data Source: Argos Report.

A closer examination of success rates in hybrid courses reveals achievement gaps by race/ethnicity. Similar to Mt. SAC's student achievement data for the Student Equity Plan, African-American and Hispanic/Latino students' success rates in hybrid courses are lower than Asian, Filipino, and white students. Compared to success rates in face-to-face and hybrid courses by race/ethnicity, all groups had lower success rates in online courses except for a one-time anomaly among Pacific Islanders in fall 2012, where the online success rate was 100.0 percent. However, the overall trend for online courses across ethnicities, including African-American, Hispanic/Latino, American Indian, and white students is encouraging. The Distance Learning Committee has reviewed the data and supported creation of professional development to support faculty best practices in engaging students in both hybrid and online delivery modes.

It is noteworthy that the success rates in face-to-face courses are similar between male and female students – so close that the data are virtually identical. In hybrid courses, female students showed slightly higher success rates than male students, while males showed higher success rates in the online modality than female students (INT31).

Equity Analysis of Credit Course Completion

An equity analysis of credit course completion (five-year average) by various student populations reveals the following key findings:

- Older students have a higher course completion rate than younger students. Students in the 50+ age group perform better than any other age group, with a course completion rate of 76.2 percent. Students ages 20 to 24 have the lowest course completion rate of all age groups at 70.3 percent.
- Female students slightly outperform male students in course completion (72.2 percent versus 70.6 percent).
- African-American students have the lowest course completion rate among all ethnicities at 63.7%, followed by Latino (68.1 percent) and Pacific Islander (68.2 percent) students. Asian students have the highest course completion rate at 79.3 percent, followed by white students (76.2 percent).
- Low-income students have a lower course completion rate (69.8 percent) than non-low-income students (75.0 percent).
- The special populations of disabled students and foster youth have lower course completion rates (66.6 percent and 64.9 percent, respectively) than the Mt. SAC student average of 71.4 percent (INT32).

Data on Enrolled Students: Persistence of Students from Term to Term

Credit Persistence

The Mt. SAC ISS (Institution-set Standard) for credit persistence is defined as the ratio of students who enroll in fall and re-enroll the next fall. The three-year ISS goal of 56.85 percent for credit persistence is set, evaluated, and approved by the Institutional Effectiveness Committee. Credit persistence from fall to fall has dropped to the lowest rate in five years. The

following table shows the persistence rate of credit students over the past five years. Changes in success rates historically reflect changes in the Los Angeles County unemployment rate. To demonstrate continued support for ISS and other accountability measures, the College can point to the newly developed Board Policy 3225 on Institutional Effectiveness. It requires that the College develop goals that measure the ongoing condition of the District's operational environment. The Board regularly assesses the District's institutional effectiveness (**INT33**, **INT34 pg. 128-9**).

Table 22. Fall to Fall Persistence for Credit Students

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Course Success	56.50%	57.70%	57.10%	57.10%	56.30%

Data Source: Mt. SAC Banner System Data Warehouse.
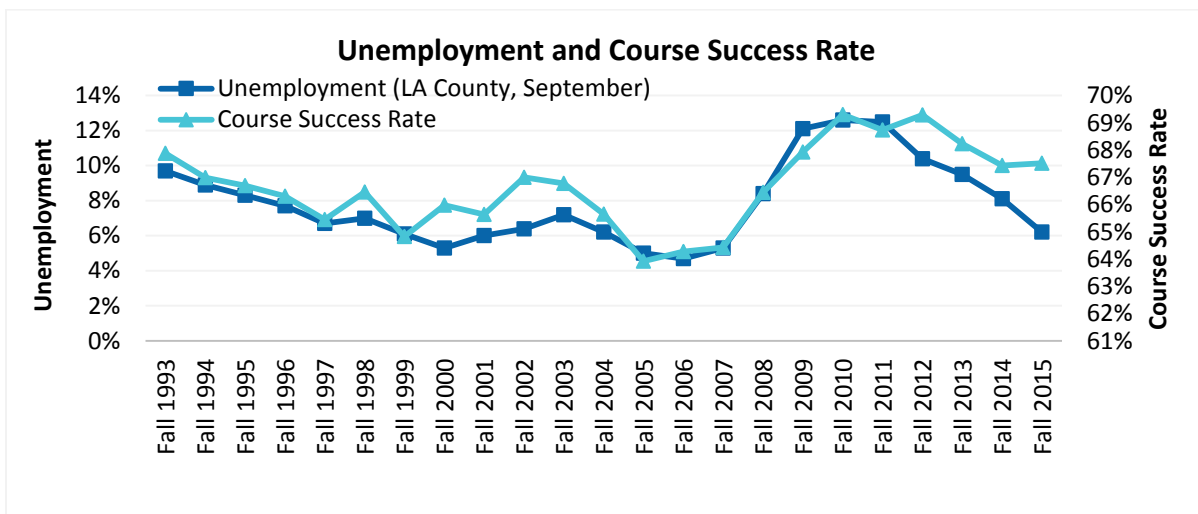
Figure 9. Unemployment and Course Success Rate

Data Source: Mt. SAC Banner System Data Warehouse.

Noncredit Persistence

The ISS for noncredit persistence is measured differently than credit persistence because noncredit programs are often designed to meet a student's

short-term needs, with the goal to quickly transition students out of the program and into the workforce or into college-level courses. The ISS for noncredit

persistence is defined as the ratio of students who enroll in fall and re-enroll the following spring. The ISS goal of 53.73 percent for noncredit persistence is set, evaluated, and approved by the Institutional Effectiveness Committee. Noncredit persistence is at its highest rate in the last six years. Data for fall 2013 to spring 2014 is unavailable due to a data coding issue.

The following table shows the persistence rate of noncredit students over the past five years.

Table 23. Fall to Spring Persistence for Noncredit Students

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Persistence	50.00%	52.60%	51.10%	*	53.40%

Note: *Data for fall 2013 to spring 2014 is unavailable due to a data coding issue.
Data Source: Mt. SAC Banner System Data Warehouse.
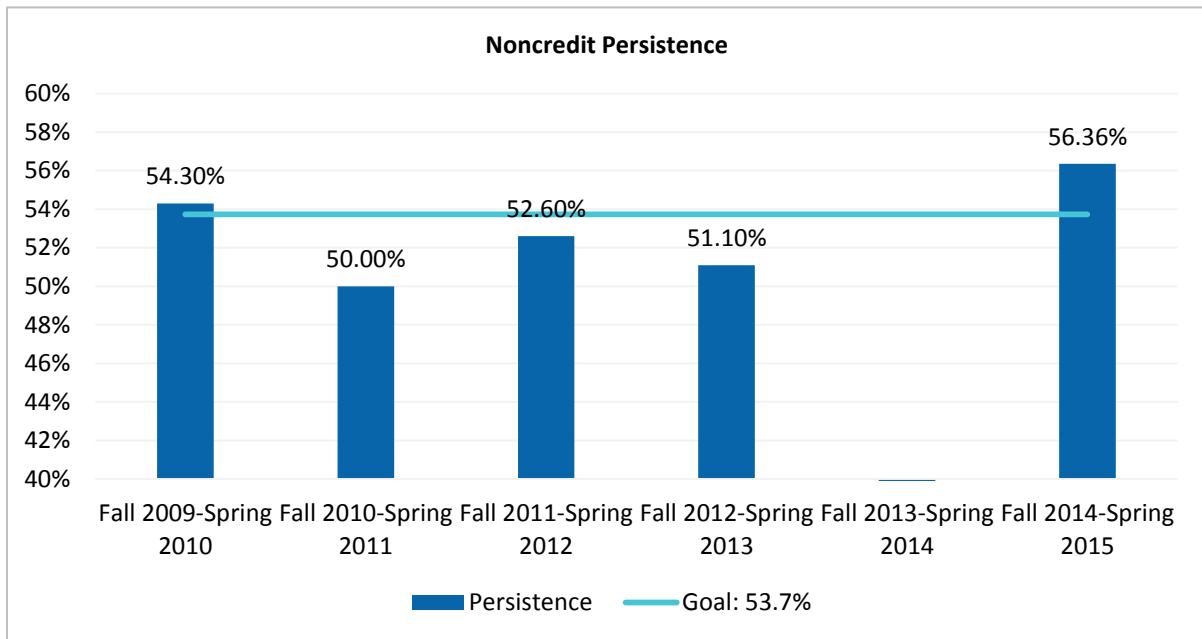
Figure 10. Noncredit Persistence from Fall to Spring

Note: Chart does not start at zero to allow for better visualization of data.
Data Source: Mt. SAC Banner System Data Warehouse.

Data on Enrolled Students: Student Progression to the Next Course in a Sequence of Courses/Next Level of Course

Mt. SAC uses multiple measures to assess student and program success. One consideration is the progression rate to the next course in a sequence by students who have passed the prior course. This is an especially important perspective in evaluating student transition from basic skills into college-level courses. Student support programs such as Pathways to Transfer, Pathways to General Education,

and Bridge are specifically designed to increase student progression through mathematics and English courses by providing students with a unique opportunity to complete their mathematics and English requirements in a learning community at an accelerated pace.

The following table shows progression rate for mathematics, English, and American Language (credit English as a Second Language).

Table 24. Student Progression to the Next Course in a Sequence of Courses

Mathematics Progression	Course
	LERN 48: Basic Skills Math Review
63%	LERN 49: Math Skills Review
55%	MATH 50: Pre-Algebra
62%	MATH 51 A/B: Elementary Algebra
61%	MATH 71 A/B/X, 70 S, 61: Intermediate Algebra
English Progression	**Course**
	LERN 81: Improving Writing
59%	ENGL 67: Writing Fundamentals
66%	ENGL 68: Preparation for College Writing
70%	ENGL 1A: Freshman Composition
AMLA (Credit ESL)	**Course**
	AMLA 41W: American Language Basic Writing
72%	AMLA 42W: American Language Intermediate Writing
79%	AMLA 43W or ENGL 67: American Language Advanced Writing or Writing Fundamentals
75%	ENGL 68: Preparation for College Writing
76%	ENGL 1A: Freshman Composition

Data Source: Mt. SAC Banner System Data Warehouse.

Data on Enrolled Students: Student Program Completion

Cohort Progression: Student Success Scorecard Cohorts

In its commitment to increase certificate/degree attainment and transfer, the California Community Colleges Board of Governors established a performance measurement system called the Scorecard that tracks student success at all California community colleges. In the scorecard, students are placed into a cohort based upon meeting initial criteria in their first term of enrollment.

Outcomes for students in each cohort are then tracked for six years.

Momentum points/completion outcomes for three cohorts are available. Mt. SAC has been improving in the areas of student completion, persistence, and attainment of 30 units over these three cohorts. Overall, first-time students in 2009-10 who were seeking a certificate, degree, and/or transfer were more successful than subsequent cohorts in achieving their goal. The number of college prepared (student's lowest attempted math and/or English course was degree applicable) completed the

outcomes at higher rates. Outcomes for students who enrolled at Mt. SAC "unprepared" (in need of developmental coursework) have been improving at an even higher rate. Unprepared for college is the student's lowest course attempted in Math and/or English was remedial level.

The following table shows the outcomes in completion, persistence, and attainment of 30 units for the three cohorts for which data is available (INT35).

Table 25. 2016 Mt. SAC Student Success Scorecard Cohorts

Momentum Points/ Completion Outcomes		2007-2008		2008-2009		2009-2010	
		Number	Cohort Rate	Number	Cohort Rate	Number	Cohort Rate
Completion	Overall	4478	47.40%	4924	47.30%	4966	50.70%
	Unprepared	3535	40.60%	4041	41.70%	4041	48.10%
	Prepared	943	73.10%	883	73.20%	460	75.70%
Persistence	Overall	4478	77.00%	4924	78.80%	4966	80.40%
	Unprepared	3535	75.80%	4041	77.60%	4506	80.50%
	Prepared	943	81.70%	883	84.30%	460	79.80%
30 Units	Overall	4478	67.60%	4924	70.10%	4966	73.50%
	Unprepared	3535	65.80%	4041	67.80%	4506	73.10%
	Prepared	943	74.10%	883	80.70%	460	76.70%

Data Source: CCC Mt. SAC Student Success Scorecard.

Student Right-to-Know Rates

In compliance with the Student Right-to-Know and Campus Security Act of 1990, it is the policy of Mt. SAC to make available its completion and transfer rates to all current and prospective students. Transfer rates are derived from tracking a cohort of students over a certain period of time after they enroll in the College. For this calculation, a fall cohort of all certificate, degree, and transfer-seeking first-time, full-time students is tracked over a three-year period. A "completer" is a student who attained a certificate or degree or became transfer-prepared during the three-year period. Students who are "transfer-prepared" have completed 60 transferable units with a grade-point average (GPA) of 2.0 or better. Transfer students are those who

transferred to another public postsecondary institution prior to attaining a certificate, degree, or becoming transfer-prepared during a five-semester period. Transfer rates do not represent the success rates of the entire student population at Mt. SAC, nor do they account for student outcomes occurring after this three-year tracking period.

These results indicate a mostly stable transfer and completion rate in the last four years of data, although transfers were reduced in the 2012 cohort. The College is providing more transfer opportunities for its students. The Student Transfer Achievement Reform Act (Senate Bill 1440, California Education Code sections 66746-66749) guarantees admission to a California State University

campus for any community college student who completes an "associate degree for transfer", a newly established variation of the associate degrees traditionally offered at a California community college. The Associate in Arts for Transfer (A.A.-T) or the Associate in Science for Transfer (A.S.-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students who complete an A.A.-T or A.S.-T degree are guaranteed admission to the CSU system. Admission to a particular campus or major is not guaranteed; however, A.A.-T/A.S.-T students receive priority admission consideration. Students transferring to a CSU campus that accepts the A.A.-T or A.S.-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major). Mt. SAC degree offerings include:

Associate of Arts - Transfer (A.A.-T)

- Art History
- Communication Studies
- English
- Geography
- History
- Journalism
- Music
- Political Science
- Psychology
- Studio Arts
- Theater Arts

Associate of Science - Transfer (A.S.-T)

- Administration of Justice
- Early Childhood Education
- Mathematics

The following chart shows trends in three-year completion and transfer rates at Mt. SAC (**INT36**).
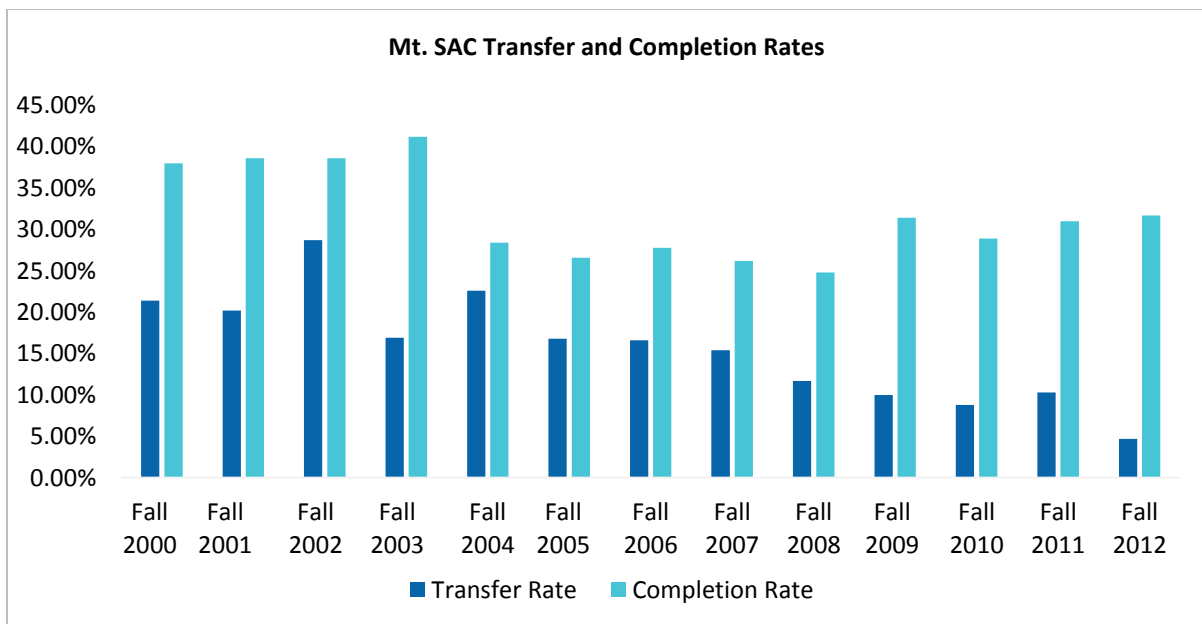
Figure 11. Student Transfer and Completion Rates per Student Right-to-Know

Data Source: Student Right-To-Know Rate Disclosure Website.

Data on Enrolled Students: Certificate/Degree Completion

Noncredit Certificates

Noncredit California Community Colleges Chancellor's Office-approved certificates are earned by students who complete a sequence of courses with progress indicators of "P" for pass. Both the number of noncredit certificates and the unduplicated headcount of students earning the certificates are at the second highest level in the past four years. Headcount and certificate goals are set, evaluated, and approved by the Institutional Effectiveness Committee.
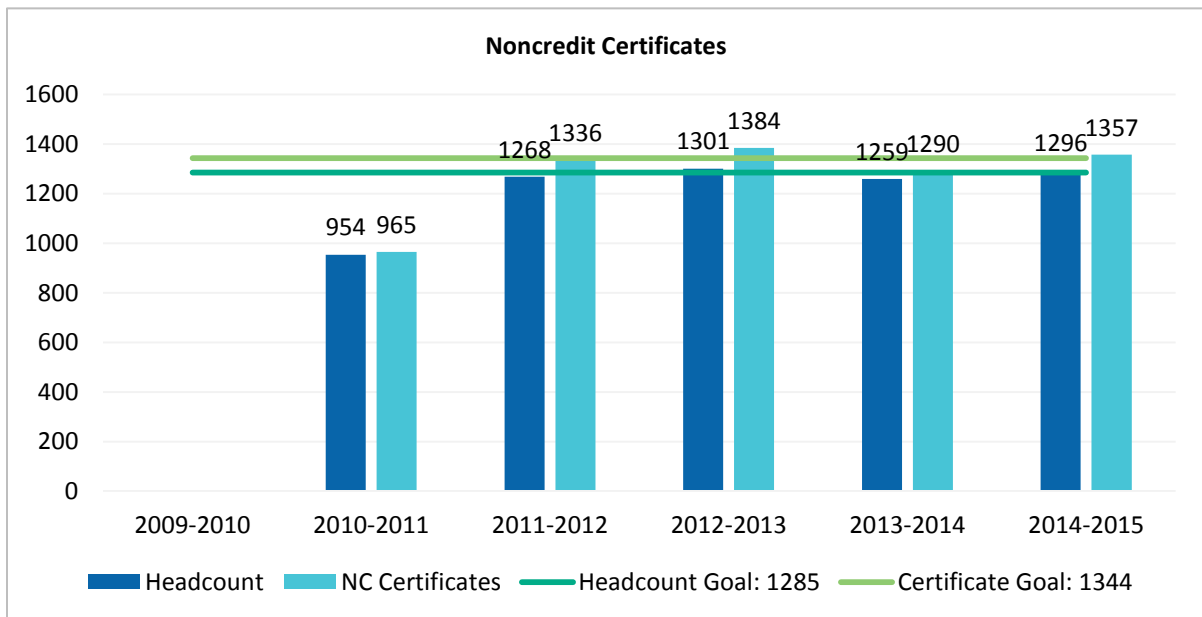
Figure 12. Noncredit certificates awarded and unduplicated number of students along with ISS goals

Note: *Data for 2009 to 2010 is unavailable.
Data Source: Mt. SAC Banner System Data Warehouse

CCCCO Approved Credit Certificates

Mt. SAC students completing credit courses in prescribed pathways consisting of 18 or more units can earn a CCCCO-approved certificate of achievement. Both the number of CCCCO-approved credit certificates and the unduplicated headcount of students earning the certificates are at the lowest level in the past four years. Institution-set Standards goals are set, evaluated, and approved by the Institutional Effectiveness Committee.

Chancellor's Office Approved Credit Certificates
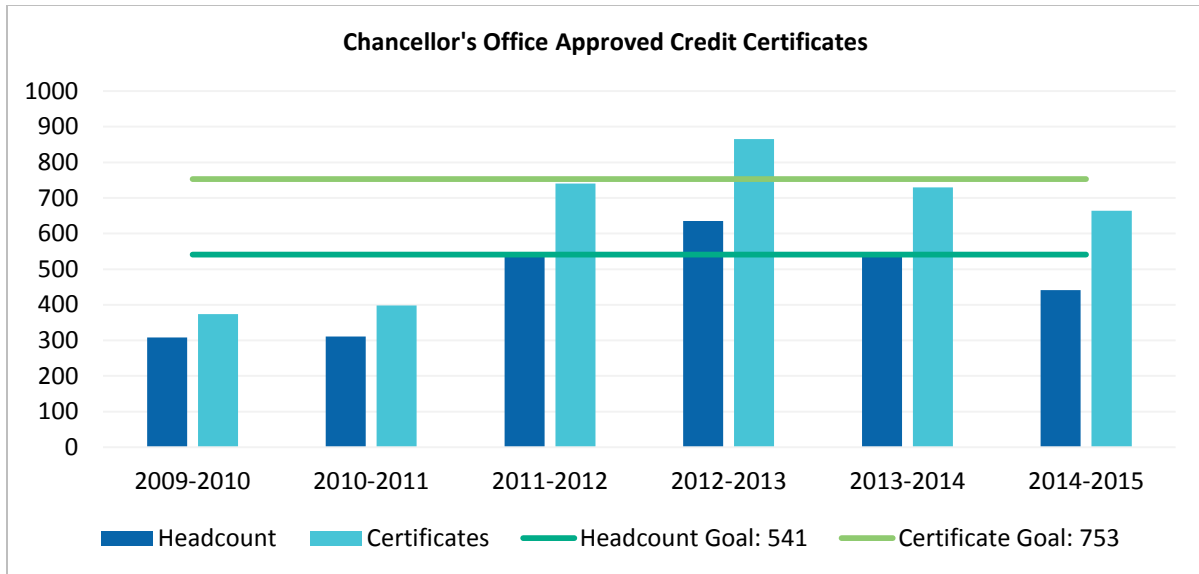
Figure 13. Mt. SAC Chancellor's Office approved credit certificates and goals

Data Source: Mt. SAC Banner System Data Warehouse.

All Credit Certificates (Including Small Certificates)

Mt. SAC has established ISS, via the Institutional Effectiveness Committee, for all credit certificates (including those in a "low unit" sequence of 12-18 units) and for unduplicated headcount of students earning these certificates. Mt. SAC tends to use this more inclusive definition of credit certificates for internal discussions, rather than limiting consideration to only CCCCO-approved certificates. The number of certificates has dropped somewhat from the level it was in the previous two years. The unduplicated headcount of students earning the certificates is at a four-year low.

All Credit Certificates (Including Small Certificates)
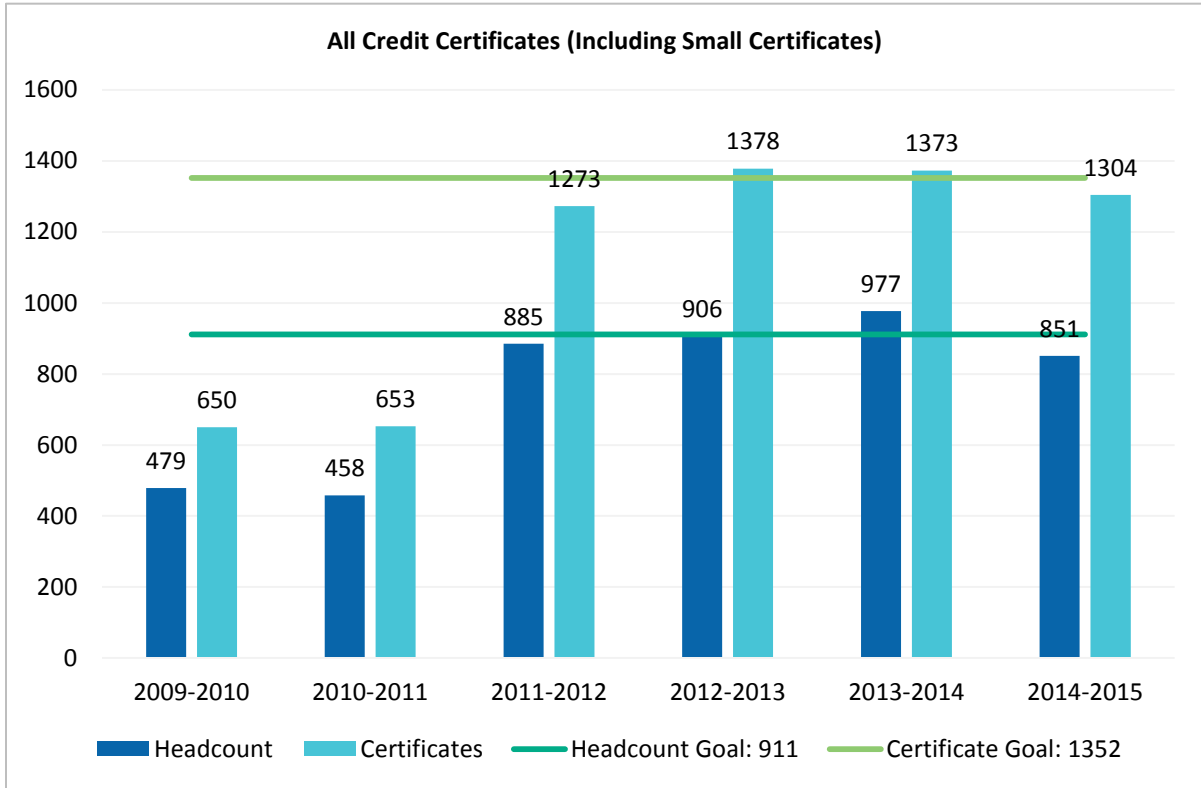
Figure 14. All Mt. SAC credit certificates awarded, unduplicated number of students, and goals

Data Source: Mt. SAC Banner System Data Warehouse.

Degrees

The Mt. SAC ISS for degrees includes the unduplicated headcount of students earning these degrees. Both the number of degrees and the unduplicated headcount of students earning the degrees are at their highest levels in the past six years. These data correlate with implementation of the Student Success and Support Program, which provides students with core services such as educational planning to encourage higher certificate and degree completion rates. This also may explain the lower levels of certificate completion, as more students are seeking degrees instead. ISS goals are set, evaluated, and approved by the Institutional Effectiveness Committee.
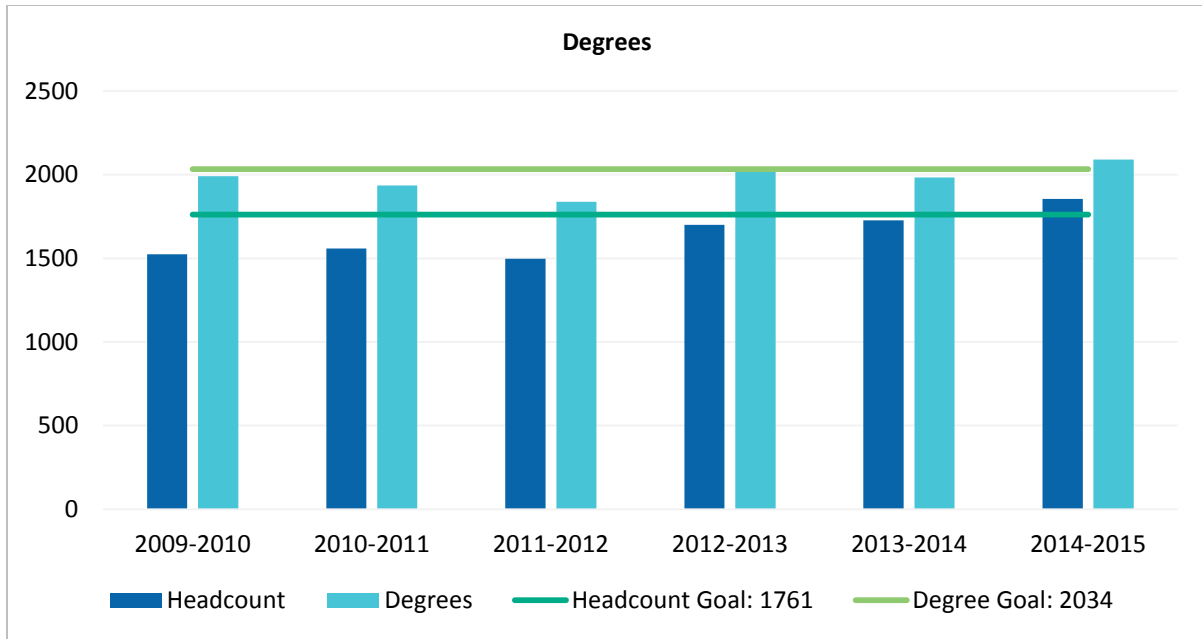
Figure 15. Mt. SAC degrees awarded, unduplicated number of students, and goals

Data Source: Mt. SAC Banner System Data Warehouse.

Overview: Transfer

The Student Transfer Achievement Reform Act, which guarantees admission to a CSU upon completion of the Associate in Arts for Transfer or the Associate in Science for Transfer degrees, was enacted in 2010, resulting in a growing number of Mt. SAC students choosing to pursue and complete this types of degree. Over the past four years, students have taken advantage of this opportunity for transfer, with data demonstrating a sharp rise in completions.

Over the same period of time, there has been an increasing number of students receiving Associate of Science (A.S.) degrees, and a decrease in those completing Associate of Arts (A.A.) degrees. The number of certificates awarded that require more than 18 units has remained the same throughout the timeframe; however, the number of students receiving certificates of fewer than 18 semester units has grown from 2011 to 2014.

The number of certificates and degrees awarded at Mt. SAC between 2011-12 and 2014-15 increased by 35.0 percent. The following table provides a summary of certificates and degrees completed over the past four years (II.A.6-4).

Table 26. Certificate and Degree Completion at Mt. SAC

	2011-12	2012-13	2013-14	2014-15
A.S.-T degree	0	1	14	26
A.A.-T degree	36	133	221	304
A.S. degree	699	782	760	831
A.A. degree	1,041	1,110	944	926
Credit certificate (?18 units)	734	845	730	664
Credit certificate (<18 units)	0	0	641	719
Noncredit certificates	1,064	1,376	1,294	1,355
TOTAL	3,574	4,247	4,604	4,825

Data Source: CCCCO Data Mart.

Data on Enrolled Students: Student Transfer to Four-Year Institutions

Student Transfer to University of California (UC) and California State University (CSU)

Consistent with the implementation of the Student Transfer Achievement Reform Act and subsequent increase in completion of Associate in Arts for Transfer or the Associate in Science for Transfer degrees, the transfer rates of Mt. SAC students to the UC and California State University's systems have increased steadily year over year. The lowest number of transfers were in 2009-2010 and 2012-2013 which was due to budget cuts to the CSU's general fund base. As a result, the overall number of transfers was negatively impacted. The following chart shows trends in transfer rates to UC and CSU (combined) over the past 11 years (INT37).

Mt. SAC Transfers to CSU & UC Combined

Year	Transfers
2004-2005	1,589
2005-2006	1,506
2006-2007	1,589
2007-2008	1,557
2008-2009	1,588
2009-2010	1,082
2010-2011	1,745
2011-2012	1,606
2012-2013	1,344
2013-2014	1,756
2014-2015	1,810
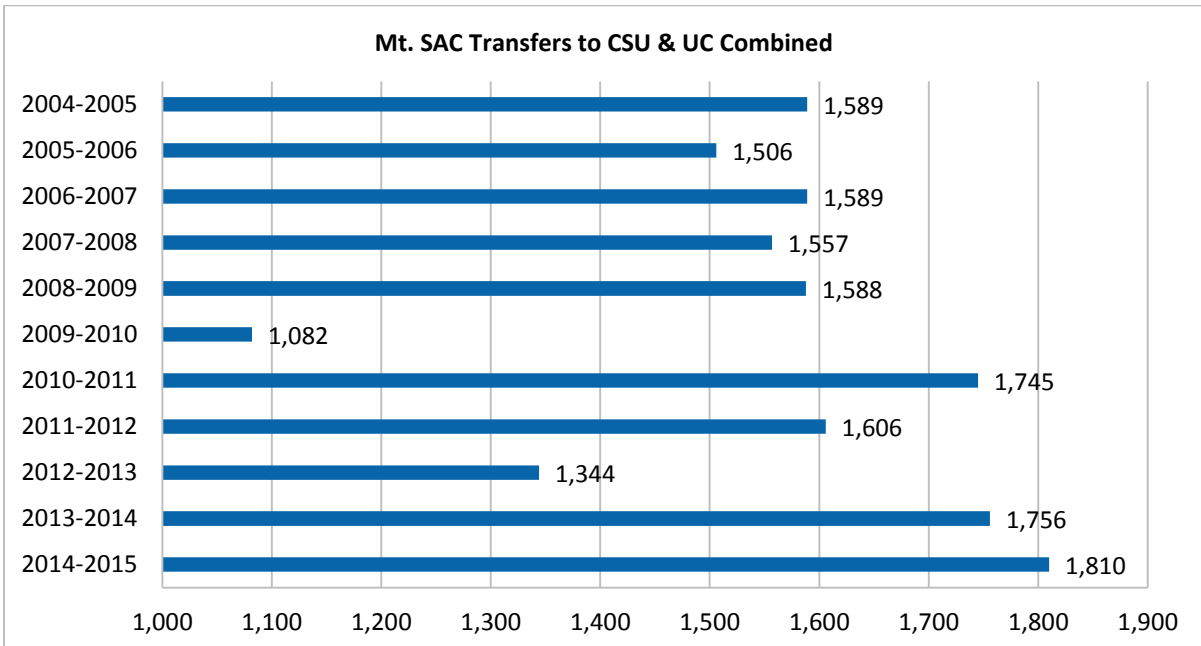
Figure 16. Number of students transferring to CSU and UC

Note: Chart does not start at zero to allow for better visualization of data.
Data Source: CCCCO Data Mart.

Mt. SAC's two Institution-set Standards (ISS) for transfer are defined as the number of students enrolling in the UC or CSU systems. The initial ISS goals were 380 and 1,096 for UC and CSU respectively. This was based on the four-year average from 2009-2010 through 2012-2013. The long-term ISS goals based on the six-year average are 395 and 1,162. The short-term ISS goals based on the three-year average are 410 and 1,227.

In 2014-15, Mt. SAC transferred a total of 408 students to UC, an increase of 26.3 percent from 2009-10. During the same year, Mt. SAC transferred a total of 1,402 students to CSU, an increase of 84.7 percent since 2009-10. The following table shows six-year trends in the number of Mt. SAC students transferring to UC and CSU. ISS goals are set, evaluated, and approved by the Institutional Effectiveness Committee.

Table 27. Mt. SAC Transfers to UC and CSU

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
UC	323	395	426	398	423	408
CSU	759	1,350	1,180	946	1,333	1,402
TOTAL	1,082	1,745	1,606	1,344	1,756	1,810

Data Source: CCCCO Data Mart.

Student Transfer to In-State Private and Out-of-State Institutions

While the greatest majority of Mt. SAC transfers are to UC and CSU, many Mt. SAC students choose to continue their education at an in-state private or out-of-state university. Between 2009-10 and 2014-15, a total of 2,187 students transferred to in-state private institutions. During the same timeframe, a total of 1,341 students transferred to out-of-state institutions.

Table 28. Mt. SAC Transfers to In-state Private (ISP) and Out-of-state Institutions (OOS)

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
ISP	497	468	446	417	359	469
OOS	220	256	274	293	298	325
TOTAL	717	724	720	710	657	794

Data Source: CCCCO Data Mart.

Data on Graduates: Student Job Placement

One data element of Mt. SAC's Institution-set Standards (ISS) is student job placement. In the initial process for establishing the rate for this standard, the College used an internal survey; however, the response rate was low. For programs with few graduates, it was difficult to make ISS decisions with a small number of graduates and a small number of respondents. The resulting data

did not reflect actual job placement rates for programs.

Based on discussions with the Accrediting Commission for Community and Junior Colleges (ACCJC), Mt. SAC re-calculated its ISS using the number of respondents and not the number of graduates per program as the denominator. According to conversations with ACCJC, this calculation is more aligned with data practices of other colleges. In addition to this change in the calculation of student job

placement rates, Mt. SAC decided to use an outside vendor to conduct an alumni and leavers survey. A statewide survey, the Career Technical Education Employment Outcomes Survey, provides data to participating colleges in June of each year. As such, these data will always be behind by one year in reporting. ACCJC has agreed that this is acceptable, if noted. In order to demonstrate the College's commitment to this annual report, last year's data is re-stated with both the new job placement rates as well as the revised ISS.

Below are some examples of the processes divisions used to guide these conversations to reflect on these results and determine the program-level ISS.

- Business Division – In order to create the ISS, various factors were considered by the departments: 1) Mt. SAC Alumni survey data presented; 2) review of various websites with job announcements and requirements in the fields; 3) Advisory Committee input; 4) labor market information from the College-hosted Center of Excellence; and 5) Employment Development Department and Bureau of Labor Statistics data reflecting projected growth.
- Technology and Health Division – For all entries, the following was used in the

decision making for creating the ISS: 1) anecdotal evidence from completers and students who "job out" before completing certificates/degrees; 2) improvements to the Launchboard Program Snapshot tool should improve ability to track students who leave programs before obtaining certificates/degrees.
- It was noted that in several traditional programs, students prepare for direct employment after graduation while in others, such as electronics technology, students prepare either for initial employment or for transfer to CSU programs.
- Health programs used accreditation requirements for placement rate.
- Public Safety (Fire Technology and Administration of Justice) have low employment rates due to the need for students to have both: 1) good financial credit reports, and 2) clear background checks. Students can graduate from the program without satisfying the aforementioned criteria.

The following tables provide the most recent placement rates for Mt. SAC students completing CTE certificate and degree program.

Table 29. 2013-14 Job Placement Rates for Students Completing Certificate Programs and CTE Degrees

CIP Code 4 Digits	Program	Institution-set Standard (%)	Job Placement Rate (%)
01.06	Ornamental Horticulture A.S. Degree	70%	50%
11.01	Intro to Computer Info Tech Certificate	15%	100%
11.02	CIS Telecommunications Certificate	20%	100%
11.02	CIS Object Oriented DSN Certificate	20%	0%
11.10	Computer Network Admin A.S. Degree	20%	100%
11.99	CIS Network Security Certificate	20%	100%
15.05	Air Condition & Refrig Certificate	60%	71%
19.07	Children's Prog: Gen I Certificate	40%	58%
19.07	Children's Prog: Gen II Certificate	40%	50%
19.07	Child Development A.S. Degree	20%	100%
19.09	Fashion Merchandising A.S. Degree	10%	100%
22.03	Paralegal/Legal Assistant	10%	60%
43.01	Law Enforcement A.S. Degree	20%	57%
43.02	Fire Technology A.S. Degree	25%	75%
47.01	Elec/Comp Engr Tech A.S. Degree	35%	100%
47.01	Elec/Comp Engr Tech Certificate	35%	0%
47.06	Airframe & Powerplant A.S. Degree	93%	50%
49.01	Aviation Science A.S. Degree	25%	75%
49.01	Commercial Flight A.S. Degree	25%	25%

Data Source: Mt. SAC Alumni Survey & ACCJC Annual Report

Table 30. 2013-14 Job Placement Rates for Students Completing Certificate Programs and CTE Degrees

CIP Code 4 Digits	Program	Institution Set Standard (%)	Job Placement Rate (%)
51.08	Registered Veterinary Tech A.S. Degree	70%	75%
51.09	Emergency Medical Tech I Certificate	70%	67%
51.09	Respiratory Therapy A.S. Degree	70%	71%
51.09	Radiologic Tech A.S. Degree	75%	100%
51.09	EMT Paramedic Certificate	95%	100%
51.10	Histologic Tech Training A.S. Degree	85%	40%
51.15	Alcohol/Drug Counseling A.S. Degree	60%	50%
51.15	Alcohol/Drug Counseling Certificate	60%	0%
51.16	Nursing A.S. Degree	90%	85%
52.01	Liberal Arts A.A. Business	29%	29%
52.02	Business Management Level I Certificate	70%	100%
52.02	Business: Small Business Management I Certificate	40%	50%
52.02	Business: Human Resource Management I Certificate	10%	0%
52.02	Business Management II Certificate	70%	100%
52.02	Business Management A.S. Degree	40%	40%
52.03	Accounting Bookkeeping Certificate	25%	50%
52.03	Accounting Payroll Certificate	25%	100%
52.03	Accounting Managerial Certificate	10%	0%
52.03	Accounting A.S. Degree	50%	67%

CIP Code 4 Digits	Program	Institution Set Standard (%)	Job Placement Rate (%)
52.04	Photography Certificate	40%	0%
52.09	Hospitality & Restaurant Management AS Degree	70%	100%
52.11	Business International I Certificate	40%	50%
52.11	Business International II Certificate	70%	100%

Data Source: Mt. SAC Alumni Survey & ACCJC Annual Report

Data on Graduates: Licensure/Certification Exam

Many programs at Mt. SAC prepare students to enter directly into the workforce upon successful completion of a license or certificate. The College has established Institutional-set Standards for program licensure pass rates using individual program data. These range from 75 percent to 93 percent. The following table provides the licensure pass rates for Mt. SAC's relevant Career Technical Education programs.

Table 31. Licensure Pass Rates for Students Completing CTE Programs

CIP Code	Program	Exam Level	ISS	Pass Rate
49.01	Aviation Maintenance	National	93%	100%
51.08	Registered Veterinary Technology	State	75%	85%
51.09	Emergency Medical Technician	National	90%	100%
51.15	Psychiatric Technician	State	75%	83%
51.09	Radiologic Technician	National	75%	89%
51.09	Respiratory Therapy	National	80%	96%
51.10	Histologic Technician Training	National	85%	85%
51.16	Nursing	State	75%	86%
51.39	Certified Nursing Assistant (CNA)	State	85%	98%
51.10	Phlebotomy Program	State	75%	93%

Data Source: 2016 Mt. SAC ACCJC Annual Report & School of Continuing Education

College Goals

College Goals are derived from the College's planning processes. The College's program review, Planning for Institutional Effectiveness, is a yearly process that provides an opportunity for reflection on achievement of the College Goals and revision of the Goals. The evidence shows the College's Goals (I.A.1-3).

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SELF EVALUATION PROCESS

MT. SAC

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Organization of Self Evaluation Process

Overview

Preparation for the March 2017, Self Evaluation began in fall 2013 with the first convening of the Accreditation Steering Committee (ASC), a shared governance committee. Based on the lessons learned from the 2010 Self Evaluation, the College created a permanent committee to guide the accreditation process. The newly hired Vice President of Instruction co-chaired the committee with the Faculty Accreditation Coordinator. To this day, ASC guides the process used for campus wide involvement in accreditation. Minutes indicate the wide and in-depth ASC accomplishments such as:

- Analyzing if the College was meeting all ACCJC standards (aka Gap Analysis),
- Training ASC members on accreditation,
- Identifying and training standard team members,
- Progress checks on writing to the standards and providing evidence of meeting the standard,
- Providing progress updates to President's Advisory Council and working with the College President to provide training and updates to the Board of Trustees,
- Allowing opportunities for campus input on the process and drafts,
- Providing input on drafts,
- Providing future Mock Site Visit training for the campus.

In all cases, the ASC members were well versed in the process and were trainers across campus as well as some were chairs of writing teams.

The above engaging process allowed members to fully address questions and inform their constituency group members about accreditation and their role in it.

Teams

The 13 Accreditation Self Evaluation Teams were chosen by the constituency group members using three main criteria:

- Provide opportunities for broad participation of faculty, classified staff, management, and students.
- Create an atmosphere of trust that encourages an open dialogue among constituents.
- Combine the knowledge of seasoned staff with previous accreditation experience and the energy of new staff with fresh perspectives.

Each Accreditation Standard Team had a chair, evidence coordinator, and outline coordinator; and the whole process had an Accreditation Liaison Officer as well as a Faculty Accreditation Coordinator. ASC was the committee responsible for the process, and ASC reported to the President's Advisory Council (PAC). Two overall trainings were provided for the team as well as hands-on assistance as needed.

Communication

The first Accreditation Notes newsletter was released to the campus community in fall 2014. It outlined the new standards, timeline, and training. The newly appointed accreditation team members were noted with clear designations as to who represented which group: faculty management, student, and classified (INT38).

The College used the Accreditation Notes newsletter as well as emails of upcoming milestones to let the campus know its progress. June 2015 saw the release of the second newsletter that focused on the formal preparation for the site visit. The newsletter provided an update on the timeline (Accrediting Commission for Community and Junior Colleges moved the site visit to spring 2017), the gap analysis, writing teams' progress, and trainings offered. It concluded with the following important statement: "Did you know? Every single one of you who works or goes to school on this campus is a part of accreditation. We all work together to ensure quality at Mt. SAC. If you want to become more involved, contact your consistency group leaders. All volunteers are welcome" (INT39).

Other means of updating the College community included reports to PAC, to the Board of Trustees, at management meetings, and at Flex and Professional Development Days. Drafts of the Self Evaluation were released to the campus community for its review and comment in spring 2016 as well as fall 2016. In spring 2016, Dialogue Days

provided an opportunity for employees to attend interactive meetings to provide their input on specific standards. These meetings also provided an opportunity to engage attendees in further understanding of accreditation and their role in it on a day-to-day basis (INT40).

In order to further engage California School Employees Association (CSEA) 651, hot pink sheets were used to provide them with paper copies of the latest information of interest to them. Special meetings were hosted with their group both during and outside of CSEA union meetings in order to engage them in dialogue about the process and to obtain their input (INT41). This group does not have easy access to computers, and many work shifts outside of 9-to-5 business hours. Members of the ASC met with this group in early mornings or late evenings in order to include its voice in the process.

Timeline

The timeline for the Self Evaluation was used to guide the process and to demonstrate to the College community the progress being made. It provided a one-page, easy-to-read guide for what had been accomplished and what was still to be accomplished. This updated document was shared at numerous venues including the ASC and PAC meetings, Board of Trustees' meetings and constituency meetings across the campus, Flex Day sessions, and Professional Development sessions (INT42).

MT. SAC

ORGANIZATIONAL INFORMATION

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Organizational Charts

The College's employees are integral to its operations. All employee groups are important to the efficient and effective instruction and support services needed for teaching and learning at Mt. SAC. Mt. SAC has administered the Organizational Survey System (OSS™) climate survey, every two to four years since 2003. Each administration builds upon the previous results to provide objective feedback from its most valuable resource, the employees. For custom items, values and vision was the most favorable scale consisting of two items measuring knowing the mission statement (83 percent favorable) and understanding the values (82 percent favorable) at Mt. SAC. Health and Safety focused mainly on procedural aspects with the highest rating for knowing what to do if a fire occurs (74 percent) and the lowest rating of 37 percent for the campus being prepared for an emergency. Planning incorporated items surrounding Planning for Institutional Effectiveness (PIE), program review, as well as general planning activities. Fifty-eight percent reported that they believe Mt. SAC's mission is central to all planning activities. Fewer than half reported that they

understood the PIE process (45 percent) and would like more information on the relationship between PIE and the budget process (45 percent). The scale measuring the past year incorporated items measuring effectiveness of communication and decision-making processes. Employees were more satisfied with communications and decisions affecting their work (e.g., 61 percent felt informed about decisions affecting their work) as compared to items regarding various aspects of decision making (e.g., 27 percent felt they had a say in decisions that impacted the College). The normed items on the survey revealed high job satisfaction and lower ratings for benefits and communications (INT43).

The College operates under a governance structure in which broad participation from all segments of the College is encouraged. The following chart indicates the organization of the College's management positions and the organization of the teams (i.e., Student Services, Human Resources, Instruction, and Administrative Services). The Vice President of Instruction is the College's Accreditation Liaison Officer (IV.B.2-9).

Board of Trustees
Dr. Manuel Baca · Ms. Rosanne Bader · Mr. Jay F. Chen
Ms. Judy Chen-Haggerty, Esq. · Dr. David Hall · Mr. Robert Hidalgo · Ms. Laura Santos
Ms. Elizabeth Santos, Student Trustee

Dr. William Scroggins
President & CEO

Vice President
Administrative Services

Vice President
Instruction

Interim Associate Vice President
Fiscal Services

Executive Assistant to the Vice President

Associate Vice President

Executive Assistant to the Vice President

Chief Compliance Officer/ College Budget Specialist

Chief Technology Officer
Information Technology

Dean
Arts

Dean
Humanities and Social Sciences

Chief of Police
Public Safety

Director
Facilities, Planning, and Management

Associate Dean

Associate Dean

Director
Risk Management

Director
Technical Services

Dean
Business

Director
Honors Program

Director
SacBookRac Bookstore

Associate Dean

Director
Writing Center

Director
Child Development Center

Dean
Kinesiology, Athletics and Dance

Director
Center of Excellence

Associate Dean

Dean
Technology and Health

Dean
Natural Sciences

Associate Dean

Associate Dean

Director
Health Careers Resource Center

Dean
School of Continuing Education

Dean
Library and Learning Resources

Associate Dean

Director
Learning Assistance

Associate Dean

Director
Special Projects

Director
Adult Education

Director
Research and Institutional Effectiveness

Director
Community Contract Education

Director
Grants

Director
Education for Older Adults/Adults with Disabilities

Director
Title V Grant

Director
English Language Learners (ESL)

Director
Special Projects

Vice President
Student Services

Vice President
Human Resources

Office of the President

Vice President – Student Services		Vice President – Human Resources	Office of the President
Dean Enrollment Management	**Executive Assistant to the Vice President**	**Executive Assistant to the Vice President**	**Interim Executive Assistant to the President & CEO and Board of Trustees**
Associate Dean Student Success and Equity	**Dean** Student Services	**Director** HR Operations and Employee Services	**Executive Director** Foundation
Dean Disabled Student Programs and Services	**Director** Student Life	**Director** Equal Employment Opportunity Programs	**Director** Marketing and Communication
Director Deaf and Hard of Hearing Services	**Director** Extended Opportunity Programs and Services and CARE		**Director** Public Affairs
Director Student Health Services	**Director** CalWORKs		
Director Arise Program	**Dean** Counseling		
Director Financial Aid	**Associate Dean**		
Director Assessment and Matriculation	**Director** Career and Transfer Services		
	Director High School Outreach		
	Director TRIO Programs		
	Director Aspire		

Edited: Oct. 26, 2016

Figure 17. College Organizational Chart

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CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

MT. SAC

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Certification of Continued Compliance with Eligibility Requirements 1-5

In this section, the College includes information demonstrating continued compliance with the Accrediting Commission for Community and Junior College Eligibility Requirements. Herein, Mt. SAC addresses Eligibility Requirements 1, 2, 3, 4, and 5. The remaining Eligibility Requirements are addressed in the College's response to the relevant sections of the Accreditation Standards.

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Mt. San Antonio College (Mt. SAC) is a public, two-year community college operating under the authority of the state of California, the Board of Governors of the California Community College, and the Board of Trustees of the Mt. San Antonio College District. The College is evaluated and accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This accreditation authorizes the College to offer courses which parallel the first two years of the curricula for state universities (INT44).

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

Mt. SAC has operated continuously since its inception in 1946. The College serves students who are actively pursuing its degree and certificate programs as well as those with transfer and life-long learning goals (INT45, II.A.6-4, INT46).

3. Degrees

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

Mt. SAC offers a wide range of educational programs, 64 of which lead to Associate Degrees (I.A.4-1). In 2014-15, the College awarded a total of 2,081 Associate Degrees (II.A.6-4). A student who is enrolled in the College full-time can complete the requirements for a degree in two academic years (I.A.4-1 pg. 45-186, I.A.4-1 pg. 45-51, 188-198, I.A.4-1 pg. 25, 199, INT47).

4. Chief Executive Officer

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

Mt. SAC has a Chief Executive Officer (CEO) who has been appointed by the governing board per Board Policy 2430. The CEO administers Board Policies, and he does not serve as the chair of the governing board (**IV.C.3-1**, **IV.C.12-1**). The College notified the Commission upon the Board of Trustees hiring the current CEO, Dr. William T. Scroggins, in 2011. His office is located on the Mt. SAC campus in Building 10 (**INT48**, **INT49**).

5. Financial Accountability

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

On or before April 1 of each year, Mt. SAC contracts with an independent Certified Public Accountant to perform the audit of all funds under jurisdiction of the College in accordance with Education Code 84040. The audit is conducted in accordance with standards applicable to financial audits contained in Governmental Accounting Standards Board and complies with the requirements set forth in the California Community Colleges "Contracted District Audit Manual". The audit also includes reporting on internal control over compliance related to major programs and an opinion on compliance with Federal status, regulations, and terms and conditions of Federal awards. Refer to Standard IIID for past, current, and proposed budgets, certified independent audits, financial aid program review and audits, and student loan default rates and relevant governmental reports.

MT. SAC

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

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Public Notification of an Evaluation Team Visit and Third Party Comment

Appropriate and Timely Effort

Mt. SAC began its public notification of an evaluation team visit in February 2015 with a presentation to the Board of Trustees. This presentation was done at a public meeting with an opportunity for public comment. Another board presentation with opportunity for public comment was made in March 2016. The first draft of the Self Evaluation was shared on the College's website in May 2016. Feedback on the draft was solicited via an online feedback form, a hard copy feedback form, and scheduled Dialogue Days for the campus community. The final draft of the Self Evaluation was again shared on the College's website in September 2016, and this was the final opportunity for feedback. Additionally, in September 2016, one Board of Trustees presentation was made, at a public meeting with the opportunity for public comment (IV.C.9-7, IV.B.4-7, INT50).

Cooperation and Follow-Up with Evaluation Team

The College has received no third party comment. In the event that it does, it will cooperate with the evaluation team for necessary follow-up.

Compliance with Commission Policy on Third Party Comment

The above stated opportunities for public comment at Board of Trustees meetings and the release of two drafts of the Self Evaluation publicly on the College's website evidence compliance with this policy.

Standards and Performance with Respect to Student Achievement

Defined and Identified Expected Measure of Performance and Relevancy of Institution-Set Standards (ISS)

Mt. SAC has established Institution-set Standards (ISS) for student achievement through a collaborative process facilitated by the Academic Senate. The Institutional Standards for Student Completion Task Force discussed initial data points for satisfactory performance of student achievement in learning in five areas: (1) successful course completion rate by percent, (2) fall-to-fall persistence, (3) number of degrees, (4) number of transfers to four-year colleges/universities, and (5) number of certificates awarded. Mt. SAC's ISS are articulated so that the College can determine the degree to which they have been met. The initial level for each ISS was set using averages for each of the following measures: student course pass rate by percent, fall-to-fall persistence, number of degrees, number of transfers, and number of certificates. Mt. SAC implements ISS through ongoing processes including its program review known as Planning for Institutional Effectiveness (INT51 pg. 8-9, INT52, INT53, INT54).

Job Placement Rates and Licensure Exam Pass Rates

In 2015, additional ISS were established for job placement and licensure examination passage rates. In fall 2015, Mt. SAC received notification of enhanced monitoring related to job placement rates which did not meet the College's established ISS. The College immediately began dialogue regarding the concerns. It was determined that the College could change how it calculates job placement rates and could use an outside vendor for the Alumni Survey. The deans also discussed the setting of the job placement rate on a program-by-program basis and provided updated ISS information. Results of this work were communicated to the Commission in an addendum format (INT55, INT56, INT57, INT58).

Analysis of Performance as to ISS and Taking of Appropriate Measures when Needed

The ISS are designed to support Mt. SAC faculty and staff in analyzing student performance. If student data indicates the level of performance expectation is not being met, this gives the College an opportunity to consider support activities, which can positively impact student achievement and help students reach their academic potential. Targeted support activities for students who are not achieving are being designed and implemented. One example related to student persistence includes the Basic Skills Pathways to Transfer, which came about because students were not progressing through the English and math course sequences. This project offers cohorts and in-class support resources for students to progress through basic skills

math and English classes. Assessment data indicate students participating in a Basic Skills Pathway demonstrate increased student persistence through sequential courses leading to college-level work (INT59). Additionally, on a yearly basis the Career Technical Education programs examine their students' job placement rates and based on the findings, re-set their ISS.

Credits, Program Length, and Tuition

Lengths are Within the Range of Good Practice

All new programs, degrees, and certificates submitted to the Educational Design Committee are required to contain course sequencing tables that note the courses in a specific order across a recommended timeline. Course sequencing tables are included in the program submission via the program "cover sheet". As of the publishing of the College's new digital catalog on the CourseLeaf platform, course sequence tables will be available to students in the 2017-18 catalog.

Lengths are Reliable and Accurate

Mt. SAC's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The College ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level. For more information, refer to II.A.5.

Tuition is Consistent

The tuition for all courses at Mt. SAC is consistent across all programs and is

regulated by the California Community Colleges. The fee is set at $46 per unit (INT60).

Clock Hour Conversions to Credit Hours

Mt. SAC has one program that uses clock hours. Students enrolled in the Federal Aviation Administration (FAA) approved Aircraft Maintenance Program must meet mandated hours using a time clock. Federal Standards for clock-to-credit hour conversions are used in the awarding of credit for courses in this program.

Compliance with Commission Policy on Institutional Degrees and Credits

The above statements and narrative included in Standard II.A.5 and II.A.9 evidence compliance with this policy.

Transfer Policies

Transfer Policies are Appropriately Disclosed

Transfer of Credit policies are publicly available in the online College Catalog. Additionally, mandatory orientation includes as a topic transfer of credit (INT61, INT62).

Information about the Criteria for Acceptance of Credit for Transfer

Courses are evaluated for associate degree requirements from other regionally accredited colleges and universities via the use of the California Community Colleges (CCC) Course Identification (C-ID) Numbering System. CCC C-ID descriptors and/or the course description of the course in question are compared (INT63). Mt. SAC courses are transferable to other colleges and universities via the same process and/or via articulation agreements (INT64).

Compliance with Commission Policy on Transfer of Credit

The above statements and narrative included in Standard II.A.10 as well as the College Catalog evidence compliance with this policy.

Distance Education and Correspondence Education

Policies and Procedures for Classifying a Course as Offered by Distance Education

The College's Administrative Procedure 4105 Distance Learning defines and classifies distance education in alignment with federal regulatory definitions. While Mt. SAC does not offer 100 percent online degrees, some 100 percent online certificates are available, which were approved through the substantive change process in 2013. Distance learning courses are developed, reviewed, and evaluated in the institution's curriculum approval processes through the Distance Learning Committee, as facilitated by the Educational Design Committee's course approval process. The Distance Learning Course Amendment Form is the curriculum proposal form to document how a regular course can be offered in online or hybrid modality; the form is an official means for classifying a course as offered online or hybrid. Additional quality assurances for distance education are reflected by the Skills and Pedagogy for Online Teaching, the local mandate for faculty before they are assigned to teach distance education courses, and training for using the local learning management system through the Online Learning Support Center (I.B.2-24, I.A.1-29, II.A.5-5, I.B.1-32, I.B.1-33, II.A.5-6, II.A.5-7, II.A.5-8).

Clarification of Distance Education vs. Correspondence Education

Mt. SAC does not offer any correspondence education courses.

Verification of Student Identity for those Participating in Distance Education

The Luminis web portal allows employees and students to access their approved information (e.g., address, vacation accrual) from anywhere in the world via a password protected environment. This secure environment and the defined admissions and record-keeping processes enable the College's compliance with the federal mandate on authenticating students who take distance learning classes. For more information, refer to III.C.3.

Technology Infrastructure is Sufficient to Maintain and Sustain Distance Education Offerings

Mt. SAC's Information Technology Department provides sufficient and timely support to students, faculty, and classified staff through Help Desk assistance. The College bases its technology plans and investments on classroom needs to enhance student success and student equity including programs and services through the Information Technology Advisory Committee and Distance Learning Committee meetings and updates to the Technology Master Plan. The institution includes the needs related to online teaching and learning in the assessment of the technology needs of its programs and services through surveys, focus groups, the governance process, Academic Senate, and the Curriculum and Instruction Council's involved process from course to online format, and

distance learning's separate approval process, methods, and rigor through the Educational Design Committee. Technology resource decisions related to online teaching are based on the results of the evaluation of program and services needs through documentation in PIE. For more information, refer to III.C.1, III.C.2, and III.C.4.

Compliance with Commission Policy on Distance Education and Correspondence Education

The above statements and narrative included in Standard II.A.5, II.C.8, and III.C.1, III.C.2, III.C.3, and III.C.4 evidence compliance with this policy.

Student Complaints

Clear Policies and Procedures for Handling Student Complaints that are Accessible

The Student Rights and Grievances Procedures (Administrative Procedures 5530) are posted on the College's website, and an overview of the procedure is listed in the College catalog. The procedures contain the Statement of Grievance form used to initiate an academic and/or a non-academic complaint (I.C.10-3). The process contains three levels of complaints: Informal, Formal and Appeal.

The Student Rights and Grievances procedures provide website links for the College's non-discrimination and harassment procedures: the Chancellor's Office complaint on unlawful discrimination, the Office of Civil Rights and the Department of Fair Employment and Housing (I.C.1-19).

For Title IV participation compliance (Financial Aid), student rights and complaint procedures are posted on the College's website, under Financial Aid (INT65). This section reviews Family Educational Rights and Privacy Act rights and privacy act, disclosure of financial aid records, right to review and amend financial aid records, record keeping, and right to file a complaint with the U.S. Department of Education. There is also a right to challenge section which integrates with the Student Rights and Grievance Procedures and discloses the appeal process for students to follow.

Student Complaint Files for Last Six Years are Available

Student Grievances files are maintained in the College's OnBase data storage in the Student Life Office. The files contain all levels of the informal and formal complaint, with the responses from the appropriate employees and the final outcome of the grievance including any appeal. All files are compliant with the Student Grievance Procedures.

For Title IV participation compliance (Financial Aid), student financial aid records are stored in the College's Banner system application. Financial Aid staff members are instructed to record and document interactions with student via the RHACOMM page in Banner; this is used to comply with federal, state, and institutional rules and regulations, as well as for tracking purposes. These recordings can be used as part of student's complaint file. When a student exercises the right to further challenge, the Director of Financial Aid is in receipt of written records and these records are kept in a locked cabinet until the case reaches resolution; once

resolution is reached, records are then stored electronically. As with Student Life, Financial Aid electronically maintains records in the College's OnBase data storage (INT66).

Team Analysis Identifies Issues

To be determined by the evaluation team during the accreditation site visit.

Accrediting and Licensure Bodies Posted and Contact Information Available

The Mt. SAC website contains information and website addresses of the Accrediting Commission of Community and Junior Colleges, the State agencies, the Office of Civil Rights, and other associations that approve and accredit various programs offered by the College such as Nursing (I.C.1-26).

For Title IV participation compliance (Financial Aid), particular consumer information is required to be disclosed to the public to comply with all federal and state mandates. The web location for each item is as follows:

1. Net Price Calculator: http://www.mtsac.edu/financialaid/resources/npcalc.html
2. Policies and Definitions: http://www.mtsac.edu/financialaid/resources/Policies.html
3. Ability to Benefit: http://www.mtsac.edu/financialaid/resources/policies/ability-to-benefit.html
4. Academic Year Definition: http://www.mtsac.edu/financialaid/resources/policies/academic-year.html

5. General Consumer Information: http://www.mtsac.edu/financialaid/resources/consumerinfo.html

6. FERPA: http://www.mtsac.edu/financialaid/resources/policies/ferpa.html

7. Financial Aid Code of Conduct: http://www.mtsac.edu/financialaid/resources/policies/financial-aid-code-of-conduct.html

8. Gainful Employment: http://www.mtsac.edu/gainful-employment/

9. Licensure Exam Passage Rates: http://www.mtsac.edu/financialaid/resources/policies/licensure-exam-passage-rates.html

10. Satisfactory Academic Progress: http://www.mtsac.edu/financialaid/resources/policies/sap.html

11. Verification Policy: http://www.mtsac.edu/financialaid/resources/policies/verification.html

Compliance with Commission Policy on Accredited Status and Student and Public Complaints

The above statements as well as the College catalog evidence compliance with this policy.

Institutional Disclosure and Advertising and Recruitment Materials

Provides Accurate, Timely, and Detailed Information

Mt. SAC provides information to its students and to the public that is accurate, timely, and detailed about its mission, its programs and services, and its learning outcomes. The communication of this information is varied and includes print (schedule of classes), signage on campus, the online College catalog, Course Outline of Record, course syllabi, brochures and fliers, and the annual student handbook (INT46, INT67, I.A.4-1, INT68, INT69, INT70, INT71).

The responsibility for the accuracy of this information lies across campus and includes instructional divisions, student services divisions, the Marketing and Communication Office, and the President's Office (INT72).

Compliance with Commission Policy on Institutional Disclosure and Advertising and Recruitment Materials

The above statements as well as the narrative in Standards I.C.1 and I.C.2 evidence compliance with this policy.

Provides Information Concerning Accredited Status above in the Section on Student Complaints

As mentioned above, the College provides information concerning its accredited status to its students and to the public.

Title IV Compliance

Evidence on Required Components of the Title IV Program is Presented

An external auditing firm audits Mt. SAC annually. This audit includes the assessment of the internal controls for governmental funds, Title IV financial aid funds, grants, and externally funded programs.

Mt. SAC demonstrates compliance with Federal Title IV regulations and requirements for student financial aid funds. These funds are part of the College's annual external audit. The College has not received any audit

findings related to these funds (Standards III.D.10 & III.D.15).

Addressed any Issues Raised by the USDE

The U.S. Department of Education has not raised any issues with Mt. SAC in regards to Title IV (Standard III.D.15).

Student Loan Default Rates are Within Acceptable Range Defined by the USDE

Mt. SAC's Financial Aid Office has policies and procedures in place to adhere to Title IV of the Higher Education Act. For the last three years, Mt. SAC's Cohort Default Rate has been steady, ranging from 13 percent to 17 percent with each Department release, which is below the Department of Education's threshold. Mt. SAC's annual cohort default rates are, and have been, within federal guidelines (Standard III.D.10).

Contractual Relationships have been Approved by the Commission

As a means of generating revenue, the School of Continuing Education's Community Education department partners with Ed2go, a company which delivers online learning to adults. Mt. SAC promotes Ed2go classes and has a link on the College website for students to be connected with the Ed2go registration

portal. Ed2go courses are also advertised in the Community Education brochure. Interested students can browse and select courses including academic enrichment and workforce skills. Registration and fees are paid directly to Ed2go and each successful registration originating from the Mt. SAC website results in revenue to the College. The agreement with Mt. SAC and Ed2go stipulates that all fiscal and administrative processes are maintained by Ed2go. Student records, online security, and tuition are handled as part of Ed2go's administrative responsibilities.

Ed2go monitors enrollment, attendance, student progress, and class completion. In order to ensure that courses meet the standards for rigor and relevancy, Mt. SAC academic managers periodically review course syllabi and course assignments. Students do not receive college credit, but Ed2go provides certificates denoting satisfactory completion of course objectives.

Compliance with Commission Policy on Contractual Relationships and with Commission Policy on Compliance with Title IV

The above statements as well as the narrative in Standards III.D.10 and III.D.15 evidence compliance with this policy.

List of Evidence

INT1	**Strong Workforce Implementation Advisory Group**
INT2	**President's Cabin Action Notes 9-20-2016**
INT3	**Nursing Program Intern Photograph**
INT4	**List of Communities within the Mt. SAC District and Service Areas and Surrounding Boundaries**
INT5	**Job Occupations Number and Percentages**
INT6	**Demographic Data by Age for the Mt. SAC District and Service Areas**
INT7	**Demographic Data by Race/Ethnicity for the Mt. SAC Student Population and the Mt. SAC District and Service Areas**
INT8	**Poverty Levels by Community in the Mt. SAC District and Service Areas**
INT9	**Educational Attainment Levels by Community in the Mt. SAC District**
INT10	**Educational Attainment Levels by the Mt. SAC Service Area**
INT11	**Educational Attainment Bar Charts**
INT12	**Academic and Classified Employees by Ethnicity**
INT13	**Academic and Classified Employee Bar Charts**
INT14	**Demographic Data by Age for Credit Students over the Past Five Fall Semesters.**
INT15	**Demographic Data by Gender for Credit Students over the Past Five Fall Semesters**
INT16	**Demographic Data by Race/Ethnicity for Credit Students over the Past Five Fall Semesters**
INT17	**Demographic Data by Financial Aid Status for Credit Students over the Past Five Fall Semesters**
INT18	**Title V Grant**
INT19	**Summary of the CTE Student Survey Results**
INT20	**Basic Skills Annual Report**
INT21	**Enrollment Numbers among Connect 4 Participants and All Mt. SAC Applicants**
INT22	**English, Mathematics, and Reading Assessment Placement of Incoming Students over the Past Five Years**
INT23	**English, Math and Reading Assessment Placement Data**
INT24	**Participation in SSSP Core Services Disaggregated by Age, Gender, and Race/Ethnicity**
INT25	**Educational Goals Identified by Incoming Students over the Past Five Years**
INT26	**Full-time/Part-time Student Enrollment Data by Age, Gender, and Race/Ethnicity over the Past Five Fall Semesters**
INT27	**Headcount Enrollment over the Past Five Academic Years**
INT28	**Course Completion Rates by Age over the Past Five Fall Semesters**
INT29	**Course Completion Rates by Gender over the Past Five Fall Semesters**
INT30	**Course Completion Rates by Race/Ethnicity over the Past Five Fall Semesters**
INT31	**Course Success Rates by Delivery Mode**
INT32	**Course Completion Rates and Equity Gaps by Age, Gender, Ethnicity, Socio-economic status, and Special Populations**
INT33	**Comprehensive List of the College's ISS, Goals, and Actual Rates since the 2010-11 Academic Year**
INT34	**BOT 9-14-2016** pg. **128**-9
INT35	**Student Success Scorecard Cohorts**
INT36	**Student Right-to-Know Cohorts**
INT37	**Mt. SAC Students Transferring to the UC and CSU Systems**
INT38	**Accreditation Steering Committee Members**
INT39	**Campus Email Process 9-20-2016**
INT40	**Dialogue Days Flyer 5-5-2016**

INT41	Hot Pink Sheet
INT42	Mt. SAC Accreditation Self Evaluation Timeline
INT43	Organizational Survey System Summary of Survey Results for Mt. San Antonio College
INT44	ACCJC Letter 2011
INT45	Enrollment History of Institution (Most Recent 3 Years)
INT46	Current Schedule of Classes
INT47	Introduction Section: Data Describing Student Enrollment in each Degree Program (Major) and Student Enrollment in Non-degree Programs
INT48	President's Biographical Information on Webpage
INT49	Certification of CEO's Full-time Responsibility to the Institution
INT50	Emails of Draft to Campus and BOT Meeting 9-28-2016
INT51	2015-16 PIE Point to ISS page pg. 8-9
INT52	2016 ISS Approved IEC Minutes
INT53	2016 ISS Approved PAC Minutes
INT54	ISS Task Force
INT55	ACCJC Letter/Email on Job Placement Rates
INT56	ACCJC Addendum
INT57	ACCJC Addendum #2
INT58	ACCJC Final Email
INT59	Basic Skills Pathways to Transfer
INT60	Fees
INT61	Transfer to 4-year Colleges and Universities
INT62	Admissions and Registration
INT63	Course Identification (C-ID) Numbering System
INT64	ASSIST Online Student-Transfer Information System
INT65	Student Grievances Website
INT66	Financial Aid Records and Documents in Onbase Data Storage
INT67	Signage on Campus
INT68	Course Outlines of Record
INT69	Course Syllabi
INT70	Areas of Interest
INT71	Annual Student Handbook
INT72	Posting Information and Communication
I.A.1-3	College Goals 2016
I.A.1-29	Distance Learning Master Plan
I.A.2-17	Summary of the CTE Alumni Survey Results
I.A.4-1	Catalog 2016-17
I.B.1-32	Curriculum and Instruction Council Purpose, Function, and Members
I.B.1-33	Educational Design Committee Purpose, Function, and Members
I.B.1-50	Basic Skills Action Plan and Report to the Chancellor's Office 2015-16
I.B.2-24	AP4105 Distance Learning
I.B.3-5	Unit PIE Reports with ISS Data 2015-16
I.C.1-19	Student Grievances Procedure Form
I.C.1-26	Program Accreditation Information
I.C.10-3	AP5530 Student Rights and Grievances
II.A.5-4	Advisory Committee Handbook
II.A.5-5	Distance Learning Committee Purpose, Function, and Members
II.A.5-6	Skills and Pedagogy for Online Teaching
II.A.5-7	Online Service Center

II.A.5-8	Distance Learning Faculty Resources
II.A.6-4	Degrees and Certificate Award
IV.B.2-9	Organizational Charts
IV.B.4-7	BOT Minutes 3-2016
IV.C.3-1	BP2431 CEO Selection
IV.C.9-7	BOT Minutes 2-2015
IV.C.12-1	BP2430 - Delegation of Authority to College President-CEO

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

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Standard I.A. Mission
I.A.1.

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

Evidence of Meeting the Standard

The Mission Describes the College's Broad Educational Purposes

Mt. San Antonio College's (Mt. SAC) mission is legislated by the California Education Code. Central to this mission is the offering of academic and vocational instruction at the lower division level (I.A.1-1). Mt. SAC's mission, vision, and core values are central to the College's work (I.A.1-2). Mt. SAC's mission is:

> The mission of Mt. San Antonio College is to support all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The College pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and the completion of career and transfer pathways.

The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement, advancing civic engagement, enhancing personal well-being, promoting critical thinking, and enriching aesthetic and cultural experiences (Approved by Board of Trustees February 17, 2016).

The mission aims for total inclusion, and it recognizes the College's role of providing support services that help students achieve their full educational potential.

The Mission Describes the College's Intended Student Population

Mt. SAC's College goals are derived from the mission and provide specific details about the College's educational purposes (I.A.1-3). The mission and the goals derived from that mission are central to Mt. SAC's planning process (I.A.1-4). College goals, which are reviewed annually and revised, as appropriate, address the needs of the College's intended students. The College's intended student population is varied, including, but not necessarily limited to: local residents, international students, high school students, distance learning students, basic skills students, displaced

workers, workers seeking to upgrade skills, students with disabilities, students who intend to transfer, students in Career Technical Education programs with an educational goal of a certificate/associate degree, veterans, lifelong learners, and those seeking personal enrichment (I.A.1-5, I.A.1-6, I.A.1-7). The College determines its intended population through its geographic boundaries; however, students come to the College from outside its official service area due to the strong programs offered (I.A.1-8, I.A.1-9 pg. 15). The College's Research & Institutional Effectiveness Office compiles various research reports using qualitative and quantitative data to further identify the College's intended student population (I.A.1-10, I.A.1-11).

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
In-District	21580	21445	22087	22784	23449	23266
Out-Of-District	14740	14491	14293	14295	14129	14114
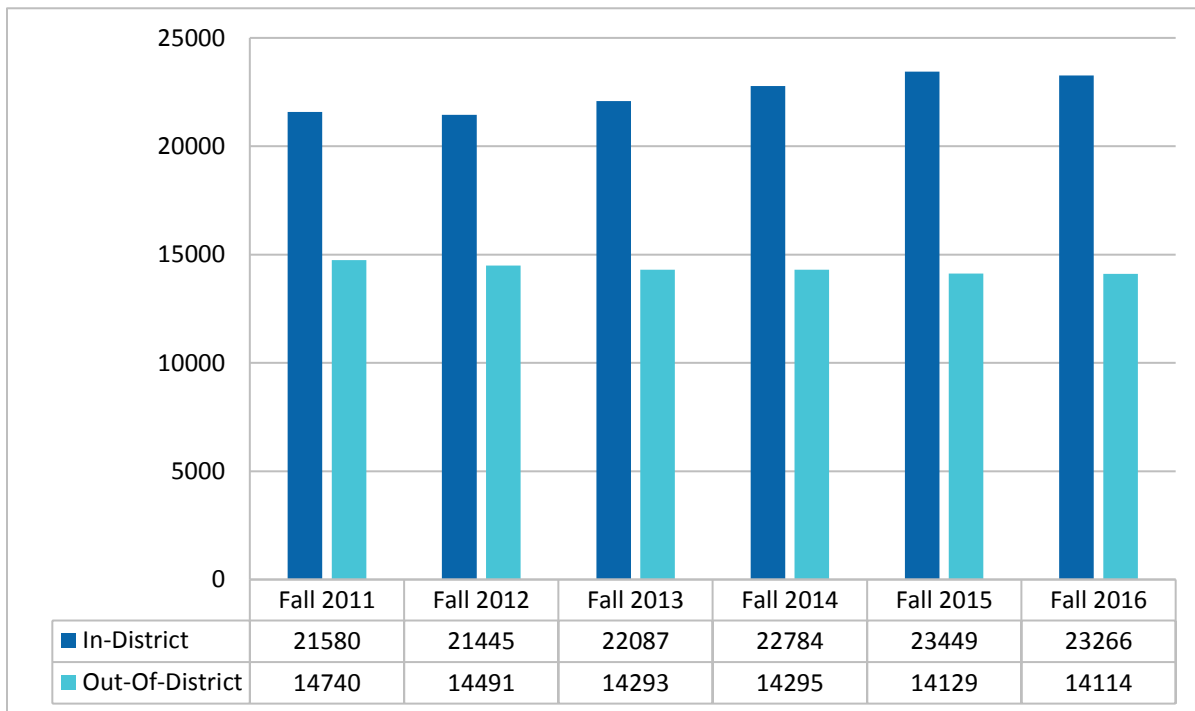
Figure I.A.1.-1. In-District and Service Area Counts From Fall 2011 to Fall 2016

***This is credit and non credit unduplicated Total

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
In-District	59.42%	59.68%	60.71%	61.45%	62.40%	62.24%
Out-Of-District	40.58%	40.32%	39.29%	38.55%	37.60%	37.76%
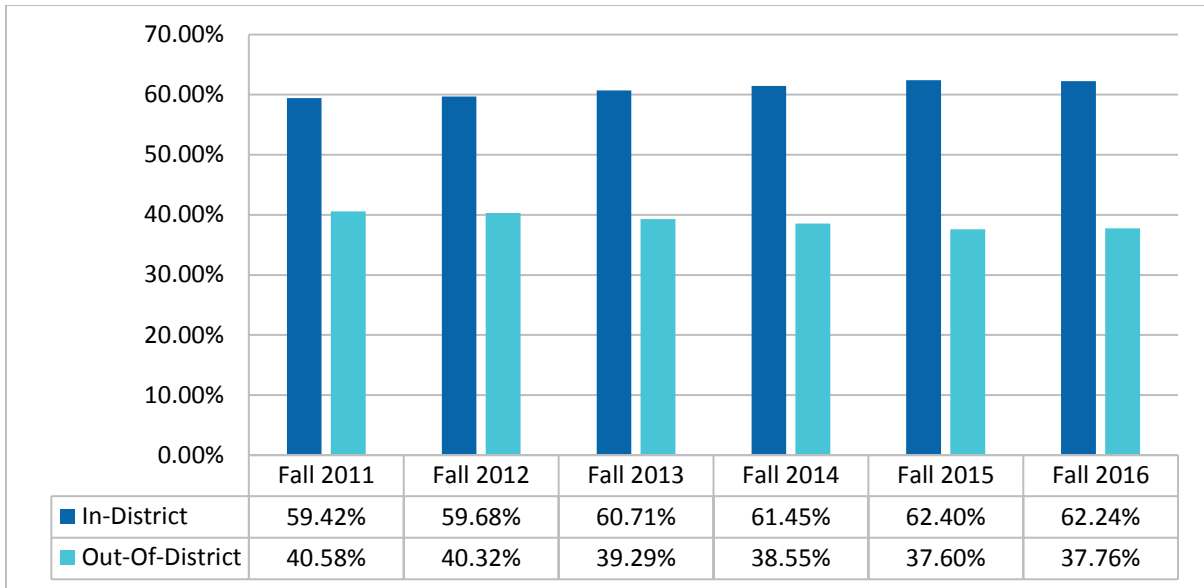
Figure I.A.1.-2. In-District and Service Area Percentages from Fall 2011 to Fall 2016

Mt. SAC is accessible to those who might not otherwise be able to participate in higher education (e.g., low-income, first-generation college students, disabled students, students with full-time jobs and/or families). The offering of a variety of programs to address specific populations across campus also indicates the College's intended students (I.A.1-12 pg. 10, I.A.1-13 pg. 2, I.A.1-14 pg. 2, I.A.1-15, I.A.1-16, I.A.1-17, I.A.1-18, I.A.1-19, I.A.1-20, I.A.1-21, I.A.1-22, I.A.1-23).

The Mission Describes the Types of Degrees and Other Credentials Offered

In the mission, the College pledges to prepare students for lifelong learning through the mastery of basic skills and the achievement of associate degrees, associate degrees for transfer, and credit and noncredit certificates.

All College committees at Mt. SAC practice participatory governance, with representation from all employee constituency groups and students. The College mission and College goals drive the work of these committees. The work of these committees impacts the development and implementation of programs, degrees/credentials offered, and services that impact student learning and student achievement (I.A.1-24). Integrated planning meetings throughout the year bring together the different constituency groups, with the College mission and goals as the driving force. Out of these meetings, focused plans are developed to address the evolving needs of the student population (I.A.1-3, I.A.1-25, I.A.1-26, I.A.1-27, I.A.1-12 pg. 10, I.A.1-28, I.A.1-29, I.A.1-30).

The Mission Describes the College's Commitment to Student Learning and Student Achievement

The Mt. SAC mission specifically describes a commitment to student learning and achievement. This is further supported by the Mt. SAC Vision statement, which adds a different perspective: "Mt. SAC strives to be regarded as one of the premier

community colleges in the nation. We will be viewed as a leader in community college teaching, programs, and services. As a premier community college, we will provide access to quality educational programs and services, focusing on student success within a climate of integrity and respect. We will earn this reputation by consistently exceeding the expectations of our students, our staff, and our community" (I.A.1-31 pg. 11, I.A.1-2). The President's Advisory Council (PAC) reviews the mission, vision, and core values. This shows that the mission, vision, and core values are living documents that are debated and updated regularly in a manner that demonstrates that they drive decision making (I.A.1-32).

Additionally, at the Board's direction, the core values emphasize the College's educational purposes and commitment to student learning and achievement. Mt. SAC's core values are:

- **Integrity**: We treat each other honestly, ethically, and respectfully in an atmosphere of trust.
- **Equity and Diversity**: We respect and welcome all differences, and we foster equal opportunity to succeed throughout the campus community.
- **Community Building**: We work in responsible partnerships through open communication, caring, and a cooperative spirit.
- **Student Focus**: We address the needs of students and the community both in our planning and in our actions.
- **Lifelong Learning**: We promote the continuing pursuit of high educational goals through equal access to excellence in both teaching and support services.

- **Positive Spirit**: We work harmoniously, show compassion, and take pride in our work.
- **Effective Stewardship:** We sustain and improve the institution and environment by efficiently using resources of time, talent, facilities, and funding (I.A.1-2).

Analysis and Evaluation

The Mt. San Antonio College (Mt. SAC) mission describes its educational purposes, intended student population, types of degrees and certificates it offers, and commitment to student learning and achievement. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges' Eligibility Requirement 6.

Accomplishments and Outcomes

- The mission describes the College's educational purposes, is inclusive of its intended student population, and recognizes the College's role of providing support services that help students achieve their full educational potential.
- The College mission and College goals drive the work of participatory governance committees as programs, certificates, and degrees are developed to support student learning and achievement.
- The mission is central to Mt. SAC's institutional planning and drives the institutional effectiveness process through integration in all levels of strategic planning.
- The College's commitment to student learning is further supported by Mt. SAC's vision and core values.

List of Evidence

I.A.1-1	California Education Code 66010.4
I.A.1-2	Mission, Vision, Core Values
I.A.1-3	College Goals 2016
I.A.1-4	Institutional PIE Program Analysis & Review 2014-15
I.A.1-5	Fast Facts Flier
I.A.1-6	School of Continuing Education Fast Facts
I.A.1-7	Special Groups Overview
I.A.1-8	District Map
I.A.1-9	CIRP Survey Results: An Eight-Year Comparison pg. 15
I.A.1-10	Fact Book
I.A.1-11	High School Feeder Report: In-District and Out-of-District Enrollment
I.A.1-12	Student Equity Plan 2015-16 pg. 10
I.A.1-13	Title V Grant Annual Report pg. 2
I.A.1-14	Title III Grant Annual Report pg. 2
I.A.1-15	CalWORKs Overview
I.A.1-16	DSPS Overview
I.A.1-17	EOPS Overview
I.A.1-18	Financial Aid Overview
I.A.1-19	ACES Purpose Statement
I.A.1-20	Arise Purpose Statement
I.A.1-21	Aspire Purpose Statement
I.A.1-22	Title V Grant Purpose Statement
I.A.1-23	Bridge Program Purpose Statement
I.A.1-24	Campus Committees
I.A.1-25	IEC Integrated Planning
I.A.1-26	Facilities Master Plan
I.A.1-27	Existing Campus Plan
I.A.1-28	Information Technology Master Plan
I.A.1-29	Distance Learning Master Plan
I.A.1-30	Outcomes Plan 2012-2020
I.A.1-31	Board of Trustees Meeting February 2016 pg. 11
I.A.1-32	PAC Minutes 2-24-2016

I.A.2.

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

Evidence of Meeting the Standard

The College uses Data to Determine how Effectively it is Accomplishing Its Mission

Mt. SAC's program review process, Planning for Institutional Effectiveness (PIE), is driven by the College mission and College goals. Assessment occurs on multiple levels and is conducted by all departments and service units. They set goals, plan assessments, collect data, and report on the use of results on an annual basis (I.A.1-4). PIE documents contain the College's mission and College themes and goals derived from the Strategic Plan, as it is the mission that drives the programs and services offered.

Through the annual PIE process, which is driven by the mission, the College analyzes data to report on progress in meeting student learning outcomes (SLO), program level outcomes (PLO), and institutional level outcomes (ILO) (I.A.2-1, I.A.2-2, I.A.2-3). Through the Research and Institutional Effectiveness Office, the College conducts numerous research, evaluation, and assessment studies that support and align with the College's mission (I.A.2-4). These studies sustain the College's PIE process as well as support future program needs and assessment directions. The Student Success Plan includes data collection about students' needs and goals (I.A.2-5).

The noncredit Student Success and Support Program plan provides core services in orientation; assessment and placement; counseling, advising, and student education planning, and follow-up services (I.A.2-6). The Basic Skills Action Plan supports projects that will increase access to academic support through participation in basic skills funded interventions (I.A.2-7). The Distance Learning Master Plan describes students' needs for alternate modes of instructional delivery (I.A.1-29). The Student Equity Plan focuses on campus-based research that was developed to focus on students below equity (I.A.1-12 pg. 27). The Research and Institutional Effectiveness Office provides research and evaluation support for equity projects. One example of this support was the training document created to help the College understand how to calculate the equity indicators (I.A.2-8). The Office periodically updates the Mt. SAC Fact Book, easily accessible on the College website, which summarizes reports and data tables on a variety of topics, including student demographics, student success measures (e.g., course retention, persistence, degree completion, and transfer), community demographics, enrollment, and alumni and graduate demographics and perceptions. Additionally, links are provided to the most up-to-date information on publicly available websites. The College and programs use these reports and their program-specific reports to evaluate student success and to provide direction for improvement (I.A.1-10).

When the President's Advisory Council (PAC), which is composed of members of all employee groups and students, annually reviews the mission, the various constituency groups solicit feedback from their members and bring those suggestions back to PAC. In addition, the President requests feedback from the various committees on campus. PAC reviews and makes final recommendations for changes to the mission to the Board of Trustees for final approval (I.A.1-32).

The Mission Directs College Priorities in Meeting the Educational Needs of Students

Mt. SAC has remained one of the strongest, financially healthy districts in the state due to a history of conservative financial policies, integration of institutional planning with strategic goals and fiscal management, and in-depth analysis and review of the outcomes of this planning process, PIE. The Board of Trustees has consistently maintained a policy of 10 percent budgetary reserves. The College mission and goals are the foundation for financial planning and are integrated with and support all College planning through the PIE process. The College achieves this integrated planning through the PIE process. PIE is used to ensure ongoing, true program review and planning and shows a closer connection among planning, outcomes assessment, and resource requests. Every level of the College organization participates in PIE for annual and long-range planning. At the unit level, all staff members contribute to the unit's PIE report. Managers review their units' PIE and identify required resources in a three-year plan. Vice Presidents review their managers' PIE

reports and prioritize new resource requests for the entire division/department. The new PIE process is a three-year plan that includes Unit, Manager, and Vice President PIE reports that must follow the Budget Review and Development Guide (I.A.2-9).

In response to findings in the annual PIE process, which is driven by the mission, Mt. SAC seeks grants to address gaps and needs identified through the PIE process and committee review of data. Examples include federally-funded programs such as Arise (Asian American and Native American Pacific Islander-Serving Institutions grant), Achieving in College, Ensuring Success (ACES) (Student Support Services grant), and the Title V: Developing Hispanic-Serving Institutions grant. These grant-funded programs provide additional services that address students' educational needs (I.A.2-10, I.A.1-14, I.A.1-13). The College also partners with industry to gather feedback on the needs of the workforce and thus shapes programs to best prepare students for employment (I.A.2-11, I.A.2-12, I.A.2-13). The Mt. SAC Foundation offers scholarships to students and other funding to support student programs that enhance student learning and student achievement (I.A.2-14 pg. 17). In the latest Community College Survey of Student Engagement (CCSSE) for which Mt. SAC customized questions, 82.6 percent of students indicated they felt the College supports student achievement, and 76.5 percent felt that the College encourages students to develop to their fullest potential (I.A.2-15).

Mt. SAC continues to respond to current student and community needs for

transfer, career, and lifelong learning programs; it also actively seeks predictions of demographic trends and direct input from industry advisory groups to anticipate their future needs (I.A.2-11, I.A.2-12, I.A.2-13, I.A.1-9, I.A.2-16, I.A.2-17, I.A.2-18). The large number of transferable courses Mt. SAC offers, including those that apply towards Associate Degrees for Transfer (ADT), in addition to the significant number of students accepted for transfer demonstrates the College's commitment to preparing students for transition to baccalaureate degree-granting institutions (I.A.2-19).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) uses data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting students' educational needs.

Accomplishments and Outcomes

- Through the annual Planning for Institutional Effectiveness (PIE) process, which is driven by the mission, the College analyzes data to report on progress in meeting student learning outcomes, program level outcomes, and institutional level outcomes. The College and programs use these reports to evaluate how effectively it is accomplishing its mission and to provide direction for improvement.
- Mt. SAC seeks grants to address gaps and needs identified through the PIE process and committee review of data. Additionally, the College partners with industry to gather feedback on the needs of the workforce and thus shapes programs aligned to the mission that prepare students for employment and transfer.

List of Evidence

I.A.1-4	Institutional PIE Program Analysis & Review 2014-15
I.A.1-9	CIRP Survey Results: An Eight-Year Comparison pg. 15
I.A.1-10	Fact Book
I.A.1-12	Student Equity Plan 2015-16 pg. 10
I.A.1-13	Title V Grant Annual Report pg. 2
I.A.1-14	Title III Grant Annual Report pg. 2
I.A.1-29	Distance Learning Master Plan
I.A.1-32	PAC Minutes 2-24-2016
I.A.2-1	Student Learning Outcomes (SLO) Report Summary
I.A.2-2	Program Level Outcomes (PLO) Institution-Wide Summary
I.A.2-3	Institutional Level Outcomes (ILO) Report Summary
I.A.2-4	RIE Webpage
I.A.2-5	Student Success Plan
I.A.2-6	Noncredit Student Success Plan
I.A.2-7	Basic Skills Initiative Action Plan
I.A.2-8	Disproportionate Impact: Animals Analogy
I.A.2-9	Budget Review and Development Guide 2016
I.A.2-10	Grants Office Annual Report
I.A.2-11	Industry Advisory Committee Minutes - Arts Division
I.A.2-12	Industry Advisory Committee Minutes - Business Division
I.A.2-13	Industry Advisory Committee Minutes - Technology & Health Division
I.A.2-14	Annual Report to the Community pg. 17
I.A.2-15	CCSSE Custom Survey Results
I.A.2-16	Graduate Survey Report
I.A.2-17	Career Technical Education (CTE) Alumni Survey Report
I.A.2-18	Centers of Excellence Reports and Scans
I.A.2-19	Associate Degrees for Transfer

I.A.3.

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

Evidence of Meeting the Standard

Mt. SAC's mission, vision, and core values are central to the College's work. The mission drives all planning activities at the College, as reflected in Planning for Institutional Effectiveness (PIE) reports that drive resource allocation through the integrated planning and budget process, annual updates to the College Strategic Plan, and focused plans (e.g., Student Success Plans, Educational Master Plan (EMP), Technology Plan, which are all part of the institution's integrated planning process). The vision was used to organize the College goals into thematic groups in the College Strategic Plan. The core values are included in the College's Strategic Plan and various focused plans (I.A.1-4, I.A.3-1 pg. 4-5, I.A.3-2 pg. 3, I.A.2-5, I.A.2-6 pg. 6-7, I.A.2-7, I.A.1-29, I.A.1-26 pg. 5, I.A.1-28 pg. 5, I.A.1-12 pg. 9-10, I.A.1-30 pg. 2, I.A.3-3 pg. 25).

In recent years, Mt. SAC has shifted toward an integrated planning approach that is driven by the mission and the College goals (I.A.3-1 pg. 4-5). In 2008-09, the College defined detailed strategic objectives (SO) linked to each College goal and began tracking progress on achieving these SOs on an annual basis, with input on progress elicited from various departments and groups across campus.

This review is scheduled during the expanded President's Advisory Council (PAC) meetings which are held twice annually and involve all constituency groups and key members from various campus wide committees. The College Strategic Plan, as well as other College plans, is also driven by this process (I.A.3-4 pg. 2, I.A.3-5).

PAC and the Budget Committee, as well as other committees across campus, are driven by the mission. They update their purpose statements and goals annually to ensure alignment with the College mission and College goals (I.A.1-24). The Institutional Effectiveness Committee (IEC) provides direction for the College program review process and integrated planning. Student learning outcomes, program level outcomes, institution level outcomes, and administrative unit objectives are at the center of planning and resource allocation (I.A.3-6).

The PIE process is linked to the College goals and the mission statement, and resource allocation is predominately determined by PIE. The various teams on campus (e.g., Instruction, Student Services) prioritize resource requests based on department/unit PIE reports. The Budget Committee is charged to validate that the resource allocation process is appropriately followed. The committee reviews PIE documents to ensure that resource allocations are reflected in PIE requests. The Budget Committee and IEC hold joint meetings annually to review the allocation process and the integrated budget and planning calendar (I.A.3-7). President's Cabinet also refers to PIE documents in making decisions about resource allocations

([I.A.3-8 pg. 3](#)). Additionally, units seek grant funding for resource needs identified in PIE.

Annually, Mt. SAC evaluates its current and future budgetary and resource needs through the PIE process in alignment with the College mission. Departments prepare reports detailing their accomplishments for the current year and needs for the future. From there, each division reviews and compiles a divisional level PIE that includes allocations based on priorities. Then, within each unit, the College determines priorities across campus and recommends projects for funding, allowing input from all constituencies in the process. Unit goals are aligned to the College's goals, mission, and Strategic Plan, among other important priorities.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) programs and services are aligned with its mission which guides decision-making, planning, and resource allocation and informs College goals for student learning and achievement.

Accomplishments and Outcomes

- The mission drives all planning activities at the College, as reflected in PIE reports, annual updates to the Strategic Plan, and focused plans which are all part of Mt. SAC's integrated planning process.
- Resource allocation is determined by the PIE process, which is linked to the College goals and mission and supports College programs and services.
- The Budget Committee uses PIE documents to annually review College resource allocation processes and consults with the Institutional Effectiveness Committee in annual joint meetings.

List of Evidence

I.A.1-4	Institutional PIE Program Analysis & Review 2014-15 pg. 6-7
I.A.1-12	Student Equity Plan 2015-16 pg. 9-10
I.A.1-24	Campus Committees
I.A.1-26	Facilities Master Plan pg. 5
I.A.1-28	Information Technology Master Plan pg. 5
I.A.1-29	Distance Learning Master Plan
I.A.1-30	Outcomes Plan 2012-2020 pg. 2
I.A.2-5	Student Success Plan
I.A.2-6	Noncredit Student Success Plan pg. 6-7
I.A.2-7	Basic Skills Initiative Action Plan
I.A.3-1	Strategic Plan 2015-17 pg. 4-5
I.A.3-2	The Development of the Educational Master Plan 2013 pg. 3
I.A.3-3	Adult Education Regional Plan pg. 25
I.A.3-4	PAC Minutes 5-27-2015 pg. 2
I.A.3-5	AP3250 Institutional Planning
I.A.3-6	Institutional Effectiveness Committee Purpose & Function
I.A.3-7	Budget and Institutional Effectiveness Committee Meeting 2014
I.A.3-8	President's Cabinet Notes 2-24-2015 pg. 3

I.A.4.

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

Evidence of Meeting the Standard

The Mission is Articulated in a Widely Published Statement Approved by the Governing Board

Mt. SAC's mission is approved by its Board of Trustees and is published on the College website and in many public documents (I.A.1-2, I.A.4-1 pg. 9). The mission is displayed throughout the campus. The College's main planning documents use the mission statement as a driving force behind its continuous quality improvement.

The Mission is Periodically Reviewed and Updated as Necessary

Using a participatory governance process, the President's Advisory Council (PAC) annually reviews the College mission statement, vision statement, core values, and College goals and suggests revisions, as needed. Members representing all constituency groups on campus, including students, sit on PAC. They solicit feedback from their base regarding the mission. If revisions are made, the mission is then forwarded to the Board of Trustees for its consideration and approval (I.A.4-2). The mission, adopted April 23, 2008, was reviewed by PAC on Jan. 5, 2011, with no suggested revisions. On June 12, 2013, PAC, with solicited input from the campus community, proposed revisions to the mission. The revised mission was

approved by the Board of Trustees on June 26, 2013. On Oct. 8, 2014, PAC again reviewed and proposed revisions to the mission, vision, and core values. The revised mission, vision, and core values were approved by the Board of Trustees on Nov. 12, 2014. On Sept. 9, 2015, in response to a recommendation from the Accreditation Steering Committee, PAC proposed recommended changes to the mission. The constituency groups forwarded the draft mission to their members for comment. On Dec. 9, 2015, PAC finalized a new mission to forward to the Board of Trustees for approval. The revised mission was approved by the Board of Trustees on Feb. 17, 2016 (I.A.4-3 pg. 11, I.A.4-4 pg. 9, I.A.4-5 pg. 10, I.A.4-6 pg. 11-12, I.A.4-7 pg. 3, I.A.4-8 pg. 3, I.A.4-9 pg. 2, I.A.4-10 pg. 3, I.A.4-11 pg. 3).

Changes to the mission, vision, core values, and/or College goals are driven by both internal and external conditions. When the country went into a recession and the College growth allocation was reduced, Mt. SAC adjusted its mission to reflect the unusual limitations to serving an increased number of students (I.A.4-7 pg. 3). Recently, through the gap analysis, a self-analysis process completed by committees across campus in preparation for accreditation, Mt. SAC recognized that its mission did not adequately address the new accreditation standards. The College revised its mission, with input from all constituency groups, to more explicitly address the standard (I.A.4-10 pg. 3). Legislative changes, industry demands, and student feedback (e.g., Associate Degrees for Transfer, emerging

disciplines, student/graduate survey results) drive the College's planning process, including the revision and creation of College goals (I.A.3-4 pg. 2).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) widely publishes its approved mission statement and periodically reviews and updates it as necessary. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 6.

Accomplishments and Outcomes

- The Mt. SAC mission is approved by its Board of Trustees, appears on the College website, is published in many public documents, and is displayed throughout campus.
- Using a participatory governance process, the President's Advisory Council (PAC) annually reviews the College mission, vision, core values, and College goals and makes revisions as needed.

List of Evidence

I.A.1-2	Mission, Vision, Core Values
I.A.3-4	PAC Minutes 5-27-2015 pg. 2
I.A.4-1	Catalog 2016-17 - College mission statement pg. 9
I.A.4-2	BP1200 College Mission
I.A.4-3	Board of Trustees Minutes 4-23-2008 pg. 11
I.A.4-4	Board of Trustees Minutes 6-26-2013 pg. 9
I.A.4-5	Board of Trustees Minutes 11-12-2014 pg. 10
I.A.4-6	Board of Trustees Minutes 2-17-2016 pg. 11-12
I.A.4-7	PAC Minutes 6-12-2013 pg. 3
I.A.4-8	PAC Minutes 9-10-2014 pg. 3
I.A.4-9	PAC Minutes 10-8-2014 pg. 2
I.A.4-10	PAC Minutes 9-9-2015 pg. 3
I.A.4-11	PAC Minutes 12-9-2015 pg. 3

I.B. Assuring Academic Quality and Institutional Effectiveness: Academic Quality

I.B.1.

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

Evidence of Meeting the Standard

The College Demonstrates Sustained, Purposeful Dialogue about Student Outcomes

Mt. San Antonio College (Mt. SAC) demonstrates sustained, substantive, and collegial dialog opportunities. Collegial dialogue at Mt. SAC is founded in Board Policies (BPs) and Administrative Procedures (APs), which outline structured processes for engagement of all constituency groups with academic quality and institutional effectiveness. The College's committee structure allows for three types of committees with membership including students, faculty, California School Employee Association (CSEA) 262 & 651, Classified Senate, Academic Senate, Faculty Association, and managers/administrators as warranted. Governance committees participate in the short- and long-term global planning of the College and make recommendations about rules, procedures, direction, and processes. Operational committees participate in planning of individual departments or cross-department groups and make recommendations affecting local projects and operations. Academic Senate committees make recommendations about academic and professional matters (I.A.1-24).

At Mt. SAC, participatory governance structures are embraced as part of the culture of the College and support campus wide dialogue and integrated planning. Every year, the College committees discuss issues related to their purpose and function such as equity, outcomes, academic rigor, and effectiveness. Committee representatives actively seek input from their constituency groups and use formal processes to report updates regularly (I.B.1-1 pg. 3). For example, the Academic Senate requires a report-out at its meetings regarding each Academic Senate committee's work. For CSEA 262, those who sit on committees are asked to provide narrative updates about the committees' work for the members to review. Special events are hosted by committees or groups on campus to allow for dialog on focused issues (I.B.1-2, I.B.1-3, I.B.1-4, I.B.1-5). Campus wide emails are also used to provide opportunities for broader input on committees' issues (I.B.1-6).

The work of the Mt. SAC Outcomes Committee most clearly demonstrates the integration of committee dialogue in a sustained cycle of improvement. The Outcomes Committee plans for and implements continuous improvements to the outcomes process; however, this is

not done unilaterally. The committee works with the Curriculum and Instruction Council (C&I) and the Academic Senate to make sure its work is validated by these external bodies before College wide process changes are enacted. The Outcomes Committee reviews all courses while they are in the four-year, course review cycle and evaluates their outcomes. Results from this work are sent to the C&I for its consideration as it reviews other aspects of the course. Results are also communicated with the affected department chair to be further communicated with faculty. Noncredit faculty do not have department chairs, but there is faculty representation on the Outcomes Committee, so faculty representatives along with Continuing Education Division managers communicate with noncredit faculty on the status of outcomes. The feedback provides faculty with suggested ways to improve upon their assessment work as well as validates work that is exceptional. This cycle of dialogue is foundational to improvement of student learning (I.B.1-7).

At Mt. SAC, measurable objectives (MOs) and student learning outcomes (SLOs) stand as the criteria for success in a course. MOs are all of the outcomes that a student will meet, or learn, in a given course. SLOs may be derived from MOs in order to achieve more specific assessment and analysis (I.B.1-8). A department determines the SLOs through a discussion about what it wants to focus on for strengthening student success. While the content of an SLO is dependent on the substance of the course, program or instructional unit, five primary traits will always be present: (1) alignment, (2)

central, (3) feasible, (4) meaningful, and (5) measurable. Once a department has determined its SLOs, a rubric is created and criteria for success is established. The SLOs are then assessed on a regular cycle. The results of the assessments are collected and discussed at a department meeting, and the discussion leads to using the results of the assessment for improvement. The use of results might lead to a reassessment of the current SLOs after a determined pedagogical or curricular change, or it might lead to choosing a different SLO to assess in the next cycle. The end result of each cycle of this process is indicative of the College culture that focuses on improvement in teaching and learning. Even though the content of courses and programs is relatively static, course and program outcomes may be fluid and revisable. Career Technical Education (CTE) advisory committees help curriculum and SLOs stay current/aligned with industry standards.

A program level outcome (PLO) is a statement about what a student will think, know, or be able to do upon completion of an instructional program. A PLO can also describe the overall expected measurable results of a project or program being implemented in areas of service that directly or indirectly influence student success. PLOs are designed and developed by the stakeholders of the course, program, or institutional unit; the assessment of PLOs within the instructional areas illuminate the competencies students attain as a result of a program.

The College's institutional level outcomes (ILO) represent the ongoing evolution of continuous improvement at Mt. SAC. The

College transitioned from general education outcomes to institutional level outcomes (ILO), based on the commitment that all Mt. SAC employees contribute to the success of our students by empowering their educational experiences with core competencies. ILOs are statements about the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the College, including courses, programs, departments, and services (I.B.1-9, I.B.1-10).

The four ILOs are defined as noted below.

Institutional Level Outcomes – Everyone's Included!

Communication
- Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

Critical Thinking
- Students apply creative, computational, and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

Information and Technology Literacy
- Students will use resources and technologies to locate, evaluate, synthesize, and communicate information in various formats.

Personal, Social, and Civic Responsibility
- Students demonstrate awareness and respect for personal, social, civic, and environmental responsibilities.

Figure I.B.1.-1. Institutional Level Outcomes – Everyone's Included!

Mt. SAC's course and program outcomes are mapped to ILOs. Through this process, PLO statements are tracked to courses in the program in which the PLO is introduced, achieved, and/or mastered. Data from these course SLOs are compiled to assess student achievement of PLOs. Collegial dialogue about ILOs was facilitated through professional development opportunities designed by Outcomes Committee members to help faculty map courses to programs. Using division/department meetings as a forum, Outcomes Committee members led faculty in a shared outcomes mapping experience and provided common language for deeper discussions (I.B.1-11, I.B.1-12, I.B.1-13, I.B.1-14). The Outcomes Committee Annual Report demonstrates the broad scope of continued improvements being made across the College and the impact of those improvements on students' learning (I.B.1-15, I.B.1-16, I.B.1-17).

Outcomes dialogue is not limited to the Outcomes Committee, but it is a regular part of planning efforts. For example, Student Services programs have mapped the ILOs to their programs, with the majority aligned with three of the four ILOs: (1) critical thinking, (2) personal, social, civic, and environmental level outcomes, and 3) communication. Student Services retreats provide a forum for ongoing outcomes assessment discussions focused on the broad range of courses, instructional interventions, learning opportunities, and support services that serve to develop students' overall educational preparation (I.B.1-18).

Adjunct faculty have been an important part of in-depth discussions of outcomes assessment and alignment. The Outcomes Committee, with support from administration, created a process for departments to apply for adjunct faculty to be compensated for up to two hours to participate in a meaningful way in outcomes conversations at department meetings, division meetings, as well as retreats. Outcomes assessment discussion is a regular part of Department meetings and the outcomes assessment process. Funding for adjunct faculty participation supports and augments this important work. In 2015-16, requests for adjunct faculty compensation were approved for departments such as Adult Basic Education, Education for Older Adults, Aircraft Maintenance, Animation, Communications, Psychology, and Sociology. (I.B.1-19, I.B.1-20, I.B.1-21, I.B.1-22, I.B.1-23, I.B.1-17).

Through department and division dialogue across the Instruction Division, outcomes mapping of degrees and certificates to ILOs has been completed. A summary report indicated that critical thinking was the most common ILO mapped to degrees and certificates (93 percent) followed by communications (85 percent), information and technology literacy (79 percent), and personal, social, civic, and environmental (65 percent) (I.B.1-24).

Dialogue about student outcomes is not static, but is re-examined through continuous improvement processes. For example, the Mt. SAC School of Continuing Education (SCE) provides adult education services and holds a postsecondary school accreditation with the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC). As part of the ACS WASC Self-Study process Continuing Education faculty, staff, and students collaboratively developed Student Learning Goals (SLGs) in 2009. SLGs are interdisciplinary statements specifying what all students should know, understand, and be able to do by the time they complete their planned program. They provided the foundation for a comprehensive assessment of all programs across the School of Continuing Education. The SLGs developed in 2009 were: effective communication, critical thinking, and lifelong learning. In spring 2016, the School of Continuing Education Advisory Committee reviewed the SLGs as part of an annual retreat, discussed their alignment with ILOs, and recommended replacement of the SLGs with the College ILOs. The process for assessing is the same and will allow for greater integration and alignment of SCE with the College assessment processes (I.B.1-25).

The President has created a culture of continuous dialogue by leading through example. Each week he sends Cabinet Notes to the College with an executive summary of highlights as well as a link to detailed minutes found on his webpage. The Cabinet Notes reflect the many voices of the College, with constituency representatives reporting to Cabinet and participating in discussions on academic quality and institutional effectiveness. The President calls regular town hall meetings to provide a forum for solicitation of input on College decisions from all members of the College community. For those who may be reticent to share their insights in a public forum, the President's monthly open office hours provide an opportunity for one-on-one dialogue with the President on any topic, with no appointment necessary. Finally, the President has provided strong support of convocation for both faculty and classified staff. He leads the opening meetings of convocation to ensure dialogue opportunities on student learning and achievement initiatives such as the Guided Pathways Project. During the opening meeting, the President also publicly recognizes excellence in outcomes assessment work. Through a yearly nomination and selection process done in partnership with the Outcomes Committee, faculty are chosen to receive a Presidential Award for Excellence and Innovation in Teaching and Learning. Following the opening session, breakout workshops provide opportunities for continuing this conversation on topics such as, Outcomes Assessment for All: Best Practices to Involve All Faculty in Completing the Outcomes Cycle (I.B.1-26, I.B.1-27). Weekly President's reports to the Board of Trustees ensure that collegial

dialogue includes the highest level of Mt. SAC leadership. This dialogue continues at Board meetings where information reports and discussion items provide opportunities for the Board to discuss student programs, achievement, and equity. The President's transparency in communications provides a venue for employees to be engaged with continuous dialogue on College initiatives (I.B.1-28, I.B.1-29).

The College Demonstrates Sustained, Purposeful Dialogue about Student Equity

Mt. SAC has been a leader in an open analysis and dialogue related to student equity for almost 20 years. In 2005, the College produced an Equity for All report as part of a special project through the University of Southern California (USC) School for Urban Partnerships. The results of this extensive work served to direct the College's development of interventions, services, and continued research to improve student success. In 2012, a cross-section of faculty, managers, staff, and students developed a Student Success Plan (prior to the initiation of the state's Student Success and Support Program efforts). This plan continued the work of the Equity for All project by focusing on three main areas: (1) student engagement and persistence, (2) development of students' own goals, and (3) progression through basic skills course sequences. The College held several campus wide dialogue sessions related to student success and student equity, leading up to the development of the College's state-required Student Equity Plan in 2014. For the 2014 Student Equity Plan, three subgroups (Futures Team, Pathways Team, and Interventions Team) worked closely with the Student Equity

Committee and Research and Institutional Effectiveness (RIE) to develop strategies and actions based on critical data related to disproportionality in student success.

In 2015, based on the amended plan template for student equity, College administrators, lead program personnel, and faculty department chairs were provided opportunities to submit project/activity proposals to address inequities in student success in their particular areas. Project teams attended meetings to discuss their proposed projects and further refine how to address equity gaps. The 2015-16 Student Equity Plan reflects institution wide planning and collaboration to develop interventions to address disproportionality and inequities in student success, especially for specifically defined student groups. Project activities range from transfer interventions focusing on science education to specialized interventions for foster youth students to the creation of a Science, Technology, Engineering, and Math (STEM) Center to increase the success rates of African-American and Latino students in math and science courses (I.A.1-12). The College institutes programs and interventions to address concerns related to specific student populations such as veterans, low-income, first-generation, Dreamers, and minority males. The faculty, through Academic Senate leadership, has hosted keynote speakers and featured workshops related to student equity issues such as cultural competency in the classroom. All activities in the Student Equity Plan are evaluated on an ongoing basis to measure the impact of each College effort in reducing disproportionality and lack of progress for defined student populations.

The College Demonstrates Sustained, Purposeful Dialogue about Academic Quality

Mt. SAC uses dialogue to lead to a collective understanding of the meaning of evidence, data, and research used in evaluation of student learning. Student learning outcomes assessment work is a key component of the job descriptions for many of the College's researchers. Educational research assessment analysts are trained to help faculty in all aspects of measuring, analyzing, and interpreting learning outcomes. The Basic Skills Coordinating Committee, of which a researcher is a standing member, funds research projects that seek to increase successful basic skills progression for credit and noncredit students. Part of the funding process requires the creation of SLOs and student outcome reporting that relate to committee goals. Project leaders work with researchers to create these assessments and evaluate the efficacy of the project's impact on basic skills student success. Yearly basic skills reports provide the evidence to support multiple interventions and demonstrate the data is used for action (I.B.1-30 pg. 5-8, 12-16).

The Outcomes Committee conducts an annual evaluation of the quality of learning outcomes work. This work demonstrates the immense growth over time of the faculty members' creation and use of outcomes assessment. Early efforts demonstrated a beginning understanding of and use of outcomes assessment. Today's outcomes demonstrate a clearer, more in-depth understanding of the

impact of outcomes assessment on students' learning (I.B.1-31).

Numerous governance committees at Mt. SAC provide opportunities for dialog about academic quality and continuous improvement of student learning and achievement. The Educational Design Committee (EDC) and the Curriculum and Instruction Council review, approve, and administer courses, programs, certificates, and degrees; and they regularly evaluate the processes, improve the processes, and ensure the processes are sustainable (I.B.1-32, I.B.1-33).

Dialog is also maintained during mandatory training for new members of the EDC. Training is done to outline curriculum policies and procedures. Deans and department chairs also attend these trainings. Training focuses on the California Community College Chancellor's Office requirements as well as Mt. SAC's local standards of operation, such as the use of WebCMS, the College's local curriculum management system, for the credit and noncredit curriculum approval process. The Curriculum and Instruction Council reviews higher-level issues as part of its ongoing improvement process, such as changes to unit value of courses and stand-alone courses. Students may view the learning outcomes for any course in WebCMS via the built-in link on the Course Outline of Record to the outcomes webpage (I.B.1-34).

The Academic Senate provides open opportunities for discussion during its regularly scheduled meetings. For example, in April 2015, the Academic Senate allowed for open discussion with the Outcomes Committee members regarding its proposal to expand upon

general education outcomes (general education course focus) to become institutional outcomes (campus wide focus) (I.B.1-35 pg. 7).

The College Demonstrates Sustained, Purposeful Dialogue about Institutional Effectiveness

There is a continual sense of urgency for Mt. SAC to effectively serve students and the community. What programs are being offered that students need; what new programs should be offered; what programs need to be re-examined? The College stays abreast of national research, trends in the government, and recent higher education research to inform dialogue about institutional effectiveness. Mt. SAC's annual program review process, Planning for Institutional Effectiveness (PIE), directly impacts institutional effectiveness, outcomes assessment, and student achievement. PIE requires all units/departments to evaluate their accomplishments, examine the impact of internal and external forces on their work, evaluate their effectiveness using data, think critically about outcomes assessment and its impact on student learning, as well as to plan improvement strategies for student learning and support services.

For example, based on dialogue from the Paralegal Program Advisory Committee, the College determined that students needed to be better prepared to conduct online research to compete in the marketplace. At the time of the initial discussion, fewer than 80 students had access to such resources and training. Through a PIE resource request process, all paralegal students obtained licenses for the online research tool Westlaw. In

addition, access to Lexis was granted to students in Paralegal 318. Access to these two resources prompted faculty to institute an SLO for all students in the paralegal class to earn official Lexis and Westlaw certification. Because of the importance of these certifications in the legal environment, these were made PLOs for the paralegal program as well. Based on SLO data, in an effort to improve paralegal student proficiency in Westlaw and Lexis, the program now has official

Lexis and Westlaw educators conduct the training for the students in the PLGL 31B classes (The Lexis educators come to campus; the Westlaw training is done via conference call/online live in the classroom). Further, the paralegal faculty members took steps to improve their own Westlaw and Lexis skills in an effort to better assist students. The number of certifications in Westlaw and Lexis are documented through TracDat (**I.B.1-36 pg. 2, 4**, **I.B.1-37**, **I.B.1-38**).

Planning for Institutional Effectiveness (PIE)

1. **UNIT PIE: Assessment, Analysis, Planning, Resource Requests**
   Instructional, Student Services, Administrative Services, Human Resources Units

   Unit · Unit · Unit · Unit · Unit · Unit · Unit · Unit · Unit · Unit · Unit · Unit · Unit · Unit

2. **MANAGER PIE: Analysis, Synthesis, & Summary**

   Instructional Divisions · Student Services Divisions · Human Resources · Administrative Services Divisions · President's Office Direct Report Units / Committees

3. **VICE PRESIDENT / PRESIDENT PIE: Analysis, Synthesis, & Summary**

   VP Instruction · VP Student Services · VP Human Resources · VP Administrative Services · President

4. **INSTITUTIONAL PIE: Summary**
   (Institutional Effectiveness Committee-IEC)

   Mt. SAC Institutional PIE Summary

Figure I.B.1.-2. Planning for Institutional Effectiveness

Administration supports the innovation needs of the College. Managers summarize their unit/departments' PIEs and provide input back to the units/departments about how well it represents their work; if they made a good case for why and how they need to improve upon their work based on assessment; and how likely they are to obtain what they need regarding resource allocation. Managers also record progress toward strategic objectives in the Strategic Plan which they have responsibility to address through the PIE process. Vice Presidents summarize their managers' PIEs, highlight projects, and provide a prioritized list of resource requests linked to program improvement strategies. These reports are used to provide the impetus for and evidence of the need for new and continuing resources. This information is also used to advocate for improvement in integration and planning processes.

Vice Presidents' and President's PIE reports provide a plethora of information on the activities of the College as well as its strengths, weaknesses, opportunities, and threats. As noted in the College Strategic Plan, sections of the PIE document allow all areas of the campus to reflect on the internal and external conditions that impact their work (e.g., accreditation, Title 5). These factors are used along with the other components of PIE, such as critical decisions and resource planning, to provide a College wide perspective that is used to form recommendations for action. Each year, the Institutional Effectiveness Committee (IEC) evaluates all Vice Presidents' and President's PIEs, the College goals, and the effectiveness of the PIE process, and

creates the institutional PIE summary for use by the College in resource allocation and general College operations decisions (I.B.1-39). The annual institutional PIE summary report for the College is presented to the President's Advisory Council (PAC), a governance committee. In accordance with the adopted College procedure described in Administrative Procedure (AP) 3250, PAC reviews the recommendations for changes to the College's goals and PIE process (I.B.1-40, I.B.1-41). Changes to College's goals are sent to the Board of Trustees for their review and consideration for approval (I.A.4-6 pg. 11-12).

The impact of dialogue on changes in the PIE process was evident when the IEC and the Accreditation Steering Committee evaluated the College's Institution-set Standards (ISS) and short-term and long-term goals for its Institutional Effectiveness Partnership Initiative (IEPI). IEPI indicators were also taken to the Academic/Student Services Planning Summit for feedback on what the goals should be. Committee and summit discussions about student learning and achievement resulted in standards being set, monitored, and added to PIE in 2015-16. Including ISS in PIE supports broader discussions at the unit/department level, with a deeper understanding of the standards and documentation of how the work of units/departments is contributing toward the College achieving the standards. The final recommendations for each metric are carried by IEC to the PAC for review and approval. IEPI indicators are then presented to and approved by the Board of Trustees**.**

In 2015-16, the College was chosen as one of 30 across the nation to be part of the prestigious American Association of Community College's Pathways project. Data from this project revealed, among many things, that students were taking extra units before they achieved their degree or certificate. This is unacceptable given that students are given lower priority registration after exceeding the threshold for a high number of units (I.B.1-42). Overall, the ISS and IEPI data along with the AACC Pathways project data provided the College with data to support its new and ongoing activities, including continued growth of directive course-by-course sequencing of programs, student equity projects, and basic skills work.

The College Demonstrates Sustained, Purposeful Dialogue about Continuous Improvement of Student Learning and Achievement

The College offers many opportunities for sustained, purposeful dialogue about continuous improvement of student learning and achievement. For example, many faculty and administrators are involved in Mt. SAC's dialogue about the continuous improvement of student learning through distance learning mode and how student success measures compare with student learning in traditional programs. The Distance Learning Committee (DLC) provided faculty with two pages of tips and resources for best practices in online education. Professional development training in best practices, the use of Moodlerooms (Mt. SAC's learning management system), video creation, optimization of graphics, eLearning, and online pedagogy (Skills and Pedagogy for

Online Teaching – (SPOT)) are ongoing to support faculty.

There is a two-step process required to use Moodlerooms for teaching online: (1) Completion of Moodlerooms Basic Training (MR1 & MR2, or the MR Basics Online Workshop), and (2) completion of the Skills and Pedagogy for Online Teaching (SPOT) certification process. The Online Learning Support Center (OLSC) is a centralized place for faculty to learn how to use Moodlerooms, receive support in SPOT certification, and learn about updates to Moodlerooms. The DLC identifies best practices and shares them with faculty as they go through the learning process, and distance learning faculty coordinators ensure that assigned faculty are certified to teach online via the College's process. The DLC provides guidance and training opportunities for faculty to ensure student success in distance learning courses. The DLC establishes a level of quality modality and best practices for asynchronous mode for online education. There is a process for ongoing dialogue about the certification process, efficacy of the technology and learning processes, and evaluation of the distance learning endeavor (I.B.1-43). To change the curriculum from traditional in-class to distance learning, the course must be vetted via the DLC as well as the Curriculum and Instruction Council. The same SLOs are used for a course regardless of the course being taught in a face-to-face or distance learning mode. The number of distance learning courses offered is evaluated on an annual basis; data for success and retention are evaluated annually for the same course offered in different modalities (I.B.1-44).

Faculty may only teach up to 50 percent of their unit load online.

Dialogue about continuous improvement of student learning and achievement is also precipitated by analysis of student success on examination and licensure exams. Some Career Technical Education programs at Mt. SAC have external licensure examination requirements of their graduates before they may begin working in their field. Exceptionally high pass rates demonstrate high academic quality. For example, the nursing program has over a 90 percent pass rate (I.B.1-45, I.B.1-46). One factor impacting the pass rate is the partnership between the Adult Basic Education Department in the School of Continuing Education and the nursing program (I.B.1-47, I.B.1-48). Prior to this partnership, many students in the nursing program were having difficulty with the mathematics of titration and dosages. The noncredit Adult Basic Education program and credit faculty developed boot camps and a noncredit course with contextualized basic math to teach nurses the skill set needed to obtain their licenses (I.B.1-49).

Several Mt. SAC initiatives clearly demonstrate how well groups at the College collectively understand the meaning of evidence, data, and research use in evaluation of student learning. The 2015-16 Student Equity Plan Report and Basic Skills Annual Reports both represent cross-College collaboration that involves numerous employees conducting research to both propose and evaluate different services and interventions to improve student learning (I.B.1-30 pg. 5-8, 12-16, I.B.1-50, I.B.1-51, I.B.1-52, I.B.1-53, I.B.1-54).

The Honors College developed from the Honors program in 2015 and uses a cohort system to allow students to complete their major preparation, receive Honors Scholar designation, and transfer within two years to a four-year school of higher education. In 2015, the Pathways to Transfer program expanded based on pilot data that indicated vast improvements in student achievement for students in the Pathway versus those who were not in the Pathway. This project will allow for a synthesis of ideas related to cohort pathways for students (I.B.1-55 pg. 8).

Mt. SAC's high standing with the Accrediting Commission also indicates high standards for its academic quality and improvement processes. Many of the College's students transfer to four-year institutions of higher education indicating that the College has sound articulation agreements (I.B.1-56). The Adult Basic Education Department (ABE) has also raised academic standards for high school coursework above what is expected. For the past several years, ABE's high school courses have maintained the a-g designation through the University of California Regents Office. As a result, noncredit students taking high school courses can apply them to satisfy a-g requirements for entrance into California State University and University of California institutions (I.B.1-57).

Dialogue about institutional effectiveness is the work of all constituency groups. Outcomes assessment includes all work that is done across campus in every unit/department. Using this model, the continuous improvement of student learning is the responsibility of all

employees. The College uses the term institutional level outcomes to denote this broader perspective; this aligns well with work across the nation on making general education the responsibility of all members of the higher education institution. As part of the PIE process, there are many data sources used by the units/departments to advise the College of its work, its effectiveness, and the opportunities for improvement (e.g., course outcomes, program outcomes, institutional outcomes and student achievement data). PIE is used to discuss the data/information trends that are relevant and to reflect on its meaning as the unit/department plans for the future of the area. IEC reviewed (Spring 2016) these sources and is working with Information Technology to provide departments with more user-friendly data (I.B.1-58, I.B.1-31, I.B.1-59, I.B.1-60).

Cross-team dialogue about data occurs in many meetings. This level of collaboration and dialogue via events such as the Institutional Research Day and Academic/Student Services Master Planning Summits needs to be continuous (I.B.1-2). Mt. SAC employees understand the role that they play in students' success. Facility employees are aware that their work at creating excellent grounds for the College and its students contributes toward students' success. They play a part in creating an environment to help students want to be here and to be successful. Classified employees are critical to student success and have contributed their voices to this Self Evaluation and the accreditation process. Dialogue Days offered in spring

2016 invited the campus community to attend one of six, 90-minute sessions to provide their feedback to the Self Evaluation. Special visits were made to California School Employee Association (CSEA) 651 and 262 meetings to engage them in conversations about accreditation, and a special session for the evening CSEA 651 employees was organized in spring 2016 for a similar purpose. The Accreditation Steering Committee, a shared governance committee, provides for open dialogue about, learning of, and evaluation of the College's accreditation endeavors (I.B.1-61).

Analysis and Evaluation

Mt. San Antonio College has structures and opportunities for dialogue that provide each constituent group on campus ongoing opportunities for providing input to all College processes and decisions. This dialogue occurs at all levels of responsibility. College structures support this ongoing dialogue to ensure that it is sustained and substantial. Evidence demonstrates that dialogue includes in-depth discussion of topics.

Accomplishments and Outcomes

- Mt. SAC demonstrates sustained, substantive, and collegial dialog opportunities.
- Mt. SAC embraces participatory governance structures as part of the culture of the College and supports campus wide dialogue and integrated planning.
- Mt. SAC has been a leader in an open analysis and dialogue related to student equity for almost 20 years.

- Mt. SAC uses dialogue to lead to a collective understanding of the meaning of evidence, data, and research used in evaluation of student learning.

- There is a continual sense of urgency for Mt. SAC to effectively serve students and the community.

List of Evidence

I.A.1-12	Student Equity Plan 2015-16
I.A.1-24	Campus Committees
I.A.4-6	Board of Trustees Minutes 2-17-2016 pg. 11-12
I.B.1-1	President's Advisory Committee Minutes 9-9-2015 pg. 3
I.B.1-2	Academic Master Plan Meeting Agenda 2016
I.B.1-3	Town Hall Meeting November 2014
I.B.1-4	Expanded Presidents Advisory Council Minutes11-18-2015
I.B.1-5	Professional Development Day Spring 2014
I.B.1-6	Cabinet Notes Email 9-8-2016
I.B.1-7	Outcomes Committee Minutes 5-31-2016
I.B.1-8	How to Write an SLO Web Page
I.B.1-9	GEO Reimagined Report
I.B.1-10	Institutional Level Outcomes Defined
I.B.1-11	ILO Mapping
I.B.1-12	Outcomes Mapping Example - Athletic Trainer Certificate
I.B.1-13	Outcomes Mapping Example - Communication
I.B.1-14	Outcomes Mapping Example - GDI Certificate
I.B.1-15	Outcomes Committee Annual Report 2014-15
I.B.1-16	Outcomes Committee Annual Report 2015-16
I.B.1-17	Institutional Level Outcomes Reports Web Page
I.B.1-18	Institutional Level Outcomes Mapping - Student Services
I.B.1-19	Older Adult Program SLO Meeting 1-20-2012
I.B.1-20	Sociology Philosophy SLO/GEO Retreat 4-26-2013
I.B.1-21	Older Adult Program TracDat Results 2015-16
I.B.1-22	Department Meetings Rotation - Music
I.B.1-23	Continuing Ed Advisory Minutes
I.B.1-24	Summary Report for ILO Mapping August 2016
I.B.1-25	SCE Advisory Notes 4-22-2016
I.B.1-26	Faculty FLEX Day 2016
I.B.1-27	FLEX Day Opening Session Fall 2014
I.B.1-28	President's Cabinet Action Notes Web Page
I.B.1-29	President's Board Reports Web Page
I.B.1-30	Basic Skills Annual Report 2014-15 pg. 5-8, 12-16
I.B.1-31	Qualitative Review of Outcomes Report 2015
I.B.1-32	Curriculum and Instruction Council Purpose, Function, and Members
I.B.1-33	Educational Design Committee Purpose, Function, and Members
I.B.1-34	Student Learning Outcomes Web Page
I.B.1-35	Academic Senate Meeting Minutes 4-9-2015 pg. 7
I.B.1-36	Paralegal Advisory Minutes Fall 2015 pg. 2, 4

I.B.1-37	Business Admin PIE - Paralegal
I.B.1-38	Business Admin TracDat - Paralegal
I.B.1-39	Business Div Manager PIE - Resource Allocation
I.B.1-40	AP 3250 Institutional Planning
I.B.1-41	PAC Minutes 3-25-2015
I.B.1-42	Mt. SAC AACC Pathways Web Page
I.B.1-43	SPOT Web Page
I.B.1-44	Success and Retention in Distance Learning Courses
I.B.1-45	Licensure Pass Rate
I.B.1-46	Table of Licensure Pass Rates
I.B.1-47	Nursing Math Grades Fall 2015
I.B.1-48	Nursing Bootcamp
I.B.1-49	Transitional Math Email
I.B.1-50	Basic Skills Action Plan and Report to the Chancellor's Office 2015-16
I.B.1-51	Basic Skills Coordinating Committee Purpose, Function, and Members
I.B.1-52	Student Equity Committee Purpose, Function, and Members
I.B.1-53	Student Equity Intervention Team
I.B.1-54	Student Equity Committee Minutes 11-23-2015
I.B.1-55	Title V Newsletter Fall 2015 pg. 8
I.B.1-56	Articulation Agreements
I.B.1-57	A-G Status List
I.B.1-58	PIE Summary College-wide 2014-2015
I.B.1-59	Outcomes Committee Report Web Page
I.B.1-60	Outcomes Committee Resources
I.B.1-61	CSEA 651 Dialogue Days Meeting

I.B.2.

> *The institution defines and assesses student learning outcomes for <u>all</u> instructional programs and student and learning support services. (ER 11)*

Evidence of Meeting the Standard

The College Defines Student Learning Outcomes

Mt. San Antonio College (Mt. SAC) defines and assesses student learning outcomes (SLOs) for all instructional programs and student learning and support services. Definitions and assessment results for SLOs, program level outcomes (PLOs), and institutional level outcomes (ILOs) are maintained in TracDat (I.B.2-1). Mt. SAC's Administrative Procedures (APs) and Board Policies (BPs) guide outcomes development and evaluation of courses, programs, certificates, and degrees. For all of the College's courses and programs (degrees/certificates), outcomes are defined, assessed, and the results used for improvement. For credit courses and programs, SLOs represent what a student knows, thinks, feels, or can do as a result of an intervention. The Outcomes Committee works with the Curriculum and Instruction Council (C&I) to ensure this process is maintained. Credit and noncredit faculty are represented on the Outcomes Committee to facilitate communication across campus. As part of the regular assessment process, the Outcomes Committee reviews the outcomes on all courses going through the four-year course review cycle. Those courses that have not been assessed within a four-to five-year period are noted. Per the Academic Senate's

recommendation and per AP 4020 Program and Curriculum Development, the department is given one additional year to assess course outcomes, and, if not accomplished, the course is deactivated (I.B.2-2, I.B.2-3, I.B.2-4, I.B.2-5).

Faculty at Mt. SAC have a clear leadership role in instructional programs and outcomes definition and assessment. Faculty are responsible for defining and assessing student learning outcomes for courses and programs (e.g., degrees/certificates) as well as institutional outcomes (I.B.2-6). The Outcomes Plan outlines the role faculty play in assessment (I.B.2-7).

C&I and the Educational Design Committee (EDC) review, approve and administer courses, programs, certificates, and degrees; and they evaluate the processes, improve the processes, and ensure the processes are sustainable (I.B.1-32, I.B.1-33). The development of the Unit/department Planning for Institutional Effectiveness (PIE) (program review) provides for discussion and review of instructional programs (degrees/certificates) and includes all SLO assessment from definition to evaluation and cyclical improvement. Programs that cross more than one discipline are reviewed by a taskforce when courses are being added.

Student Services programs and departments also participate in the development and assessment of student learning outcomes. All departments focus on interventions and activities that serve to improve students' knowledge about

College processes and requirements, strategies for student success, and information related to their health and development. Assessment methods and analyses of results occur on an annual basis, which serves to measure program and department progress in meeting students' needs and effectively providing instruction and support services.

The College Assesses Student Learning Outcomes

Mt. SAC assesses the quality and improvement of outcomes assessment. The Outcomes Committee annually reviews the quality of faculty members' work on outcomes assessment. The Outcomes Committee uses a rubric to clearly articulate what makes for excellent outcomes assessment. Chairs receive these evaluations and share them with their faculty to provide a collegial way to improve upon the quality of assessment. During this initial review process, the Outcomes Committee noted that outcomes assessment clearly improved when examining the year-over-year assessment being done within one course or program (I.B.2-8, I.B.1-31). The School of Continuing Education uses a process of outcomes review for its courses to ensure the quality is present and improved upon. The English as a Second Language (ESL) Outcomes Team utilizes a data-driven process to design and analyze use of results for program improvement. Specifically, each year, faculty select one of the three student learning goals, which are now ILOs (effective communication, critical thinking, and lifelong learning), to ensure they are integrated throughout the seven ESL levels of the program. Faculty select one goal each year to measure, and results are used to improve

curriculum or make decisions regarding effective material and resources (I.B.2-9, I.B.2-10).

Multiple outcomes assessment work is being carried out across campus. As noted above, faculty are reviewing outcomes at the course, program, and institutional level. Outcomes are recorded in TracDat, the College's central repository. It is from here that information is refreshed onto the public webpage for all to read (I.B.1-34, I.B.2-6). In some cases, SLO assessment results indicate that the criteria for success has not been met. Faculty reflection and discussion leads to use of the results for improvement such as a reassessment of the current SLOs after a determined pedagogical or curricular change, or it might lead to an activity or resource request reflected in the unit PIE. An example of this process is found in the SLO assessment of Physics 4A in which students experimentally measure the movement of a falling object. Students had historically been successful in meeting the criteria for this SLO, but an increase in course sections resulted in a decrease in student attainment of this essential skill. Faculty discussions determined that shared equipment among classrooms limited skill development. A unit PIE request for a separate set of equipment for use in each room to adequately support classes and maintain academic integrity and excellence was created (I.B.2-11, I.B.2-12, I.B.2-13). The end result of each cycle of this process is indicative of the College culture that focuses on improvement in teaching and learning.

Through the College's four-year course review process, the Outcomes Committee assesses the quality of the outcomes, provides feedback to department chairs on this work, and encourages in-depth dialogue with faculty (I.B.2-3).

Initially, program level outcomes (PLOs) were created and mapped to courses. In 2013, an Academic Senate resolution was passed to provide assessment training for program level outcomes. A program outcome reporting resolution was also passed. Since that time, regular progress has been made to assessment program outcomes. Regular status reports are provided to the Deans on progress; the Deans share this information with their chairs (I.B.2-14).

The College Assesses ILOs and Mapping

ILOs represent the core competencies students develop as a result of an educational experience at the College. Instructional programs map course-based student learning outcomes (SLOs) with program level outcomes (PLOs) and ILOs. Faculty across all instructional programs mapped outcomes for their course, degrees, and certificates with ILOs. If an instructional area does not offer degrees and certificates, it maps courses or course sequences with ILOs. As an example, the American Language Department (AMLA) identified and mapped broad department-level outcomes for reading and writing, which students practice across multiple AMLA courses (I.B.2-15). Importantly, student and learning support areas also mapped administrative unit objectives (AUOs) and SLOs with ILOs. For instance, the Library was able to map course and service outcomes to department-level outcomes and College

wide ILOs. Mapping indicates where in the programs or services learning occurs and competencies are assessed. Mapping also identifies the level to which learning outcomes are being met, from introduction, to practice/application, to mastery. The College's mapping process encourages faculty, staff, and managers to think broadly and deeply about their programs, courses, and services.

Mt. SAC's School of Continuing Education defines and assesses SLOs in its service areas for student support services and programs. Student learning goals were a global type of SLO and have been renamed ILOs to be consistent with campus terminology. They are interdisciplinary statements about what all students should know, understand, and be able to do by the time they complete their planned program. ILOs provide the foundation for a comprehensive assessment of all programs across the Continuing Education Division: Continuing Education Division will prepare students to be effective communicators, critical thinkers, and lifelong learners. For example, starting in September 2013, the Adult Basic Education Department (ABE) provided an opportunity for its employees to showcase the outcomes assessment work they accomplished as part of their program review (PIE). PIE Day was so successful that it was repeated in fall 2014, 2015 and is planned for 2016. Adult Basic Education was also awarded the President's award for Excellence and Innovation in Teaching and Learning based on its efforts with outcomes, including PIE Day. It is important to note that it was the staff that were given the authority to create such an engaging session, and it was they who presented

their outcomes assessment work (I.B.2-3, I.B.2-6, I.B.2-16, I.B.2-17).

Mt. SAC defines ILOs as the core competencies students should develop as a result of their educational experiences at the College. ILOs were developed with the belief that all areas of the College contribute to the students' educational experiences, including services, departments, courses, and programs. Instructional and student and learning support areas establish overarching goals and outcomes for their programs and services in alignment with the College's ILOs. They also consider how students will meet the broader ILOs and PLOs through practice and mastery of unit-level outcomes, including AUOs, SLOs, and, course measurable objectives. Results of assessment, such as strengths and gaps in curriculum, instruction, and services are reported on as part as the College's Planning for Institutional Effectiveness (PIE) process by campus units, divisions, and teams. Requests for new resources, such as equipment, technology, and personnel, are also made through PIE based on outcomes assessment. Although it is but one component of the PIE process, outcomes assessment and alignment is persistent across many levels of planning. Comprehensive attention is given to planning and improvement of curriculum, instruction, and services.

Mapping SLOs to PLOs to ILOs provided a new opportunity to review outcomes. PLOs are assessed via a program mapping template process. Programs are being offered direct assistance to help with this work. Both the faculty accreditation coordinator and the outcomes

coordinator attended department meetings to assist them in this process.

The College transitioned these maps for the programs to TracDat 5 which helped minimize the workload for faculty as well as provided an opportunity for higher-level discussions on course-to-program SLOs. The roll-out of TracDat version 5 on April 1, 2016, included two versions of targeted training classes developed collaboratively by the Outcomes Committee and Information Technology (IT) and were offered via Professional and Organizational Development, a PowerPoint presentation on outcomes assessment, a user guide with screen shots and helpful hints, and campus wide announcements detailing the system upgrade. The training class, TracDat 5 for New Users, was offered seven times and included an overview of the outcomes and assessment process at Mt. SAC. The training class, TracDat 5 for Seasoned Users, was offered six times over the course of two months and focused on the mechanics of the software. Additionally, the outcomes coordinator scheduled department or division specific training sessions, when requested. Both training classes have been well received, with attendees commenting that they were pleased with the new TracDat 5 interface. Questions and discussions generated during the training sessions centered around how departments choose to assess their outcomes, mechanisms for completing the use of results that focused on closing the loop, and resources available to assist departments, such as the office of Research and Institutional Effectiveness, funding available to departments to engage adjunct faculty in the outcomes process, and support from

IT ([I.B.2-18 pg. 15-17](), [I.B.2-19](), [I.B.2-20,]() [I.B.2-21]()).

The College has Long-Established Distance Education Policies and Processes

Mt. SAC has long established policies and institutional processes that guide its development and evaluation of courses in distance education. The same academic standards and outcomes regularly assessed hold true no matter the mode of delivery. Faculty who wish to teach online must complete a Skills and Pedagogy for Online Teaching (SPOT) certification. Faculty use the tools at their disposal to conduct their outcomes assessments of students' work via assignments and discussions boards.

Mt. SAC is a pilot college in the Online Education Initiative (OEI), "a collaborative effort among California Community Colleges to increase student success and completion by working together to increase access to quality online courses and support services for students." Mt. SAC is active in OEI to speed the process of supporting students to completion by offering access to classes online. Training has been incorporated that allows colleges to join together to improve success and retention rates. The goal is to have online training consistent through the environment offered in Canvas (learning management system). Student and faculty surveys as well as student usability studies within Canvas are taking place in spring 2016. Faculty engaged in OEI are submitting courses for review and receiving supportive feedback. Mt. SAC currently has three faculty engaged in the OEI initiative (Administration of Justice, Geography, and Psychology). The most popular

courses were selected to be a part of this effort. Included in this effort are on-demand tutoring specific to the courses and readiness modules to support success and retention of students engaged in online learning.

Mt. SAC's Distance Learning Committee conducted a mock accreditation review of 17 courses. Faculty had a one-on-one interview with the faculty coordinators after the review was completed. The distance learning coordinators summed up their findings in the document, What Did We Learn From the Mock Review? Sixteen distance learning faculty volunteered to have an outside evaluator review their courses for opportunity to improve courses. Faculty felt empowered and supported by the process and gained insight and useful feedback to support student success. Reviewers were those recently engaged in accreditation processes. They were asked to review courses from an accreditation perspective. A summary report was made public, and distance learning faculty are working to implement suggested changes ([I.B.2-22](), [I.B.2-23]()).

The College Assesses Student and Learning Support Services Outcomes

Student and learning support services at Mt. SAC also define and assess SLOs. Determining outcomes assessment for services has evolved over the years. There have been numerous retreats across campus in order to learn from each other and to improve outcomes assessment ([I.B.1-24](), [I.B.2-24]()). All areas have outcomes defined and are being regularly assessed. Student Services has developed an organizational model that guides their support services for students. The model

uses a "formula": Assessment + [Participation + Persistence + Progress] = Success. The APPPS model provides an overall perspective to guide a comprehensive plan to provide support services to students. Access efforts ensure that students have opportunities to enroll at the College and to be informed about College processes and requirements. Participation, persistence, and progress efforts ensure that students have avenues to be engaged and involved, to develop goals and educational plans, and to receive support services to assist them in making progress. Success initiatives focus on assisting students in goal completion in order to graduate, transfer, and successfully obtain career employment. Student Services' academic-based outcomes are reported and housed along with all other SLOs as a part of the TracDat system. Many Student Services areas that do not have instructional components also report their outcomes (SLOs and AUOs) in TracDat. All SLOs and AUOs for Student Services are reported, reviewed, recorded, and tracked through the Student Services Division.

For Mt. SAC's student support services and programs, the Vice President of Student Services and the Dean of Library and Learning Resources each review the outcomes assessment conducted in their areas. On a yearly basis, they provide outcomes assessment information in summary format for the Accrediting

Commission for Community and Junior Colleges annual report. They examine outcomes assessment and hold retreats to facilitate deeper dialogue. Experts from the Outcomes Committee and the Office of Research and Institutional Effectiveness are also invited to engage in these conversations. There is ongoing review and discussion about what outcomes assessment means within these support service areas as well as utilization of a standardized approach across the areas regarding measurement and reporting of these activities (I.B.2-25, I.B.2-26).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Accomplishments and Outcomes

- Mt. SAC conducts outcomes assessment to improve or sustain success in teaching, learning, and the delivery of services.
- Courses are assessed and meaningful to the campus.
- Mt. SAC defines ILOs as the core competencies students should develop as a result of their educational experiences at the College.
- Although it is but one component of the PIE process, outcomes assessment and alignment is persistent across many levels of planning.

List of Evidence

I.B.1-31	Outcomes Committee Quality Review Report 2015
I.B.1-32	Curriculum and Instruction Council Purpose, Function, and Members
I.B.1-33	Educational Design Committee Purpose, Function, and Members
I.B.1-34	Student Learning Outcomes Webpage
I.B.2-1	How to Record Assessment Data
I.B.2-2	AP4020 Program and Curriculum Development
I.B.2-3	Outcomes Committee 4-year Course Review Report
I.B.2-4	Students Guide to Learning Outcomes Fall 2015
I.B.2-5	Presentation Associated Students - Learning Outcomes Fall 2015
I.B.2-6	TracDat Login Page
I.B.2-7	Outcomes Plan Executive Summary
I.B.2-8	Outcomes Committee Annual Report to the Academic Senate 2015-16
I.B.2-9	School of Continuing Education Outcomes Course Review Example ARCH121
I.B.2-10	Student Services Outcomes Review Example COUN99a
I.B.2-11	Physics TracDat
I.B.2-12	Physics TracDat Equipment
I.B.2-13	Physics TracDat Resource Request
I.B.2-14	Adult Basic Education Faculty Fall Meeting 8-22-2014
I.B.2-15	AMLA TracDat Results
I.B.2-16	Support for Program-Level Outcomes AS Resolution 2013-06
I.B.2-17	VP PIE Student Services Outcomes 2014-15
I.B.2-18	Instruction Manager PIE Library and Learning Support Outcomes 2014-15 pg. 15-17
I.B.2-19	Continuing Education Advisory Group Minutes 4-25-14
I.B.2-20	TracDat 5 Presentation
I.B.2-21	TracDat 5 User Guide
I.B.2-22	Pre-Flight Check for Accreditation
I.B.2-23	Quality Distance Learning Courses: A Report on Mock Review and Preflight Programs
I.B.2-24	AP4105 Distance Learning
I.B.2-25	Library and Learning Resources Division Retreat January 2016
I.B.2-26	Library and Learning Resources Division Retreat Follow-up Email Spring 2016

I.B.3.

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

Evidence of Meeting the Standard

The College Establishes Institution-set Standards

Mt. San Antonio College (Mt. SAC) has established Institution-set Standards (ISS) for student achievement through a collaborative process facilitated by the Academic Senate. The Institutional Standards for Student Completion Task Force, composed of managers and faculty, was called for by Academic Senate Resolution 2013-07, in April 2013, to discuss the Accrediting Commission for Community and Junior Colleges ISS requirements and was charged with three goals: 1) to consider the accreditation requirement of setting various standards, 2) to propose a solution that will result in full compliance with Accreditation Standards, and 3) to forward the completed plan to the Academic Senate for review and approval (I.B.3-1).

The Institutional Standards for Student Completion Task Force discussed initial data points for satisfactory performance of student achievement in learning in five areas: 1) successful course completion rate by percent, 2) fall-to-fall persistence, 3) number of degrees, 4) number of transfers to four-year colleges/universities, and 5) number of certificates awarded (I.B.3-2). Through use of the initial data points, a recommendation for ISS was made and communicated in a report presented to Academic Senate for review. In 2015, additional ISS were established for job placement and licensure examination passage rates. Included in the final report to the Academic Senate was a recommendation by the task force to have the Institutional Effectiveness Committee (IEC) lead the implementation of the ISS. The final set of ISS indicators was reviewed by Academic Senate and sent to IEC for approval (I.B.3-3).

Mt. SAC's ISS reflect student achievement, which is aligned to the College mission:

> The mission of Mt. San Antonio College is to support all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The College pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement, advancing civic engagement,

enhancing personal well-being, promoting critical thinking, and enriching aesthetic and cultural experiences. Board approved February 17, 2016 (I.A.1-2).

The College Assesses Institution-set Standards

IEC has taken on the role of instituting a process for supporting a broad-based understanding of the ISS goals and processes to implement them (I.B.3-4). ISS are publicly available to College constituents through the Mt. SAC website Factbook. However, these were not initially presented in a format that was easy to understand. At first, there was not widespread awareness or understanding of ISS, nor a process for each College unit to identify how its work contributes to and supports ISS. In 2015-16, IEC included ISS and the Institutional Effectiveness Partnership Initiative (IEPI) outcomes in PIE to support a broad-based understanding of the College priorities and provide a mechanism for widespread dialogue and development of specific strategies to achieve the ISS and IEPI outcomes. As of 2015-16, ISS is in the unit/department PIE; each area is required to address how it is contributing toward these standards.

Mt. SAC's ISS are articulated so the College can determine the degree to which they have been met. The initial level for each ISS was set using averages for each of the following measures: student success, student course pass rate by percent, fall-to-fall persistence, number of degrees, number of transfers, and number of certificates. Mt. SAC implements ISS through ongoing processes, such as Planning for

Institutional Effectiveness (PIE) (I.B.3-5 pg. 5). For noncredit persistence, specific interventions were put into place to help students with their progression to completion. This included early alert systems and embedded support services. For credit course success, the College uses this disaggregated data in its Student Equity Plan to provide focused direction for project funding and goals.

The ISS are designed to support Mt. SAC faculty and staff in analyzing student performance. If student data indicates the level of performance expectation is not being met, this provides the College an opportunity to consider support activities, which can positively impact student achievement and help students reach their academic potential. Targeted support activities for students who are not achieving are being designed and implemented. The ISS were evaluated for the first time as part of the 2014 ACCJC Annual Report (I.B.3-6). Faculty are using ISS as additional assessment tools. For example, the Career Technical Education programs examine their students' job placement rates annually and, based on the findings, re-set their ISS. It is difficult, at times, to create the ISS due to the low number of program graduates and the fact that some programs require that students complete the four-year program of study before they qualify for employment.

One example related to student persistence includes the Basic Skills Pathways to Transfer, which came about because students were not progressing through the English and math course sequences in sufficient numbers. This project offers cohorts and in-class support

resources for students to progress through basic skills English and math classes. Assessment data indicate students participating in a Basic Skills Pathway demonstrate increased student persistence through sequential courses leading to college-level work. Work on Pathways continues each semester as the College continually refines this program to improve upon student outcomes (I.B.3-7).

The College Publishes Institution-set Standards

The ACCJC Annual Report is shared at IEC meetings, President's Advisory Council, and via internal communication structures at the College. ISS results are published on the website and used in program review.

In fall 2015, Mt. SAC received notification of enhanced monitoring related to job placement rates which did not meet the College's established ISS. The College immediately began dialogue regarding the concerns. It was determined that the College would change how it calculates job placement rates and would use an outside vendor for the Alumni Survey. The Deans also discussed the setting of the job placement rate on a program-by-program basis, implemented the change and provided updated ISS information. Results of this work were communicated to the Commission in an addendum format.

On division and unit levels, PIE informs the College as to the extent it is achieving its goals for students (I.B.3-5). In its role in leading the ISS implementation, IEC uses evidence to demonstrate progress towards achieving the goals. A clear example of this work is in Pathways to Transfer. Through this program, the College is demonstrating its support for improving the transfer data. Similarly, the College's grant-writing efforts and program development such as Degree Works (MAP), demonstrate support for improving student success (e.g., course, degree/certificate).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information widely for the campus and the community.

Accomplishments and Outcomes

- Mt. SAC has established Institution-set Standards (ISS) for student achievement through a collaborative process.
- The College uses multiple cohort tracking to measure the impact of its interventions on programs, services, and technology.
- ISS is in the College's program review, PIE, in a way that requires all areas to note how they are contributing toward the standards.

List of Evidence

I.A.1-2	Mission, Vision, Core Values
I.B.3-1	Academic Senate Resolution 2013-07
I.B.3-2	Institutional Set-Standards Introduction & Overview
I.B.3-3	IEC Recommendations for ISS Spring 2016
I.B.3-4	IEC Minutes 3-23-2016
I.B.3-5	Unit PIE Reports with ISS Data 2015-16 pg. 5
I.B.3-6	ACCJC Annual Report 2014
I.B.3-7	Pathways to Transfer

I.B.4.

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

Evidence of Meeting the Standard

The College Uses Assessment Data to Support Student Learning

At Mt. San Antonio College (Mt. SAC), measurable objectives (MOs) and student learning outcomes (SLOs) stand as the criteria for success in a course. MOs are all of the outcomes that a student will meet, or learn, in a given course. SLOs may be derived from MOs in order to achieve more specific assessment and analysis. A department determines the SLOs through a discussion about which measurable objectives it wants to focus on for strengthening student success. Once a department has determined its SLOs, a rubric is created and criteria for success is established. The SLOs are then assessed on a regular cycle. The results of the assessments are collected and discussed at a department meeting, and the discussion leads to using the results of the assessment for improvement. The use of results might lead to a reassessment of the current SLOs after a determined pedagogical or curricular change, or it might lead to choosing a different SLO to assess in the next cycle. The end result of each cycle of this process is indicative of the College culture that focuses on improvement in teaching and learning.

The College uses assessment data to support student learning. Knowledge and competencies are expressed for segments of study or activity through measurable learning outcomes at the institutional, program, degree, and course levels. The outcomes are written as student learning outcomes (SLOs), a means to determine what students know, think, feel or do as a result of a given learning experience. Use of outcomes assessment at the course, program, and institutional levels gives departments' data on student achievement in relationship to expected student learning results. The College systems are organized and clearly connected with use of SLO assessment data to inform decisions and improve students' learning, achievement, and certificate/degree attainment. TracDat 5 is the College's central, password protected repository used for housing outcomes assessment work for courses and programs.

Outcomes assessment is an ongoing, evidence-based approach that indicates the extent to which programs and courses achieve their intentions. Assessment uses a feedback loop that involves identifying desired results, collecting and analyzing relevant information (data), and then using the findings to conduct discussions and direct activities that improve instructional delivery, curricula, programs, and/or services. Programs establish rotation cycles, many in a three- to four-year cycle aligned with curriculum. Career Technical Education programs are including outcomes assessment results as part of annual advisory meetings to monitor and inform program planning (I.B.4-1, I.B.4-2, I.B.4-3, I.B.4-4).

In 2014-15, Mt. SAC's four institutional level outcomes (ILOs) were designed to be broad and inclusive of all activities across campus. These ILOs provide a higher-level view of the students' learning outcomes. The Outcomes Committee worked systematically with departments to map courses to program level outcomes (PLOs). All instructional and student services division departments use TracDat to map SLOs and PLOs to ILOs. Data is being collected across the College to identify patterns of outcomes mapping (I.B.4-1, I.B.1-11, I.B.4-5).

The SLO process at Mt. SAC has matured. Faculty discussions now include topics related to stability of SLOs and ongoing data collection of these over a period of time. SLOs in which criteria are being met provide a deeper understanding over time of student success. SLO data is collected in various ways at Mt. SAC. For example in some programs, SLO data is collected for the different classroom modalities (distance learning, hybrid, traditional) and include both adjunct and full-time faculty to examine consistency of learning outcomes (I.B.1-15, I.B.4-6, I.B.4-7, I.B.4-8). SLO data is used to make modifications to the SLO, clarify objectives, and refine course content and pedagogy. It also prompts discussions regarding rigor. For transparency purposes, PLO results are pulled from TracDat and made available on the College website (I.B.4-1).

At the management level, instructional divisions use achievement data to guide critical decisions. Divisions use data for enrollment planning and scheduling – provided primarily by Argos reports displaying data such as enrollment fill rates and degree/certificate completion –

as well as degree and general education requirements. Campus administrators, faculty, and staff use the Argos reports each semester and within each term to guide planning and scheduling. As new needs and questions arise, additional reports are designed to provide on-demand access to critical data for decision making.

The Outcomes Committee shares best practices across campus via venues for dialogue. The Committee makes a significant effort to include adjunct faculty in the conversations and secured funding for adjunct faculty engaged in outcomes assessment conversations. The Outcomes Committee's review of the TracDat course-level outcomes assessment indicates that outcomes assessment is being completed on most courses, but a comprehensive review of outcomes assessment is accomplished as part of the four-year course review process. A random sample of courses is selected and a rubric is used to evaluate the quality of outcomes assessment. The findings indicate about 75 percent have their outcomes in place and have assessed them over the past four years. If not, per the Administrative Procedure, faculty are given one year to complete their outcomes assessment. If they do not comply, then the course is deactivated.

Student Services also completes outcomes assessment in their programs and services for students (I.B.4-9). Student Services offers a broad range of programs and services that allocate both financial and personnel resources to support student learning and achievement. These programs and services serve a diverse academic, socio-

economic, and cultural student population. Student Services programs and departments maintain SLOs. Outcomes are designed to measure the breadth and depth of support services offered to students based on their specific educational and developmental needs (I.B.1-24, I.B.2-17 pg. 17-18). Additionally, many Student Services programs also complete administrative unit outcomes (AUOs) that measure program effectiveness and student satisfaction.

The College Uses Assessment Data to Support Student Achievement

The College uses assessment data to support student achievement. Systematic measurement of student learning outcomes is done within classrooms and in student support services. Results from these assessments provide opportunities for examining students' learning and subsequent student achievement (e.g., course grades). It is through this process of measuring students' progress in their learning that the College uses resources effectively. For example, English Department discussion of course outcomes resulted in increased use of tutors in the classroom provided through the Writing Center. Writing Center data provides evidence of the increase in student achievement rates resulting from tutoring. These data are presented to the English Department at the end of major semesters for further review and discussion of student needs.

Based on student assessment and achievement data, Mt. SAC has established a broad range of support services to meet the academic development needs of students. Low student assessment scores in math and English led to the establishment of the Bridge program, a learning community which combines counseling, instruction, and other learning support services to assist first generation, basic skills students in successfully passing sequential basic skills courses upon entry to the College. Analysis of data demonstrating low course and program success for low socioeconomic and first generation students resulted in development of support programs that provide both a counseling and instructional/tutorial programmatic effort that supports student learning and student success: ACES TRiO (Achieving in College, Ensuring Success). Data on African-American student achievement was the impetus for development of the Aspire program. Similarly, review of data for Asian American and Native American Pacific Islander Service Institution students supported development of the Arise programs. This pattern of data review and student support program development is evidenced in creation of the Veterans Resource Center, WIN (Athletics), Honors Program, Counseling, and Disabled Students Programs & Services. The Research and Institutional Effectiveness department provides research and evaluation support across the campus. Specific project support is given to basic skills, student equity, enrollment management, Career Technical Education, outcomes assessment, and Student Services to mention a few. It is through this support that the College is able to use different methodologies to measure the impact of interventions to improve student success (I.B.4-10).

Process Map of INTEGRATED PLANNING
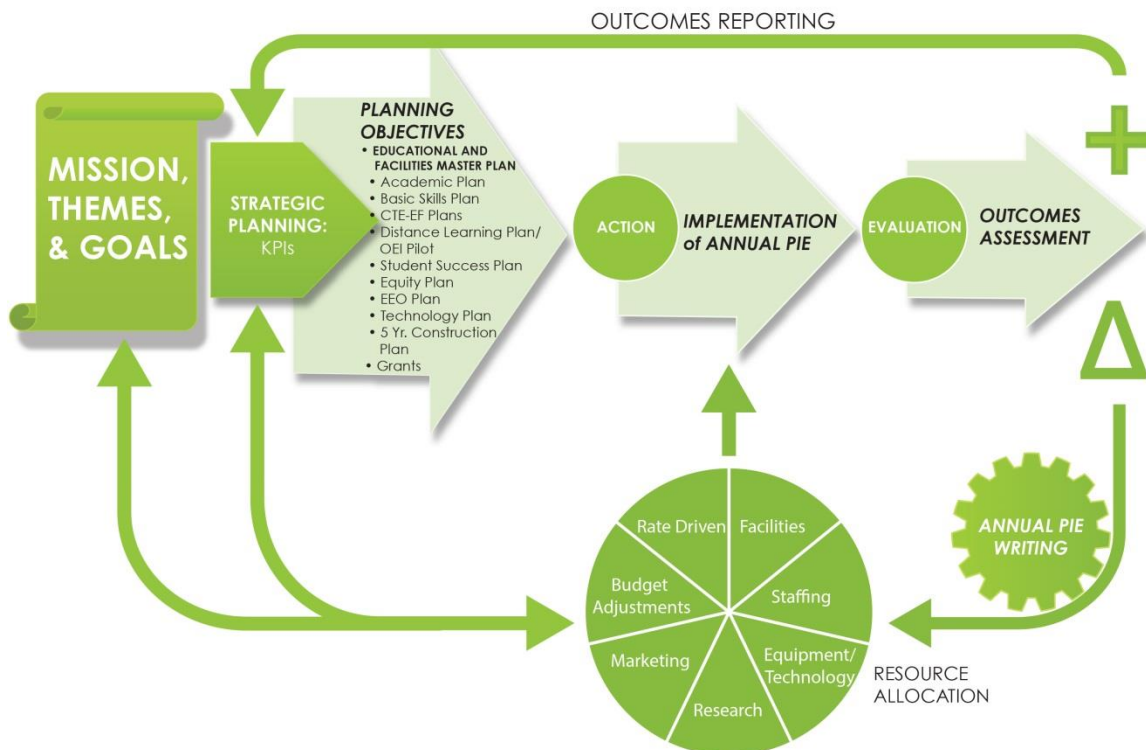
Figure I.B.4.-3. Process Map of Integrated Planning

The College Uses Institutional Processes to Support Student Learning and Student Achievement

The College's integrated planning process is systematic and includes its Strategic Plan, focused plans, program review (PIE), outcomes assessment, and resource allocation.

Mt. SAC has a program review process that includes integrated planning. The College's program review (Planning for Institutional Effectiveness (PIE) is updated annually by all units/departments and includes a component on outcomes assessment as well as student achievement.

The PIE process is a regularly established annual mechanism for planning, evaluating, and documenting accomplishments and challenges. Units/departments complete their PIEs. Managers then summarize their unit/departments' PIEs. Vice Presidents analyze and summarize their managers' PIEs, and the President submits a President PIE so his direct report areas are included in the College planning process. The institution wide PIE summary is completed by the Institutional Effectiveness Committee (IEC) and reports on the overall compilation of the College wide program reviews.

Annual PIE reports require all areas to evaluate their accomplishments, examine the impact of internal and external forces on their work, evaluate their effectiveness using data, think critically about student learning outcomes assessment and its

impact on student learning, as well as to plan into the future as to how they are going to improve student learning and all support services (I.B.4-11, I.B.1-30, I.B.4-12, I.B.4-13, I.B.4-14, I.B.4-15, I.B.4-16, I.B.4-17, I.B.1-58, I.B.4-18).

The budget and integrated planning process is aligned on the same timeline as the College's 2014-15 Strategic Plan schedule (Figure I.B.4.-4). The IEC and the Budget Committee met in fall 2014 to align their program review and budget processes (I.A.3-1 pg. 22, I.B.4-19, I.B.4-20 pg. 2, I.B.4-21, I.B.4-22, I.B.4-23 pg. 2).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) uses assessment data and organizes its institutional processes to support student learning and student achievement.

Accomplishments and Outcomes

- The College uses data in numerous ways to support student learning and student achievement including asking all units to describe how they are aligning their work to support the College's efforts to meet or exceed the ISS.
- The College provides support for research and evaluation through Research and Institutional Effectiveness. The cohort-tracking process used from the program level to the College level provides the College with a data-driven opportunity to use this information as part of its evaluation process for program improvement.

Integrated Planning and Budgeting Process Calendar
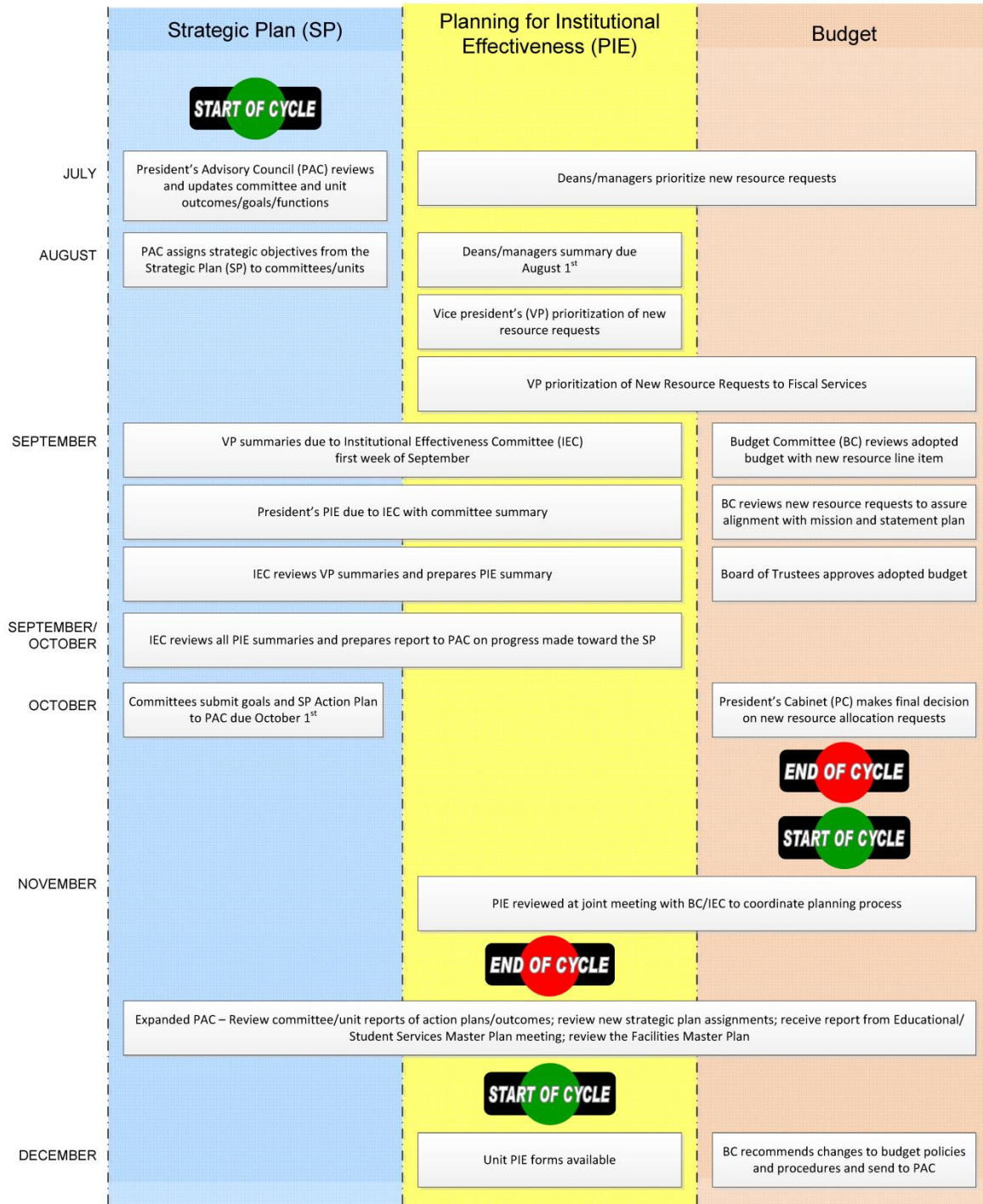
Figure I.B.4.-4. Integrated Planning and Budget Process Calendar (continued to next page)

	Strategic Plan (SP)	Planning for Institutional Effectiveness (PIE)	Budget
JANUARY	PAC updates the SP		Fiscal Services updates and projects personnel budget
	PAC reviews the final PIE summary		
FEBRUARY		Manager PIE forms available	
		VP PIE forms available	
MARCH			Fiscal Services sends Status Quo budgets to departments; departments complete and send to deans/managers
			BC communicates expected budget situation, resources, and processes
MARCH/ APRIL	Expanded PAC – Finalize updated SP and review final PIE Summary and IEC recommendations		
	END OF CYCLE		
APRIL			Review previous year's actual expenses for selected departments/units
			VP's review and approve department Status Quo budgets, sends to Fiscal Services
MAY	Unit PIE summary with resource requests due May 31st		BC reviews preliminary tentative budget; sends campus a memo regarding the new resource allocation and process
		Departments prioritize new resource request for one-time funding in PIE forms	
JUNE	Committee goals, outcomes, and SP outcomes due for President's PIE Summary June 1st		BC reviews tentative budget

SP = Strategic Plan
PIE = Planning for Institutional Effectiveness
VP = Vice President
PC = President's Cabinet
PAC = President's Advisory Council
BC = Budget Committee
IEC = Institutional Effectiveness Committee

8.11.14 – SP Work Group
8.15.14 –Rev. SP Work Group

Figure I.B.4.-5. Integrated Planning and Budget Process Calendar (continued from previous page)

List of Evidence

I.A.3-1	Strategic Plan pg. 22
I.B.1-11	ILO Mapping
I.B.1-15	Outcomes Committee Annual Report 2014-15
I.B.1-24	Summary Report for ILO Mapping 8-2016
I.B.1-30	Basic Skills Annual Report 2014-15
I.B.1-58	PIE Summary College-wide 2014-15
I.B.2-17	VP PIE Student Services Outcomes 2015-16 pg. 17-18
I.B.4-1	Outcomes Web page
I.B.4-2	Outcomes Rotation Cycle - Electronics
I.B.4-3	Outcomes Rotation Cycle - CNET
I.B.4-4	CTE Annual Advisory Minutes - Electronics
I.B.4-5	Division Meetings Minutes
I.B.4-6	Outcomes Committee Follow-up Reports 2014-15
I.B.4-7	Outcomes Committee Annual Reports 2013-14
I.B.4-8	Outcomes Committee Follow-up Reports on Adjunct Funding 2013-14
I.B.4-9	PIE Appendix A Student Services Division SLOs
I.B.4-10	Research & Institutional Effectiveness Recent Project List
I.B.4-11	Argos Enrollment Reports
I.B.4-12	PIE VP Summary Administrative Services 2014-15
I.B.4-13	PIE VP Summary Student Services 2014-15
I.B.4-14	PIE VP Summary Human Resources 2014-15
I.B.4-15	PIE VP Summary Instruction 2014-15
I.B.4-16	PIE VP Summary President 2014-15
I.B.4-17	Outcomes Reports and Campus Events
I.B.4-18	PIE Email Correspondence 1-22-2015
I.B.4-19	Expanded Presidents Advisory Committee Minutes 11-12-2014
I.B.4-20	President's Advisory Council Minutes 5-22-2013 pg. 2
I.B.4-21	President's Advisory Council Minutes 6-12-2013
I.B.4-22	President Cabinet Action Notes 10-22-2013
I.B.4-23	President's Cabinet Action Notes 1-31-2015 pg. 2

I.B.5.

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

Evidence of Meeting the Standard

The College Accomplishes Its Mission through Program Review and Evaluation of Goals and Objectives

Mt. San Antonio College (Mt. SAC) has built a culture of decision making that is data driven. The process for annual review of the mission by the President's Advisory Council (PAC) demonstrates how foundational this is to College work. The process involves asking governance committee members to gather constituency group member insights. The campus community is invited to send input about the mission to the President. PAC reviews the suggested changes and makes recommendations to the College President. The Board of Trustees then reviews the changes and approves them at a Board meeting. In the midst of the recession, data gathered about the mission through this process indicated that College programs were no longer serving "all" students in achieving their educational goals. Instead, the College was turning away students due to budget cuts. Programs with student outcomes leading to increased wages in high demand fields were being prioritized. This led PAC to make the decision to remove

the word "all" from the mission. After the recession, as funding stabilized and the College returned to a growth mode, the word "all" was reintroduced to the mission statement. The most recent review of the mission statement necessitated changes to align it with the new Accreditation Standards. The current mission is noted below:

> The mission of Mt. San Antonio College is to support all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The College pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement, advancing civic engagement, enhancing personal well-being, promoting critical thinking, and enriching aesthetic and cultural experiences. Board approved February 17, 2016 (I.A.1-2).

Mt. SAC uses program review and strategic planning to evaluate achievement of its mission. The Mt. SAC Strategic Plan operationalizes the implementation of the College mission through defined College goals, strategic objectives, and key performance indicators (KPIs). Strategic objectives support the attainment of the College goals which, in turn, support the College's mission. Each strategic objective is accompanied by one or more KPI. These indicators measure progress in achieving the objective and advancing toward the goal. Some KPIs also have benchmarks which state an expected level of improvement in the metric (I.A.3-1 pg. 7-21).

Within program review, each unit/department is required to document its achievements and their alignment to College goals. It is through this iterative process of program review synthesis from the unit/department, to the manager, to the Vice Presidents and President, and to the Institutional Effectiveness Committee (IEC) that the College demonstrates a cyclical, systematic process of integrated planning toward improved institutional effectiveness and quality education. Each year, the IEC creates a Planning for Institutional Effectiveness (PIE) summary document that evaluates how well the College is achieving its mission. Within this document is an assessment of the College goals as well as strategic objectives. An evaluation of the process closes the loop on the process and provides final evidence of the impact of program review on the College achieving its mission and goals (I.B.5-1, I.B.5-2, I.B.5-3, I.B.5-4, I.B.5-5, I.B.1-58 pg. 50)

The College Accomplishes Its Mission through Student Outcomes

Each College goal provides evidence of the College's progress toward achieving its mission. College goals are organized thematically to focus the campus community on critical issues. Articulated by the President's Advisory Council and approved by the Board of Trustees, they guide institutional planning and assessment processes.

Under College Theme A: To Advance Academic Excellence and Student Achievement, College Goal #3 is:

> The College will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.

Based on program review accomplishments, it is clear that the College has a myriad information that demonstrates how well it is achieving its mission through student learning outcomes assessment. For example, the Humanities and Social Sciences (HSS) manager's PIE states that the division has experienced an "Increase in pedagogical discussions in response to outcomes assessment data, via institutionalized bi-annual department outcomes meetings that include all faculty." The PIE summary report indicates progress being made in outcomes assessment and the continued need to provide supportive resources (I.B.5-6, I.A.3-5, I.B.5-7, I.B.5-8).

The College Accomplishes Its Mission through Student Achievement Using Qualitative and Quantitative Data

Mt. SAC uses qualitative data to ensure that students are learning in all programs and through all modes of delivery. Programs and services undergo a cyclical, systematic review of programs, goals, student learning outcomes, and student achievement (I.B.1-30, I.B.1-31, I.B.5-9, I.B.5-10, I.B.5-11, I.B.2-25). In the narrative sections of PIE, each College unit/department completes a narrative section in which it closes the loop on alignment and progress on College goals. This section serves as a reporting function in which each area describes how planning connects to budget allocation and outcomes/results. Through qualitative and quantitative data reporting, units describe how prioritized College resources connected to the area's outcomes over the past year and the progress made with the resources provided. This analysis leads to future planning. Managers and Vice Presidents rely on the expertise of employees at the unit and operational levels to bring forward the current and future needs of the College during PIE development. Vice Presidents (Administrative Services, Human Resources, Instruction, and Student Services) complete extensive reviews of their divisions and draw upon this data to provide a far-reaching review of qualitative data to report in their division PIE summaries (I.B.5-12, I.B.3-5 pg. 7, I.B.3-1, I.B.5-13).

Focus groups are regularly conducted for a variety of projects (Student Equity Futures Team Projects, Bridge, Marketing, Website Improvements, and Outcomes Qualitative Report). Mt. SAC's library puts out poster boards with broad guiding questions to collect qualitative data from students. Examples include, "What can we improve? Are extended hours helpful?" It has been an effective way to gain feedback in an open learning environment. Student feedback has been used to make changes such as opening a designated "quiet learning space" near the periodicals, providing more Wi-Fi in the library, and requesting facilities remodeling in PIE (I.B.5-14).

Quantitative data is used widely at Mt. SAC to ensure that students are learning in all programs and through all modes of delivery (traditional face-to-face or distance education). Outcomes assessment data at the course, program, and institutional levels allows departments to discover if the students are, in fact, learning what they are expected to learn. Program reviews provide the College units/departments with many opportunities to examine relevant data and to use it for program improvement purposes. The PIE summary report appendix indicates the many different data sources used. A good example of this is from the Basic Skills Coordinating Committee. The committee initiates an annual call for proposals and recommends funding many grants. Metrics of this work are documented in the annual reports, which show both qualitative and quantitative data analysis and use of the data for improvements (I.B.5-15, I.B.5-16, I.B.1-58, I.B.5-11, I.B.1-16, I.B.1-15, I.B.4-8, I.B.1-30, I.B.5-17, I.B.1-44).

The College Accomplishes Its Mission through Disaggregation of Data

The College regularly disaggregates data in an ongoing effort to address disparities in student success. This disaggregation of data has enabled the College to develop and implement critical interventions to address inconsistencies. For example, the highly successful Bridge program was created to improve the success rates of entering freshmen from local high schools who place at basic skills levels. Bridge students are low income, first generation and mostly Latino, and are considered under-prepared for college. The program addresses their unique academic and learning support needs and has resulted in high rates of persistence and course success. For distance learning, data are separated by mode of delivery and success rates are examined by the Distance Learning Committee and reported to the Board of Trustees as warranted. Differences in success rates are addressed in various ways, such as the Are You Ready to Take an Online Course Assessment to help students self-assess their readiness for a distance learning course. In the School of Continuing Education data is disaggregated by program; each program represents a different area of noncredit education approved by the Chancellor's Office. Data for each program is disaggregated including student success, retention, course completion, and certificate completion (I.B.5-18, I.B.5-19, I.B.5-20).

Data are disaggregated depending on the needs of the program and its students. For example, the College's work on student equity is disaggregated by many criteria, including race/ethnicity, gender, age, disability, economically disadvantaged, first generation, veteran, and foster youth. All funded student equity projects are required to focus on closing the equity gap for targeted student populations. Equity services are asked to examine which student populations are most under served and less successful and to create specific opportunities for those who may need extra guidance. The variety of ways to examine the data and the interventions put into place demonstrate the continued focus on academic quality (I.B.5-21).

Across the College, the Research and Institutional Effectiveness department is involved in many of these and other projects, from providing general consultation to data collection, analysis, and reporting to facilitating appreciative inquiry conversations about the results. For student equity, the College is supporting two full-time researchers and professional experts for this work. In total, there are six full-time researchers, multiple professional experts (at-will employees), and the director in the department. Various budget sources are used to fund these positions to support the College's research and evaluation needs. Many of the positions have pre-defined areas of specialty: basic skills, outcomes assessment, student equity, enrollment management, grants, student services, Career Technical Education, and the Institutional Review Board. All work together to ensure efficiency of their work and create a unified perspective on the Research Office's impact on student success across the College (I.A.1-12, I.B.5-22, I.B.5-23, I.B.5-24).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Accomplishments and Outcomes

- The College mission guides the College's work.
- Strong established program review includes clear links to the College mission and goals.
- Strategic Plan and program review evaluate achievement of College goals and objectives.

- Student learning outcomes are a strong component of the College's culture.
- Recent mapping of institutional level outcomes across Instruction and Student Services indicates a strong level of commitment to attainment of these outcomes.
- Student achievement (e.g., course success) is aligned with the College's mission, College goals, and objectives.
- Extensive research is occurring across the campus with a strong support structure in place in the Research and Institutional Effectiveness Office.
- Qualitative and quantitative research and evaluation studies are ongoing and include disaggregation for analysis where appropriate by program type and mode of delivery.

List of Evidence

I.A.1-2	Mission, Vision, Core Values
I.A.1-12	Student Equity Plan 2015-16
I.A.3-1	Strategic Plan 2015-17
I.A.3-5	AP3250 Institutional Planning
I.B.1-15	Outcomes Committee Annual Report 2014-15
I.B.1-16	Outcomes Committee Annual Report 2015-16
I.B.1-30	Basic Skills Annual Report 2014-15
I.B.1-31	Qualitative Review of Outcomes 2015
I.B.1-44	Success and Retention in Distance Learning Courses
I.B.1-58	PIE Summary College-wide 2014-15 pg. 50
I.B.2-25	Library and Learning Resources Division Retreat Follow-up Email Spring 2016
I.B.3-1	Academic Senate Resolution 2013-07
I.B.3-5	Unit PIE Reports with ISS Data 2015-16 pg. 7
I.B.4-8	Outcomes Committee Follow-up Reports on Adjunct Funding 2013-14
I.B.5-1	PIE VP Form 2013-14
I.B.5-2	PIE Dept Form 2013-14
I.B.5-3	PIE Appendix B
I.B.5-4	PIE Appendix C
I.B.5-5	Completed PIE Web Page
I.B.5-6	PAC Purpose, Function, and Members
I.B.5-7	Institutional PIE Program Analysis and Review 2014-15
I.B.5-8	TracDat Mapping
I.B.5-9	Outcomes Committee Purpose, Function, and Members
I.B.5-10	Qualitative Outcomes Review Reports 2013
I.B.5-11	Qualitative Outcomes Review Reports 2014
I.B.5-12	PIE Website
I.B.5-13	PIE for Financial Aid
I.B.5-14	Library and Learning Resources Retreat Combined Packet January 2016
I.B.5-15	PIE Summary College-wide 2012-13
I.B.5-16	PIE Summary College-wide 2013-14
I.B.5-17	Argos Report on Distance Learning by Success, Retention, and Ethnicity
I.B.5-18	Distance Learning Report to Board of Trustees
I.B.5-19	Distance Learning Committee Minutes
I.B.5-20	School of Continuing Education Student and Community Profile
I.B.5-21	Math Basic Skills Sequence Details
I.B.5-22	English Basic Skills Sequence - Success and Progression at Each Course
I.B.5-23	Bridge Program Report
I.B.5-24	Honors Completion Study Report

I.B.6.

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

Evidence of Meeting the Standard

The College Disaggregates and Analyzes Learning Outcomes and Achievement for Subpopulations of Students

The Student Equity Plan demonstrates how Mt. San Antonio College (Mt. SAC) evaluates institution wide data on learning outcomes and calculates disproportionate impact on subpopulations of students. This is not a new process for Mt. SAC. Data-driven decision-making to improve student success based on analysis of learning outcomes is part of the culture of the College. From 2004-2006, Mt. SAC participated in the Equity for All project through USC's Center for Urban Partnerships. This effort enabled the College to complete a finer grain analysis of which student groups were below equity on key indicators. The findings of this work helped to focus several interventions to improve success rates, especially in math, for Latinos, African-Americans and Pacific Islanders. Although many under-represented students placed below equity into English classes, students were found to have made substantial progress in successfully passing English

courses required for graduation and transfer. This was not the same finding with math courses. Students were neither enrolling nor passing transfer level math courses, leading to a marked disproportionality in transfer rates especially for Latino and African-American students.

In 2011-12, years before the state required a revised equity plan, the Mt SAC Student Preparation and Success Council developed a Student Success Plan. The purpose of the plan was to identify gaps in support for students and interventions to improve success. Three main goals and action plans were developed: student engagement and persistence, development of students' own goals, and increasing successful completion of basic skills course sequences. In May of 2013, the plan was updated and participants engaged in activities to integrate Mt. SAC's work with elements of the RP Group's presentation of Student Success (re)Defined. Following the creation of the Student Success Plan, a campus wide student equity convening was held in May 2014 with over 70 faculty, staff, students and managers in attendance. Key campus leaders and constituency groups were able to provide input on the five Student Equity Success Indicators:

1) Access,
2) Course completion,
3) English as a Second Language and basic skills completion,
4) Degrees and certificates, and
5) Transfer.

This enabled the committee members and writing teams to draft the 2014-15 Student Equity Plan goals, activities, timelines, and expected outcomes to provide greater, equitable opportunities for specific subpopulations of students to attain academic success (I.B.1-30, I.A.1-12, I.B.1-52).

Beginning in the 2014-15 academic year and continuing through the 2015-16 academic year, the College has committed work of the Research and Institutional Effectiveness (RIE) department to continuously collect and analyze data related to disproportionality in student success for target student groups. The research method selected by Mt. SAC for2015-16 combines the 80 percent disproportionality method together with a velocity approach using current rather than cohort data, along with a gap measurement. In addition to gender and ethnicity, Mt. SAC disaggregates student data by disability, age, veteran status, foster youth, single parents, individuals receiving public assistance, recent high school graduates, re-entry and older adults, and limited English-proficient students. The College is looking by zip code to determine particular communities of students who are under served. RIE staff work directly with College leadership (staff, faculty and administrators) assigned to student success and student equity projects to develop reports and provide research/evaluation services that measure progress and completion for these particular groups of students. The College makes decisions and develops interventions based on this data (I.B.5-22, I.B.5-21).

Using information from this analysis, groups most at risk are the focus of funded projects in the 2015-16 Equity Plan that contribute toward closing the equity gap. Embedded in the plan are clear ties linking specific activities and services for targeted student populations representing disabled, educationally disadvantaged, low income, foster youth, veterans, financial aid, Extended Opportunity Programs and Services (EOPS), CalWORKs students, basic skills efforts, and core services related to Student Success and Support Program (SSSP). In addition, Mt. SAC has identified other targeted student groups whose success rates warrant further study with accompanying interventions, including AB 540/Undocumented/Dream, LGBTQ, first generation college, minority males, and non-native English speakers. Goals and activities are established for the specific populations in need of support and prioritized allocation of resources is aligned with the overall Student Equity Plan (I.A.1-12, I.B.1-52). The effectiveness of the equity plan projects on targeted student populations is measured from qualitative and quantitative perspectives.

The 2015-16 Student Equity Plan is a product of many forces coming together to provide research data, planning information, and sharing of past successes and future plans to continue to address the needs of under-represented and under-served students. Heroic efforts are in place to develop essential services to meet the needs of the College's targeted student groups. Cross-collaboration, including integration with the College's SSSP Plan, Basic Skills Plan, Accreditation, and Strategic Plan has enabled the Mt. SAC Student Equity Plan to represent

a comprehensive approach to addressing disproportionality and the five success indicators. Continuing research is a primary focus for the College's student equity efforts. Monitoring more specifically which particular student groups are making progress and which are lagging is critically important. Finer grain access to look at within-group differences will be our focus to more clearly determine the specific needs of students which need to be addressed.

There is overlap between the Student Equity Plan and the College's Institution-set Standards (ISS): Course Completion/Success, Degrees, Certificates, and Transfer. This overlap allows the College to use appreciative inquiry as it examines data. Going beyond ISS, the work that the Research Office does for the Student Equity Committee is also being presented to Deans of academic programs (English, math, LERN) to support data-driven decision making leading to increased student achievement (I.B.6-1).

The Research and Institutional Effectiveness department provides disaggregation of data on a project-by-project basis. Mt. SAC currently disaggregates data for learning outcomes and achievements by various subpopulations, which include: Honors, Bridge, Aspire, Arise, Title V, Basic Skills, Statway, and Pathways to Transfer (I.B.6-1, I.B.6-2, I.B.6-3, I.B.6-4, I.B.6-5, I.B.6-6). In these populations, learning outcomes are measured in the related courses these students take (e.g., Math 51) and improvements in teaching and learning occur as a result of this outcomes work. The coordinators/directors for these

programs also measure outcomes for specific workshops/events and use findings to improve students' learning as well as to justify resource allocation or reallocation (I.B.6-7, I.B.6-8, I.B.6-9, I.B.1-30).

When examining disaggregation and analysis of learning outcomes for subpopulations of students, the College focuses on two areas: (1) student and support services and (2) special programs (e.g., Bridge). Many support services programs track learning outcomes for subpopulations of students based on the targeted student populations served. The ongoing Bridge Longitudinal Study enables program leaders to analyze which profiles of students are reaching success more equitably than others. For many student and support services, program and service learning outcomes are apparent within the nature of what students have to do in order to remain eligible for services. For example, eligible low income and educationally disadvantaged Extended Opportunity Programs and Services (EOPS) students learn what they need to do and by what deadline in order to secure services. Students who meet the requirements are considered to have achieved the learning outcome each year. Students are required to meet with their EOPS counselor at least three times each semester. They must complete a progress report and maintain a grade-point average of no less than a 2.0 in order to remain in "good standing" with the program. Students who fail to comply could lose benefits such as a book voucher. On a regular basis, the program evaluates student's performance and makes adjustments accordingly to improve learning outcomes.

In the aggregate, analyzing how subpopulations of students are meeting learning outcomes and achieving goals is achieved through collectively analyzing specialized support services. Aspire (Umoja), Arise (Asian American and Native American Pacific Islander-Service Institution), Dream, foster youth, veterans, ACES (TRiO), EOPS/CARE, CalWORKs, and Disabled Student Programs and Services student learning outcomes data enable the College to assess how specific subpopulations of students are achieving success and reaching goals. Many of these programs are categorically or grant funded which requires the state or federal reporting of very specific outcomes measures.

Beyond individual student records, some departments use other records to determine student learning outcomes, including the number of student education plans, the number of students who attend orientations, and the reduction in the number of students who are dropped for non-payment of registration fees. Program reviews for programs serving these subpopulation groups provide a wealth of information (including resource allocation) to support the use of learning outcomes (I.B.6-10, I.B.5-13, I.B.6-11, I.B.6-12).

The College Identifies Performance Gaps, Implements Strategies (Allocation or Reallocation of Human, Fiscal and Other Resources) and Evaluates Impact of Strategies

Mt. SAC tracks many subpopulations. They are identified in the Student Equity Plan, Basic Skills Plan, and other plans as areas for focus because of possible at-risk subpopulations. For example, African-

American male students were identified in the Student Equity Plan as those who were at-risk for achievement levels below that of the average for all subgroups (gender by ethnicity). Many of the programs at the College (e.g., Arise, Noncredit Adult High School Diploma and High School Equivalency) are designed to meet the needs of subpopulations of students who have already been identified as groups needing support structures to help them achieve their educational goals. Arise students benefited from the program and services as demonstrated in their increase in success and progression rates.

Information on student successes and challenges are identified in different manners. For example, the Basic Skills Coordinating Committee funds proposals targeted to increase student outcomes where performance gaps have been identified. At the conclusion of the annual grant cycle, data on student achievement specific to the proposal are collected, evaluated, and shared in an annual report (I.B.6-13). The efficacy of the intervention is evaluated and used to decide on its funding for the next round of proposals.

The Colleges' ability to access data, determine how it thinks about data, and consider how it uses data have significantly shifted since its 2010 Self Evaluation because of improved tools providing individual employees with job-specific report access and unitary data (as appropriate). Additionally, the College has purchased add-on systems so that programs/departments can gather and track specific information and monitor student achievements in order to measure the impact of their

interventions. For example, Student Services' TRiO programs purchased a specific student tracking and outcomes measurement system to help them monitor grant goals outcomes, and impacts of specific program interventions on student success.

Mt. SAC uses strategies to mitigate performance gaps that are identified by the analysis of data. Early intervention is one such strategy, as are cohorts. The challenge is understanding barriers to student use of services and targeting strategies for providing timely support. For example, the College looks at patterns of student attendance and aligns service availability accordingly. Additionally, the College's Title V Hispanic-Serving Institutions (HIS) grant supports workshops to link counseling faculty with subject matter faculty in a strategic manner. Mt SAC also engages faculty in understanding pedagogy related to broad equity topics, such as universal design, and also connects students with services in the classroom such as tutoring and health services.

Student equity is a College priority which, through the PIE process, is tied to College goals and resource allocations to support student achievement. Critical resources to support this effort are found outside of

instruction and student services. For example, the Information Technology (IT) department is engaged with meeting the needs of students and decreasing achievement gaps. The IT team focuses on equity in three ways: integrating and improving of systems and raw data to Research and Institutional Effectiveness, working with divisions and Deans to expedite access to specialized data they need, and prioritizing projects based on their relationship to the equity plan.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the College identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Accomplishments and Outcomes

- Mt. SAC uses data to note performance gaps and justify resource requests.
- Mt. SAC disaggregates and analyzes data related to learning outcomes and student achievement.
- Data is used to measure impact of intervention strategies.

List of Evidence

I.A.1-12	Student Equity Plan 2015-16
I.B.1-30	Basic Skills Annual Report 2014-15
I.B.1-52	Student Equity Committee Purpose, Function, and Members
I.B.5-13	PIE for Financial Aid
I.B.5-21	Math Basic Skills Sequence Details
I.B.5-22	English Basic Skills Sequence - Success and Progression at Each Course
I.B.6-1	Pathways to Transfer Progression 2015
I.B.6-2	Pathways to Transfer Survey 2015
I.B.6-3	Pathways to Transfer Winter-Spring 2015
I.B.6-4	Statway Summary Report
I.B.6-5	Statway Progression Report
I.B.6-6	Basic Skills Coordinating Committee Minutes 03-10-2016
I.B.6-7	Institution Set Standards: Job Placement for CTE Programs
I.B.6-8	Completed PIE Web Page
I.B.6-9	Title V Grant Report Year 2, 2015
I.B.6-10	PIE for EOPS
I.B.6-11	PIE for Disabled Students Programs and Services
I.B.6-12	PIE for CalWORKs
I.B.6-13	Basic Skills Annual Report Web Page

I.B.7.

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

Evidence of Meeting the Standard

The College Reviews and Evaluates Its Policies

Mt. San Antonio College (Mt. SAC) regularly evaluates its policies across all areas of the institution to ensure their effectiveness in supporting academic quality and the accomplishment of its mission. Board Policies (BPs) and Administrative Procedures (APs) are impacted by federal, state, and local laws as well as College wide procedural changes.

When new laws or changes are enacted or when District needs change, policies and procedures are evaluated and updated to reflect changes. The BP/AP Revision Process, coordinated through the President's Office, provides an opportunity for College stakeholders to suggest changes to support effective programs and services. Proposed changes to APs and BPs are submitted to the President's Office for review by President's Cabinet. The President's Advisory Council (PAC), which includes representatives from all constituencies, reviews the AP/BP for a first and second reading, classified unions and the Faculty Association weigh in on any negotiable

items, and the Academic Senate reviews items related to academic and professional matters. Appropriate committees and councils are included in this review. The Academic Mutual Agreement Council determines if the policy or procedure is an academic or institutional matter. Then, changes to BPs are added to the Board of Trustee's agenda for review and approval. Each time a change is approved, the dates of review are noted on the documents. BPs and APs that required changes based on new regulations had been sporadically delayed through the review process. Because the process described above is appropriate and necessary, strategies utilized to reduce the time required to complete the process have been successfully implemented. The President's Office uses OnBase to track all changes and monitor timelines. Cabinet provides input to policy changes to minimize time to approval. Reduction of delays is a common goal (I.B.7-1).

The College Assures Policy Effectiveness

The effectiveness of policies and practices in supporting academic quality and accomplishment of the Mt. SAC mission is measured by how well they are aligned with federal and state requirements and implemented on campus. In addition to legal compliance review, PAC also analyzes the alignment of policies with the College mission and the appropriateness to serve students related to each revision.

Mt. SAC also evaluates effectiveness of policies and practices in supporting academic quality through PIE (program

review). PIE users evaluate the process every year. This feedback is compiled, evaluated, and acted upon by the Institutional Effectiveness Committee (IEC) in order to improve the process. Recommendations for improvement to the process, the evaluation method, and the College goals are submitted to PAC for approval to implement. College goals directly relate to the achievement of the College mission. An example of this process in practice is the revision of the 2014-15 PIE documents in response to feedback from the campus community. Changes include three-year program planning aligned with the College goals. The new format is more inclusive to all outcomes planning, including student support services, course outcomes, program outcomes, and institutional outcomes. Use of resources funded through the PIE process is documented within the PIE cycle to allow for transparent reflection on what resources were allocated and how they impacted the program. For example, based on justification of need, two full-time staff members were funded in Research and Institutional Effectiveness (RIE) to provide student equity research support as requested in the 2013-14 RIE unit PIE.

Academic quality for specialized instructional programs at Mt. SAC is assured through partnerships and good standing with external accrediting agencies. Through the accreditation Self Evaluation process, discipline specific policies and practices are evaluated for efficacy.

- The Associate of Arts Sciences Interior Design degree is accredited by the National Kitchen & Bath Association.

- The Air Conditioning and Refrigeration Program is the only Partnership for Air-Conditioning Heating, Refrigeration Accreditation certified program in California.
- Airframe and Aircraft Powerplant Maintenance is certified by the Federal Aviation Administration to train new technicians to enter the industry as general aviation technicians, corporate aircraft technicians, or commercial aircraft technicians.
- The Alcohol and Drug Counseling program is accredited by the California Association for Alcohol/Drug Educators.
- The Associate Degree Nursing, Licensed Vocational Nursing to RN, and Psychiatric Technician to RN programs are approved by the California Board of Registered Nursing.
- The Emergency Medical Services program is nationally accredited by the Committee on Accreditation of Allied Health Education Programs and by the Committee on Accreditation of Emergency Medical Services Professions.
- The Fire Technology program is accredited by the Office of the State Fire Marshall.
- The Histologic Training program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences.
- The Mental Health Technology Psychiatric Technician program is accredited by the Board of Vocational Nursing and Psychiatric Technicians.
- The Phlebotomy program is accredited by the State of California, Health and Human Services, Department of Public Health, Licensing and Certification.

- The Respiratory Therapy program is accredited by the Committee on Accreditation for Respiratory Care.
- The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology.
- The Mt. SAC School of Continuing Education is accredited by the Accrediting Commission for Schools, Western Association of Schools & Colleges.
- The Certified Nursing Assistants (CNA) and Certified Home Health Aides (CHHA) programs are both licensed through the State of California, Health & Human Services, Department of Public Health, Licensing & Certification Section.
- The Registered Veterinary Technology program is accredited by the American Veterinary Medical Association.
- The High School Diploma program courses within the Adult Basic Education Department have achieved a-g UC and CSU status and National Collegiate Athletic Association (NCAA) approval.

The creation of an Accreditation Steering Committee (ASC) was based upon College-wide feedback from the 2010 Self Evaluation, which highlighted a need for a more inclusive accreditation process. The Academic Senate provided the Vice President of Instruction with recommendations for improving the process which also included an ASC. As a result, ASC was formed in fall 2013 and includes all representative constituencies. Its purpose is to guide the College in the accreditation process and facilitate communication with all constituency groups. As a result of the work of this committee, accreditation processes for the 2017 Self Evaluation have been more broadly communicated and employees are more engaged (I.B.7-2 pg. 11-13, I.B.7-3, I.B.7-4).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) regularly evaluates its policies and practices across all areas, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of the College mission.

Accomplishments and Outcomes

- Mt. SAC regularly evaluates its policies and practices across all areas of the institution as evidenced by its accreditation standing with specialized accrediting agencies.
- Mt. SAC evaluates effectiveness of policies and practices in supporting academic quality through PIE (program review).
- Academic quality for specialized instructional programs at Mt. SAC is assured through partnerships and good standing with external accrediting agencies.
- Accreditation processes for the 2017 Self Evaluation have been more broadly communicated, and employees are more engaged.

List of Evidence

I.B.7-1	AP2410 Process for Revision of Administrative Procedure or Board Policy
I.B.7-2	Board Minutes - Student Housing January 2015 pg. 11-13
I.B.7-3	Accreditation Steering Committee Documents
I.B.7-4	Accreditation Steering Committee Purpose, Function, and Members

I.B.8.

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

Evidence of Meeting the Standard

The College Communicates Assessment and Evaluation Activities

Transparent communication of assessment and evaluation activities at Mt. San Antonio College (Mt. SAC) is an expectation modeled by the President. Weekly Board Reports posted on the President's Office webpage share current educational trends and report on campus initiative progress. Community presentations done by the President report out the status of campus initiatives. During FLEX Day, the College President and the faculty outcomes coordinator present awards to groups across campus who have excelled at outcomes assessment work. President's Awards for Excellence and Innovation in Teaching and Learning began in 2011. Presentation of awards, along with a narrative of each award, provides the faculty with best practices examples from their colleagues. Each award comes with a framed certificate as well as a fiscal award. In 2015, awardees were Adult Basic Education, Theater, and World Languages. Since the awards began, the Outcomes Committee has noted an improvement in the quality of submissions per the rubric they use to evaluate the awards. After each awarding

process, the Committee evaluates its process and improves upon it (I.B.8-1). FLEX Day also includes presentations focused on outcomes assessment during the breakout sessions (I.B.8-2).

Department chair workshops provide opportunities for chairs to engage in higher level discussions about outcomes assessment. In 2015-16, sessions were offered to allow departments to map the College institutional level outcomes (ILOs) to their programs and courses (I.B.1-24). Departments are also offered financial support to compensate adjunct faculty who wish to engage in outcomes assessment discussions. Follow-up responses from each department documenting how the money was used and the learning that occurred are collected (I.B.4-9, I.B.4-7).

As part of the four-year course review process, the Outcomes Committee completes an evaluation of student learning outcomes and assessment processes for selected courses. Using a rubric, outcomes are evaluated and feedback is provided to the department chairs to pass on to their faculty members. Feedback is directed toward continuous quality improvement. Courses that have not undergone outcomes assessment in the past four years are given one more year to complete. If not done, the course is deactivated as per the curriculum process (I.B.2-2, I.B.5-10).

Evaluation of the College's program level outcomes is available on the Mt. SAC webpage which provides current and potential students and the public an opportunity to see outcomes that are being regularly assessed, criteria for success, and whether the criteria was

met. Assessment of the way the evaluation of course and program level outcomes information is presented is ongoing via the Outcomes Committee. The catalog also includes the program learning outcomes (I.B.1-34, I.A.4-1 pg. 46-47).

The College Demonstrates Shared Understanding of Assessment and Evaluation Strengths and Weaknesses

Since learning outcomes assessment began at Mt. SAC, understanding of outcomes assessment has increased. There are numerous pieces of evidence that demonstrate the current understanding and evaluation of outcomes assessment and the on-going discussions.

Department minutes provide evidence of a shared understanding of outcomes assessment. On an ongoing basis, Student Services regularly evaluates its progress toward assessing its effectiveness in providing services to students. Numerous Student Services programs are required to regularly evaluate and report outcomes to state and federal agencies. At semi-annual planning retreats, Student Services managers assess their progress in meeting students' educational and developmental needs. The Library and Learning Resources Division has annual retreats that focus on improving their outcomes assessment work. Through these meetings, they provide opportunities for collegial evaluation of their work (I.B.8-3, I.B.2-17 pg. 17-18, I.B.2-18 pg. 15-17).

As noted previously, the Outcomes Committee evaluates outcomes assessment as part of the four-year course review process. These findings provide feedback to the chairs as to the quality of the outcomes work and suggestions for improvement. President's Awards for Excellence and Innovation in Teaching and Learning is another example of how the College evaluates its outcomes assessments, determines its best work, and celebrates it.

The College Sets Priorities Based Upon Assessment and Evaluation Results

Based on assessment results and evaluation activities, Mt. SAC has a shared understanding of its strengths and weaknesses and sets appropriate priorities. Over the years, more resources were added to support outcomes assessment based upon the work being done, evaluation of the quality of this work, and the need for continuous quality improvement. Prioritization was given for adjunct faculty to be part of the outcomes process, for recognition of outstanding outcomes assessment, for mapping programs and courses to institutional learning outcomes, and for off-campus professional development.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) broadly communicates the results of all of its assessment and evaluation activities so that the College has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Accomplishments and Outcomes

- Transparent communication of assessment and evaluation activities at Mt. SAC is an expectation modeled by the President.
- Since learning outcomes assessment began at Mt. SAC, understanding of outcomes assessment has increased.

- Based on assessment results and evaluation activities, Mt. SAC has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

List of Evidence

I.A.4-1	Catalog 2016-17 pg. 46-47
I.B.1-24	Summary Report for ILO Mapping 8-2016
I.B.1-34	Student Learning Outcomes Webpage
I.B.2-2	AP4020 Program and Curriculum Development
I.B.2-17	VP PIE Student Services Outcomes 2015-16 pg. 17-18
I.B.2-18	PIE Library and Learning Resources Outcomes pg. 15-17
I.B.4-7	Outcomes Committee Annual Reports 2013-14
I.B.4-9	PIE Appendix A Student Services Division SLOs
I.B.5-10	Qualitative Outcomes Review Reports 2013
I.B.8-1	Presidential Awards for Excellence and Innovation in Teaching and Learning
I.B.8-2	FLEX Day Program Fall 2015
I.B.8-3	Associated Students Minutes 2015-2016

I.B.9.

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

Evidence of Meeting the Standard

The College Employs Systematic, Broad-based Evaluation, Assessment, and Planning

Mt. San Antonio College (Mt. SAC) uses systematic, broad-based evaluation, assessment, and planning in its operations in order to accomplish its mission which includes improving institutional

effectiveness as well as academic quality. Its Process Map of Integrated Planning is used to guide this work (as shown earlier).

Detailed examples of systematic, broad-based evaluation, assessment, and planning work can be found in the College Planning for Institutional Effectiveness (PIE) documents, and the Strategic Plan.

Program Review (known as Planning for Institutional Effectiveness)

Program review, known as Planning for Institutional Effectiveness (PIE), is how the College evaluates each program's effectiveness. PIE is a holistic approach that uses qualitative and quantitative data, integrated planning, learning outcomes assessment, and resource allocation. The College is unified through its demonstrated connection to the College mission. Driven by the California Master Plan for Higher Education, revised by the President's Advisory Council, and approved by the Board of Trustees, it informs all planning and assessment.

PIE uses a bottom-up process for integrated planning. The multiple-step process is as follows:

1. All departments/units complete PIE each year using a systematic, inclusive process. Mt. SAC requires a full program review each year (I.B.9-1). Completed department/unit PIEs are sent to the immediate manager. In 2015-16, sections of program review were:

   - Introduction
     I. Institutional Mission
     II. College and Unit Missions
     III. College Themes and Goals

   - Section One: Where We Are: A Summary and Analysis of the Current Year 2015-16

    IV. Summary Context – Unit Goals
     V. Notable Achievements
    VI. Closing the Loop – Alignment and Progress on College Goals

- Section Two: Where We Are Going: Planning for the Next Two Years of this Cycle
  VII. Planning Context – Unit Goals Assessed and Revised
  VIII. Conditions and Trends
  IX. Institution-Set Standards (ISS)
  X. Plans, Activities, and Resources

- Section Three: Recommendations: Improving the Planning Process
  XI. Additional Information Needed
  XII. Suggestions for Improving the Planning Process
  XIII. Contributors

2. Managers synthesize all unit/department PIEs and provide their managers' PIEs to their Vice Presidents or President, in cases where the unit reports directly to the President, such as Marketing. Embedded in the PIE, managers also provide progress reports on their Strategic Plan objectives which are reviewed by the Institutional Effectiveness Committee (IEC) (I.B.9-2).
3. Vice Presidents and the President synthesize all of their area PIEs and provide a Vice President/President level PIE to the IEC.
4. The IEC synthesizes the following information into the annual PIE Summary

- Vice Presidents' and President's PIEs (I.B.9-3)
- Strategic Plan progress
- Within the PIE Summary, the IEC evaluates how well the College is achieving its College goals and thus its mission as well as how well the PIE process is working. Based on this evaluation, recommendations are made to President's Advisory Committee to improve the College goals and PIE process (I.B.9-4).

Joint meetings of the IEC and the Budget Committee are held to align and re-evaluate alignment of calendars for program review, Strategic Plan, and budget (I.B.9-5). The Integrated Planning and Budgeting Process Calendar allows for budget allocation to more closely align timewise to the most recent program review, thus improving institutional effectiveness and academic quality (I.B.9-6, I.A.3-1 pg. 21).

It is through the totality of the PIE process that the College demonstrates its systematic, broad-based evaluation, assessment, and planning as it relates to improving institutional effectiveness and academic quality. Examples of an improvement to PIE over the years include the use of an Adobe fillable form, re-alignment of the content to make it easier to understand, and in 2015-16, an addition of a section asking units/departments to close the loop by reflecting on how useful it was to have received the resources they did receive based on their last PIE.

Strategic Plan

The President's Advisory Council (PAC) led improvements to the College's Strategic Plan. Through this process, the College developed a more robust integrated plan that included all Vice Presidents' teams that led to improved effectiveness and academic quality (I.B.9-7). Major components of the Strategic Plan include:

a) Introduction
b) Planning for Institutional Effectiveness and Integrated Planning
c) College Mission, Vision and Core Values
d) Strategic Objectives
e) College Goals and Strategic Objectives
f) Appendices

    a. Appendix A - Process Map of Integrated Planning
    b. Appendix B – Integrated Planning and Budgeting Process Calendar
    c. Appendix C - Mt. SAC's History
    d. Appendix D - Recent History of Integrated Planning at Mt. SAC
    e. Appendix E – Definitions (I.B.9-9)

The IEC operationalized and improved the Strategic Plan 2015-17 using the following steps:

- In spring 2015, the committee recommended to President's Cabinet a specific Vice President to be responsible for each strategic objective.
- In summer 2015, IEC included the Strategic Plan objectives in managers' PIE for their progress input (I.B.9-2).
- In fall 2015 and spring 2016, IEC reviewed Strategic Plan progress (I.B.9-8).
- In spring 2015 and fall 2015, the IEC chair lead discussions during expanded President's Advisory Council meetings to review the improvement of the Strategic Plan, its operationalization, and its progress.

The IEC also re-evaluated the Strategic Plan, its progress, and how it could be improved to allow the College to improve its institutional effectiveness and academic quality. Through the College PIE summary, IEC recommended changes to the Strategic Plan, such as reducing the number of indicators being tracked (I.B.9-9).

Resource Allocation

Resource Allocation begins in the unit/department PIE. Each Vice President and the President have a system for prioritizing these requests. Based on the final prioritization process, each brings their priorities to President's Cabinet for College wide prioritization (I.B.9-10).

President's Cabinet makes the final recommendation on which requests to fund and when. It is worthy to note that there are many different funding sources which have different requirements that are taken into consideration. For example, instructional supplies funded by California Lottery funds have specific funding stipulations which are adhered to. Results of the President's Cabinet meetings are published and thus transparent.

Allocation of resources may be necessary when policies and procedures are approved. The request for allocation must be included in the annual Planning for Institutional Effectiveness (PIE) document. An immediate needs request is used when unexpected, urgent needs require action (I.B.9-11).

The College Accomplishes Its Mission through Integration of Program Review, Planning, and Resource Allocation

Employees at Mt. SAC participate in program review (Planning for Institutional Effectiveness) which includes integrated planning and resource allocation driven by the College's mission.

Planning for Institutional Effectiveness (PIE) is a continuous, broad based, systematic, comprehensive, integrated planning and evaluation process that drives the use of resources (human, physical, fiscal, technological) and leads to the accomplishment of the College mission and the improvement of institutional effectiveness and academic quality.

Mt. SAC's PIE process requires the evaluation of accomplishments, the examination of the impact of internal and external forces on the institution, the evaluation of the effectiveness of data usage, and evaluation of student learning outcomes assessment and its impact on student learning. In addition, it requires thoughtful planning into the future focused on how to improve student learning, student achievement, and support services. There is alignment with planning and resource allocation.

PIE is central to resource allocation. Resource requests that are predictable are required to be in program review in order to qualify for resources. For example, PIE facilities requests in 2014-15 become the 2015-16 facilities project lists. Beginning in the 2015-16 PIEs, units/departments are required to document how the resources they obtained because of their program review were instrumental to their success; this is known as closing the loop (I.A.1-26).

The College's Institutional PIE Summary provides evidence of how the College is meeting its mission via the multitude of accomplishments that are linked to the College goals (I.B.1-58).

The College Improves Institutional Effectiveness through Integration of Program Review, Planning, and Resource Allocation

The College's Institutional PIE Summary provides evidence of how the College is improving its institutional effectiveness. Accomplishments are aligned with College goals and the Strategic Plan.

Every year, each unit/department notes its accomplishments and how they align with the College goals. While each accomplishment could align with more than one goal, they are asked to align each to the most appropriate single goal.

Over the many years of evaluating PIEs, it has become clear that it is important to see the one-to-one relationship to better demonstrate improvement in institutional effectiveness. Each year, the Institutional PIE Summary indicates the impact the College is having on each College goal and thus on its mission. For example, in past years there were fewer than expected accomplishments related to diversity and equity, while more recently, the College's work is more clearly focused on this area of institutional effectiveness. In addition, the resource allocation process includes funds for student equity which also clearly demonstrates the College's improvement in this area.

The College Improves Academic Quality through Integration of Program Review, Planning, and Resource Allocation

Faculty continually improve academic quality through their iterative improvement process in the classroom. Outcomes assessment provides a way to document this improvement in a systematic process. Faculty assess outcomes at the course, program, and institution level. Faculty also complete mapping of outcomes to show alignment of each level of outcomes assessment. The impact of outcomes assessment work and plans for the future are noted in the unit/department's program review. Resource requests require justification which frequently comes from outcomes assessment. In 2015-16, units/departments discussed the impact of obtaining those resources in order to close the loop.

There is clear improvement of academic quality through outcomes assessment as demonstrated by the Outcomes

Committee's work. The committee reviewed the outcomes work using the College repository, TracDat. Reviewing beginning outcomes work versus more current outcomes work shows a clear improvement in the quality of outcomes assessment conducted by the faculty. Also, within this work were clear examples of how students were achieving their outcomes as well as how faculty were improving their curriculum and pedagogy. It is through the aforementioned that the College can clearly state that there is improvement of academic quality through integration of program review, planning, and resource allocation (I.B.9-12).

Other evidence of improving academic quality can be found in program reviews for Student Services, Library and Learning Resources, and the Writing Center. Each demonstrates its use of program review, integrated planning, and resource allocation to improve academic quality (I.B.2-17, I.B.2-18, I.B.9-13).

Career Technical Education programs can apply for Perkins funds to improve academic quality of their programs (e.g. computers, foods lab/kitchen). Additional funds are also available for some programs through the Title V Hispanic-Serving Institutions grant. Through these funds, programs such as Hospitality Restaurant Management (HRM) are able to offer students competitions to improve their learning outcomes and employability. The Title V grant recently purchased equipment that allowed students to view the instructor's actions on a large screen in the classroom instead of merely huddling around the work area hoping to see what their instructor was

demonstrating. This past fall 2015 term, 153 students took HRM classes with a success rate over 80 percent. Funds from the Title V grant have also helped purchase equipment for the Radiology and Respiratory Technician programs as well as providing the funding to extend tutoring and open lab hours. Students survey results validate the value of these extended lab hours, and the success rates since implementing these improvements speak for themselves. The overall success rate for these students is well over 95 percent with many classes attaining 100 percent success rates.

The School of Continuing Education (SCE) strongly focuses on academic quality and continually strives to improve quality based on the unique needs of the students. Twice annually, the Continuing Education Advisory Team addresses student needs by reviewing the division's program review data, student profile data, and accreditation Action Plan. Faculty and staff from each department identify student successes, areas of need, and areas of improvement. Utilizing department and division process and various sources of funding, improvements in academic quality are addressed. For example, the advisory team identified in the area of improving student learning that there is a need for supplemental learning, creation of new courses, and contextualized coursework/programs. In response to these needs, Adult Basic Education and English as a Second Language have been able to access basic skills funding for supplemental learning, in-class tutoring, and curriculum development. Outcomes have demonstrated a commitment to

improving academic quality for SCE students (I.B.1-30, I.B.9-14).

The College's Planning Addresses Short- and Long-term Institution Needs

Institutional planning at Mt. SAC addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. The need for management positions must first be documented in PIE, reviewed by the appropriate Vice President, and reviewed in President's Cabinet before being sent to Human Resources (HR) for posting. The process for faculty positions is:

- New or replacement faculty positions are extracted from PIE documents and forwarded to the Vice Presidents of Instruction and Student Services and to the Academic Senate. Each Vice President prioritizes the faculty positions and then they combine their lists. The Academic Senate independently creates a prioritized list.
- The Vice Presidents and the Academic Senate bring their lists to Academic Mutual Agreement Council and collaboratively determine their joint prioritization list.
- The list is sent to the College President who decides the number of faculty positions to be hired. The President may re-arrange the prioritized list, but has not done so in the past few years.

The need for classified staff positions is also justified in unit/department PIE documents, requested by the department/unit, reviewed by the respective Vice President, reviewed and approved by President's Cabinet, and sent to HR.

Technology resource planning begins with the College Technology Master Plan which is reviewed and updated every three years by the Information Technology Advisory Committee. Information technology (IT) receives a list of technology requests from the PIE documents to aide in technology resource planning. Using program review allows IT to stay engaged with employees' needs and to maintain currency with fiscal needs.

Financial resource planning stems from the Budget Committee which has responsibility to oversee the process for allocation of resources. Allocations are based on College priorities (e.g., Facilities Plan, Student Equity Plan, Student Success and Support Plan) as determined by the unit/departments', managers', Vice Presidents', and President's prioritization processes.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) engages in continuous, broad based, systematic evaluation and planning. The College integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional

effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Accomplishments and Outcomes

- Since learning outcomes assessment began at Mt. SAC, understanding of outcomes assessment has increased.
- The College integrates program review, planning, and resource allocation into a comprehensive process of its program review called Planning for Institutional Effectiveness.
- All resource allocation must be driven by program review to obtain the resource.
- College goals, aligned with accomplishments in program review indicate how well the College is achieving its mission and improvement of institutional effectiveness and academic quality.
- Planning for Institutional Effectiveness allows the College to plan to address its short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

List of Evidence

I.A.1-26	Facilities Master Plan
I.A.3-1	Strategic Plan 2015-17 pg. 21
I.B.1-30	Basic Skills Annual Report 2014-15
I.B.1-58	PIE Summary College-wide 2014
I.B.2-17	VP PIE Student Services Outcomes 2015-16
I.B.2-18	PIE Library and Learning Resources Outcomes
I.B.9-1	PIE Forms - Unit Department 2014-15
I.B.9-2	PIE Forms - Manager 2014-15
I.B.9-3	PIE Forms - VP 2014-15
I.B.9-4	Completed PIE Web Page 2014-15
I.B.9-5	PIE Summary Committee Discussions 4-13-2016
I.B.9-6	Integrated Planning and Budgeting Process Calendar
I.B.9-7	Memo to PAC on Strategic Planning Process
I.B.9-8	Strategic Plan Progress Report from TracDat
I.B.9-9	PIE Summary Annual
I.B.9-10	President's Cabinet New Resource Allocations Table
I.B.9-11	Immediate needs Request 2016-17
I.B.9-12	Four-Year-Review and Outcomes Assessment 09-17-2015
I.B.9-13	Writing Center PIE 2015
I.B.9-14	SCE Advisory Team Notes 4-16-15

I.C: Institutional Integrity

I.C.1.

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

Evidence of Meeting the Standard

The College Uses Multiple Methods of Communication

Mt. San Antonio College (Mt. SAC) uses multiple methods including, but not limited to, emails, social media, and campus meetings to communicate to its current and prospective students, personnel, and organizations. College staff constantly update content and communication strategies to ensure accurate and accessible information about the College. The College website and Facebook page are constantly updated to ensure accurate information is available to students regarding consumer information, programs and services, and policies and procedures. Examples of conduits used include: kiosks, portal, large screens across campus, collective bargaining agreements for employees, webpages with programs and services information, committee meeting minutes, Board Policies, and Administrative

Procedures. The College marquee is also used to inform the public of major events.

For emergency notification, employees and students may opt into a text messaging system to receive timely information on major campus emergencies. The College continues to improve its communication systems, as demonstrated by the current implementation of text messaging for enrollment and financial aid purposes, the re-vamping of the College website based on current and prospective student input, and continued improvement in technology used to operate the College's key information technology services (I.C.1-1).

Each department has a point person responsible for updating content related to the department. The point person is required to attend regular OmniUpdate training. The College also invested in additional trained staff to assist departments and divisions in effectively managing the website transitions to minimize disruption of information availability. Schedules and catalogs are now electronic and undergo the same review process as print materials. Community Education and fee-based class schedules are also reviewed by the School of Continuing Education managers and staff on a semester basis (I.A.4-1 pg. 15).

Additionally, students use the Mountie App which allows them to:

1. Look up their next class location.
2. Find campus buildings or use the Map with GPS.

3. E-Mail their professor.
4. Check their final grades.
5. Track important dates and deadlines.
6. Find out if and why their registration is on hold.
7. Get financial aid status.

Press releases are used to communicate with the public, and employees serve as members of local organizations to facilitate community building. Many employees represent the College and/or their respective colleagues on statewide and federal endeavors, such as for basic skills and workforce development, resulting in a synergy of ideas both to and from the College. These various avenues of communication allow the College to influence student success beyond the College's walls.

The Mission is Clear, Accurate, and Provides Integrity of Information

The College mission provides a clear and accurate message of the current College focus and demonstrates the integrity and intention of the College:

> The mission of Mt. San Antonio College is to support all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The College pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and the completion of career and transfer pathways. The

College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement, advancing civic engagement, enhancing personal well-being, promoting critical thinking, and enriching aesthetic and cultural experiences. Approved by the Board of Trustees on Feb. 17, 2016 (I.A.1-2)

To validate that the College is abiding by its mission, the College ensures that its activities are driven by its mission. For example, program review, which all units/departments must complete, is clearly driven by the College's mission as are all major planning endeavors. All focus on the College's mission as the initial foray into the planning expanse (I.B.3-5). Clarity of information is evidenced by the work of councils and committees and is available to the public (I.C.1-2). The many awards the College and its students win are also evidence of its continued commitment to its mission.

Learning Outcomes are Clear, Accurate, and Provide Integrity of Information

Students can see what teachers are going to be measuring and have measured in all courses and programs via the web (I.B.1-17, I.B.1-34). This information is made public and is extracted from the central repository, TracDat. Program learning outcomes are identified in the catalog. Student learning outcomes or the link to the Find Your SLO webpage is identified on course syllabi. Outcomes mapping

documentation is accessible via TracDat and indicates a concerted effort by faculty to align programs with the College institutional level outcomes (I.C.1-3).

Educational Programs are Clear, Accurate, and Provide Integrity of Information

The Annual Report can be found on the Mt. SAC website and informs the community about College accomplishments, including the number of degrees and certificates awarded, rankings for transfer, individual student honors, and student group and team honors. The next report will be available in November 2016 (I.C.1-4, I.C.1-5). Annual program reviews (PIE) for units, departments, divisions, vice presidents, and the institution are posted on the College website (I.C.1-6). Mt. SAC's programs and services closely monitor the academic achievement of their students. The Research and Institutional Effectiveness Office assists with cohort tracking of students in order to provide programs with information on how well they are progressing. Examples of this work can be found with the Bridge Program, grant-funded projects such as Basic Skills, Pathways to Transfer, and other programs for special student populations. The College Student Success Scorecard provides a multi-year system wide perspective on Mt. SAC's student achievement (I.C.1-7).

Curriculum and program development are the purview of the faculty. In order for courses and instructional programs to be offered at Mt. SAC, faculty propose courses and programs, obtain departmental approval as evidenced by minutes, and forward the proposals for

approval to their division dean. New Career and Technical Education (CTE) programs at Mt. SAC are driven by local regional labor market demand for skilled workers within a particular field. CTE requires an advisory committee composed of local professionals who make recommendations for new and continuing programs.

New CTE credit programs must also be reviewed and approved by the Los Angeles and Orange County Regional Consortium. Proposed noncredit programs, including CTE (short term vocational programs), must provide rationale and evidence of regional labor demand but are not required to gain regional approval (I.C.1-8). An analysis of the need for regional noncredit vocational programs is done on an annual basis through the Adult Education Regional Consortium Plan (I.C.1-9). Credit and noncredit course and program proposals are reviewed and approved by the Educational Design Committee and Curriculum and Instruction Council. The Academic Senate, in spring 2016, voted to move curriculum and program approval directly from the Curriculum and Instruction Council to the Board of Trustees for final approval, as stated in AP 4020 and approved by the Academic Senate on May 19, 2016 (I.C.1-10, I.B.2-2, I.C.1-11 pg. 7). This change reflects increased confidence in the scrutiny completed by the Educational Design Committee and Curriculum and Instruction Council and reduces the time between curriculum proposal and implementation. The rigorous and inclusive course review allows all stakeholders an opportunity for input and

dialogue and ensures academic excellence (I.C.1-12, I.C.1-13, I.B.1-33, I.C.1-14).

Every course and program at Mt. SAC is reviewed for currency on a four-year cycle. Credit CTE courses conduct a biannual review. Courses that are not current are deactivated in the fifth year (I.C.1-15, I.B.2-2).

The Schedule of Classes is checked for accuracy after each download by department chairs, division administrative clerical support, division deans and the Instruction Office. The catalog is examined for accuracy by the Instruction Office, division deans, and Student Services program leads. Instructional programs are available on the web and in the catalog, and the College uses a standardized procedure for reviewing its curriculum. The new online catalog with "program clusters" provides a new way for students to locate and investigate related programs of study/majors. The catalog also provides information to students about CTE programs and outside accrediting organizations. School of Continuing Education programs, including noncredit, fee-based, and contract education, are named in the online catalog in a manner that adult education students easily identify. The new online catalog provides a good example of how the College is leveraging technology to improve student success (I.A.4-1 pg. 15).

Student Support Services are Clear, Accurate, and Provide Integrity of Information

Student Support Services collaborates with Instruction, Information Technology, and Marketing and Communication to ensure that all published and posted materials related to access, enrollment, policies, procedures, and support services are clearly presented. In order to ensure that prospective and new students are provided with accurate information as well as transitional support, the High School Outreach department works closely with local feeder high schools to conduct information and application workshops for students, provide financial aid application assistance, and schedule and conduct assessment, orientation, and educational planning sessions. Additionally, all new students to the College are contacted immediately and invited to attend an information session to assist them in understanding the required procedures to enroll at the College and to enroll in specific support services.

The College follows federal policies related to the provision of Consumer Information:

- Financial Aid Program and Eligibility Requirements
- Consumer Information for Student Athletes
- Student Right-To-Know
- Security Policies and Crime Statistics
- FERPA and HIPAA
- Safeguarding of Consumer Information
- Loan Disclosures
- Gainful Employment Disclosures

Student support services are offered by Student Services as well as the Library and Learning Resource Division. Both provide students with numerous specialized and general types of support. Specialized services include Disabled Student Programs and Services, CalWORKs, CARE, EOPS, TRiO/ACES, veterans, foster youth,

and Dream, to mention a few. General support is offered in areas such as Admissions, Assessment Center, Counseling, Financial Aid, Student Life, and Health Services. The Library and Learning Resources Division is committed to providing a full line of resources and facilities that enable students to achieve academic success. Services include Library, Online Learning Support Center, and Learning Assistance Center (e.g., tutoring, labs) (I.C.1-16, I.C.1-17).

Students are provided with a free Student Handbook/Planner that contains the College mission, policies and procedures, including grievance and complaint procedures, non-discrimination policies, the Student Code of Conduct and students' rights, support services program descriptions, educational planning, financial aid information, and student club listings. Both the College mission and accreditation status are contained in the College catalog, as are College policies and procedures. As part of the College's Student Success and Support Program (SSSP) and Student Equity Plan, purposeful efforts are in place to provide critical support services for students. Student Life provides multiple opportunities for students to receive and be included in communication efforts related to Student Support Services, including joining the Associated Students, student clubs, and a leadership training program known as LEAD (I.C.1-18, I.C.1-19).

Through publications, web resources, New Student Orientation, College in-reach activities, counseling courses, the New Student Welcome, and the annual

Student Services Fair, students learn about the numerous academic and support services available to them on campus as well as student activities and clubs. Student Services and Library and Learning Resources use student learning outcomes to measure the impact of their work and use the assessment results for continuous quality improvement (I.B.4-13 pg. 17, I.B.2-18 pg. 15). Many services and events are offered to allow students to access support services. One of the most impactful events is Cash for College which provides high school students and their families with direct assistance in accessing financial aid, California Dream Act, scholarships, admissions, and signups for student support services. By participating in this effort, students leave having completed their Board of Governor's Fee Waiver and Free Application for Federal Student Aid applications, college admissions application, and are signed up for specialized programs such as Summer Bridge, EOPS, or DSPS (I.C.1-20).

School of Continuing Education's robust student service offerings include tutoring, counseling, and resource referrals. Student support information is clearly provided to students in the Continuing Education Student Handbook, orientation materials, websites, and the College's online catalog (I.C.1-21). Community and fee-based programs are also marketed each semester in a brochure that is mailed to homes within the District. Noncredit vocational programs utilize alternative methods informing students about the School of Continuing Education program and support services. Therefore, staff distribute publications to off-campus locations such as libraries, laundromats,

and WorkSource Centers and advertise in local mailers (I.C.1-22).

Accreditation Status is Clear, Accurate, and Provides Integrity of Information

Information regarding the current accreditation status of the College and specific programs is available on the web and in the catalog. These multiple placements allow for accreditation information to be easily available to the public, demonstrating that the College has integrity in its operations.

Throughout these many cycles of accreditation review, Mt. SAC has maintained the highest level of accreditation standing, fully accredited. The College was first accredited in 1952; its last comprehensive review was in 2010. Its next comprehensive review is in spring 2017, for which this report is being written. The College is accredited by the Accrediting Commission for Community and Junior Colleges. The School of Continuing Education holds a six-year

status of accreditation as a post-secondary institution by the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) and was re-affirmed in 2015 during a mid-cycle visit. Both are in full accreditation status, which also indicates the comprehensive integrity of the College (I.C.1-23).

On a program-level basis, the accreditation status and accreditor's contact information is noted for each program in the catalog description. For example, the Airframe and Aircraft Powerplant Maintenance Technology catalog description and webpage indicate both an overview of the program and provides verification of accreditation by the Federal Aviation Administration (FAA) as well as the accreditor's contact information. School of Continuing Education ACS WASC accreditation status is published on the division website and on division documents. (I.C.1-24, I.C.1-25, I.C.1-26 pg. 2).

Table I.C.1.- 1. Programs with Outside Accrediting Bodies

Program	Accrediting Body	Link
Air Conditioning and Refrigeration, A.S. Degree	Partnership for Air-Conditioning, Heating, Refrigeration Accreditation (PAHRA).	I.C.1-27
Airframe & Aircraft Powerplant Maintenance Technology, A.S. Degree	Federal Aviation Administration (FAA)	I.C.1-28
The Alcohol and Drug Counseling, A.S. Degree	California Association for Alcohol/Drug Educators	I.C.1-29
Certified Nursing Assistant	State of California, Health & Human Services, Department of Public Health, Licensing & Certification Section	I.C.1-30
Emergency Medical Services, A.S. Degree	Committee on Accreditation of Allied Health Education Programs (CAAHEP)	I.C.1-31
Emergency Medical Technician-Paramedic Program	Committee on Accreditation of EMS Programs (CoAEMSP) and Committee on Accreditation of Allied Health Programs (CAAHEP)	I.C.1-32
Fire Technology, A.S. Degree	Regionally Accredited Training Program (ARTP). The Office of the State Fire Marshal (OSFM) has a responsibility for accreditation of ARTP's throughout the State of California.	I.C.1-33
Histologic Training Program	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	I.C.1-34
Interior Design, A.S. Degree	National Kitchen & Bath Association (NKBA) Accreditation	I.C.1-35
Mental Health Technology Psychiatric Technician, A.S. Degree	Board of Vocational Nursing and Psychiatric Technicians	I.C.1-36
Licensed Vocational Nurse to RN. A.S. and Nursing, A.S. Degree	California Board of Registered Nursing (BRN)	I.C.1-37
Psychiatric Technician to RN, A.S. Degree	California Board of Registered Nursing	I.C.1-38
Phlebotomy Program	State of California, Health & Human Services, Department of Public Health, Licensing & Certification	I.C.1-39
Radiologic Technology. A.S. Degree	The Joint Review Committee on Education in Radiologic Technology (JRCERT)	I.C.1-40
The Registered Veterinary Technology, A.S. Degree	American Veterinary Medical Association (AVMA)	I.C.1-41
Respiratory Therapy. A.S. Degree	Western Association of Schools and Colleges, the State Department of Education, and the Committee on Accreditation for Respiratory Care (CoARC)	I.C.1-42
School of Continuing Education	Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC)	I.C.1-43

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission, learning outcomes, educational programs, and student support services. The College gives accurate information to students and the public about its accreditation status with all of its accreditors. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 20.

Accomplishments and Outcomes

- The mission represents the guide for the College as to what it should be accomplishing and on what it should be focused and is used in its many operations including major planning endeavors such as program review.
- Student learning outcomes are transparent, accurate, and have integrity.
- The College uses the web to accurately show the outcomes of assessment work demonstrating its commitment to communication and importance of this work.
- Educational programs are evident on the web and the College uses a standardized procedure for reviewing its curriculum.
- Students can find information about the programs on the web.
- The new online catalog with program clusters provides a new way for students to identify related areas of study, providing a good example of how the College is leveraging technology to improve student success.
- School of Continuing Education programs provide alternative methods for informing students of programs and services.
- Many services and events are offered to allow students to use support services.
- Evidence of College accreditation and specific program accreditation is available on the web and in the catalog and is published in multiple locations to assure ease of access to the College accreditation status.

List of Evidence

I.A.1-2	Mission, Vision, Core Values
I.A.4-1	Catalog 2016-17 pg. 15
I.B.1-17	Institutional Level Outcomes Webpage
I.B.1-33	Educational Design Committee Purpose, Function, and Membership
I.B.1-34	Student Learning Outcomes Webpage
I.B.2-2	AP4020 Program and Curriculum Development
I.B.2-18	PIE - Library and Learning Resources 2014-15 pg. 15
I.B.3-5	Unit PIE Reports with ISS Data 2015-16
I.B.4-13	PIE - Student Services 2014-15 pg. 17
I.C.1-1	Emergency Notifications - Mt. Sac Website
I.C.1-2	Governance Committees
I.C.1-3	ILO Reports
I.C.1-4	Annual Report Website
I.C.1-5	Annual Report

I.C.1-6	**PIE Archive**
I.C.1-7	**Student Success Scorecard 2016**
I.C.1-8	**Noncredit Program Approval Form**
I.C.1-9	**Adult Education Regional Plan**
I.C.1-10	**Recommendation to update AP4020**
I.C.1-11	**Academic Senate Minutes 5-19-2016** pg. **7**
I.C.1-12	**Course Proposal Cover Sheet**
I.C.1-13	**Educational Design Committee Minutes 10-24-2015**
I.C.1-14	**Supplemental Forms**
I.C.1-15	**Curriculum Report 5-22-2014**
I.C.1-16	**Student Support Services Website**
I.C.1-17	**Library and Learning Resources Website**
I.C.1-18	**Student Life Website**
I.C.1-19	**Student Grievances Procedure Form**
I.C.1-20	**Cash for College**
I.C.1-21	**School of Continuing Education Student Handbook**
I.C.1-22	**Job Guide Sample**
I.C.1-23	**Accreditation Website**
I.C.1-24	**Airframe and Aircraft Accreditation**
I.C.1-25	**Continuing Ed Accreditation Website**
I.C.1-26	**Program Accreditation Information** pg. **2**
I.C.1-27	**Air Cond & Refrigeration A.S. Degree, Partnership for AC/Heat/Refrig Accreditation (PAHRA)**
I.C.1-28	**Catalog 2016 -17 - Accreditation - Aviation**
I.C.1-29	**Catalog 2016 -17 - Accreditation - Drug and Alcohol Counseling**
I.C.1-30	**Certified Nursing Asst, Calif Health & Human Svcs Dept of Public Health, Licensing & Certification Section**
I.C.1-31	**Emergency Medical Services A.S. Degree, Committee on Accreditation of Allied Health Ed Programs (CAAHEP)**
I.C.1-32	**Catalog 2016 -17 - Accreditation - Paramedic**
I.C.1-33	**Catalog 2016 -17 - Accreditation - Fire Tech.**
I.C.1-34	**Catalog 2016 -17 - Accreditation - Histology**
I.C.1-35	**Catalog 2016 -17 - Accreditation - Interior Design**
I.C.1-36	**Mental Health Technology Psychiatric Technician A.S. Degree, Board of Vocational Nursing and Psychiatric Technicians**
I.C.1-37	**Catalog 2016 -17 - Accreditation - Nursing**
I.C.1-38	**Catalog 2016 -17 - Accreditation - Psychiatric Tech**
I.C.1-39	**Phlebotomy Program, CA. Health & Human Svcs Dept of Public Health Licensing & Certification**
I.C.1-40	**Catalog 2016 -17 - Accreditation - Radiologic Tech**
I.C.1-41	**Catalog 2016 -17 - Accreditation - Veterinary Tech**
I.C.1-42	**Catalog 2016 -17 - Accreditation - Respiratory Therapy**
I.C.1-43	**School of Continuing Education ACS WASC**

I.C.2.

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER20)

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) provides an online catalog for students and prospective students with precise, accurate and current information on all facts, requirements, policies, and procedures. The College catalog is an easy to understand communication piece. The catalog is published annually and includes both general and specific information regarding the College's rules, regulations, policies, and procedures. In instances when there are curriculum revisions or updates, the College publishes a catalog addendum. The addendum is published and made available online (I.C.2-1).

The Mt. SAC catalog is developed, edited and reviewed annually by all offices responsible for catalog content. This review process is designed to ensure accuracy and currency and is the responsibility of the Office of Instruction in close collaboration with the Marketing and Communication Office. The College utilizes a Catalog Publications Calendar that uses key dates and contacts to ensure that the catalog receives timely and accurate updates and includes timely and accurate information. When publication limitations prevent inclusion in the catalog, the catalog provides references to additional sources where information can be easily found (e.g., phone numbers, websites, department offices, etc.) (I.C.2-2, I.C.2-3, I.C.2-4, I.A.4-1).

Table I.C.2.-2. Alignment with Eligibility Requirement

Eligibility Requirement #20	2016-17 Mt. SAC Catalog Location
General Information	
Official college name, location, telephone, website	I.C.2-5 pg. 2, I.C.2-6
Educational mission	I.C.2-7
Accreditation status: ACCJC	I.C.2-6
Accreditation Status: Program-Specific	I.C.1-28, I.C.1-29, I.C.1-32, I.C.1-33, I.C.1-34, I.C.1-35, I.C.1-37, I.C.1-38, I.C.1-40, I.C.1-41, I.C.1-42
Course, program, and degree offerings	I.C.2-8, I.C.2-9, I.C.2-10
SLOs for programs and degrees	I.C.2-11
Academic Calendar and Program Length	I.C.2-12
Academic Freedom Statement	I.C.2-13
Available Student Financial Aid	I.C.2-14
Available Learning Resources	I.C.2-15
Names and Degrees of Administrators and Faculty	I.C.2-16
Names of Governing Board Members	I.A.4-1 pg. 3
Requirements	
Admissions	I.C.2-14
Student Fees and Other Financial Obligations	I.C.2-14
Degrees, Certificates, Graduation and Transfer	I.C.2-17, I.C.2-18
Major Policies Affecting Students	
Academic Regulations, including Academic Honesty	I.A.4-1 pg. 399
Nondiscrimination	I.C.2-19
Acceptance and Transfer of Credits	I.C.2-20
Transcripts	I.A.4-1 pg. 32
Grievance and Complaint Procedures	I.C.2-21 pg.2
Sexual Harassment	I.C.2-22 pg. 2
Refund of Fees	I.A.4-1 pg. 15

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) provides the public with an online catalog for all to review. The catalog contains necessary information for the public and prospective students to properly evaluate the College and its composition including location, contact information, mission, accreditation status, and degree offerings. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 20.

Accomplishments and Outcomes

- The College has an online catalog that allows students to review clusters of related program offerings in a way that will help them select and pursue a career.
- The College meets ER 20 as its catalog contains all general information, requirements, major policies affecting students, and other policies.

List of Evidence

I.A.4-1	Catalog 2016-17 pg. 3
I.A.4-1	Catalog 2016-17 pg. 15
I.A.4-1	Catalog 2016-17 pg. 32
I.C.1-28	Catalog 2016 -17 - Accreditation - Aviation
I.C.1-29	Catalog 2016 -17 - Accreditation - Drug and Alcohol Counseling
I.C.1-32	Catalog 2016 -17 - Accreditation - Paramedic
I.C.1-33	Catalog 2016 -17 - Accreditation - Fire Tech.
I.C.1-34	Catalog 2016 -17 - Accreditation - Histology
I.C.1-35	Catalog 2016 -17 - Accreditation - Interior Design
I.C.1-37	Catalog 2016 -17 - Accreditation - Nursing
I.C.1-38	Catalog 2016 -17 - Accreditation - Psychiatric Tech
I.C.1-40	Catalog 2016 -17 - Accreditation - Radiologic Tech
I.C.1-41	Catalog 2016 -17 - Accreditation - Veterinary Tech
I.C.1-42	Catalog - Accreditation - Respiratory Therapy
I.C.2-1	Catalog Addendum 2015-16
I.C.2-2	SPAS Agenda 10-19-2015
I.C.2-3	SPAS Minutes 10-19-2015
I.C.2-4	SPAS Minutes 12-7-2015
I.C.2-5	Catalog - College Name pg. 2
I.C.2-6	Catalog - Accreditation - Contact Info
I.C.2-7	Catalog - Mission
I.C.2-8	Catalog - Courses
I.C.2-9	Catalog - Programs
I.C.2-10	Catalog - Continuing Ed. Programs
I.C.2-11	Catalog - SLOs
I.C.2-12	Catalog - Academic Calendar
I.C.2-13	Catalog - Academic Policies and Requirements
I.C.2-14	Catalog - Student Support
I.C.2-15	Catalog - Library and Learning Resources
I.C.2-16	Catalog - Administrators
I.C.2-17	Catalog - Transfer
I.C.2-18	Catalog – A.A. Degree Requirements
I.C.2-19	Nondiscrimination
I.C.2-20	Career and Transfer services
I.C.2-21	Grievance and Complaint Procedures pg. 2
I.C.2-22	Sexual Harassment pg. 2

I.C.3.

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

Evidence of Meeting the Standard

Assessment of Student Learning is Used to Communicate Academic Quality

Mt. San Antonio College (Mt. SAC) regularly evaluates the academic quality of its programs through a detailed assessment process. First, faculty assess student learning outcomes (SLOs) at the course level. Departments then map those SLOs to the program learning outcomes (PLOs) and the broader College institutional level outcomes (ILOs). The PLOs are also mapped to the ILOs. The assessment process is designed to ensure the quality and comprehensiveness of the academic experience. Results of this work are available for all to view on the College's website (I.B.1-31). The Outcomes Committee communicates with departments, divisions, and individual faculty, and also provides reports or recommendations to Curriculum and Instruction Council and Academic Senate.

Findings indicate that students are able to learn based on the outcomes being measured. In coordination with the Outcomes Committee, faculty set the criteria for success and base their curricular or pedagogical actions on these results. TracDat is the College repository for this work and is used to extract information for the public. Results of this

exceptional work is recognized in the annual Presidential Awards for Excellence and Innovation in Teaching and Learning (I.B.1-34, I.B.1-59, I.C.3-1, I.C.3-2).

Student Achievement is Used to Communicate Academic Quality

Mt. SAC uses documented evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. Mt. SAC's Fact Book provides information on accountability measures such as its goals for student success as well as more longer-term student achievements (I.C.3-3, I.C.1-7).

Mt. SAC is an educational leader recognized across the state, nationally, and internationally. The prestige of Mt. SAC is not because of its age or its size; Mt. SAC has earned and continues to earn its distinguished place in the nation through its many state, national, and international awards and honors. It is noteworthy that national publications discuss Mt. SAC's honors and awards (I.C.3-4 pg. 2, I.C.3-5, I.C.3-6, I.C.3-7).

- #1 Academic Award: (I.C.3-8)
- #2 Athletic Awards: (I.C.3-9)
- #3 Grants Awarded: (I.C.3-10)

An example of how the College has excellent relationships with external funding agencies can be found in its Grants Office. During the 2015-16 fiscal year, the Grants Office monitored 30 active grant projects, for a total funding amount of more than $15.7 million. The College is in fiscal compliance with all

funding agencies, which include state, federal, and private agencies (I.C.3-10).

The President's cabinet notes and the President's briefing to the Board of Trustees provide an opportunity for all to reflect on the academic achievements of Mt. SAC's students. These opportunities support ad hoc and guided dialogue about the current and future directions of the College and achievement of its mission (I.C.3-11, I.C.3-12). These communication methods have become a relied upon means for information sharing that lead to dialogue across the campus. This level of transparency is pivotal to the effective operation of the College and its shared governance process.

Mt. SAC collects data on degree and certificate completion rates, student transfer rates, and student demographics, which are published on the Mt. SAC website in the Annual Report to the community, the Fact Book, School of Continuing Education Fast Facts, and the Student Success Scorecard (I.C.3-13, I.C.1-7, I.A.1-10, I.A.1-6, I.C.3-14, I.C.3-15). The College's accountability data, as noted previously in this standard, allows for goal setting in order to determine which programs and services are needed to improve the metrics. Additionally, the College uses College Wage Tracker to review the status of student increases in salary to demonstrate the impact of

programs on students and the economy (I.C.3-16).

The Institutional Effectiveness Committee (IEC) oversees the Institution-set Standards based on regular review of data. IEC also conducts an annual review of data to assess institutional progress towards its goals and to make recommendations to the President's Advisory Committee regarding either the creation of new or the revision of existing College goals (I.C.3-17).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) provides the public with many opportunities to engage in an evaluation of its learning, including student learning outcomes and the achievements of its students. The College's academic reputation is well known and respected. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 19.

Accomplishments and Outcomes

- The College outcomes database, TracDat, regularly updates the information available to the public on the Mt. SAC website.
- The Presidential Awards for Excellence and Innovation in Teaching and Learning provide for all outstanding examples of the use of outcomes at Mt. SAC.

List of Evidence

I.A.1-6	Continuing Ed Fast Facts
I.A.1-10	Fact Book
I.B.1-31	Qualitative Review of Outcomes Report 2015
I.B.1-34	Student Learning Outcomes Webpage
I.B.1-59	Outcomes Committee Report Web Page
I.C.1-7	Student Success Scorecard 2016
I.C.3-1	WebCMS
I.C.3-2	Presidential Awards for Excellence and Innovation in Teaching and Learning
I.C.3-3	IEPI Indicators Used in Setting ISS
I.C.3-4	State, National, and International Recognition pg. 2
I.C.3-5	New York Times 1
I.C.3-6	New York Times 2
I.C.3-7	Poynter
I.C.3-8	#1 Academic Award
I.C.3-9	NATYCAA Cup
I.C.3-10	Grants Annual Report 2015-16
I.C.3-11	President's Cabinet Action Notes Webpage
I.C.3-12	President's Board Briefs Webpage
I.C.3-13	Annual Report 2013 - 2015
I.C.3-14	RIE Mission
I.C.3-15	Board of Trustees Calendar
I.C.3-16	College Wage Tracker
I.C.3-17	IEC Minutes 3-23-2016

I.C.4.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The Mt. SAC catalog describes each degree and certificate of study and the courses required to earn them. Courses are described in terms of content, number of units, prerequisites and co-requisites, and potential for transferability. Each course has measurable objectives, which may be viewed in the public access window of WebCMS. Student learning outcomes (SLOs) are referenced in the catalog, indicating that outcomes may be located on the Outcomes website (I.A.4-1 pg. 46-47, I.C.3-1, I.B.1-34).

Mt. SAC adopted an online catalog format for the 2015-16 academic year. The new format allows students to print any page they need and is compatible with cell phones and personal devices, such as iPads. The Office of Instruction also supplied 2,000 printed copies to the campus for use by counselors, division and program offices, and students who required a printed copy. The online catalog continues to describe degrees and certificates (I.A.4-1 pg. 46-47).

The Academic Senate established syllabus guidelines and passed a recommendation that all faculty list the course student learning outcomes on their syllabus or provide a link to the same. To help monitor compliance, student evaluations at Mt. SAC include *"Makes the syllabus available at the beginning of the course."* Student evaluations are conducted annually for adjunct faculty and every three years for full-time faculty. All faculty submit copies of their course syllabi to their division dean, where staff also verify that SLOs, or the link, are included (I.C.4-1). Classroom evaluations at Mt. SAC include prompts such as "*Information presented is accurate and compliant with current course outline and/or syllabus.*" Each course is rigorously reviewed on a four-year cycle as part of the curriculum process. Course objectives/learning outcomes are part of this review. Measurable objectives and outcomes can be viewed in the public access window of WebCMS (I.A.4-1 pg. 46-47, I.C.2-11, I.C.4-2, I.C.4-3, I.C.4-4, I.C.3-1, I.C.1-21).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) describes its certificates and degrees relative to their purpose, content, course requirements, and expected SLOs.

Accomplishments and Outcomes

- Certificates and degrees are fully described in the College catalog.
- The Academic Senate supports inclusion of SLOs on all course syllabi.

List of Evidence

I.A.4-1	Catalog 2016-17 pg. 46-47
I.B.1-34	Student Learning Outcomes Webpage
I.C.1-21	School of Continuing Education Student Handbook
I.C.2-11	Catalog - SLOs
I.C.3-1	WebCMS
I.C.4-1	Syllabus Guidelines
I.C.4-2	Syllabus Includes Learning Outcomes
I.C.4-3	Faculty Evaluation Form
I.C.4-4	Faculty Contract Self Eval

I.C.5.

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

Evidence of Meeting the Standard

President's Cabinet regularly identifies Board Policies (BPs) and Administrative Procedures (APs) in need of updating, revision, or review. Cabinet members take BPs and APs to appropriate shared governance committees/councils for discussion and development of recommendations (e.g. Chief Business Officer to Budget Committee, Vice President of Student Services to Student Preparation and Success Council). Academic and Student Services recommendations are reviewed by the Academic Mutual Agreement Council, whose members are the Academic Senate President and Vice President and the Vice Presidents of Student Services and Instruction. The President's Advisory Council (PAC) is authorized to make final recommendations to the Board of Trustees (I.B.5-6).

Publications are regularly reviewed by the offices responsible for the content. The Office of Instruction leads the review of the College catalog and schedule of classes, assisted by the Dean of Enrollment Management (Admissions and Records), Counseling, and all instructional divisions. Research and Institutional Effectiveness and Marketing and Communication regularly review print and online publications for accuracy. The

Marketing and Communication Director advises the President's Cabinet regarding development and review of policies related to print and online publications and communications.

The School of Continuing Education holds bi-annual advisory team meetings during which division faculty, staff, and managers from all departments review policies, procedures, and division documents. This is done through an examination of unit and division planning, Western Association of Schools and Colleges (WASC) Action Plan, and other plans such as Basic Skills Initiative, Noncredit Student Success and Support Program, Regional Plan for Adult Education, and Workforce Innovation and Opportunity Act Plan. Advisory team members collaborate across departments to ensure that division programs and services accurately represent the College mission and division goals for serving School of Continuing Education students (I.C.5-1).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Accomplishments and Outcomes

- PAC reviews all changes to Board Policies and Administrative Procedures, thus providing for authentic shared governance.
- The School of Continuing Education conducts an inclusive, regular review of all policies, procedures, and division documents.

List of Evidence

I.B.5-6	PAC Purpose, Function, and Members
I.C.5-1	Advisory Retreat Agenda 4-22-16

I.C.6.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials. The fees for units are listed on the Mt. SAC webpage and in the schedule of classes, the College catalog, and student's schedules.

In the schedule of classes, students are made aware of the enrollment fee (including resident, international, and non-resident fees), student health fee, parking permit fee, student activities fee, student representation fee, and student transportation fee. Fee payment options and policies are also listed. The Mt. SAC webpage provides students with a net price calculator that estimates the total cost of college (I.C.6-1 pg. 7-9, I.A.4-1 pg. 15, I.C.6-2 pg. 31-32, 47, I.C.6-3, I.C.6-4, I.C.6-5). Community and fee-based program costs and requirements are listed in the Community Education fee-based brochure and on the School of Continuing Education website (I.C.6-6 pg. 2).

The College has several means to assist students in accessing textbooks and instructional materials. The bookstore has a book rental program, the library has hundreds of volumes of textbooks available for use, the Associated Students, in conjunction with the Financial Aid office, provides book scholarships, and the Financial Aid office manages a book loan fund. The Extended Opportunity Programs and Services program provides book grants to its students. Additional resources are available in special programs such as TRiO/ACES, Bridge, Arise, Aspire, and Disabled Student Programs and Services.

The Mt. SAC bookstore accurately informs students of the fees for textbooks. Instructors use their syllabus to inform students of the required textbooks for the course. The College catalog reminds students that they are responsible for purchase of their own textbooks and supplies.

Courses at Mt. SAC that require additional fees, such as field trips and art materials, notify students of required costs during the initial class meeting. The catalog and schedule of classes identify courses with field trips required (I.C.6-7, I.C.6-8, I.C.6-1 pg. 7-9).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials.

Accomplishments and Outcomes

- The College uses numerous means to advise current and prospective students of the costs for their higher education.

- The College offers students access to rental books, financial aid, and scholarships that offset the total cost of their education.

List of Evidence

I.A.4-1	Catalog 2016-17 pg. 15
I.C.6-1	Schedule of Classes Summer 2016 pg. 7-9
I.C.6-2	Student Handbook 2015-16 pg. 31-32, 47
I.C.6-3	List of Fees
I.C.6-4	Student Schedule Example
I.C.6-5	Cost Calculator
I.C.6-6	Community Education Fee-Based Brochure pg. 2
I.C.6-7	AP4300 Field Trips and Excursions
I.C.6-8	Miscellaneous Material Fees List

I.C.7.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) uses and publishes governing Board Policies on academic freedom and responsibility in order to assure institutional and academic integrity. Mt. SAC's academic freedom policies are stipulated and made public via the Mt. SAC website. The 2015-2016 College catalog includes an Academic Freedom Statement in the section on Academic Policies and Requirements (I.A.4-1 pg. 20). Board Policy (BP) 4030, adopted May 26, 2004, states the following:

The Board of Trustees acknowledges the following:

A. That free discussion is a right extended to thoughtful citizens, but that no one has the right to abuse this freedom by advocating immediate or concrete acts of violence directed toward the overthrow of the government.

B. That a free society functions efficiently only if its citizens have the right to discuss, debate, and disagree constructively.

C. That the Constitutional guarantee of freedom of speech is meaningful only to the extent that the majority is willing to hear honest expressions of unpopular ideas by all.

D. That an educated citizenry, fully aware of all the evidence, is best able to preserve the valuable heritage of American democratic institutions.

E. Mt. San Antonio College has an obligation to its community to promote healthy discussion as an educative force (I.C.7-1).

Policies on academic freedom are also found in the Faculty Contract - Mt. San Antonio College District and Faculty Association Article 18N: Academic Freedom. Administrative Procedure (AP) 4030 specifically addresses the College's position on freedom for the faculty in teaching and learning and states, "It is agreed that it shall be the policy of the College to maintain and encourage freedom for its faculty, within the law, of inquiry, teaching and research, and the pursuit of knowledge" (I.C.7-2 pg. 88, I.C.7-3).

The AP assures that the College is to "maintain and encourage freedom for its faculty, within the law, of inquiry, teaching and research, and the pursuit of knowledge" (AP 4030). This procedure also clarifies that the professor is to distinguish "between personal opinions and what is contemporarily regarded as factual information."

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) uses and publishes governing Board Policies on academic freedom and responsibility in order to assure institutional and academic integrity. Based on the narrative above, the College meets Accrediting Comission for Community and Junior Colleges Eligibility Requirement 13.

Accomplishments and Outcomes

- The College has policies and procedures in place that allow for academic freedom and academic honesty guidelines for faculty. The Faculty Contract also provides guidance for faculty.
- Guidelines, via policies, are also available for students

List of Evidence

I.A.4-1	Catalog 2016-17 pg. 20
I.C.7-1	BP4030 Academic Freedom
I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 88
I.C.7-3	AP4030 Academic Freedom

I.C.8.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. Mt. SAC informs students of the academic honesty policy in the College catalog, under College Policies and Notices. This section informs and defines cheating and plagiarism and provides students with examples of academic dishonesty. Students are informed that they may receive a failing grade if they are academically dishonest and that any alleged academic dishonesty incident will be reported to the Student Life Office. Students are advised of the seriousness of cheating and that incidents may lead to disciplinary sanctions including suspension and expulsion. This section outlines standards of conduct for students, including academic honesty (I.A.4-1 pg. 399).

Academic honesty is addressed in both Board Policy (BP) 4290 and Administrative Procedure (AP) 4290 at Mt. SAC. It is defined both online as well as in printed materials, including the College catalog and student handbook. It is outlined and defined in the College catalog, Section 12:

College Policies and Notices, which reads, "All members of the academic community have a responsibility to ensure that scholastic honesty is maintained. Faculty have the responsibility of planning and supervising all academic work in order to encourage honest and individual effort, and of taking appropriate action if instances of academic dishonesty are discovered. Honesty is primarily the responsibility of each student. The College considers cheating to be a voluntary act for which there may be reason, but for which there is no acceptable excuse" (I.C.8-1, I.C.8-2, I.A.4-1 pg. 399, I.C.6-2 pg. 72-73, 83, I.C.8-3).

BP 4290, under Academic Affairs, adopted May 26, 2004, outlines the responsibilities of the academic community and reads in part, "…faculty, students, administrative officials, staff, and governing Board members all share responsibility for maintaining this environment (of honesty and integrity)." AP 4290 is the Student Academic Honesty Administrative Procedure that focuses on cheating and plagiarism. The Student Life Office has the administrative authority to work with College faculty on issues related to student academic honesty issues. Continuous efforts are in place to assist faculty in clearly communicating to their students about cheating and plagiarism. A student discipline process is in place to provide students with due process in adjudicating cases related to academic honesty. A student development process is in place (Character Counts workshops) to assist students in taking greater personal responsibility over cheating and

plagiarism concerns in their academic work (I.C.8-1, I.C.8-2).

The student handbook also informs students on the policy and violations regarding academic honesty. Violations of the Academic Honesty policy are tied to the College's Student Code of Conduct: "#13. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty" will result in disciplinary action. The student handbook is made available annually to all students at no cost (I.C.6-2 pg. 72-73, 83).

AP 4290 makes clear that the entire academic community is responsible for maintaining an environment of academic honesty and integrity. The Board of Trustees adheres to BP/AP 2715 Code of Ethics/Standards of Practice. (I.C.8-4, I.C.8-5)

Article 18.B.6 of the Faculty Contract reads that faculty should "… adhere to ethical principles governing interactions with students and colleagues" (I.C.7-2 pg. 68, I.C.8-6). A Faculty Code of Ethics was adopted in 2014 (I.C.8-7). It establishes a

"norm for all faculty. They are a commitment to a set of values guiding the faculty on ethical issues. The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all."

Faculty have the responsibility of planning and supervising all academic work in order to encourage honest and individual effort and of taking appropriate action if instances of academic dishonesty are discovered (I.C.8-1).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity.

Accomplishments and Outcomes

- The College provides students and employees with opportunities to understand the concepts of honesty, responsibility, and academic integrity.

List of Evidence

I.A.4-1	Catalog 2016-17 pg. 399
I.C.6-2	Student Handbook 2015-16 pg. 72-73, 83
I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 68, 87
I.C.8-1	BP4290 Academic Honesty
I.C.8-2	AP4290 Academic Honesty
I.C.8-3	Academic Integrity Task Force Analysis
I.C.8-4	BP2715 Code of Ethics-Standards of Practice
I.C.8-5	AP2715 Code of Ethics-Standards of Practice
I.C.8-6	Academic Senate Memo
I.C.8-7	AP7715 Faculty Code of Ethics

I.C.9.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) faculty distinguish between personal conviction and professionally accepted views in a discipline. The College's Administrative Procedure (AP) on Academic Freedom (AP 4030) guarantees faculty the freedom "within the law, of inquiry, teaching and research, and the pursuit of knowledge" (I.C.7-1). The policy explicitly requires, however, that "the professor may discuss his/her subject or area of competence in the classroom as well as other relevant matters, including controversial materials, so long as he/she distinguishes between personal opinions and what is contemporarily regarded as factual information by leading academicians in the discipline being discussed." The College's procedure also states, "Professors may not use the classroom to promote a particular religious belief." This policy is further reiterated and communicated to faculty in the Faculty Contract, Section 18.N (page 88) (I.C.7-2 pg. 88).

Mt. SAC makes additional commitments to this standard in AP 7715 Faculty Code of Ethics, adopted by the Academic Senate in 2014. The preamble to the AP states a commitment to "the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of

democratic principles." These ideals are elucidated further in the AP by specific commitments made to Mt. SAC students that faculty "shall not unreasonably restrain the student from independent action in pursuit of learning; shall not unreasonably deny the student's access to varying points of view; shall not deliberately suppress or distort subject matter relevant to the student's progress" (I.C.8-7). The protection of student independence in learning as well as access to varying points of view and undistorted subject matter requires a faculty member to present information fairly and accurately and maintain professionally accepted views in his/her discipline to honor this ethical commitment. Faculty were provided professional development on the Faculty Code of Ethics at College-wide FLEX Days in spring 2015, fall 2015, and spring 2016 (I.C.9-1).

A student's ability to enjoy open access to fair and objective information is explained in AP 5310 Student Bill of Rights, Section B "Freedom in the Classroom." The policy states, "Faculty members in the classroom and in conference will encourage free discussion, inquiry, and expression. Student grades shall be determined only on an academic basis, not on opinions or conduct in matters unrelated to classroom activities." The policy also protects the free expression of students, stating "Students shall be free to take reasonable exception to any subject matter or views offered in any course of study." This guarantee of free expression serves as a reasonable check against a failure to distinguish between personal conviction and professionally accepted

views as well as the presentation of data/information without fairness or objectivity (I.C.9-2).

A further reasonable check on faculty adherence to this standard occurs in the evaluation process. The H.2.a Student Evaluation form includes student ratings on items such as "Presents subject matter clearly, thoroughly, and communicates ideas and concepts effectively," and "Appreciates and respects students' opinions; treats them ethically, courteously, and fairly" (I.C.9-3). While these measures do not directly address the verbiage of the standard, a student who perceives a faculty member to lack objectivity or unfairly conflate personal and professional views can provide a rating here and embellish further in the subsequent open-ended question "How might the professor improve this course?" The H.4.a Classroom Evaluation form, used by faculty peers and managers to evaluate probationary, regular, and adjunct faculty, includes response items such as "Information presented is

accurate and compliant with current course outline and/or syllabus" and "Demonstrates subject matter expertise in course design/delivery," which can be used to note any perceived lack of objectivity or failure to distinguish between personal and professional views (I.C.4-3).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Accomplishments and Outcomes

- The College has a Board Policy that addresses personal conviction versus professional accepted views.
- The Policy allows faculty to have discussions of the topic as it relates to curriculum development.
- The Academic Senate developed a Statement of Professional Ethics that further defines this concept.

List of Evidence

I.C.4-3	Faculty Evaluation Form
I.C.7-1	BP4030 Academic Freedom
I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 87
I.C.8-7	AP7715 Faculty Code of Ethics
I.C.9-1	Flex Day Spring 2015
I.C.9-2	AP5310 Student Bill of Rights
I.C.9-3	Student Evaluation Form

I.C.10.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) staff, faculty, administrators, and students are required to conform to a specific code of conduct for professionalism at the College. Mt. SAC does not seek to instill specific beliefs or world views and takes special care to avoid doing so.

Board Policy (BP) 5500 Standards of Conduct and Administrative Procedure (AP) 5520 Student Discipline Procedures define the College's policy and procedures related to student discipline. BP 3900 and AP 3900 detail Freedom of Expression rights of students. AP 5530 Students Rights and Grievances describes student rights related to academic and non-academic grievances and discrimination complaints. This information is published in the College catalog and the student handbook. It is also disseminated through mandatory New Student Orientation (I.C.10-1, I.C.10-2, I.C.10-3, I.C.10-4, I.C.10-5, I.A.4-1 pg. 20, I.C.6-2 pg. 82).

Mt. SAC has a BP and an AP related to Grievance and Complaint Procedures, AP 3900 Student Rights and Grievances and AP 3435 Discrimination and Harassment Investigations (I.C.10-6) AP 5530 delineates that students may file complaints related to academic, non-

academic, discrimination, and financial aid challenges. Discrimination complaints and all concerns related to Title IX, 504 Compliance, and Equal Employment Opportunity (EEO) may be filed with the College, the California Community College Chancellor's Office, the Office of Civil Rights, and the Department of Fair Employment and Housing. AP 5530 further specifies that issues that are not resolved at the campus level may be presented to the Accrediting Commission for Community and Junior Colleges (ACCJC), the California Community Colleges Chancellor's Office, or through a petition filed through civil court. This information, including online links to Complaints and Grievances forms are contained in the College catalog. The student handbook also details information related to grievances and complaints.

AP 3435 contains information related to the responsible College officer in receiving complaints of discrimination or harassment as well as how and where to file a report related to discrimination and harassment. The College utilizes a collaborative approach between Human Resources, Student Services, and Public Safety to ensure that all reports, allegations, or concerns related to acts of discriminatory treatment, harassment, and sexual harassment or violence are reviewed, investigated, addressed and resolved. Appropriate training for both employees and students is coordinated through Human Resources and Student Life. Policies and procedures are regularly reviewed and amended relative to federal and state laws and regulations, including

Violence Against Women Act, Clery Act, Title IX, Office of Civil Rights, and Americans with Disabilities Act (504 and 508).

The College website, under Student Life, has direct links to forms that students need to access to file grievances and complaints: Student Grievance Form, State of California Complaint Form, ACCJC Complaint Process, Complaint Resolution Information (Human Resources), and Discrimination Information (Chancellor's Office). The Financial Aid website provides information on filing complaints related to Family Educational Rights and Privacy Act (FERPA) violations by Financial Aid and the right to challenge a financial aid decision. Students may file a grievance or complaint about financial aid administration at the College through the Department of Education's complaint process. The Department of Education works with the student and the College to assign a case number, investigate, and work through the issue. Students may also file financial aid complaints with the California Community Colleges Chancellor's Office. A case number is assigned, and the College's financial aid office is contacted for review and resolution.

Forms and information related to filing grievances and complaints are available in the offices of Student Life, Financial Aid, and the Vice President of Student Services. Student Life, Financial Aid, and Human Resources formally log and track all formal grievances and complaints with updated status and resolution

information. The College administration works to review any particular patterns related to grievances and complaints to ensure that de facto discrimination, mistreatment, or inappropriate actions are not occurring. Logs and resolutions of grievances and complaints are maintained and are available for review.

The Faculty Contract (July 2014-June 2017) outlines the "Teaching Faculty Performance Expectancies." These teaching expectancies form the framework for ongoing self-evaluation by the faculty and evaluation processes structured by the College in collaboration with the Faculty Association, particularly pertaining to codes of conduct and attendant responsibilities of the faculty; the agreement contains these expectancies (I.C.8-7, I.C.10-4, I.C.10-5, I.C.7-2 pg. 68).

AP 3720 addresses Computer and Network Use: This AP establishes a code of conduct for all staff, faculty, and administrators for ethical and professional use of the College's electronic communication system (I.C.10-7).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) requires conformity to specific codes of conduct of staff, faculty, administrators, or students and gives clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Accomplishments and Outcomes

- Mt. SAC employees and students are required to conform to a specific code of conduct for professionalism at the College.

- Mt. SAC does not seek to instill specific beliefs or world views and takes special care to avoid doing so.
- The codes of conduct are widely disseminated.

List of Evidence

I.A.4-1	Catalog 2016-17 pg. 20
I.C.6-2	Student Handbook 2015-16 pg. 82
I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 68
I.C.8-7	AP7715 Faculty Code of Ethics
I.C.10-1	BP5500 Standards of Conduct
I.C.10-2	AP5520 Student Discipline Procedures
I.C.10-3	AP5530 Student Rights and Grievances
I.C.10-4	BP3900 Freedom of Expression
I.C.10-5	AP3900 Freedom of Expression
I.C.10-6	AP3435 Discrimination and Harassment Investigations
I.C.10-7	AP3720 Use of Technology and Information Resources and Employee Acceptable Use Agreement

I.C.11.

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

Mt. San Antonio College (Mt. SAC) does not maintain any international campuses. As such, Standard 1.C.11 does not apply to Mt. SAC.

I.C.12.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) has met and continues to meet all Accrediting Commission for Community and Junior Colleges (ACCJC) requirements to maintain its ongoing full accreditation status. It provides webpages to allow the public and employees to be well versed in its operations and accreditation standing. Substantive changes are submitted per the guidelines and well before they are implemented at the College. Discussions with the ACCJC occur when there is a need for clarification. Annual reports are submitted with clarifying information as needed (I.C.1-23).

The College received a letter confirming its accreditation by ACCJC in 2010 indicating that the College operates with integrity. While there were no citations indicating difficulty, three recommendations were received along with directions for a mid-term report, which was accepted. As such, the College provided information requested for the midterm report and is doing the same for this Self Evaluation. In all cases, the College acts on the Commission's requests in a timely manner (I.C.12-1).

In March 2015, as part of the Accrediting Commission for Schools Western Association of Schools & Colleges Accreditation (ACS WASC) cycle, the School of Continuing Education participated in the required mid-cycle review. The School of Continuing Education updated the Commission on any new developments or substantial changes within the division, as well as outlining the process for completing the mid-cycle review. Furthermore, progress in critical areas that emerged from the 2012 Self Evaluation review Action Plan was reported along with data to support the progress. The ACS WASC commended the School of Continuing Education for its progress and responsiveness to recommendations for areas of growth and improvement (I.C.12-2).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) provides the public and the ACCJC with many opportunities to demonstrate that it is complying with the ACCJC Eligibility Regulations, Policies, and Standards. Public disclosure occurs on the web and reports and evidence of actions taken by the College and the ACCJC are evident. Substantive change requests are made before they are enacted at the College. Timely response to ACCJC's requests is given. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 21.

Accomplishments and Outcomes

- The College continues to meet or exceed the ACCJC's accreditation standards, eligibility requirements, and policies.

- The College addresses the ACCJC's requests for information in a timely manner.

List of Evidence

I.C.1-23	Accreditation Website
I.C.12-1	ACCJC Accreditation Letter
I.C.12-2	Continuing Ed ACS WASC Mid-Cycle Report 2015

I.C.13.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) demonstrates continuous compliance with external regulatory agency requirements. The College is in compliance with all ACCJC requirements. The College also complies with federal and state mandates, as well as regulations from the California Community College Chancellors Office. Additionally, specific programs within the College are accredited by (Table: **I.C.13.-3**):

Table I.C.13.-3. Program Accreditation

Program	Accrediting Body	Link
Air Conditioning and Refrigeration, A.S. Degree	Partnership for Air-Conditioning, Heating, Refrigeration Accreditation (PAHRA).	I.C.1-27
Airframe & Aircraft Powerplant Maintenance Technology, A.S. Degree	Federal Aviation Administration (FAA)	I.C.1-28
The Alcohol and Drug Counseling, A.S. Degree	California Association for Alcohol/Drug Educators	I.C.1-29
Certified Nursing Assistant	State of California, Health & Human Services, Department of Public Health, Licensing & Certification Section	I.C.1-30
Emergency Medical Services, A.S. Degree	Committee on Accreditation of Allied Health Education Programs (CAAHEP)	I.C.1-31
Emergency Medical Technician-Paramedic Program	Committee on Accreditation of EMS Programs (CoAEMSP) and Committee on Accreditation of Allied Health Programs (CAAHEP)	I.C.1-32
Fire Technology, A.S. Degree	Regionally Accredited Training Program (ARTP). The Office of the State Fire Marshal (OSFM) has a responsibility for accreditation of ARTP's throughout the State of California.	I.C.1-33
Histologic Training Program	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	I.C.1-34
Interior Design, A.S. Degree	National Kitchen & Bath Association (NKBA) Accreditation	I.C.1-35
Mental Health Technology Psychiatric Technician, A.S. Degree	Board of Vocational Nursing and Psychiatric Technicians	I.C.1-36
Licensed Vocational Nurse to RN. A.S. and Nursing, A.S. Degree	California Board of Registered Nursing (BRN)	I.C.1-37
Psychiatric Technician to RN, A.S. Degree	California Board of Registered Nursing	I.C.1-38

Program	Accrediting Body	Link
Phlebotomy Program	State of California, Health & Human Services, Department of Public Health, Licensing & Certification	I.C.1-39
Radiologic Technology. A.S. Degree	The Joint Review Committee on Education in Radiologic Technology (JRCERT)	I.C.1-40
The Registered Veterinary Technology, A.S. Degree	American Veterinary Medical Association (AVMA)	I.C.1-41
Respiratory Therapy. A.S. Degree	Western Association of Schools and Colleges, the State Department of Education, and the Committee on Accreditation for Respiratory Care (CoARC)	I.C.1-42
School of Continuing Education	Accrediting Commission for School, Western Association of Schools and Colleges (ACS WASC)	I.C.1-43

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) maintains its integrity in describing itself to all accrediting agencies and communicates changes in its accredited status. The College discloses information as required by the ACCJC and complies with ACCJC requests, directives, decisions, and policies, and makes complete, accurate, and honest disclosure. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 21.

Accomplishments and Outcomes

- Mt. SAC's demonstration of honesty and integrity is clearly evident in its excellent and ongoing relationships with external entities such as accreditation bodies and funding agencies.
- The College adheres to eligibility requirements and Accreditation Standards, and ACCJC policies as described in this Self Evaluation report.

List of Evidence

I.C.1-27	Accreditation - Air Conditioning & Refrigeration A.S. Degree
I.C.1-28	Catalog - Accreditation - Aviation
I.C.1-29	Catalog - Accreditation - Drug and Alcohol Counseling
I.C.1-30	Catalog - Accreditation - Certified Nursing Assistant
I.C.1-31	Catalog - Accreditation - Emergency Medical Services A.S. Degree
I.C.1-32	Catalog - Accreditation - Paramedic
I.C.1-33	Catalog - Accreditation - Fire Tech.
I.C.1-34	Catalog - Accreditation - Histology
I.C.1-35	Catalog - Accreditation - Interior Design
I.C.1-36	Catalog - Accreditation Mental Health Technology Psychiatric Technician A.S. Degree
I.C.1-37	Catalog - Accreditation - Nursing
I.C.1-38	Catalog - Accreditation - Psychiatric Tech to RN A.S. Degree
I.C.1-39	Accreditation - Phlebotomy Program
I.C.1-40	Catalog - Accreditation - Radiologic Tech

I.C.1-41	Catalog - Accreditation - Veterinary Tech
I.C.1-42	Catalog - Accreditation - Respiratory Therapy
I.C.1-43	School of Continuing Education ACS WASC

I.C.14.

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

Mt. San Antonio College (Mt. SAC) does not have investors, does not respond to a parent organization, and does not have external interests to whom it must respond when considering the quality of its programs, student achievement, and student learning.

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MT. SAC

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

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Standard II.A. Instructional Programs

II.A.1.

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

Evidence of Meeting the Standard

All Instruction Programs are Offered in Fields of Study Consistent with the Mission

All instructional programs at Mt. San Antonio College (Mt. SAC) are offered in fields of study consistent with the College mission (I.A.1-2). The College Goals are derived directly from this mission and form the basis for all instructional planning for both credit and noncredit programs, with the Institutional Effectiveness Committee (IEC), a shared-governance committee, facilitating that integration (I.A.1-2, I.A.1-3, I.A.3-6, II.A.1-1). The College provides transfer courses and programs, career technical education, foundation skills, noncredit courses, and community education to the communities it serves. Credit courses are

offered in the traditional (on-campus), hybrid, and distance learning modes while non-credit and community education courses are offered both on campus and at sites within the District.

Programs are Appropriate to Higher Education

The appropriateness of instructional programs at Mt. SAC results from College goals and is informed by strategic planning through an institutionalized and comprehensive course and program development and review process. Mt. SAC Career and Technical Education (CTE) programs have strong industry advisories that ensure these programs are meeting industry needs. CTE transfer programs have strong advisory committees that ensure academic programs lead to transferable degrees that meet higher education requirements and focus on students transferring to four-year programs. All course and program outlines, supplemental forms, and attachments are held in WebCMS (I.C.3-1). The public portal makes all approved Course Outlines of Record and program information accessible to any member of the public, including faculty, students, and the community. Administrative access is provided to faculty, department chairs, division managers, members of the Educational Design Committee (EDC), and curriculum support staff at different stages of the curriculum (or course and program) approval process. In the

development and review process, appropriateness is ensured at many levels, including the following: the faculty authors who submit the course or program, departments and department chairs, division management, the faculty curriculum liaisons and technical review pre-screeners assigned by the Academic Senate, EDC, the faculty articulation officer who sits on EDC and the Curriculum and Instruction Council, (C&I) the Mt. SAC Board of Trustees, and the Chancellor's Office (I.B.1-33, II.A.1-2, I.B.1-32, II.A.1-3). In addition, CTE advisory boards work with CTE faculty to suggest modifications and updates to curriculum and programs to ensure they meet rigorous industry standards in preparation for employment.

Programs Culminate in Student Achievement of Learning Outcomes

Approved instructional programs at Mt. SAC result, first, in student attainment of learning outcomes. The development and assessment of outcomes is systematic and embedded in all areas of the College that deal directly with student learning and assessment. This commitment to the development and assessment of learning outcomes is clearly communicated to the campus community and the broader public through several webpages accessible from the College's main webpage (II.A.1-4). The public location of student learning outcomes (SLOs) statements is also accessible from that main outcomes webpage and all course and program outlines are available in the WebCMS public portal (II.A.1-5). Specific data regarding student achievement of SLOs is located in the College's TracDat system where instructional departments record their SLOs, criteria for success,

means of assessment, and use of results (I.B.2-6). All programs are required to create and assess program level outcomes (PLOs). SLOs from courses within the programs are directly mapped to the PLOs. PLO statements are tracked to courses in the program in which the PLO is introduced, achieved, and/or mastered. Data from these course SLOs are compiled to assess student achievement of PLOs (II.A.1-6, II.A.1-7).

Programs Culminate in Student Achievement of Broader Measures

Attainment of Mt. SAC SLOs also results in broader measures of student achievement including degrees, certificates, and licensures (II.A.1-8, I.A.1-5, I.A.1-6, II.A.1-9, II.A.1-10, II.A.1-11, II.A.1-12, II.A.1-13, II.A.1-14). Noncredit and community education offerings provide students with alternative paths to demonstrate goal attainment. Noncredit students can earn Chancellor's Office approved certificates to prepare for college and/or employment. Certificates of Completion and Certificates of Competency can be earned in English as a Second Language, Adult Basic Education, and Short-term Vocational programs. Furthermore, incumbent workers, unemployed, and underemployed individuals can upgrade skills for immediate employment through contract and fee-based education in a variety of employment fields (I.C.1-21 pg. 12-34).

Analysis and Evaluation

All instructional programs at Mt. San Antonio College (Mt. SAC), regardless of location or means of delivery, are offered in fields of study consistent with the College's mission, are appropriate to higher education, and culminate in

student attainment of identified learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 9 and 11.

Accomplishments and Outcomes

- The work of Mt. SAC is driven first and foremost by its mission.

- The appropriateness of instructional programs at Mt. SAC is ensured through an institutionalized and comprehensive course and program development and review process that includes all relevant constituents.
- Approved instructional programs at Mt. SAC result in student attainment of learning outcomes.
- Attainment of Mt. SAC SLOs also results in broader measures of student achievement.
- Noncredit and community education programs offer students a variety of options to accomplish learning and career goals.

List of Evidence

I.A.1-2	Mission, Vision, Core Values
I.A.1-3	College Goals
I.A.1-5	Fast Facts Flier
I.A.1-6	Continuing Education Division Fast Facts
I.A.3-6	Institutional Effectiveness Committee Purpose, Function, and Members
I.B.1-32	Curriculum and Instruction Council Purpose, Function, and Members
I.B.1-33	Educational Design Committee Purpose, Function, and Members
I.B.2-6	TracDat Login Page
I.C.1-21	School of Continuing Education Student Handbook pg. 12-34
I.C.3-1	WebCMS Webpage
II.A.1-1	Integrated Planning
II.A.1-2	AP4050 Articulation
II.A.1-3	Chancellor's Office Program and Course Approval Handbook
II.A.1-4	Outcomes Assessment Homepage
II.A.1-5	SLO by Certificate, Degree, and Discipline
II.A.1-6	Theatre PLO Mapping Example
II.A.1-7	Photography PLO Mapping Example
II.A.1-8	Data Mart - Program Awards Summary Report 2013-14
II.A.1-9	Licensure Exam Pass Rates 2013-14
II.A.1-10	Student Longitudinal Outcomes Tracking System
II.A.1-11	Data Mart - Award Recipient Wages
II.A.1-12	Radiologic Technology Program Effectiveness Data
II.A.1-13	Alumni Survey Highlights Awardees 2011-12
II.A.1-14	Alumni Survey Highlights Awardees 2012-13

II.A.2.

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

Evidence of Meeting the Standard

Assurance that Content and Instruction Methods meet Standards and Expectations

Mt. San Antonio College (Mt. SAC) has several processes, activities, and groups that are institutionalized to ensure high-quality courses and programs that are appropriate to higher education and lead to degrees, certificates, and transfer. There is a clear institutional commitment to academic standards, currency, and systematic review and improvement of instructional courses and programs. All curriculum is reviewed by the Educational Design Committee (EDC) and Curriculum and Instruction Council (C&I). When courses are brought forward for offering as distance education, the Distance Learning Committee first screens all proposals. The approved Course Outline of Record serves as the source document informing full-time and adjunct faculty of required content. The Institutional Effectiveness Committee (IEC) is committed to reviewing mechanisms of

instructional improvement (I.A.3-6). The Academic Senate maintains a Content Review Implementation Plan and also supports student level outcomes (SLOs) and program learning outcomes (PLOs) (II.A.2-1, II.A.2-2, II.A.2-3). The College's Administrative Procedure (AP) 4020 focuses on program and curriculum development (I.B.2-2). The College also follows the Chancellor's Office Program and Course Approval Handbook (II.A.1-3 pg. 143-144) and the State Academic Senate paper "Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates" (II.A.2-4).

Act to Continuously Improve through Systematic Evaluation

The commitment to academic standards and guidelines for review are systematically operationalized in several ways. The Outcomes Committee is a shared governance committee that is designed to monitor, coordinate, and evaluate outcomes efforts across the College, including learning outcomes (I.B.5-9). The EDC is a shared governance committee that facilitates a review process of course and program content, quality, and modes of delivery. This information is recorded in its online system, WebCMS, and described on the EDC webpage (I.B.1-33, I.C.3-1). This process also includes a systematic assessment of SLOs (II.A.2-5). C&I is also a shared governance group that further reviews courses and programs, ensuring appropriateness of the curriculum and program to the mission, goals, and the overall program priorities of the College (I.B.1-32). Through a two-year program review, informed by significant input from

advisory boards, CTE programs include an additional systematic evaluation to ensure course and program currency.

Mt. SAC's Planning for Institutional Effectiveness (PIE) process serves as its program review. Each instructional department and division engages in a comprehensive, annual planning process that includes the deliberate consideration of how instructional programs can be improved in order to optimize student success (II.A.2-6). The resulting considerations and the planning decisions are recorded in detail at the department level, initially summarized at the division level, and then ultimately summarized at the Vice President and institutional levels (II.A.2-7). At each level, this information provides program improvement and, ultimately, institutional planning for quality and appropriateness.

A significant portion of the planning discussion includes faculty discussion of course and program outcomes in relation to improvement. Much of this discussion occurs within department and division meetings, especially in relation to how to use the results of SLO and PLO assessments. The Vice President of Instruction's PIE Summary report is a good example of the categories of activities and data are that are engaged at each level of this planning process in order to ensure broad and comprehensive attention to student success (II.A.2-7).

Faculty commitment to pedagogical development and student learning is evident in the scheduling of bi-annual FLEX development days for full-time and adjunct faculty (II.A.2-8). The establishment of the Faculty Professional Development Committee (FPDC) and the

inclusion of conference and training funding for full-time faculty in the faculty/district collective bargaining agreement have helped in that endeavor (II.A.2-9, I.C.7-2 pg. 26) Faculty professional development through Professional and Organizational Development (POD) includes classes and workshops in the areas of pedagogy and technology, among others (II.A.2-10, II.A.2-11). Additionally, faculty commitment to teaching and learning is evident in the establishment of Faculty Inquiry Groups (FIGs) and in the participation in Title V activities. Student Equity funds have been committed to the establishment of a Professional Learning Academy designed and led by faculty to promote teaching excellence. The faculty performance review process includes considerations of pedagogy and support of student success that are crucial and imbedded (I.C.7-2 pg. 26). Besides faculty discussions of curriculum/program development and outcomes assessment, the discussion of pedagogy, student learning, and student success occurs consistently in the administrative activities surrounding the faculty performance review process.

The Faculty Association's recommended process of evaluation lists performance expectations and responsibilities for all full-time and part-time faculty members. Some of these responsibilities include regular faculty involvement in staff and professional development activities in order to increase professional expertise in both subject matter and teaching techniques. In addition, one of the primary expectations is that faculty teach their subject matter in compliance with

the current Course Outline of Record (I.C.7-2 pg. 26).

Improve Teaching and Learning Strategies

Both within and in addition to the curriculum, program, and institutional planning processes described above, faculty are also involved in several activities which require their consideration of competency levels, learning styles, and multiple assessments of student learning. There is an institutional commitment to pedagogical development and student learning. The faculty contract includes in its teaching faculty performance expectancies a requirement, "to develop and utilize effective pedagogical techniques in order to enhance the communication of ideas and promote optimal student learning, critical thinking, and performance skills" (I.C.7-2 pg. 26). The faculty evaluation process is taken seriously by both administrators and faculty. Receipt of tenure requires that probationary faculty demonstrate engaging pedagogy, assessment methodology, exam construction, and grading rubric development skills. When a tenure review team identifies prescriptives (recommendations for improvement), positive responses are required in order for the individual to continue to the next year. Professional and Organizational Development (POD) training/workshops for full-time and adjunct faculty are often focused on student learning styles and assessment (II.A.2-12). The Title V grant has offered three years of professional development for faculty (II.A.2-13).

Additionally, there is POD conference and travel funding for full-time and adjunct faculty as well as funding for the annual Developmental Education Conference, just completing its fourteenth year (a major activity focusing on developmental pedagogy and learning styles) (II.A.2-14, II.A.2-15).

Analysis and Evaluation

All faculty at Mt. San Antonio College (Mt. SAC) ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve courses, programs and related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Accomplishments and Outcomes

- Mt. SAC has a clear commitment to academic standards, currency, and systematic review and improvement of instructional courses and programs.
- The commitment to academic standards and guidelines for review are systematically operationalized.
- Mt. SAC's Planning for Institutional Effectiveness (PIE) process serves as its program review.
- A significant portion of the planning discussion includes faculty discussion of course and program outcomes in relation to improvement.
- Faculty are also involved in several activities within which they consider competency levels, learning styles, and multiple assessments of student learning.

List of Evidence

I.A.3-6	Institutional Effectiveness Committee Purpose, Function, and Members
I.B.1-32	Curriculum and Instruction Council Purpose, Function, and Members
I.B.1-33	Educational Design Committee Purpose, Function, and Members
I.B.2-2	AP4020 Program and Curriculum Development
I.B.5-9	Outcomes Committee Purpose, Function, and Members
I.C.3-1	WebCMS Webpage
I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 26
II.A.1-3	Chancellor's Office Program and Course Approval Handbook pg. 143-144
II.A.2-1	Academic Senate Content Review Form
II.A.2-2	Academic Senate SLO Resolution 07-2011
II.A.2-3	Academic Senate PLO Resolution 06-2013
II.A.2-4	Academic Senate for California Community Colleges - Curriculum Approval Processes Guide
II.A.2-5	Educational Design Committee Deadlines and Curriculum Information
II.A.2-6	Business Division Minutes 9-15-2016
II.A.2-7	Vice President of Instruction PIE 2015-16
II.A.2-8	Spring FLEX Day Schedule 2016
II.A.2-9	Faculty Professional Development Council Purpose, Function, and Members
II.A.2-10	Assessing and Responding to Non-Native English Speakers' Writing Workshop Registration
II.A.2-11	Accommodating Students with Disabilities in the Classroom Workshop Registration
II.A.2-12	Professional and Organizational Development Homepage
II.A.2-13	Faculty Development on Title V Revised
II.A.2-14	Professional & Organizational Development Funding Process
II.A.2-15	Developmental Education Parachutes and Ladders Flier 2016

II.A.3.

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

Evidence of Meeting the Standard

SLOs are Identified

Mt. San Antonio College (Mt. SAC) uses two types of learning outcomes created for courses; together, they form the course-level outcomes for curricula development. Measurable objectives (MOs) and student learning outcomes (SLOs) stand as the criteria for success in a course. MOs are all of the outcomes that a student will meet, or learn, in a given course. SLOS may be derived from MOs in order to achieve more specific assessment and analysis. A department determines the SLOs through a discussion about what it wants to focus on for strengthening student success. Once a department has determined its SLOs, a rubric is created and criteria for success is established. The SLOs are then assessed on a regular cycle. The results of the assessments are collected and discussed at a department meeting, and the discussion leads to using the results of the assessment for improvement. The use of results might lead to a reassessment of the current SLOs after a determined

pedagogical or curricular change, or it might lead to choosing different SLOs to assess in the next cycle. The end result of each cycle of this process is indicative of the College culture that focuses on improvement in teaching and learning (II.A.3-1).

Program level outcomes (PLOs) and institutional level outcomes (ILOs) also result in student success data. All of the course level outcomes (MOs and SLOs) are linked to at least one broader PLO, and all PLOs are linked to at least one ILO (I.B.1-24).

MOs are an essential element in the creation of any course and are identified in several sources, including the Chancellor's Office Program and Course Approval handbook, the State Academic Senate Curriculum Guide, and the Academic Senate Content Review Implementation Plan (II.A.3-2, II.A.3-3, II.A.2-1). Each of these sources informs the processes used by several shared governance committees across campus to vet course curricula, including learning outcomes.

As a course is developed and MOs are created, SLOs are also identified. Learning outcomes are clearly defined and described on the Outcomes Committee webpage, including: SLOs, PLOs, and ILOs (II.A.3-4, II.A.3-5, II.A.1-4, I.A.1-30). Like MOs, SLOs are established based on a general and systematic institutional commitment. In October 2013, the Outcomes Committee began to engage the College in a process of "reimagining" existing general education outcomes, framing them instead as a competency-

based structure which yielded identification of both PLOs and ILOs (II.A.3-6, II.A.3-7, II.A.3-8 pg. 3-5, II.A.3-9). Mt. SAC has further clarified its commitment to SLO assessment with institutional explanation and faculty support statements (II.A.3-10, II.A.3-11).

All Course Outlines are Approved and Current and Include SLOs

When new, modified, or four-year review courses are submitted for review and approval to the Educational Design Committee (EDC), they must include MOs as well as SLOs. The development and assessment of outcomes (MOs, SLOs, PLOs, and ILOs) remains the responsibility of the faculty. Initial development of MOs and SLOs is accomplished through the curriculum development process described in II.A.2 (through EDC and C&I) and is based on statewide regulations and guidelines resulting in locally derived processes. In addition, SLO development is supported and guided by intentional institutional planning (I.A.1-30, II.A.3-12, II.A.3-13). SLOs are supported by the Academic Senate (II.A.2-2, II.A.2-3).

Adjunct faculty also participate in outcomes processes. Opportunities for adjuncts to participate in outcomes work were initially supported by funding through the College President's Office (II.A.3-14). Adjunct faculty are now guaranteed funding, through the 2014-2017 district/association collective bargaining agreement, to participate in outcomes work on campus (I.C.7-2 pg. 41). Inclusion of adjunct faculty has enriched the outcomes discussion and extended the impact of findings from data analysis, thus impacting a greater number of students.

SLOs on Syllabi Reinforces Institutionalization of SLOs

Outcomes are institutionalized at Mt. SAC because they are directly connected to courses. Currently, MOs and SLOs are created for every new course, approved by departments, documented in the minutes, then forwarded to EDC (I.A.1-30). Learning outcomes are also "mapped," demonstrating the connection between course level outcomes, PLOs and ILOs. Mapping is the process of identifying the connection of each course level learning outcome to a corresponding PLO. Once completed, every PLO is linked to at least one course level outcome. Course and program outcomes are then mapped to ILOs, again assuring that all ILOs are assessed on a regular and ongoing cycle (I.B.1-24, II.A.3-9). Students have access to outcomes for their courses and programs via the WebCMS public portal on all course and program outlines and via their course syllabi (II.A.3-15, I.C.3-1, II.A.1-5).

SLOs are Regularly Assessed

Learning outcomes at Mt. SAC are regularly and verifiably assessed. MOs are reviewed as part of the standard curriculum review process every four years. This process follows the same steps as the curriculum development process described above. Although this review is required every four years, faculty can submit revisions to any Course Outline of Record at any time. These can include revisions to all or any associated outcomes (MOs, SLOs, PLOs). SLOs are also assessed and reviewed every four years in a separate process based on a required SLO rotation plan created by each department (I.A.1-30, II.A.3-16).

Outcomes data is then entered into TracDat ([I.B.2-6](#), [II.A.3-17](#)). Courses/programs are deactivated if outcomes are not assessed within five years ([I.B.2-2](#)).

Progress with outcomes assessment is verified in several ways. All SLO assessments are verified through the SLO reports webpage ([II.A.1-5](#), [II.A.3-18](#)). All PLO assessments are verified through the use of the PLO Reports webpage ([II.A.3-19](#), [II.A.3-20](#)). Additionally, ongoing assessment is verified for degrees and certificates through the SLO output display ([II.A.3-21](#)).

SLO evaluation is part of the full-time faculty expectancies which require faculty to maintain current knowledge of department assessment activities and curriculum development. These activities are reported through the Yearly Report of Service to College Form on which faculty report their participation in a variety of supplemental activities across the year, including outcomes work ([I.C.7-2 pg. 163](#)). A significant portion of faculty SLO work includes discussion of course and program outcomes data at the department level, with an emphasis on how to improve student learning. The VP PIE Summary: Instruction (2013-14) report is a good example of how those discussions result in improvement across the instructional areas of the College. Entire sections of the department-level planning document, the division summary planning document, and the Vice President's summary planning document clearly display the consideration of assessment results and how those results are specifically used to improve student learning. For example,

after examining assessment data, the English Department changed how writing assignments were standardized across courses, the Psychology Department changed pedagogy and assessment methods, and the Sociology/Philosophy Department developed rubrics for instruction ([II.A.3-22](#), [II.A.3-23](#), [II.A.3-24](#), [II.A.3-25 pg 28-42](#)).

Analysis and Evaluation

Using established procedures, Mt. San Antonio College (Mt. SAC) identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees. All courses at the College have been officially approved and current course outlines include SLOs. In every class section, students receive a course syllabus that includes learning outcomes from the officially approved course outline.

Accomplishments and Outcomes

- MOs and SLOs stand as the criteria for success in courses at Mt. SAC.
- When new courses are submitted for review and approval, they must include both MOs as well as SLOs.
- Adjunct faculty participate in outcomes processes.
- Outcomes are institutionalized at Mt. SAC.
- Students have access to outcomes for courses and programs via the web and their course syllabi.
- Learning outcomes at Mt. SAC are regularly and verifiably assessed.
- The discussion of how outcomes assessment can be used to positively affect student learning occurs at the department level.

List of Evidence

I.A.1-30	Outcomes Plan 2012-2020
I.B.1-24	Summary Report for ILO Mapping 8-2016
I.B.2-2	AP4020 Program and Curriculum Development
I.B.2-6	TracDat Login Page
I.C.3-1	WebCMS Webpage
I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 41
I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 163
II.A.1-4	Outcomes Assessment Homepage
II.A.1-5	SLO by Certificate, Degree, and Discipline
II.A.2-1	Academic Senate Content Review Form
II.A.2-2	Academic Senate SLO Resolution 07-2011
II.A.2-3	Academic Senate PLO Resolution 06-2013
II.A.3-1	Example of SLO Course Rotation Plan
II.A.3-2	The Course Outline of Record: A Curriculum Reference Guide
II.A.3-3	State Academic Senate Curriculum Guide
II.A.3-4	What is a Student Learning Outcome?
II.A.3-5	What is a Program Level Outcome?
II.A.3-6	Institutional Level Outcomes
II.A.3-7	Outcomes Committee - General Education Outcomes Re-Imagined PowerPoint
II.A.3-8	Outcomes Committee - General Education Outcomes Re-Imagined Report pg. 3-5
II.A.3-9	Institutional Level Outcomes Explained
II.A.3-10	What is Outcomes Assessment and Why Do It?
II.A.3-11	Video Link - Professor Jonathan Hymer's speech - Why Do We Assess
II.A.3-12	Appendix C - SLO Checklist
II.A.3-13	Example of SLO Checklist: Theater SLO Review
II.A.3-14	Financial Resources for Assessment
II.A.3-15	SLO Syllabi Example 1
II.A.3-16	Example of SLO Rotation Plan - Learning Assistance
II.A.3-17	Course Report- Electronics & Computer Technology
II.A.3-18	Student Learning Outcomes - Report Detail
II.A.3-19	Program Level Outcomes Reports
II.A.3-20	Arts - Program Detailed Report
II.A.3-21	Student Learning Outcomes - Output Display Webpage
II.A.3-22	Program Review - AmLa Outcomes Assessment
II.A.3-23	PIE - Psychology Outcomes 2014
II.A.3-24	Outcomes Assessment for Humanities and Social Sciences 2013-14
II.A.3-25	Vice President of Instruction PIE 2014-15 pg. 28-42

II.A.4.

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Pre-Collegiate Level Curriculum is Offered

Courses and programs at Mt. San Antonio College (Mt. SAC) are developed and assessed through a shared governance process, based on Board Policy (BP) 4020 and Administrative Procedure (AP) 4020 (I.B.2-2, II.A.4-1). The process begins with identification of a need and moves to the collaborative development of curricula by faculty and administration (usually division management). The need may be informed by input from advisory committees, changes in four-year program content, or direct response to outcomes assessment analysis. During this process, prerequisites are established and the determination between course types, including pre-collegiate and collegiate, is determined and entered into the curriculum development and review system, WebCMS (I.C.3-1).

Pre-collegiate level reading, math, and English curricula are offered in the Learning Assistance, American Language (AMLA), Math, and English departments. The credit courses in these departments are one, two, or three levels below transfer and serve as pre-requisites for other courses in the sequence that lead to transferable, college-level coursework.

Tutoring support is available to all students in pre-collegiate courses at the Learning Assistance Center, tutorial services within the Learning Assistance Department, the Writing Center, and the Math Activities Resource Center (MARC). In addition to tutoring, students may also have supplemental instructors in their classes, who further support students in learning the knowledge and skills needed to be successful in collegiate-level courses. Additionally, the Writing Center offers a Tutor in the Classroom program at all levels for pre-collegiate and collegiate-level English courses.

The School of Continuing Education offers students viable options for completing pre-collegiate coursework. Noncredit courses and programs below college level are available to assist students for success in both employment and/or college-level coursework. These come in the form of test preparation boot camps, contextualized math remediation for health care courses, and vocational English as a Second Language. Furthermore, beginning in March 2013, School of Continuing Education participated in a regional planning consortium with K-12 partners to create an Adult Education Regional Plan to address gaps, align services, and promote pathways. College faculty, administrators, and staff evaluated regional data and adult education needs to identify current levels of services and future program offerings. As a result, various pre-collegiate noncredit basic skills and vocational coursework and programs have been developed. These include new course and program offerings such as

Basic Skills Biology, Physical Therapy Aide, and Electronics Systems Technology (II.A.4-2).

The College Distinguishes between Pre-Collegiate and College-Level Curriculum

Pre-collegiate and college-level curriculum are distinguished in Course Outline of Record (COR), the College catalog, and the class schedule. Course status as degree applicable or non-degree applicable is indicated on the COR. Once a course is approved as degree applicable or non-degree applicable, this information is printed in the catalog and the class schedule as well.

Prerequisites may also serve to distinguish between pre-collegiate and collegiate coursework (II.A.2-1, II.A.4-3, II.A.4-4). These prerequisites are informed by both Title 5 and the Chancellor's Office Program and Course Approval Handbook (II.A.4-5, II.A.1-3 pg. 143-144). Prerequisites are determined by a content review process in which the exit skills of the prerequisite course are aligned with the skills needed to achieve the learning outcomes of the subsequent course.

Once developed by faculty and reviewed by the appropriate division, curriculum is forwarded to the Educational Design Committee (EDC), which is an Academic Senate committee, via the College's curriculum system, WebCMS (I.B.1-33). Once EDC ensures Title 5 compliance, curriculum moves forward to the Curriculum and Instruction Council (C&I), an Academic Senate Council (I.B.1-32). C&I reviews EDC curriculum recommendations, focusing on how the course or program fits into the overall College mission, goals, and regulations,

including the consideration of course type (degree applicable or non-degree applicable). This entire curriculum process is supported by annual training, offered to faculty, department chairs, and managers, sponsored by both the Academic Senate and Office of Instruction, and facilitated by the C&I chair and Associate Vice President of Instruction (II.A.4-6, II.A.4-7).

The College Supports Students in Moving From Pre-Collegiate to College-Level Curriculum

Prerequisites are used to successfully transition students from pre-collegiate courses to collegiate courses in the composition sequence. A diagram from the schedule of classes (see figure II.A. 4.-1) provides an overview of how students matriculate from pre-collegiate writing courses to the first collegiate-level writing course, English (ENGL) 1A (II.A.4-8). There are several entry points as a result of the initial placement process (AWE—Assessment of Written English). Once placed, students matriculate from one course to a subsequent level course. All of this post-assessment matriculation occurs based on prerequisites established for each subsequent course. It is important to note the various designations of Mt. SAC's courses:

- ESL is the non-credit English as a Second Language program;
- AmLa is the American Language pre-collegiate, credit ESL program,
- LERN is the pre-collegiate credit Learning Assistance program; and
- ENGL is the pre-collegiate and collegiate credit English composition and literature program.

AMERICAN LANGUAGE

ENGLISH PLACEMENT

AWE*

ESL** → LERN 81**

AMLA 41W → ENGL 67

AMLA 42W → ENGL 68

AMLA 43W → ENGL 1A

ENGL 1B / ENGL 1C / LIT

* Assessment of Written English Test — a test of your abilities in Language Usage. It is required for placement in English classes (including LERN, AMLA, and ESL classes), Business English classes, admission to the Health Science Program and all courses requiring English eligibility.

** Students may enroll in ESL (English as a Second Language) and LERN (for native speakers) without taking the AWE.

Figure II.A.4.-1. English Placement and Sequence

For example, the diagram illustrates three ways students can enter ENGL 67 (two levels below collegiate): 1) place into ENGL 67 through the AWE, 2) matriculate from LERN 81, or 3) matriculate from AMLA 42W. The Course Outline of Record (COR) for ENGL 67 includes those vetted prerequisites (II.A.4-9). However, in order to be eligible to enroll in ENGL 1A (first collegiate-level writing course), students have only two options: 1) place through the AWE, or 2) matriculate from ENGL 68. The COR for ENGL 1A verifies the establishment of those prerequisites. (II.A.4-10).

A similar process is also available for students to review for mathematics sequence. A diagram from the schedule of classes (see figure II.A.4.-2) provides an overview of how students matriculate from pre-collegiate math courses to the first collegiate-level math course and beyond. Students can enter into LERN 48

without a placement, place into a math course based on the College's locally-developed math placement assessment, or otherwise progress by matriculating from one course to the next in the sequence based on prerequisites established for each successive course. Completion of MATH 70 or MATH 71 meets the local degree requirement, while completion of MATH 100 or higher is necessary for transfer programs.

In addition to course sequencing, the College supports student movement from pre-collegiate basic skills courses to college-level curriculum through implementation of learning communities and student academic support services. The College has implemented several strategies that are based on collaboration between Student Services and Instruction. Learning communities that integrate student support services (counseling, advising, peer mentoring, tutoring, supplemental instruction, and study groups) with instruction in English, reading, and math have been highly successful. The Pathways to Transfer efforts allow students to seamlessly enroll in the required sequence of basic skills and general education courses needed for graduation and transfer, enabling students to meet their goals in a timely fashion, with high success rates (I.B.3-7).

School of Continuing Education programs provide extensive support services to students enrolled in noncredit coursework (I.A.2-6). Embedded counseling, soft-skills, tutoring, assessment, and access to specialized courses are provided to English as a Second Language students attempting to acquire English and literacy skills and

Adult Basic Education and short-term Vocational students needing to complete high school graduation requirements, improve basic skills, or gain vocational skills (II.A.4-11). Since 2014, the Title V grant has emulated the best of the above-mentioned practices in its five Career and Technology Education (CTE) cohorts and shown strong retention and persistence in its first three years of piloting (II.A.4-12).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) offers pre-collegiate curriculum and distinguishes that curriculum from college-level curriculum. The College supports students in learning, advancing, and succeeding in college-level curriculum.

Accomplishments and Outcomes

- At Mt. SAC, prerequisites are established and the determination between course types (including pre-collegiate and collegiate) is determined and entered into the curriculum development/review system.
- The key to creating the distinction between pre-collegiate and collegiate courses lies in the identification of exit skills and the creation of prerequisites.
- Program quality and improvement are embedded in Mt. SAC's curriculum planning process.
- Prerequisites are used to successfully transition students from pre-collegiate courses to collegiate courses in the composition sequence.
- The School of Continuing Education offers students a variety of methods to take pre-collegiate coursework.
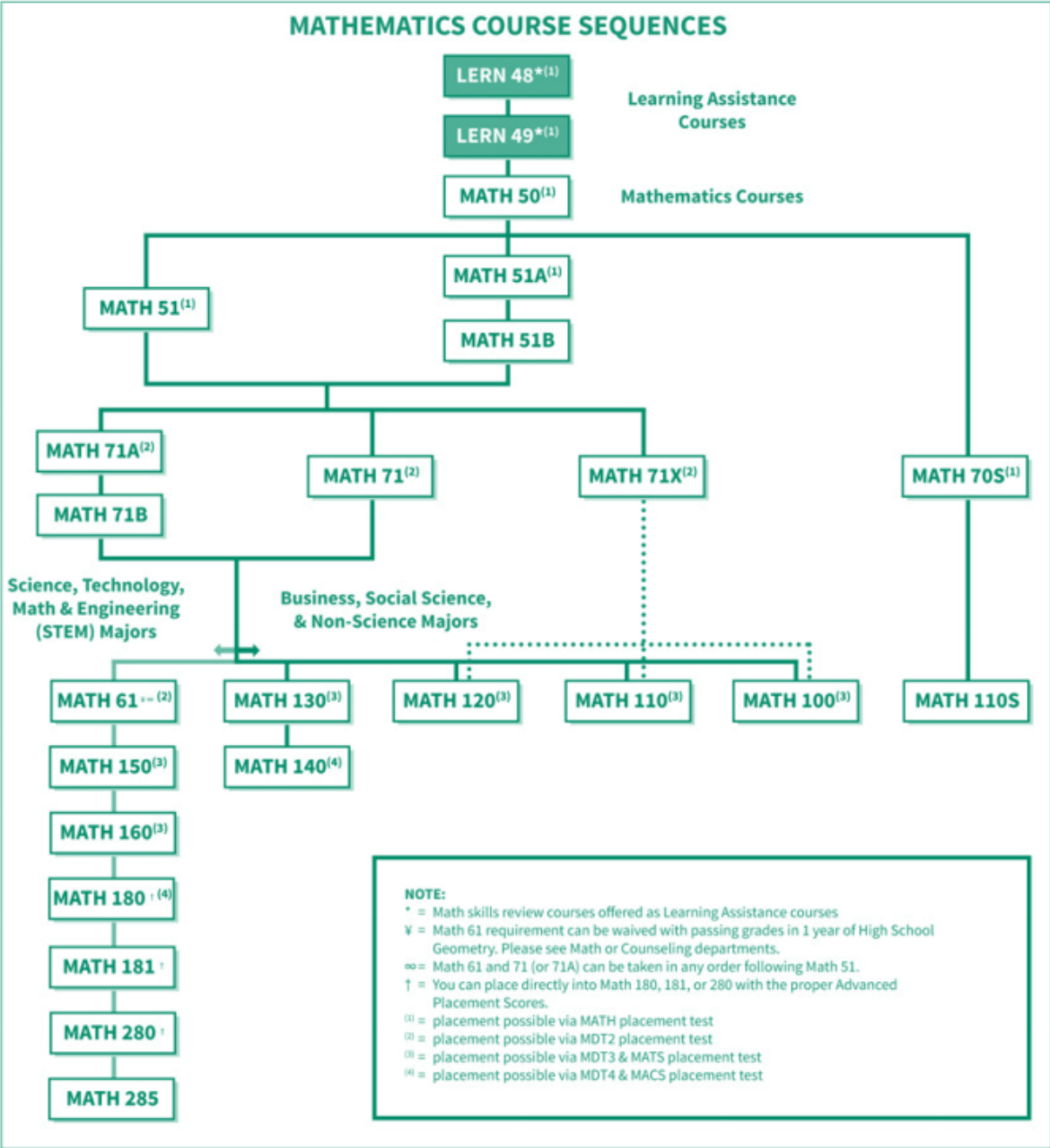
Figure II.A.4.-2. Math Course Sequences

List of Evidence

I.A.2-6	Noncredit Student Success Plan
I.B.1-32	Curriculum and Instruction Council Purpose, Function, and Members
I.B.1-33	Educational Design Committee Purpose, Function, and Members
I.B.2-2	AP4020 Program and Curriculum Development
I.B.3-7	Pathways to Transfer Success Data
I.C.3-1	WebCMS Webpage
II.A.1-3	Chancellor's Office Program and Course Approval Handbook pg. 143-144
II.A.2-1	Academic Senate Content Review Plan
II.A.4-1	BP4020 Corequisites, Prerequisites, and Advisories
II.A.4-2	EDC Minutes 9-16-2016: Noncredit Programs
II.A.4-3	BP4260 Prerequisites, Corequisites, and Advisories
II.A.4-4	AP4260 - Prerequisites, Corequisites, and Advisories
II.A.4-5	Guidelines for Title 5 Regulations Section 55003 - Policies for Prerequisites, Corequisites, and Advisories
II.A.4-6	Curriculum Report Academic Senate 4-24-2014
II.A.4-7	Educational Design Committee Minutes 9-3-2013
II.A.4-8	English Placement Chart
II.A.4-9	English 67 Course Outline
II.A.4-10	English 1A Course Outline
II.A.4-11	School of Continuing Education Programs
II.A.4-12	Title V Success Rates

II.A.5.

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

Evidence of Meeting the Standard

The College's Degrees and Programs Follow Practices Common to American Higher Education

Mt. San Antonio College (Mt. SAC) uses several formal processes to ensure its programs and degrees comprise the highest quality elements of student learning and employ best practices in delivery of those programs. All of these processes are a product of shared governance collaboration and are in response to state-mandated as well as locally-developed standards. There are several sources for the criteria used in development of these programs, including the Chancellor's Office Program and Course Approval Handbook, Guidelines for Title 5 Regulations, and Curriculum Resources Made Accessible developed by the System Advisory Committee on Curriculum (II.A.1-3 pg. 20, 75-94, II.A.3-3, II.A.5-1). Locally developed resources include Mt. SAC Board Policy (BP) 4020 and Administrative Procedure (AP) 4020 Curriculum and Development, BP 4260 Prerequisites, Co-requisites and Advisories, the Educational Design

Committee (EDC) Documents and Forms, the Academic Senate Content Review Implementation Plan per Resolution 2012-02, and feedback from Advisory Committees in CTE areas (II.A.4-5, I.B.2-2, II.A.4-1, II.A.4-3, II.A.5-2, II.A.5-3, II.A.2-1 pg. 18, II.A.5-4 pg. 4-5). Each of these sources informs the processes used by several shared governance committees across campus to ensure the rigor, appropriateness, and timely execution of programs and degrees.

Although one could argue that there is essentially one general process that comprises the entire mechanism of course, program, and degree development and review, these larger processes are made up of several smaller processes defined by the shared governance committees that facilitate them. Each step ensures full participation of faculty and is informed by state and local policy.

The School of Continuing Education high school program maintains high standards for curriculum and instruction, which is evidenced by UC/CSU a-g status and NCAA designation for high school core subjects. Courses submitted by School of Continuing Education for a-g status went through a rigorous review process by discipline faculty at the University of California. All courses are approved and listed on the UC articulation website. In addition, School of Continuing Education high school faculty have followed a similar process with the NCAA to ensure that courses contain rigor and standards to prepare students for college-level coursework.

Mt. SAC has 16 certificates that are available 100 percent online and 10 certificates that are 50 percent or more available online (II.A.5-2). Processes related to distance education at Mt. SAC are guided by AP 4105 and Department of Education regulations (I.B.2-24). The College's Distance Learning Master Plan was developed by the Distance Learning Committee in part to articulate needs for distance education courses. (I.A.1-29, II.A.5-5) All new distance learning course proposals are reviewed through the regular curriculum approval process, as facilitated by the EDC (I.B.1-33), and overseen by Curriculum and Instruction (I.B.1-32). Additional quality assurance criteria for distance learning courses are described in the distance learning course amendment form. A mandatory certification for teaching online courses, Skills and Pedagogy for Online Teaching (SPOT) is offered by the Online Learning Support Center (II.A.5-6, II.A.5-7, II.A.5-8).

Program completion timelines and course sequencing patterns are required for the approval of all programs. The Chancellor's Office began requesting program course sequencing tables in 2014 (II.A.1-3 pg. 20, 75-94). Since that time, all new degrees and certificates submitted to EDC are required to contain course sequencing tables that note the courses in a specific order across a recommended timeline. Course sequencing tables are included in the program submission via the program cover sheet (II.A.5-9, II.A.5-10, II.A.5-11, II.A.5-12, II.A.5-13). As of the publishing of the College's new digital catalog (2016-17) on the CourseLeaf platform, course sequence tables are available to students in the catalog as well as in certificate and degree brochures, such as the Aeronautics program (II.A.5-14).

The College Ensures Minimum Degree Requirements for Its Degrees

The minimum requirements of Mt. SAC's associates degrees, including Associate Degrees for Transfer (ADT), are 60 units and are described in the College Catalog (I.A.4-1 pg. 44, 176). A Bachelor's Degree in Aviation Management, offered by Southern Illinois University; a Bachelor of Science in Nursing, offered by Mt. Saint Mary's University; and a Bachelor's Degree in Business, offered by the University of La Verne, are available to students. These degrees are offered on the Mt. SAC campus by the respective colleges named.

Analysis and Evaluation

Mt. San Antonio College's (Mt. SAC's) degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The College ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 12.

Accomplishments and Outcomes

- Mt. SAC has several formal processes to ensure that its programs and degrees comprise the highest quality elements of student learning and best practices in mode of delivery.

- Timelines and course sequencing are required for the approval of all programs.

- The minimum requirements of Mt. SAC's A.A. degrees are 60 units and are described in the College catalog.

List of Evidence

I.A.1-29	Distance Learning Master Plan
I.A.4-1	Catalog 2016-17 pg. 44, 176
I.B.1-32	Curriculum and Instruction Council Purpose, Function, and Members
I.B.1-33	Educational Design Committee Purpose, Function, and Members
I.B.2-2	AP4020 Program and Curriculum Development
I.B.2-24	AP4105 Distance Learning
II.A.1-3	Chancellor's Office Program and Course Approval Handbook pg. 20, 75-94
II.A.2-1	Academic Senate Content Review Form pg. 18
II.A.3-3	State Academic Senate Curriculum Guide
II.A.4-1	BP4020 Program, Curriculum and Course Development
II.A.4-3	BP4260 Prerequisites, Corequisites, and Advisories
II.A.4-5	Guidelines for Title 5 Regulations Section 55003 - Policies for Prerequisites, Corequisites, and Advisories
II.A.5-1	Title 5 55130 for Credit Programs and 55150, 55151, 55154, and 55155 for Noncredit Programs
II.A.5-2	Substantive Change Proposal
II.A.5-3	Educational Design Committee Guidelines
II.A.5-4	Advisory Committee Handbook pg. 4-5
II.A.5-5	Distance Learning Committee Purpose, Function, and Members
II.A.5-6	Skills and Pedagogy for Online Teaching
II.A.5-7	Online Learning Support Center
II.A.5-8	Distance Learning Faculty Resources
II.A.5-9	Course Sequencing
II.A.5-10	Animation Course Sequence Table
II.A.5-11	Architecture Design Course Sequence Table
II.A.5-12	Electronics Technology Course Sequence Table
II.A.5-13	Respiratory Therapy Course Sequence Table
II.A.5-14	Aeronautics Program Degree Brochure

II.A.6.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) utilizes a dynamic enrollment management process that allows the College to be nimble in its ability to adjust department schedules to meet student demand. Mt. SAC's real-time, data-driven enrollment management process identifies students' needs and then aligns course offerings with those needs. Mt. SAC's scheduling process is guided by the following goals:

- Offer courses in the appropriate sequence to ensure students can complete their program of study in a timely manner.
- Offer an appropriate number of courses to meet student demand.
- Ensure that courses are offered at a variety of times during the day, evening, and weekends to accommodate student needs.
- Offer courses in a variety of instructional modes such as: traditional, hybrid, and distance learning.

The class schedule is built semester by semester one year in advance. Mt. SAC implements a collaborative process that involves department faculty, department chairs, division deans, and the Instruction Office. Prior to building the class schedule, enrollment data from the previous year is analyzed to help determine the number of sections to offer, the appropriate times to offer courses, and the best use of classroom space (II.A.6-1, II.A.6-2, II.A.6-3, II.A.6-4).

The scheduling process begins with faculty reviewing their certificate and degree program needs and their program review results. Next, the faculty and deans review Argos reports that provide detailed course- and department-specific enrollments from the previous year. They consider the demand for their department courses by analyzing the course fill rate and student wait-lists. Based on this information, the department chair builds the department schedule to be reviewed by the dean for approval (II.A.6-5, II.A.6-6, II.A.6-7, II.A.6-8).

Once registration begins, the deans closely monitor their enrollments by courses and departments. On a weekly basis, they pull Argos reports that show the number of students enrolled by course and the number of students on wait-lists. As registration progresses and classes fill, the deans contact the department chairs to discuss adding additional sections. In addition, classes that are below the expected enrollment numbers at that point in time are also discussed with the department chairs for potential cancellation and replacement with other high demand classes. This is an ongoing process throughout the registration period (II.A.6-5, II.A.6-6, II.A.6-7, II.A.6-8).

Analysis and Evaluation

Mt. San Antonio College's (Mt. SAC) dynamic enrollment management process results in a schedule that promotes student success, meets students' needs, and allows for completion of programs of study in an efficient and timely manner. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 9.

Accomplishments and Outcomes

- Mt. SAC's data-driven enrollment management process identifies students' needs then aligns course schedules with those needs.
- The Mt. SAC scheduling process includes dynamic collaboration between faculty, department chairs, deans, and other instructional managers.
- Mt. SAC is committed to assisting students in completing courses, degrees, and certificates in a timely fashion.

List of Evidence

II.A.6-1	**Enrollment History**
II.A.6-2	**Fill Rates**
II.A.6-3	**GE Pattern Gap Analyses**
II.A.6-4	**Degree and Certificate Award Data**
II.A.6-5	**Enrollment by Division**
II.A.6-6	**Fill Rate by Course**
II.A.6-7	**Fill Rate by Department**
II.A.6-8	**Waitlist by Department**

II.A.7.

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

Evidence of Meeting the Standard

The College Uses Delivery Modes, Teaching Methods, and Learning Support that Reflect Diverse and Changing Needs of Students

Mt. San Antonio College's (Mt. SAC's) commitment to addressing diversity is built on its mission, core values, and goals. Included in Mt. SACs mission is the clear commitment to addressing the broad range of diversity on campus: "Specifically, the College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The College pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and the completion of career and transfer pathways. The College carries out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals." Core values include "Diversity – We respect and welcome all differences, and we foster equal participation throughout the campus community." The mission drives the College's goals, several of which comprise elements of diversity:

Goal #1: The College will prepare students for success through the development and support of exemplary programs and services; Goal #3: The College will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels; Goal #5: Students entering credit programs of study will be ready for college-level academic achievement; and Goal # 9: The College will provide opportunities for increased diversity and equity for all across campus (I.A.1-2).

College mission, values, and goals inform diversity planning, which takes several forms. The mission, values, and goals are reflected in the Educational Master Plan:

- Strategic Objective 2A: Improve student successful course completion rates both by improving methods of tutoring and service delivery and by increasing student access to tutoring and lab support services through providing well-trained tutoring centers and instructional lab support staff for all disciplines.
- Strategic Objective 8A: Provide faculty and staff professional development opportunities for implementation of best practices in teaching and learning, especially for work with basic skills and online students, use of library resources, use of Moodlerooms/Canvas and other learning technologies, and data-driven outcomes assessment.
- Strategic Objective 10A: Promote and support basic skills tutoring services on campus. Progress towards Strategic Objective 2A includes increased success rates in basic skills courses (+14

percent) when students attend at least 90 minutes of tutoring. Usage of labs serving credit students doubled over a three-year period, and staffing levels have increased (I.A.3-2).

Through reflection, review of data, research, and focus group results, the College constantly reviews its programs and services to ensure that the diverse and changing needs of its student population are addressed. Planning efforts such as the Student Equity and the Student Services/Instructional Educational Master Plan meetings serve to bring together faculty, staff, and managers to assess and plan modes and methods to implement instructional strategies and support interventions to serve students.

Mt. SAC has a comprehensive commitment and intentionality to address learning styles and multiple assessments of student learning. A prime way in which the College uses teaching methodologies and learning support services to reflect the diversity of students is through robust professional development offerings targeting improvement in teaching and learning support. Faculty fall and spring FLEX (professional development) days have included increased sessions focused on practices to promote equity in success for all students. Example session topics include: culturally responsive practices in the classroom; language, power, and privilege; best practices for supporting student veterans; improving the campus climate for LGBTQ students; supporting the older student and recently incarcerated student; digital stories of Asian and Pacific Islander students; and cultural capital and equity mindedness in the classroom.

An institutional commitment to pedagogical development and student learning is evidenced by Professional and Organizational Development (POD) training/workshops for full-time and adjunct faculty (II.A.2-15). Through POD, Mt. SAC provides a hybrid online course for faculty on Accommodating Students with Disabilities in the Classroom. By far, the most popular part of this class is the section on universal design. The course offers a framework by which Mt. SAC professors can apply universal design teaching and learning strategies in order to enhance curriculum to be applicable to most students, minimizing the need for special adaptations or accommodations. The overarching strategy is to consider the "universe" of student characteristics that present in any given classroom from day one and ensure multiple forms of presentation of course material, assessment of learning, and student engagement to address the wide student diversity and promote student equity and success (II.A.7-1).

Mt. SAC's Dean of Disabled Student Programs and Services has been the College advocate for universal design since 2003. Various on-campus presentations by this dean have been offered during faculty FLEX days, student services professional development days, Disability Awareness Month (October), the annual Developmental Education Conference (Parachutes and Ladders), new faculty seminar, Online Learning Week, and as part of the Accommodating Students with Disabilities class. In spring 2016, a faculty inquiry group (FIG) formed to study universal design. The major questions asked by the FIG were: Why is universal design important in the

classroom? Can the different models, principles, and theories be synthesized into a universal design for a learning framework for Mt. SAC? How can universal design promote student success? How does an instructor implement universal design in the classroom? How does universal design change a professor's perception of his/her efficacy in delivering course content? How can universal design strategies address student inequities? Does universal design address the different academic preparation levels we see in the classroom? The FIG conducted a study on universal design and professors' attitude, awareness, and desire to change course material to incorporate more universal design strategies. Another goal of the FIG was to provide means by which faculty could access more information on universal design. A FIG member and Mt. SAC librarian developed a library guide (lib guide) that includes an annotated bibliography on universal design, Universal Design of Learning Principles, and course changes faculty can implement. The lib guide also includes additional information on the study and implementation of universal design on campus and many of the most recent PowerPoint presentations on universal design (II.A.7-2). Future plans include the continued development of the library guide, a universal design symposium in January 2017, an online course for faculty on universal design course strategies, and continued efforts to provide additional professional development presentations for the College. In support of universal design, the College assures that all videos are closed-captioned and all classrooms can project those closed-captioned videos. Students with disabilities receive in-class accommodations as indicated, such as note takers, sign language interpreters, and approval from faculty to record lectures. Accommodated testing services and document enlargement for visually impaired students are provided in Disabled Student Services and Programs. In addition, the College adopted a hiring mechanism to provide sufficient interpreters for deaf or hard-of-hearing students.

In addition to POD on-campus training, the College supports conference and travel funding for full-time and adjunct faculty up to $1,500 per person until funds are exhausted and also hosts an annual Developmental Education Conference (II.A.2-14). This conference series is just completing its 14th year and is a major activity focused on developmental pedagogy and learning styles (II.A.2-15).

To directly address needs identified in the College's Student Equity Plan for all of Mt. SAC's student populations who experience an achievement gap, a Professional Learning Academy is in development to ensure that equity efforts extend to all classrooms. This is achieved through a series of course offerings organized into certificate programs for faculty, including an instructional innovation certificate and multi-level student equity certificates. Unlike traditional professional development workshops, academy certificates require faculty to complete work beyond the trainings and then complete an assessment cycle to ascertain the impact of their pedagogical innovations and adaptations. This model is being practiced in the College's new faculty seminar for

2016-17 in which 55 new faculty are engaging in a year-long equity training institute that will culminate in completion of an equity certificate. Data collected from individual assessments will be summarized by a faculty team and reported annually through the campus Student Equity Plan, starting in July 2017.

To address needs identified in the campus Student Equity plan for LGBTQ students, a minimum of 30 faculty per year are now completing Safe Space Training. This training promotes strategies for inclusiveness and support for this population via syllabi, class assignments, classroom language, course materials, and the physical design of the classroom itself. Participants are required to report back about specific adaptations they have implemented before receiving their Safe Space certification, and the campus-wide effectiveness of the overall program will be assessed on an annual basis starting in July 2017.

The College Supports Equity in Success for All Students

The Student Equity Plan's goals focus on specific, targeted interventions for populations of students enrolled in particular College programs, novel, unique new initiatives designed to provide under-represented and under-served students with interventions to improve their success rate, cross-collaboration between various departments and programs through shared resources and integrated activities, and college-wide initiatives designed to improve student equity and student success through larger scale efforts (I.A.1-12, I.B.1-52). The commitment is consistent with the College Strategic Plan

2015-17, which commits the College to providing opportunities for increased diversity and equity across campus, specifically in Strategic Objective 9.1: "Mitigate disproportionate impact based on gender, race/ethnicity, disability, age, emancipated foster youth status, or economic status for student access, retention, degree and certificate completion, English as a Second Language and basic skills completion, and transfer." (I.A.3-1 pg. 13).

The College's Student Equity Plan synthesizes the College's approach to diversity and equity by utilizing critical research to inform development and implementation of specific instructional and support interventions to address disproportionality in achievement of identified student groups. For example, research shows that the student groups who excel at a disproportionally lower rate are Latino, African-American, and Pacific Islander males. The College has developed a Minority Male Initiative, based on the M2C3 Initiative, to address these disparities in student success. This initiative has resulted in the development of an in-reach effort to connect with students of color through student ambassadors. Coordination of student equity efforts between Instruction and Student Services has resulted in several strategies to increase success rates in math and science. The Math Boot Camp, STEM Center, and Summer Transfer Bridge are collaborative efforts that target students underrepresented in these academic areas.

The College's development and successful implementation of learning communities and cohort learning groups has enabled

many targeted student populations to excel in basic skills classes. High school students testing into basic skills courses are recruited into the Bridge Program, which offers a highly successful Summer Bridge Program as well as English and Math Bridge during the academic year. Pathways to Transfer are linked courses that guarantee students can complete their basic skills course sequence by enrolling in subsequent levels of classes. Counseling services and community classes are linked with learning communities and learning groups. These collaborative teaching and learning support efforts have resulted in successful, first-time pass rates in basic skills classes for many low-income and first-generation college students (I.B.5-23).

Other student success initiatives focused on equity include:

- The Reaching Empowering Achieving Completing with Heart (REACH) program to serve foster youth and former foster youth students.
- LGBTQ student outreach through the College's Pride Center, a restructuring of, and increase in, faculty ally training sessions, and targeted counseling and mental health services offered to LGBTQ students.
- Equity-focused tutor training sessions offered through the Learning Assistance Center to improve the tutorial relationship between tutors and students.
- The Title V grant supporting the Appreciating Diversity workshops and certificate for student leadership through the Student Life program.

Beyond tutoring and academic support services for students, myriad efforts have promoted resources for distance learning (DL) students. An example is a re-designed Distance Learning Student Support Services webpage for students intended as a one-stop click (II.A.7-3). This webpage URL is embedded in every schedule note attached to each DL class in the schedule of classes. Additionally, students enrolling in a DL class are directed to free short instructional videos on being prepared to take and succeed in DL classes through the same schedule note. Administrative Procedure 4105 Distance Learning also includes guidelines and recommended practices to ensure the accessibility of DL courses for students with disabilities to promote success in DL courses for all students.

Students enrolled in the School of Continuing Education have unique learning needs and are among the disproportionately impacted campus populations. As such, there are a variety of delivery methodologies and interventions available to support their goal attainment. Currently, there are active projects within the Campus Student Equity Plan for ESL, Short-term Vocational, WIN Program, and Adult Basic Education that provide these specific interventions and resources to marginalized noncredit populations. Furthermore, although some noncredit courses are offered through the traditional direct-instruction model, other delivery modes are provided. These include open-entry/exit lab classes students can attend at variable times available in their schedules and others that deliver hands-on instruction, computer-aided instruction, and

contextualized learning. Noncredit and community and fee-based courses are also provided during evening and weekend hours, within the community, and in a compressed schedule to adequately meet the needs of students, many of whom have a multitude of barriers to entry and retention.

Adults with disabilities (AWD) also have the opportunity for specialized interventions and resources through noncredit course offerings. The AWD program is currently developing the IMPACT program to help students maximize their potential for integration into mainstream of society. The specialized curriculum contains the following tenets: independent living skills; mobility training; physical health and well-being; advocacy for self; college, career, and job readiness skills; and technology training. It is anticipated that this program will be ready for implementation in 2017-18.

Mt. SAC recognizes that the one of the best strategies to reflect the diverse and changing needs of students and support success for all students is to recruit and hire a diverse workforce. Mt. SAC's diversity commitment is evident in its Equal Employment Opportunity Plan which states, "To properly serve a growing, diverse population, the District will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the value of diversity and equity in the workplace and in the District's academic and vocational programs." This plan also ensures that every stage of the campus hiring process includes an evaluation of sensitivity to and understanding of the diverse students

served at Mt. SAC (II.A.7-4 pg. 1, 14). This commitment is also expressed in the College's Strategic Plan, particularly in Outcomes Objectives 9.2.1, "The College will have a workforce whose diversity supports its mission," and 9.2.2 "The College will implement a revised EEO Plan that will be reviewed every two years," and Strategic Objective 9.3 "Implement college employment practices that are consistent with the EEO Plan, reflect sensitivity and understanding of student and employee diversity, and eliminate bias and unlawful discrimination in the employment process." The Campus Equity and Diversity Committee's (CEDC) Purpose and Function Statement includes EEO plan review and recommendations for revision biennially (II.A.7-5).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students and supports equity in success for all students.

Accomplishments and Outcomes

- Mt. SAC's commitment to addressing diversity is built on its mission, core values, and goals.
- The College mission, values, and goals inform diversity planning that takes several forms.
- The Student Equity Plan's goals focus on specific, targeted interventions.
- The College's diversity planning informs application of its diversity commitment.

- Mt. SAC faculty show a commitment to pedagogical development and student learning.

- Mt. SAC regularly assesses its commitment to diversity.

List of Evidence

I.A.1-2	Mission, Vision, Core Values
I.A.1-12	Student Equity Plan 2015-16
I.A.3-1	Strategic Plan 2015-17 pg. 13
I.A.3-2	The Development of the Educational Master Plan 2013
I.B.1-52	Student Equity Committee Purpose, Function, and Members
I.B.5-23	Bridge Program Report
II.A.2-14	Professional & Organizational Development Funding Process
II.A.2-15	Developmental Education Parachutes and Ladders Flier 2016
II.A.7-1	Accommodating Students with Disabilities in the Classroom
II.A.7-2	Universal Design
II.A.7-3	Distance Learning Student Support Services
II.A.7-4	Equal Employment Opportunity pg. 1, 14
II.A.7-5	Campus Equity and Diversity Committee Purpose, Function, and Members

II.A.8.

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

Evidence of Meeting the Standard

The College Validates Department wide Course and/or Program Examinations

Department wide course exams exist in the following Mt. San Antonio College (Mt. SAC) degree and certificate programs: Air Conditioning and Refrigeration, Aircraft Maintenance Technology, Certified Nursing Assistant, EMT/Paramedic, Histotechnology, Interior Design, Nursing, Paralegal, Phlebotomy, Psychiatric Technician, Radiologic Technology, Respiratory Therapy, Veterinary Technology, Water Technology, and Welding (II.A.8-1).

Initially, the validity of these exams is established through the development and assessment of course level student learning outcomes (SLOs) and related program level outcomes (PLOs). For those programs that are accredited by outside accrediting agencies or certified by outside agencies, these outcomes are based on accreditation or certification standards (II.A.8-2, II.A.8-3, II.A.8-4). Faculty use accrediting standards and licensure requirements to form the basis of their course and program outcomes, which are then vetted through College curriculum and outcomes development and assessment processes.

Another source of information faculty use to determine course exam validity and reliability is the result of student pass rates on licensing exams (II.A.8-5). Many of these programs, such as the Registered Veterinary Technician program, have at least one PLO that is determined and influenced by the pass rate of its licensing/national/state exams. In conjunction with outcomes assessment based on accreditation standards, faculty use these pass rates as ad hoc PLOs to measure the effectiveness of their curricula (II.A.8-6).

Outcomes assessment and licensure pass-rate data is also regularly presented to program advisory committees to keep committee members updated. Based on the data, committees may make recommendations for curriculum revision (II.A.8-7).

School of Continuing Education noncredit programs such as Adult Basic Education (ABE) and ESL ensure the integrity of course and program examination standards, including reducing exam bias and increasing reliability. The ESL Computer Adaptive Placement (CAP) test is administered at time of entry into the program to assess proficiency level, and has been validated according to Chancellor's Office guidelines. ESL faculty review midterm exams for content validity during department scheduled in-services. ESL final exams are standardized for the department; all level exams, with item analyses, are made available to faculty to review and comment on content validity during a specified time period (II.A.8-8 pg. 2, II.A.8-9). Noncredit high school courses all require a final

exam. Faculty members review results against the criteria of 70 percent pass rate. When this is not met, faculty analyze the data and determine improvements to the exam (II.A.8-10). In ABE, final exams are written and reviewed by a diverse group of subject matter experts within the department. Faculty meet and discuss the importance of study guides and guided practice tests before the final exam to ensure that appropriate course content is covered on exams (II.A.8-11).

Department has Process in Place for Direct Assessment of Prior Learning

Mt. SAC follows Administrative Procedure 4235 Credit by Examination in its direct assessment of prior learning of students. The College publishes in its catalog a listing of externally administered examinations that are acceptable for credit. Additionally, each division office maintains a listing of courses that are eligible for credit by internally administered examination. Petitions for credit by examination are available at each division office.

The Adult High School Diploma Program in ABE also assesses prior learning through a credit-by-exam option. In addition to determining current competency level, diploma completion is accelerated by allowing students transferring from unaccredited and international schools to receive course credit and/or competency for passing a subject matter test. Credit-by-exam is currently offered in Algebra 1, Life Science, United States History, and World History. In addition to the credit-by-exam option, students transferring from accredited schools may also be evaluated

through a transcript evaluation process (II.A.8-10).

The School of Continuing Education noncredit programs utilize diagnostic assessment tools in order to evaluate students' previous learning experiences. This enables faculty to place students in the appropriate levels and subjects that lead to goal attainment. Students take the CASAS test in ABE and ESL; and the Tests of Adult Basic Education (TABE) in ABE and Short-term Vocational programs to determine English, basic math, and reading skills. Incoming High School Equivalency (HSE) Exam Preparation students take practice GED reading tests to ascertain current reading levels and potential test readiness (II.A.8-12 pg. 2).

Department has Processes in Place to Reduce Course Exam Bias and Enhance Reliability

Multiple Career Technical Education programs use department wide exams to promote attainment of consistent learning outcomes among all students. Department faculty conduct item and statistical analyses of exam results in addition to assessment of course SLOs (Emergency Medical Technician/Paramedic, Mental Health, Nursing, Radiologic Technology, Respiratory Therapy, Welding). Licensure exam pass rates also inform analysis of department-wide exams.

For example, the Histotech program, where course exams are based on outside accrediting standards (American Society of Consultant Pharmacists and National Accrediting Agency for Clinical Laboratory Sciences), has faculty review item analysis data to identify potential bias. The

Registered Veterinary Technician program developed exam rubrics to ensure consistent exam grading. The FAA (Federal Aviation Administration) also provides pass rates and an item analysis of written exam results to the Aircraft Maintenance Department (II.A.8-13).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The College ensures that processes are in place to reduce test bias and enhance reliability.

Accomplishments and Outcomes

- The validity of department-wide course exams is established through the development and assessment of course level SLOs and related PLOs.
- Faculty use licensing exam results as a source of information to determine exam validity and reliability.
- School of Continuing Education noncredit programs such as ABE and ESL ensure the integrity of course and program examination standards
- In order to appropriately assess current student learning levels, noncredit programs evaluate students for previous learning.
- The Adult High School Diploma Program in ABE assesses prior learning through a credit-by-exam option.

List of Evidence

II.A.8-1	Department-wide Course Exams in Degree and Certificate Programs
II.A.8-2	AIRC: Course SLOs Based Upon Exam
II.A.8-3	Nursing: Administers the Predictor Exit Exam
II.A.8-4	Welding: L.A. City Department of Building and Safety Written Exam
II.A.8-5	Licensure Exam Pass Rate Webpage
II.A.8-6	Vet Tech PLO SLO Email
II.A.8-7	Vet Tech Advisory Committee Minutes 3-26-2015
II.A.8-8	ASE example pg. 2
II.A.8-9	ESL Review Program-Level SLOs
II.A.8-10	ABE Adult High School Diploma Credit by Exam Option
II.A.8-11	Rubric Example
II.A.8-12	SCE Student Handbook pg. 2
II.A.8-13	Aircraft Maintenance Example

II.A.9.

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The Attainment of Outcomes (Objectives) is the Basis for Awarding Degrees and Certificates

Degrees and certificates are awarded at Mt. San Antonio College (Mt. SAC) based on students' ability to successfully complete individual courses within a program. A clear example is the Associate Degree for Transfer (ADT) in math, which articulates the math requirements for the degree (II.A.9-1). The Course Outline of Record for one course in that degree, Math 180, provides the measurable objectives (MOs) for the course and also provides a link to student learning outcomes (SLOs) (I.C.3-1). MOs and SLOs are mapped to program level outcomes (PLOs) and institutional level outcomes (ILOs). Through assessment of course-level MOs and SLOs, faculty evaluate the learning occurring at the program and institutional levels (II.A.3-6, II.A.3-9). With assessment and mapping, faculty may make improvements to curriculum at both the course and program level.

When new courses, degrees, and certificates are submitted for review and approval to the Educational Design Committee (EDC), outcomes are created at the course and program level. SLOs must be assessed a minimum of every four years for courses. SLOs are aligned with PLOs and, ultimately, with the College's ILOs (previously referred to as GEOs) (I.A.1-30, II.A.3-6).

Institutional dialogue about the awarding of course credit, degrees, and certificates based on the attainment of SLOs occurs at several levels on campus. On the planning side, it begins with the Outcomes Committee, which establishes norms and criteria for outcomes creation and assessment, and ends with the Planning for Institutional Effectiveness (PIE) process where each instructional unit discusses the impact of outcomes on student learning and program success (II.A.3-25 pg. 52-57). It also occurs consistently within divisions and departments, usually as a standing agenda item in those monthly meetings (II.A.9-2). This dialogue also occurs with frequency during the curriculum, degree, and certificate development and review process, and includes:

- Faculty at the department level, both when courses/programs are developed and when the SLOs/PLOs for the courses/programs are assessed
- Division management
- Faculty curriculum liaisons assigned by the Academic Senate

- EDC who reviews and approves curriculum/program detail including measureable learning objectives and student learning outcomes (I.B.1-33)
- Curriculum and Instruction Council (C&I) who ensures appropriateness of the curriculum/program to the mission, goals, and the overall program priorities of the College (I.B.1-32)

Units of Credit are Consistent with College Policies and Higher Education Norms

EDC ensures that units awarded for degrees and certificates are consistent with the Chancellor's Office Policy Change for Hours and Units Calculations for Credit Courses Memo and Instructions, October 2015, that reflects generally accepted norms or equivalencies in higher education (II.A.9-3, II.A.9-4, I.B.2-2, II.A.9-5, II.A.9-6). EDC ensures that units and hours are accurately listed on Course Outline of Record and program outlines, based on state guidelines informed by Title 5 and the Education Code as reflected in the Chancellor's Office Program and Course Approval Handbook (II.A.9-7, II.A.1-3 pg. 78-83).

Administrative Procedure (AP) 4105 describes the context for distance learning (DL) on campus (I.B.2-24). DL courses move through the same approval process as traditional curricula, including being held to the same rigor and reviewed regularly. The elements of the traditional curriculum review process that also apply to DL courses are detailed in the DL faculty resources page (II.A.9-8). Mt. SAC

has 16 certificates that are available 100 percent online and 10 certificates that are 50 percent or more online but not fully available online (II.A.5-3 pg. 4). Mt. SAC does not offer 100 percent online degrees, although students can take 50 percent or more of their general education requirements online or in a hybrid course.

AP 4024 defines a unit of credit as 18 lecture contact hours plus a minimum of 36 additional hours of related independent student work for a total of 54 hours or 54 laboratory or activity contact hours. The exceptions are work experience and internship courses, which award 1 unit of credit in compliance with Title 5 specifications under section 55256.5, 1 unit for each 75 hours of paid work or 60 hours of unpaid work. As course contact hours increase, additional credit is awarded in half-unit increments per the above standards. In addition, courses are not offered for zero (0) units. The College catalog further simplifies the AP definition (I.A.4-1): The standard unit represents one hour in-class recitation and two hours of outside preparation per week or its equivalent for one semester. By this definition, unit is synonymous with semester lecture hour.

Mt. SAC has one program that uses clock hours. Students enrolled in the FAA (Federal Aviation Administration) approved Aircraft Maintenance Program must meet mandated hours using a time clock. Federal Standards for clock-to-credit hour conversions are used in the awarding of credit for courses in this program.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with Chancellor's Office, Title 5, and institutional policies that reflect generally accepted norms or equivalencies in higher education. The College offers courses based on clock hours and follows federal standards for clock-to-credit-hour conversions. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 10.

Accomplishments and Outcomes

- Degrees and certificates are awarded at Mt. SAC based on students' successful completion of learning outcomes.
- Institutional dialogue about the learning expected of students to earn a degree or certificate occurs at several levels on campus.
- Mt. SAC has 16 certificates available 100 percent online and students can earn over 50 percent of their general education requirements online.
- Administrative Procedure (AP) 4024 defines a unit of credit.
- Federal Standards for clock-to-credit hour conversions are used in the awarding of credit for courses in the Aircraft Maintenance Program.

List of Evidence

I.A.1-30	Outcomes Plan 2012-2020
I.A.4-1	Catalog 2016-17
I.B.1-32	Curriculum and Instruction Council Purpose, Function, and Members
I.B.1-33	Educational Design Committee Purpose, Function, and Members
I.B.2-2	AP4020 Program and Curriculum Development
I.B.2-24	AP4105 Distance Learning
I.C.3-1	WebCMS Webpage
II.A.1-3	Chancellor's Office Program and Course Approval Handbook pg. 78-83
II.A.3-6	Institutional Level Outcomes Map
II.A.3-9	Institutional Level Outcomes Explained
II.A.3-25	Vice President of Instruction PIE 2014-15 pg. 52-57
II.A.5-3	Substantive Change Proposal pg. 4
II.A.9-1	Course Outline of Record Associate in Science in Mathematics for Transfer
II.A.9-2	Office of Instruction Division Department Minutes
II.A.9-3	CCCC Curriculum Webpage
II.A.9-4	CCCC Memo - Utilizing the Curriculum Inventory
II.A.9-5	AP4024 Units-to-Contact-Hour Relationship
II.A.9-6	BP4100 Graduation Requirements for Degrees and Certificates
II.A.9-7	Program Sequence Examples
II.A.9-8	DL Faculty Resources Page

II.A.10.

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

Evidence of Meeting the Standard

Transfer-Of-Credit Policies are Available and Clear

Mt. San Antonio College's (Mt. SAC's) mission drives the policies that lead to the creation of processes that increase student access to Mt. SAC programs as well as increase student transfer. Specifically, Mt. SAC's mission includes this statement: The College pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and the completion of career and transfer pathways (I.A.1-2).

In response to this specific aspect of our mission, as well as Title 5, Mt. SAC has created several relevant policies for transfer-of-credit for both incoming and outgoing students:

- Board Policy (BP) and Administrative Procedure (AP) 4050 Articulation (II.A.10-1, II.A.1-2)

- AP 4051 Course Equivalencies and Variances (II.A.10-2)
- AP & BP 4235 Credit by Examination (II.A.10-3, II.A.10-4)
- AP & BP 4270 Use of General Education Courses Completed at Other Institutions (II.A.10-5, II.A.10-6)
- AP 4275 Guidelines for Certifying Baccalaureate Level Courses (II.A.10-7)
- AP 4280 Use of BA/BS or Higher Degree to Waive Associates Requirement (II.A.10-8)
- AP 4285 Credit for Extra-Institutional Learning (II.A.10-9)

Based on these policies, Mt. SAC has created several processes that are initially communicated to students through the College catalog:

- Evaluation of other College Coursework, Acceptance of Domestic Coursework from Accredited Colleges and Universities in the United States, and Acceptance of International Coursework from Accredited Colleges and Universities outside the United States (I.A.4-1 pg. 14)
- Articulation with High Schools, ROPs, and Adult Schools (I.A.4-1 pg. 14)
- Credit by Examination (I.A.4-1 pg. 26-29)
- International Baccalaureate Credit for Mt. SAC General Education and Credit for Extra Institutional Learning(I.A.4-1 pg. 30)
- Credit for Current License Holders and Credit for Military Training (I.A.4-1 pg. 25)

In the initial application process, students begin with one click on the Apply Now link on the College home page. Students are then directed to steps that are tailored to their current student status and asked to indicate which kind of student they are (e.g., new, returning, transfer, international) (II.A.10-10). If they make any choice that indicates they have previous course work, they are directed immediately to send official transcripts to the Admissions and Records Office (II.A.10-11).

Articulation Agreements

Mt. SAC's articulation agreement process is consistent with the College mission. This process is based on the College mission and translated into College policies, specifically BP/AP 4050 (II.A.1-2, II.A.10-1). For Mt. SAC courses articulating to California State University (CSU) and University of California (UC), the process itself is relatively simple. Once curriculum is developed by faculty and reviewed and approved by the Educational Design Committee (EDC) and the Curriculum and Instruction Committee (C&I), the College's Articulation Officer forwards the courses to the CSUs and UCs to establish articulation (I.B.1-33, I.B.1-32). Updates on the articulation processes, including final confirmation of articulation agreements, are then forwarded to EDC and C&I, who authorize the publication of these agreements in the College catalog and communicate the disposition of the agreements to the Academic Senate, as per AP 4050 (II.A.1-2).

Associate in Arts for Transfer Degree (A.A.-T):

- Art History
- Communication Studies
- English
- Geography
- History
- Journalism
- Music
- Political Science
- Psychology
- Studio Arts
- Theater Arts

Associate in Science for Transfer Degree (A.S.-T):

- Administration of Justice
- Early Childhood Education
- Mathematics

The College is currently working on the following ADTs:

- Business Administration (A.S.-T)
- Sociology (A.A.-T)
- Philosophy (A.A.-T)
- Nutrition and Dietetics (A.S.-T)
- Kinesiology (A.A.-T)
- Film-Television-Electronic Media (A.A.-T)

Accepting Transfer Credits

Transfer credits are accepted through a review of courses, specifically a review of course learning outcomes. When courses are accepted by Mt. SAC from other schools, either inside or outside of the state, transcript evaluators can research

data located on Assist.org, a program containing shared articulation agreements between the CSUs, UCs, and California Community Colleges (II.A.10-12, II.A.10-13). In addition, the College has a separate articulation agreement with the University of Southern California (II.A.10-14). Mt. SAC, through the articulation officer, a full-time, tenured counselor, contributes to this repository, per AP 4050. Transcript evaluators can also research a faculty-populated database of equivalent courses that resides on the College's Enterprise Application System, Banner, and is accessible by Mt. SAC evaluators, counselors, and advisors (II.A.1-2, II.A.10-15). The core of this database was built by faculty review of courses from the top 20 transfer institutions and is continually expanded as new courses from these institutions, as well as courses from other institutions, are submitted by students. If the evaluators cannot find these outside courses in Assist.org or in the College database, they will send a request for review to the appropriate department chair. The chair reviews the course and makes a recommendation that is then forwarded to the appropriate division dean for signature. If this request for department review is for an "outside" course that the submitting student is using to complete degree and certificate requirements, then the evaluators submit their requests for department review on a Request for Variance or Credit for Equivalent Course (II.A.10-16).

Mt. SAC does not have any 100 percent distance education degree programs.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) makes available to its students clearly stated transfer-of-credit policies. In accepting transfer credits to fulfill degree requirements, the College process allows certification that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the College develops articulation agreements as appropriate to its mission.

Accomplishments and Outcomes

- Mt. SAC has created several processes relating to transfer-of-credit that are communicated to students.
- Mt. SAC's articulation agreement process is consistent with the College mission.
- Transfer credits are accepted through review of course learning outcomes.

List of Evidence

I.A.1-2	Mission, Vision, Core Values
I.A.4-1	Catalog 2016-17 pg. 14
I.A.4-1	Catalog 2016-17 pg. 26-29
I.A.4-1	Catalog 2016-17 pg. 30
I.A.4-1	Catalog 2016-17 pg. 25
I.B.1-32	Curriculum and Instruction Council Purpose, Function, and Members
I.B.1-33	Educational Design Committee Purpose, Function, and Members
II.A.1-2	AP4050 Articulation
II.A.10-1	BP4050 Articulation
II.A.10-2	AP4051 Course Equivalencies and Variances
II.A.10-3	BP4235 Credit by Examination
II.A.10-4	AP4235 Credit by Examination
II.A.10-5	BP4270 Use of General Ed Courses Completed at Other Institutions
II.A.10-6	AP4270 Use of General Ed Courses Completed at Other Institutions
II.A.10-7	AP4275 Guidelines for Certifying Baccalaureate Level Courses
II.A.10-8	AP4280 Use of B.A./B.S. or Higher Degree to Waive Associates Requirement
II.A.10-9	AP4285 Credit for Extra-Institutional Learning
II.A.10-10	Steps to Apply
II.A.10-11	Steps to Apply Transfer Student
II.A.10-12	CSU Articulation Agreement
II.A.10-13	UC Articulation Agreement
II.A.10-14	USC Articulation Agreement
II.A.10-15	SHATATC
II.A.10-16	Request for Variance or Credit for Equivalent Course

II.A.11.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) uses several criteria in the development of programs to determine the breadth, depth, rigor, sequencing, time to completion, synthesis of learning, and the appropriate learning outcomes for each. There are several sources for the criteria used in the development of these programs. They include statewide sources, including the Chancellor's Office Program and Course Approval Handbook, the State Academic Senate paper "Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates." Title 5 local resources derived from statewide sources are also used, including Mt. SAC Board Policy (BP) 4260 and Administrative Procedure (AP) 4020 Curriculum and Development, and Educational Design Committee curriculum submission dates, the Academic Senate Content Review Implementation Plan, and feedback from advisory committees in Career Technical Education areas (II.A.1-3 pg. 72-93, II.A.3-3, II.A.4-5, II.A.4-3, I.B.2-2, II.A.11-1, II.A.2-1, II.A.5-4 pg. 4-5). Each of these sources informs the processes used by shared governance committees across the College to ensure

the rigor, appropriateness, and timely execution of programs and degrees (see II.A.5 for details of that process).

The College Includes Learning Outcomes in All of its Programs

Learning outcomes are assessed to determine how well students are achieving the intended results of a course or program. There are two types of learning outcomes created for courses that result in student success data. Measurable objectives (MOs) are the outcomes that form the core of any course and stand as the criteria for success in the course. Student learning outcomes (SLOs) may be derived from measurable objectives in order to achieve more specific assessment and analysis. Based on this College-wide work and approved by Academic Senate, faculty may use curricular MOs and/or SLOs, to allow for the creation of broad-based SLOs that cross disciplines for use in multiple courses (II.A.2-2). Learning outcomes, are mapped to the broader program level outcomes (PLOs) and institutional level outcomes (ILOs) so that when course-level SLOs are assessed, the corresponding PLOs and ILOs are also assessed (II.A.3-6).

Learning Outcomes Include Specific Competencies and Ability Areas to Allow Diverse Perspectives

Mt. SAC has established clear ILOs to assess communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives (II.A.11-2). Mt. SAC's promotion of these competencies is

derived directly from its mission: specifically, "the College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The College pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals."

Based on these aspects of its mission, Mt. SAC developed several competencies ILOs that are measured at both the course and program level as appropriate:

1) ILO #1: Communication
   Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.
   Communication crosses all disciplines and may include a variety of activities, such as:
   - Comprehending, analyzing, and responding appropriately to oral, written, and visual information;
   - Reading and understanding the content and purpose of written material.
   - Speaking or signing to increase knowledge, foster understanding, or promote change; and
   - Developing and expressing ideas in writing with clarity and fluency.

2) ILO #2: Critical Thinking

   Students apply creative, computational, and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.
   Critical thinking crosses all disciplines and may include a variety of activities, such as:
   - Analyzing content, meaning, and purpose from a variety of texts or materials.
   - Developing informed conclusions based upon the collection, examination, and synthesis of evidence.
   - Computing and analyzing multiple representations of quantitative information and/or data, including graphical, formulaic, numerical, verbal, and visual.
   - Designing, implementing, and evaluating strategies to answer questions or achieve goals.

3) ILO #3: Information Technology and Literacy
   Students will use resources and technologies to locate, evaluate, synthesize, and communicate information in various formats.
   Information and Technology literacy crosses all disciplines and may include a variety

of activities, such as:

- Locating, evaluating and choosing credible textual and other sources for information.
- Interpreting the social, legal, and ethical uses of information.
- Researching data and drawing conclusions based on an analysis of that data.
- Using technologies to communicate, solve problems, and complete tasks.

4) ILO #4: Personal, Social, Civic, and Environmental Responsibility

Students demonstrate awareness and respect for personal, social, civic, and environmental responsibilities.

Personal, social, civic, and environmental responsibility crosses all disciplines and may include a variety of activities, such as:

- Setting, evaluating, and monitoring academic, career, financial, and personal goals.
- Interpreting and managing physical and mental health needs.
- Developing self-awareness in the areas of personal development, learning styles, and decision-making strategies.
- Recognizing and respecting the beliefs, opinions, and values of other individuals and cultures.
- Being informed about and participating in local, state, national, and global communities.
- Evaluating environmental conservation and sustainability.

All SLOs are mapped to PLOs that are also mapped to ILOs (**II.A.3-6**, **II.A.11-2**). As of August 2016, the College is at 100 percent mapping for degrees.

The most recent (2015) Annual Graduate Survey measured students' reports of lessons learned related to learning outcomes. The highest results of students' learning (out of 5) were:

- Researching and accessing information for papers and projects (4.28)
- Critical thinking skills (4.26)
- Writing essays and/or completing research papers (4.22)
- Understanding other ethnicities and cultures (4.19)
- Asking questions in class (4.02)

Students' perceptions of their abilities were also very positive (out of 5):

- Ability to accomplish future goals (4.52)
- Improved self-confidence (4.33)
- Overall academic ability (4.30)

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) includes in all of its programs student learning outcomes appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Accomplishments and Outcomes

- Mt. SAC uses several criteria to determine the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for each program it offers.
- There are several ways the College determines how well students are achieving the intended outcomes of a course or program.
- Mt. SAC has established clear institutional outcomes that assess communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

List of Evidence

I.B.2-2	AP4020 Program and Curriculum Development
II.A.1-3	Chancellor's Office Program and Course Approval Handbook pg. 72-93
II.A.2-1	Academic Senate Content Review Plan
II.A.2-2	Academic Senate SLO Resolution 07-2011
II.A.3-3	State Academic Senate Curriculum Guide
II.A.3-6	Institutional Level Outcomes Map
II.A.4-3	BP4260 Prerequisites, Corequisites, and Advisories
II.A.4-5	Guidelines for Title 5 Regulations Section 55003 - Policies for Prerequisites, Corequisites, and Advisories
II.A.5-4	Advisory Committee Handbook pg. 4-5
II.A.11-1	Curriculum Review and Approval Process Document
II.A.11-2	ILOs Chair Training

II.A.12.

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

Evidence of Meeting the Standard

All Degree Programs have a Component of General Education (GE) that is in the College Catalog and has Relied on Faculty Expertise

Mt. San Antonio College's (Mt. SAC's) GE philosophy is clearly articulated in its catalog (**I.A.4-1 pg. 45-46**). This articulation includes the academic and personal growth purpose of GE course work in a higher education degree, the content categories of that course work, and the general goals of each of those categories. Faculty determine the appropriateness of each GE course for inclusion in a degree in a shared-

governance process that comprises discipline standards, outcomes creation and assessment at the course, program (degree/certificate), and institutional levels and is driven by College policies that form the basis for a broad comprehension of knowledge, practice, and interpretive approaches in the arts, humanities, sciences, mathematics, and social sciences. Faculty develop curricula that includes the creation of student learning outcomes (SLOs) and program level outcomes (PLOs) that are linked to institutional level outcomes (ILOs). They follow both the Program and Course Approval Handbook (PCAH) 5th Edition and the local curriculum processes produced by the Educational Design Committee (EDC) and Curriculum & Instruction Council (C&I), which include considerations of inclusion of GE courses in degrees (**II.A.1-3 pg. 143-144**, **II.A.2-5**, **II.A.12-1**).

Standards and processes for the development and assessment of distance education (DL) courses are also embedded in this process and are subject to the same guidelines as traditional courses. All processes related to DL at Mt. SAC are driven by Administrative Procedure (AP) 4105 and the school's Distance Learning Master Plan, as developed in consultation with the Distance Learning Committee, facilitated by the EDC, and overseen by the C&I (**I.B.2-24**, **I.A.1-29**, **II.A.5-5**, **I.B.1-32**, **I.B.1-33**). Additional quality guarantees for DL are reflected in the Skills and Pedagogy for Online Teaching required training offered by the Online Learning Support Center (**II.A.5-6**, **II.A.5-7**).

Learning Outcomes Include Civic Responsibility and Life-Long Learning

ILO #4 specifically addresses the issues of civic responsibility and life-long learning: personal, social, civic, and environmental responsibility: "Students demonstrate awareness and respect for personal, social, civic, and environmental responsibilities. Personal, social, civic, and environmental responsibility cross all disciplines and may include a variety of activities, such as: setting, evaluating, and monitoring academic, career, financial, and personal goals; interpreting and managing physical and mental health needs; developing self-awareness in the areas of personal development, learning styles, and decision-making strategies; recognizing and respecting the beliefs, opinions, and values of other individuals and cultures; being informed about and participating in local, state, national, and global communities; and evaluating environmental conservation and sustainability."

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) requires of all of its degree programs a component of general education based on a carefully considered philosophy for its associate degrees that is clearly stated in its catalog. The College relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences, and noncredit programs.

Accomplishments and Outcomes

- Mt. SAC's GE philosophy is clearly articulated in its catalog.
- The appropriateness of each GE course for inclusion in a degree is determined by faculty in a shared-governance process.
- Included is the basis for a broad comprehension of knowledge, practice, and interpretive approaches in the arts, humanities, sciences, mathematics, social sciences, and noncredit programs.
- ILO #4 specifically addresses the issue of civic responsibility and life-long learning.
- Standards and processes for the development and assessment of Distance Education (DL) courses are also imbedded in this process.

List of Evidence

I.A.1-29	Distance Learning Master Plan
I.A.4-1	Catalog 2016-17 pg. 45-46
I.B.1-32	Curriculum and Instruction Council Purpose, Function, and Members
I.B.1-33	Educational Design Committee Purpose, Function, and Members
I.B.2-24	AP4105 Distance Learning
II.A.1-3	Chancellor's Office Program and Course Approval Handbook pg. 143-144
II.A.2-5	Educational Design Committee Deadlines and Curriculum Information
II.A.5-5	Distance Learning Committee Purpose, Function, and Members
II.A.5-6	Skills and Pedagogy for Online Teaching
II.A.5-7	Online Learning Support Center
II.A.12-1	General Education Course Evaluation Supplemental Form

II.A.13.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) offers 89 Associate degrees which provide students with the focused knowledge and skills needed to earn a degree, transfer to a four-year university, or prepare for employment. Students may earn a degree when they complete courses in general education and an area of inquiry and meet competencies. Students can earn Associate in Arts (A.A.), Associate in Science (A.S.), or Associate for Transfer (A.A.-T/A.S.-T) degrees. The A.A.-T and A.S.-T degrees are designed to provide students with a seamless transfer to the California State University system. (**I.A.4-1 pg. 54-120**, **II.A.13-1**, **II.A.13-2**). The analysis of competencies, which for Career Technical Education courses includes input from advisory committees, results in specialized courses being identified in each degree program.

Programs are required to align their program level outcomes (PLOs) with course student learning outcomes (SLOs) and institutional level outcomes (ILOs). Outcomes mapping documents have been created for all degrees and certificates. In addition to alignment of outcomes, learning of key theories and practices is indicated on the mapping documents as the level of learning. The Educational Design Committee and the Curriculum and Instruction Council review and make recommendations about programs and courses, including the assessment of learning outcomes and appropriateness of course and degree levels (**I.A.4-1 pg. 45-51, 121-175**, **II.A.13-3**, **I.B.2-2**).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) degree programs allow students to master a focused area of study while also engaging in general education, thereby preparing students for employment or transfer to a four-year university. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon SLOs and competencies and includes mastery of key theories and practices within the field of study. Curriculum review and learning outcomes assessment ensure courses assigned to degrees are appropriate in content and level.

Accomplishments and Outcomes

- All Mt. SAC degree programs include focused knowledge and skills in an area of inquiry.
- The identification of specialized courses is based upon student learning outcomes and competencies.
- Faculty create the specific course elements, including learning outcomes and program level outcomes that indicate the level of mastery of key theories and practices.

List of Evidence

I.A.4-1	Catalog 2016-17 pg. 54-120
I.A.4-1	Catalog 2016-17 pg. 45-51, 121-175
I.B.2-2	AP4020 Program and Curriculum Development
II.A.13-1	AP4100 Graduation Requirements for Degrees and Certificates
II.A.13-2	BP4025 Philosophy and Criteria for Associate Degree and General Education
II.A.13-3	Mapping Document for Television Production A.S. Degree

II.A.14.

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

Evidence of Meeting the Standard

The processes by which Mt. San Antonio College (Mt. SAC) Career Technical Education (CTE) degrees and certificates ensure competency is grounded in the College mission. The mission is specifically reflected in College Goal #2: "The College will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals" and College Goal # 13 "The College will improve the quality of its partnerships with business and industry, the community, and other educational institutions."

Virtually all credit CTE programs, as well as some noncredit vocational programs, that require licensure prepare their students to take the exam. For most of those programs, such as those noted in the table that require accreditation, the licensing exam is taken after the curriculum is completed. Noncredit and fee-based vocational programs, such as Certified Nursing Programs, Phlebotomy, and Water Technology, offer appropriate coursework containing professional and technical competencies. Upon completion of these short-term programs, students must take an exam to gain state licensing.

In some programs, such as Real Estate, which requires a license, and Sign Language Interpreting, which has national certification but does not require a license, certification and licensing are not part of the curriculum. In other disciplines, such as the arts, including Animation and Graphic Design, there are no licensure exams since competency is based on the professional review of student portfolios. In several traditional programs, students prepare for direct employment after graduation while in others, such as Electronics Technology, students prepare either for initial employment or for transfer to California State University programs.

Faculty work together with local and regional advisory committees, external licensing and credentialing agencies, and industry experts to establish competencies and learning outcomes for programs (II.A.5-4). Many of Mt. SAC's programs are accredited by outside agencies.

Table II.A.14.-1. Program Accreditation

Program	Accrediting Body	Link
Air Conditioning and Refrigeration, A.S. Degree	Partnership for Air-Conditioning, Heating, Refrigeration Accreditation (PAHRA).	I.C.1-27
Airframe & Aircraft Powerplant Maintenance Technology, A.S. Degree	Federal Aviation Administration (FAA)	I.C.1-28
The Alcohol and Drug Counseling, A.S. Degree	California Association for Alcohol/Drug Educators	I.C.1-29
Certified Nursing Assistant	State of California, Health & Human Services, Department of Public Health, Licensing & Certification Section	I.C.1-30
Emergency Medical Services, A.S. Degree	Committee on Accreditation of Allied Health Education Programs (CAAHEP)	I.C.1-31
Emergency Medical Technician-Paramedic Program	Committee on Accreditation of EMS Programs (CoAEMSP) and Committee on Accreditation of Allied Health Programs (CAAHEP)	I.C.1-32
Fire Technology, A.S. Degree	Regionally Accredited Training Program (ARTP). The Office of the State Fire Marshal (OSFM) has a responsibility for accreditation of ARTP's throughout the State of California.	I.C.1-33
Histologic Training Program	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	I.C.1-34
Interior Design, A.S. Degree	National Kitchen & Bath Association (NKBA) Accreditation	I.C.1-35
Mental Health Technology Psychiatric Technician, A.S. Degree	Board of Vocational Nursing and Psychiatric Technicians	I.C.1-36
Licensed Vocational Nurse to RN. A.S. and Nursing, A.S. Degree	California Board of Registered Nursing (BRN)	I.C.1-37
Psychiatric Technician to RN, A.S. Degree	California Board of Registered Nursing	I.C.1-38
Phlebotomy Program	State of California, Health & Human Services, Department of Public Health, Licensing & Certification	I.C.1-39
Radiologic Technology. A.S. Degree	The Joint Review Committee on Education in Radiologic Technology (JRCERT)	I.C.1-40
The Registered Veterinary Technology, A.S. Degree	American Veterinary Medical Association (AVMA)	I.C.1-41
Respiratory Therapy. A.S. Degree	Western Association of Schools and Colleges, the State Department of Education, and the Committee on Accreditation for Respiratory Care (CoARC)	I.C.1-42
School of Continuing Education	Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC)	I.C.1-43

Some programs are affiliated or approved but not accredited. In these programs standards are established by outside affiliations:

- Athletic Trainer Aide – National Athletic Trainers' Association (NATA)
- Fitness Professionals – American College of Sports medicine (ACSM)
- Coaching – California Interscholastic Federation (CIF)
- Paralegal – American Bar Association (ABA)

Faculty use accrediting and licensure standards to create course and program student learning outcomes (SLOs). As an example, course exams in the Registered Veterinary Technology (Vet Tech) program are written to prepare the students for the Veterinary Technician's National Exam (VTNE). The American Veterinary Medical Association (AVMA) provides guidelines for program and course curriculum development and also suggests textbooks relevant to VTNE exam content. Mt. SAC faculty have chosen to design the Vet Tech program using these resources in the Course Outline of Record as well as in course assessments. Vet Tech SLOs reference the VTNE (II.A.14-1). The Veterinary Medical Board exam report provided to Mt. SAC gives evidence of student successful preparation in the different categories of the exam. This data is used to update program exams and course content as needed.

At the division level, the Technology and Health Division monitors licensure pass rates for eight Career and Technical Education programs (II.A.1-9). Program directors update this document each year with the data provided to them by their licensing boards. Programs use this data to measure the impact of their efforts to insure student preparation to meet industry standards. The programs use licensure pass rates as the assessment tool for program level outcomes (PLOs); in particular, they use the boards' summary reports, which break down student performance into critical categories, to pinpoint and address areas of weakness at the course level. This may be accomplished through the adjustment of instructional techniques, additional review measures, etc. An example of this occurred in the Respiratory Therapy program where faculty looked at the 80 percent licensure pass rate and breakdown of scores in critical components in 2012-13 and decided to make changes to instructional methodologies and begin employing student success interventions such as supplemental instructors in their skills lab. The pass rates grew in 2013-14 and 2014-15, reaching 95.65 percent in 2016. In addition, programs now discuss the appropriateness of the institution-set standards. For example, the institution-set standard for the Nursing program licensure pass rate is 75 percent. However, the pass rate has been steadily climbing (i.e. 82 percent in 12-13 and 85.71 percent in 2016). In light of this information, the program may choose to discuss a revision to the institution-set standard through the appropriate College processes. Other examples include:

- Air Conditioning and Refrigeration: Course SLOs are based upon the Uniform Mechanical Code organization exam (II.A.8-2).
- Nursing: Administers the Predictor Exit Exam at the end of the program for the

measurement of SLOs. This levels program curriculum and facilitates transition from course to course (II.A.8-3).

- Welding: The Welding 70C-3 course SLO criteria for success is that 75 percent of students will pass the L.A. City Department of Building and Safety written exam for Structural Steel Welder certification with a score of 70 percent or better (II.A.8-4).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Accomplishments and Outcomes

- The processes by which Mt. SAC CTE degrees and certificates ensure competency is based on the College mission.
- Virtually all CTE programs that require licensure prepare their students to take the exam.
- Faculty work together with local and regional advisory committees, external licensing and credentialing agencies, and industry experts to establish competencies and learning outcomes for programs.

List of Evidence

I.C.1-27	Air Cond & Refrigeration A.S. Degree, Partnership for AC/Heat/Refrig Accreditation (PAHRA)
I.C.1-28	Catalog 2016 -17 - Accreditation - Aviation
I.C.1-29	Catalog 2016 -17 - Accreditation - Drug and Alcohol Counseling
I.C.1-30	Certified Nursing Asst, Calif Health & Human Svcs Dept of Public Health, Licensing & Certification Section
I.C.1-31	Emergency Medical Services A.S. Degree, Committee on Accreditation of Allied Health Ed Programs (CAAHEP)
I.C.1-32	Catalog 2016 -17 - Accreditation - Paramedic
I.C.1-33	Catalog 2016 -17 - Accreditation - Fire Tech.
I.C.1-34	Catalog 2016 -17 - Accreditation - Histology
I.C.1-35	Catalog 2016 -17 - Accreditation - Interior Design
I.C.1-36	Mental Health Technology Psychiatric Technician A.S. Degree, Board of Vocational Nursing and Psychiatric Technicians
I.C.1-37	Catalog 2016 -17 - Accreditation - Nursing
I.C.1-38	Catalog 2016 -17 - Accreditation - Psychiatric Tech
I.C.1-39	Phlebotomy Program, CA. Health & Human Svcs Dept of Public Health Licensing & Certification
I.C.1-40	Catalog 2016 -17 - Accreditation - Radiologic Tech
I.C.1-41	Catalog 2016 -17 - Accreditation - Veterinary Tech
I.C.1-42	Catalog 2016 -17 - Accreditation - Respiratory Therapy
I.C.1-43	School of Continuing Education ACS WASC
II.A.1-9	Licensure Exam Pass Rates 2013-14
II.A.5-4	Advisory Committee Handbook
II.A.8-2	AIRC: Course SLOs Based Upon Exam
II.A.8-3	Nursing: Administers the Predictor Exit Exam
II.A.8-4	Welding: L.A. City Department of Building and Safety Written Exam
II.A.14-1	Vet Tech SLO

II.A.15.

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

Evidence of Meeting the Standard

Student Rights

Students who enroll in programs at Mt. San Antonio College (Mt SAC) and remain continuously enrolled during spring and fall semesters have catalog rights. This guarantees them the option of fulfilling program requirements listed in either the current catalog or the catalog requirements for the year they entered the College. If a program is discontinued or significantly changed while students retain catalog rights to that program, the College has processes in place to assist the student. The change is published in the catalog and counselors and program faculty directly assist students. If the program requirements are changed and the previously required courses are unavailable, counselors and department faculty work with students to identify a substitute course(s) and authorize a variance for the course(s) substitution (II.A.15-1). If a program is discontinued, the change is published in the catalog. Students receive formal notification of the program discontinuance through the catalog, but also receive individual assistance and guidance from program faculty and counselors. If programs are discontinued, enrollment into the program is suspended but current

students are allowed to continue in the program for two years or until the last student completes the requirements, whichever comes first. Mt. SAC will support low enrolled courses to facilitate program completion and ensure completion for all impacted students.

Process for Program Discontinuance

Mt SAC has a process for program discontinuance in place (II.A.15-2). The process is based on continuous program review and evaluation. The annual program review process, Planning for Institutional Effectiveness (PIE), is completed by all instructional programs. Data is provided to allow detailed and meaningful analysis of program and course completion, scheduling patterns, program enrollments, transfer, board pass rates, and identification of program needs. Annual program PIE's are reviewed by division deans, where program strengths and weaknesses are analyzed. These summaries are then reviewed by the Vice President of Instruction. If programs are identified as potentially at-risk due to emerging data, trends, or factors not included in the original program assessment, further analysis and conversations with the dean and faculty occur. This annual review serves as the first step in identification of at risk programs (II.A.15-3). If a program receives an at risk designation, data has shown the demand, completion, transfer, employment, retention, and success rates have not met expected goals or diminished. It may also mean that the program is unable to offer enough sections to allow students to complete

the program of study within a two-year period.

Once the faculty or division dean designate a program as at risk, Mt SAC has a process in place to further analyze program risks and possible solutions. Program faculty and administrators form a task force to develop an intervention or revitalization plan. The plan may include strategies for recruitment, collaboration with local partners, enhanced intrusive counseling and career advisement, analysis of course scheduling and program demographics, curriculum changes, budget needs, or discontinuance steps. If discontinuance is recommended, plans are included for faculty retraining or reassignment, student completion, and possible movement of course content to noncredit or community service. The complete plan is to span no more than two years. Department faculty and division administrators review and approve the revitalization plan (II.A.15-4).

Once approved, this plan is forwarded to the Academic Mutual Agreement Council (AMAC), where the President and Vice President of the Academic Senate meet and confer with the Vice Presidents of Student Services and Instruction. AMAC reviews the plans, recommends an outcome, and stipulates metrics that will bring the program off of at risk status. The department faculty and division administrators are responsible for implementation and provide quarterly progress reports to AMAC. The most recent program placed on at risk status, Paramedic, successfully implemented a revitalization plan and is no longer deemed at risk as its enrollment and student completion rates are growing steadily (II.A.15-5).

Analysis and Evaluation

When programs are eliminated or program requirements are significantly changed at Mt. San Antonio College (Mt. SAC), the College makes appropriate arrangements so that students may complete their education in a timely manner with a minimum of disruption.

Accomplishments and Outcomes

- Mt. SAC's Administrative Procedure 4021 defines the process of discontinuing programs.
- Students are notified of program discontinuance through the catalog and receive individual counseling and guidance from program faculty and counselors.
- Past practice has been to create successful revitalization plans where possible, thus maintaining the program with renewed success.
- If discontinuance occurs, current students continue the program for up to two years or until the last student has completed.

List of Evidence

II.A.15-1	Program Inactivation Form
II.A.15-2	AP4021 At-Risk Programs and Program Discontinuance
II.A.15-3	At-Risk Program Example
II.A.15-4	Discontinuance Program Plan Example
II.A.15-5	EMS Department Minutes

II.A.16.

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

Evidence of Meeting the Standard

There are several processes, activities, and groups that are institutionalized at Mt. San Antonio College (Mt. SAC) to ensure evaluation and improvement of course and program quality. An institutional commitment to academic standards, currency, and systematic review and improvement of instructional courses and programs is evident through the Institutional Effectiveness Committee's (IEC) commitment to review mechanisms of instructional improvement, the Academic Senate Content Review Implementation Plan, the Academic Senate support for student learning outcomes (SLOs) and program level outcomes (PLOs), Administrative Procedure (AP) 4020 Curriculum and Program Development, and the Mt. SAC Curriculum Review and Approval Process (II.A.2-1, II.A.2-2, II.A.2-3, I.B.2-2, II.A.11-1 pg. 143-144, II.A.3-3).

The commitment and guidelines are operationalized in several ways, including the Outcomes Committee, which is a

shared governance committee designed to monitor, coordinate, and evaluate outcomes efforts across the College (I.B.5-9). The use of assessment results for SLOs, PLOs, and institutional level outcomes (ILOs) is the primary process by which program quality is ensured. Outcomes are established based on a general and systematic institutional commitment, including a reimagining of General Education Outcomes to return to a competency-based structure, resulting in the creation of PLOs and ILOs (I.A.1-30, I.B.4-7, II.A.3-7, II.A.3-8 pg. 3-5, II.A.11-2). Learning outcomes are mapped to the broader PLOs and ILOs (II.A.3-6). As course SLOs are assessed and mapped to PLOs, departments evaluate the effectiveness of their programs and make modifications to courses and programs as needed to improve achievement for students.

The Educational Design Committee (EDC) facilitates a four-year review process of course and program content, quality, and modes of delivery (I.B.1-33). This review includes distance learning, noncredit, community education, and fee-based offerings. EDC's work is recorded in its online system WebCMS and described on its webpage (I.C.3-1, II.A.2-1). The Outcomes Committee and Curriculum & Instruction Council (C&I) are responsible for ensuring a systematic assessment of SLOs (II.A.3-16, I.B.1-32). C&I is a shared governance group that further reviews the courses and programs ensuring appropriateness of the curriculum process to the mission, goals, and the overall program priorities of the College.

The Planning for Institutional Effectiveness (PIE) program review process also illustrates a commitment to academic standards, currency, and systematic review and improvement of instructional courses and programs. Each instructional department and division engages in a comprehensive, annual planning process that includes the deliberate consideration of how instructional programs can be improved in order to optimize student success (I.B.2-4). A significant portion of the planning includes faculty discussion of course and program outcomes in relation to the development of new programs and the enhancement of existing programs through requests for new faculty, new technology, and new facilities. Much of this discussion occurs within department and division meetings, especially in relation to how to use the results of SLO and PLO assessments (II.A.16-1).

Mt. SAC's curriculum review process, described in AP 4020, requires all course outlines and learning outcomes to be reviewed for quality and currency and approved by C&I at least once every four years to remain active. If courses are not updated within this time period, there is a process for deactivation and removal from the catalog. Every September, faculty members are notified of which courses are overdue (II.A.2-5). If the courses are not submitted by May 31 faculty members are asked to propose deactivation of the course. If rationale is provided, limited additional time is provided for course submission and review. Board Policy 4260 requires prerequisites, co-requisites, and advisories be reviewed every six years. For Career Technical Education (CTE)

programs, there is a required two-year program review process that includes input from advisory committees to ensure quality and currency of course offerings and instruction and that program outcomes match desired industry competencies (II.A.1-3). The Chancellor's Office also requires a five-year review cycle for all Transfer Model Curriculum (TMC) and Associate Degrees for Transfer (ADT). Departments participate in state-wide review of TMCs and local review and updating of ADTs as part of this process. All curricula and programs, regardless of credit status (e.g., credit or noncredit) and delivery mode, are created through the same process and assessed through the same program outcomes process (II.A.16-2).

AP 4105 Distance Learning was revised by the Academic Senate and accepted by the President's Advisory Council in September 2016 (II.A.16-3). It clarifies the approval and review process for distance learning (DL) courses and identifies best practices for regular and effective contact to enhance learning outcomes and achievements for students. Professional and Organizational Development provides regular trainings and faculty-specific course offerings to improve the quality of instruction in DL courses (II.A.16-4).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) regularly evaluates and improves the quality and currency of all instructional programs offered regardless of delivery mode or location. The College systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Accomplishments and Outcomes

- There are several processes, activities, and groups that are institutionalized at Mt. SAC to ensure evaluation and improvement of course and program quality.
- The commitment and guidelines are operationalized in several ways.

- The Planning for Institutional Effectiveness (PIE) program review process also illustrates Mt. SAC's commitment to evaluating and improving the quality and currency of all instructional programs.
- The use of outcomes is the primary process by which program quality is ensured.

List of Evidence

I.A.1-30	Outcomes Plan 2012-2020
I.B.1-32	Curriculum and Instruction Council Purpose, Function, and Members
I.B.1-33	Educational Design Committee Purpose, Function, and Members
I.B.2-2	AP4020 Program and Curriculum Development
I.B.2-4	Students Guide to Learning Outcomes Fall 2015
I.B.4-7	Outcomes Committee Annual Report 2014
I.B.5-9	Outcomes Committee Purpose, Function, and Members
I.C.3-1	WebCMS Webpage
II.A.1-3	Chancellor's Office Program and Course Approval Handbook
II.A.2-1	Academic Senate Content Review Plan
II.A.2-2	Academic Senate SLO Resolution 07-2011
II.A.2-3	Academic Senate PLO Resolution 06-2013
II.A.2-5	Educational Design Committee Deadlines and Curriculum Information
II.A.3-3	State Academic Senate Curriculum Guide
II.A.3-6	Institutional Level Outcomes
II.A.3-7	Outcomes Committee - General Education Outcomes Re-Imagined PowerPoint
II.A.3-8	Outcomes Committee - General Education Outcomes Re-Imagined Report pg. 3-5
II.A.3-16	Example of SLO Rotation Plan - Learning Assistance
II.A.11-1	Curriculum Review and Approval Process Document pg. 143-144
II.A.11-2	ILOs Chair Training
II.A.16-1	Business Division Minutes 09-15-16
II.A.16-2	EDC WebCMS Forms
II.A.16-3	AP4105 Distance Learning
II.A.16-4	POD Distance Learning

II.B. Library and Learning Support Services

II.B.1.

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

Evidence of Meeting the Standard

The College Provides Library and Other Learning Support Services to Students and to Personnel Responsible for Student Learning and Support

Mt. San Antonio College (Mt. SAC) invests extensive resources and efforts in student-oriented learning services with complementary on-campus and online options to equally support traditional and distance learning students (II.B.1-1 pg. 6). On-campus options are physically distributed throughout the large campus to provide easy access to tutoring, library collections, information competency instruction, computers, software, printing

services, and are open day, evening, and weekend hours (II.B.1-2). Online options for learning services include online tutoring, 24/7 online chat reference services, access to electronic library resources and databases, directed learning activities, and remote scheduling and registration for learning activities. The library and tutoring centers also participate in other campus functions to ensure that students are informed about the learning options and services available to them. Noncredit students also have access to library services and resources. The Adult Basic Education Department has embedded library services as part of its high school coursework. Librarians at Mt. SAC are essential for ensuring that quality services and resources are available to all students regardless of their location, curricular and research needs, and levels of library skills. To support this assumption, the College has recently hired three additional librarians to ensure that student needs are met. In 2012-13, an online learning librarian was hired to support online library initiatives through distance learning. In 2014-15, a second librarian was hired to support all areas of the library with a focus on student services, reference and instruction, and the use of library technology. And finally, a student equity and outreach librarian joined the full-time faculty in 2016-17. This position provides outreach to students to ensure that they are aware of library resources and services, identifies and removes barriers that prevent students from taking advantage of library

services, and partners with constituent groups and special programs that serve specific populations to ensure that underserved populations have equal access to library resources, information competency instruction, and individualized research and reference assistance. Funding for adjunct librarians has also been well-supported by the College. Over 3,000 adjunct hours were budgeted for 2015-16 to ensure that the library is open day and evening hours during summer and winter intersessions, Saturday and Sunday hours during the primary terms, and that there is adequate adjunct librarian support for 24/7 chat reference follow-up for distance learning students, database management, collection development, and evening information competency workshops. Additional funding through Student Equity Funds will be available for 2016-17 to support ongoing Sunday library hours and information competency opportunities for students (II.B.1-3).

In support of continued development and management of quality library experiences and online learning opportunities for students, Mt. SAC hired an Associate Dean of Library and Learning Resources. The Associate Dean joined the division management team with the primary duties of managing the library's day-to-day operations with responsibilities to support the Dean and the division's operations. The Associate Dean collaborates with faculty and librarians to ensure that students have high-quality distance learning educational opportunities and equal online access to resources and services. To better serve students during evenings and weekends, classified library staff have either been

added or hours increased. In 2013, a library technician position was changed from a .0475 position to a 1.0 position, and in 2016, a half-time library technician was hired to support weekend hours. And finally, the Library and Learning Resources Division Office added an administrative specialist III to assist the growing division's administrative needs.

The Mt. SAC Library offers students, faculty, and staff a place to develop information competencies, cultivate information inquiry skills, engage in quiet study, and meet and collaborate with fellow students. Students who visit the reference desk or use the 24/7 online chat reference service receive individualized instruction that assists them in developing research topics, selecting topically relevant databases, constructing effective searches, and finding and evaluating their retrievals. Students who attend library workshops or enroll in a credit library course will further develop library research skills, improve their ability to evaluate and integrate materials in multiple formats into their papers and presentations, and learn effective search techniques (II.B.1-4, II.B.1-5).

Library services are an integral part of the educational program at Mt. SAC (II.B.1-6). The library is supported by the Academic Senate and has an advisory committee to ensure that the faculty have a venue for expressing their ideas and concerns about the library and its services (II.B.1-7, II.B.1-8, II.B.1-9, II.B.1-10).

Library attendance of approximately 481,000 annual visits is measured by a gate counter, and the data supports a consistent number of visits each month. Variations in attendance usually

correspond with variations in the College academic calendar, such as time between semesters and intersession start and end dates (II.B.1-11).

Library hours, in general, match the College's hours of operation and include day, evening, and weekend hours. Information about the hours of operation is available from the library's web page, printed bookmarks, and as a telephone message. During the fall and spring, the library is open Monday through Thursday from 7:30 a.m. to 9:30 p.m., Fridays from 7:30 a.m. to 4:30 p.m., Saturdays from 9 a.m. to 4 p.m., and Sundays from 1 p.m. to 9:30 p.m. for a total of 79.5 hours per week. During the winter and summer intersessions, the library is open Monday through Thursday from 7:30 a.m. to 7:30 p.m. for a total of 48 hours per week. Library hours ensure that the library is open before the start of the first class of the day and after the start of the last class of the evening to provide access to reference assistance, library materials, computers, and print services to all students regardless of when their class is scheduled (II.B.1-12, II.B.1-13). During finals, hours are extended just prior to and during the week of finals for an additional 12.5 hours, with up to 220 students using the library at one time during the extra hours (II.B.1-14).

The Library has a curriculum-based collection of print books, eBooks, closed-captioned DVDs and online streaming videos, specialized materials such as audio-books, titles adapted for English as a Second Language learner, children's books, career guides, and popular fiction and non-fiction books. The collection is collaboratively developed with the discipline faculty through a library liaison program, informed by reading lists and research assignments listed in the Course Outline of Record, compared to collection development tools, and supported by subject specific approval plans developed by the Collection Development and Liaison librarians. Collection development activities are guided by the Library's Collection Development Policy with a goal to continuously develop the library collections to support the College curriculum through the effective management and acquisition of materials and as discussed in library faculty department meetings. Furthermore, all library materials, when requested, will be provided in alternate formats for individuals with disabilities, and only closed-captioned DVDs are purchased (II.B.1-15, II.B.1-16, II.B.1-17).

Mt. SAC students can conduct library research for materials in digital or print format that is either owned by the library or available through subscriptions whether they are on or off campus through the library's online catalog and discovery tool, OCLC Worldshare Management System (WMS). WMS provides access to books, media, and eBooks, as well as articles from library-owned databases, which are discoverable through WMS. In many cases, WMS is a one-stop retrieval tool for students. WMS is web-based so students can remotely access WMS using any web browser. A catalog link is also available on all Mt. SAC webpages as part of the standard options at the bottom of each page and from dedicated links in the Mt. SAC portal and Moodlerooms (II.B.1-18, II.B.1-19).

In cases where students need more refined searching options or have complex research topics, they may select a topic-specific database and conduct searches using the database's native interface and myriad search techniques (II.B.1-20). Students are well served by the library's collection of approximately 112 databases that represent the following subjects: general and multi-topic, agriculture, earth science, environment, arts, biography, business, careers and technical education, child development, communications, current issues and controversies, education, film, health, medicine, nursing, history, kinesiology, law, literature, music, political science, psychology, religion, science, technology, social sciences, sports, and statistics (II.B.1-21). The library also has a curriculum-based collection of print books, eBooks, closed-captioned DVDs and online streaming videos, specialized materials such as audio-books, titles adapted for English as a Second Language learner, children's books, career guides, and popular fiction and non-fiction books. The physical collection of approximately 78,870 titles has a distribution of 96 percent books, 3 percent closed-captioned videos, and 1 percent audiobooks. Of these titles, 17 percent have a publication date between 2010 and 2015, with 45 percent of the collection published after 2000 (II.B.1-22, II.B.1-23). The physical collection is supplemented by an eBook collection of approximately 88,249 titles (II.B.1-24, II.B.1-25). Should a student need a book that the library does not own, students may borrow books from the Cal Poly Pomona University Library by presenting their Mt. SAC ID, or they may borrow books from any of the 19 participating

libraries in the Inland Empire Academic Libraries Cooperative Library (IEALC) (II.B.1-26, II.B.1-27, II.B.1-28). And finally, the WMS system can identify libraries within the area that own the desired book so students can be referred to area libraries (II.B.1-29). Materials continuously circulate so students may use materials during school breaks allowing them access to books for pleasure reading, test preparation, and discipline specific titles for course preparation. During 2014, the library checked out 73,747 items to students and 71,107 items in 2015, which represents a 3 percent decrease in overall circulation between the two years. The slight decrease, however, is negligible considering the increasing online and digital options available to students. The 2016 circulation average of 5,994 is consistent with the average monthly circulation rates for 2014 and 2015 (II.B.1-30).

Library and other Learning Support Services Offered are Sufficient in Quantity, Currency, Depth, and Variety to Support Educational Programs, Regardless of Location or Means of Delivery

Selection of materials for the Mt. SAC Library's collections is informed using multiple methods and follows the Library's collection development policy – Collection Development Policy and Guidelines, Mt. San Antonio College Library, September 2012 – that addresses not only the collection needs for the College's instructional programs, but also provides guidelines for selecting and deselecting materials for basic skills, career research, transfer goals, and career and technical coursework (II.B.1-31,

II.B.1-32 pg. 5-6, 8-11). In addition to in-house analysis and collaborative decision-making, the library uses a library liaison model to develop the collection (II.B.1-33). Librarians are assigned specific subject areas of the collection and are the designated library contact for faculty associated with a particular subject area or discipline. Librarians and faculty collaboratively select and deselect materials, ensure that essential titles are in the collection, and make certain that subject areas are adequately represented to support programs, degrees, and certificates (II.B.1-34). Adjunct librarians also contribute to the collection development process through ongoing collection development assignments such as reviewing and weeding out specific call number ranges, selecting and collecting specific formats such as graphic novels, or recommending deselection or retention of older titles. In addition to discipline faculty, the Library Advisory Committee ranks and recommends selections specific to Career Technical Education (CTE) needs associated with Perkins funding (II.B.1-9, II.B.1-10). Librarians regularly evaluate and discuss database selection and deselection during faculty meetings (II.B.1-35). Librarians use standard selection tools and Yankee Book Peddler (YBP) Library Services' Global Online Bibliographic Information (GOBI[3]) selection tools based on a pre-determined collection development profile. YBP also provides processing assistance through shelf-ready books.

The Mt. SAC Library collection development process is integrated into the College's curriculum review process as all proposed or modified degrees and courses need some level of collections development to support instruction, library research, and student learning. To support this expectation, the curriculum review process requires librarian contact as part of the submission process for new course and program proposals and course modifications as appropriate. Librarian contact is verified during the course review pre-screening process before being placed on the Educational Design Committee agenda (II.B.1-36, II.B.1-37). Additionally, Course Outline of Record for all Mt. SAC courses are available for librarians to consult in WebCMS, the College's curriculum repository, when making materials selection.

Information competency is provided through workshops, online and face-to-face credit courses, and online and face-to-face reference desk interactions. The Mt. SAC Library offers a core group of information competency workshops that can be taken multiple times. The workshops focus on developing topics, finding and evaluating books, and finding and evaluating articles. (II.B.1-38). Additionally, four pilot biology workshops were offered during fall 2015 with approximately 50 students attending. During spring 2016, four biology workshops were again offered with 58 students attending the workshops (II.B.1-39). These workshops are now part of the workshop curriculum. Workshop registration is done online, and students receive confirmation of completion, also provided online (II.B.1-40, II.B.1-41). Walk-in registration is available if there is room in the session. Workshops are available during all semesters with approximately 65 sessions offered in each of the 16-week fall and spring semesters and an average of 19 sessions for each of

the six-week winter and summer intersessions (II.B.1-42). The intersession workshop schedule complements the College's block scheduling by starting 20 minutes after the end of each scheduling block. The workshop topics sequentially rotate so a student can attend all three core workshops because of the strategic scheduling (II.B.1-43, II.B.1-44).

Workshop attendance has been constant when comparing the 2014 attendance of 1,331 with the 2015 attendance of 1,391, which represents a 4 percent increase in attendance for 2015 (II.B.1-45). In 2015, 58 percent of the students attended the workshops because they were required for class with 30 percent of the students attending for extra credit. This ratio changed from 2014 where extra credit and required for a class were almost equal at 46 percent and 42 percent. About 11 percent of the students take the workshops for personal reasons, which did not vary between 2014 and 2015 (II.B.1-46). Considering that students rely on the workshops for extra credit or to complete a course requirement, the librarians have adopted a no cancellation policy regardless of the number of students enrolled in the workshop (II.B.1-47).

Online information competency workshop options are currently being developed and will be delivered through Moodlerooms, the College's learning management system. Student beta testing was completed in May 2016 with a target implementation date of fall 2016. The test showed that students liked the online workshop and scored an average of 84 percent on the quiz. They also preferred the quiz format and liked

questions with immediate feedback. Recommendations included improving the pace and volume of the audio and how the quiz function worked (II.B.1-48). In order to expedite the ability to offer online information competency instruction, two information competency vendor options with pre-developed content were explored in 2015; however, both were rejected because the quality of the content was insufficient.

At the request of numerous discipline faculty, a 30-minute library tour introducing students to the physical arrangement of the library and familiarizing students with services and learning opportunities was developed during spring 2016. The tour's script and content were tested with faculty volunteers during the end of the spring semester. The results of the input are still being tallied and, as appropriate, will be used to modify the proposed tour. The tour began in summer 2016. The tour ends in the library classroom to inform and invite students to the library workshops and to gather assessment data. Tour registration is done online with walk-ins welcome (II.B.1-49).

The Library offers two credit-bearing library courses, LIBR 1A Introduction to Library Research, a one-credit course, and LIBR 1 Information Resources and Research Methods, a three-credit course. Both courses are offered in the distance learning format and traditional on-campus setting (II.B.1-50, II.B.1-51, II.B.1-52). According to Mt. SAC review processes, courses are reviewed on a four-year cycle. All of the library courses are up-to-date and meet the review cycle requirements. Additionally, any obsolete

course proposals have been deactivated and removed from the curriculum inventory (II.B.1-53).

Generally, LIBR 1A is offered face-to-face in a 16-week format and an eight-week-late start online format each fall and spring. This scheduling pattern eliminates enrollment competition and provides students two opportunities during the semester to enroll in the class. The three-credit LIBR 1 is offered online each fall and spring semester as it is a popular format that averages a 97 percent fill rate with a 30 percent cancellation rate. A face-to-face LIBR 1 is offered each fall to provide students the opportunity to take the course in a traditional, face-to-face setting; however, a 41 percent cancellation rate and student preferences shifting to the online version support the online learning option as the best scheduling choice for the 3-credit course (II.B.1-54).

Mt. SAC librarians answer all types of questions and spend time establishing rapport with students to ensure return visits to the reference desk for research help. As a snapshot of the number and scope of questions, librarians answered 2,334 questions during October 2015. Of those questions, 48 percent were directional or technical, and 50 percent were reference and teaching questions (II.B.1-55). In line with the October snapshot, ready reference and research questions account for approximately 15,000 questions per year of the 28,000 questions asked at the reference desk. While 97 percent of the interactions were in person and only 3 percent were telephone inquiries, telephone assistance is still valuable as it provides students

with another avenue for remote or distance learning reference and research support. Instruction-based reference is available during all hours the library is open with two librarians available to assist students from 8:30 a.m. to approximately 6:30 p.m., Monday through Thursday during fall and spring semester. The double coverage ensures that students have limited wait times for a librarian, and it allows time for thorough responses to student library research needs. Many times one librarian can answer ready reference and directional questions while the other attends to more in-depth research questions. It also allows for consultation and teamwork should a challenging question be asked. In general, the librarian pairs consist of a full-time and an adjunct librarian. The pairing contributes to collaborative discussions about adjunct assignments beyond reference work such as collection development, database maintenance, and instruction, as well as keeping adjuncts well-informed about the daily operations of the library.

QuestionPoint virtual reference management system is used to provide 24/7, online virtual chat and email reference services to distance learning and remote Mt. SAC students, and all databases including the College library catalog are accessible remotely (II.B.1-56, II.B.1-57). Online digital instructions such as an online video explaining how to access databases and LibGuides help students utilize to the resources (II.B.1-58, II.B.1-59, II.B.1-60).

The Mt. SAC Library is regarded by students as a place for study, group work, and personal research as there are just

under a half a million visits to the library each year (II.B.1-11). A quiet study area is available for students as well as areas that allow for some conversation and interaction. The library Planning for Institutional Effectiveness (PIE) document outlines proposed updates to further enhance the quiet study area with noise reduction modifications such as sound absorbing furniture, flooring, and ceiling tiles. Additionally, comfortable furniture will be added and unused cabinetry and shelving will be removed. New carpeting was approved for the entire library and was installed in August 2016 (II.B.1-61).

Group study rooms are available for collaborative student work and study sessions and are in high demand by students. Prior to 2013, students had to checkout a group study room on a first-come, first-served basis through the library circulation system. This method did not allow students to plan ahead and reserve a room in advance. It was also impossible to ensure that a group study room would be available when all of the students in a group could meet. To remedy these concerns, the library moved to a reservation system in 2013-14 using Springshare LibCal, an online room booking scheduler. Anecdotally, student response was immediately positive. Reservation statistics were extracted and analyzed. There were 3,164 unique confirmed users in 2014 and 2,660 users in 2015 for a 16 percent decrease; however, there was a 24 percent increase in confirmed time slots and 24 percent increase in the number of days and hours the rooms were booked. To complement the booking reservations, a general library policy is that students may use the room until the students with the booking arrive.

The use of the online reservation system and empty room policy allows students to plan ahead, ensures that a group study room is available when all of the students are available to meet, and maximizes the use of the Library's group study space whether students miss or come late to a reservation. The combined policies and practices have ensured that the space is constantly being used, as it is rare for a room to be empty (II.B.1-62, II.B.1-63, II.B.1-64).

Computers and software are essential library tools at Mt. SAC. There are 68 computers available to students on a first-come, first-served basis. The computers have MS Word, Excel, and PowerPoint as well as MS Explorer, Google Chrome, and Mozilla internet browsers. A standardized imaging process is used for maintaining security and functionality. Additionally, Wi-Fi is available throughout the library so students have access to the internet for their own devices. There are multiple power outlets available for students to charge their devices, and the Mt. SAC Help Desk provides assistance to students having technical difficulties. Equipment needs are analyzed each year as part of the planning process and are included in the PIE planning document (II.B.1-65).

The Mt. SAC Library offers printing services to students through Quality Copying Inc. (QCI). Services include black-and-white and color printing, scanning to print, scanning to thumb drives, printing from personal devices through the internet using Wi-Fi, and printing from home to any QCI networked printer located at Mt. SAC. Specifically, there are three black-and-white printers, one color printer, and two black-and-white-

copier/printer combination machines that will print, scan, and copy. Additionally, there are four black-and-white copiers, one color copier, and one handicap accessible copier. QCI services also provides two coin and bill changers, the ability to pay by a pre-purchased card, which provides copies at a discounted price, and cash, debit, or credit payment options. Answers to student questions and help with technical questions are provided by the lead library technicians and Information Technology staff. Librarians are familiar with printing and scanning functions and are prepared to answer technical questions when the technicians are not available (II.B.1-66 II.B.1-67).

Learning support services at Mt. SAC has a goal of increasing student retention and persistence by providing tutoring for multiple disciplines and tutoring specific to writing assistance and improving critical-thinking skills. This goal is also supported by providing access to math and science learning resources such as textbooks, calculators, and math tutors, as well as access to computers, specialized software, video recording equipment, study space, second language development resources, and transfer preparation resources (II.B.1-68). Online tutoring is available for math, science, and English by appointment, and for students taking an online or hybrid course, NetTutor is an additional online tutoring option (II.B.1-69, II.B.1-70, II.B.1-71).

Learning support services are provided at multiple tutoring and assistance centers spread across the physical campus. Centers include the Writing Center, WIN Program for student athletes, Math

Activities Resource Center (MARC) and Transfer Math Activities Resource Center (T-MARC), multiple subject tutorial services as well as other targeted tutoring services such as the Language Learning Center (LLC), the Speech and Sign Success Center, Extended Opportunity Program and Services Tutoring Center (EOPS), and the Tech Ed Resource Center (TERC). Computer labs include the Business Division Computer Lab, the Learning Lab, and the Disabled Student Programs and Services (DSPS) High Tech Center (II.B.1-72, II.B.1-73, II.B.1-74, II.B.1-75). To ensure tutoring excellence, tutors and supplemental instruction leaders are required to complete credit-bearing tutor training courses that include topics such as tutoring strategies, problem solving, active learning, and working with a diverse student population, tutoring in the classroom, and subject specific tutoring (II.B.1-76, II.B.1-77, II.B.1-78, II.B.1-79, II.B.1-80).

The Mt. SAC Writing Center has an array of learning support services including tutoring, tutors in the classroom, workshops, directed learning activities to assist student's grammar and writing skills, online tutoring, and lab services. Students can schedule appointments for tutoring online using WCOnline, an online scheduling system. Online tutoring in the Writing Center provided a total of 813 appointments and 406.5 hours of tutoring from fall 2013 through spring 2014. In 2014-15, there were over 10,000 unduplicated students served within each area with some duplication across areas. Of these, 3,880 students used tutoring services, 1,594 students worked with a tutor in the classroom, 2,604 attended workshops, 1,712 used Directed Learning

Activities (DLAs), and 208 students used online tutoring (II.B.1-81).

The Writing Center hours are from Monday through Thursday from 9 a.m. to 9 p.m., Fridays from 9 a.m. to 3 p.m., and Sundays from 11 a.m. to 5 p.m. for a total of 60 hours per week. Online tutoring hours are Monday through Thursday from 5 p.m. to 9 p.m., for a total of 16 hours per week (II.B.1-82, II.B.1-83, II.B.1-84, II.B.1-85).

The WIN Program is a tutoring center and study area for Mt. SAC student athletes with access to computers with internet access, Plato software for math and English enrichment, typing development software, and Microsoft Office. Homework can be completed and basic skills deficiencies can be addressed with the assistance of a tutor in all subject areas in individual sessions and in small groups. The program is specifically designed to provide support so that student athletes can be successful in basic skills courses, prepare for transfer, and maintain academic eligibility. The WIN has consistently served an average of 800 students from 2011 to 2014. Additional services include resume, email, and computer skills development as well as registration assistance and counseling services. WIN Program hours during winter, spring, and fall are Mondays and Thursdays from 9 a.m. to 5 p.m. and Tuesdays and Wednesdays from 9 a.m. to 7 p.m. for a total of 36 hours per week. Summer hours are Monday to Thursday from 10 a.m. to 4 p.m. for a total of 24 hours per week. (II.B.1-86, II.B.1-87).

The Math Activities Resource Center (MARC) focuses on the needs of students in pre-collegiate level math courses whereas the Transfer- Math Activities Resource Center (T-MARC) provides college-level math tutoring support. In addition to tutors, math software, resource sheets, study space with tables, small and large whiteboards, scratch paper, textbooks, and calculators are available to students. Each year the MARC and T-MARC circulate approximately 25,000 math support items to students. While the ebb and flow of the academic year affects monthly circulation statistics, on average the centers circulate over 1,900 items per month (II.B.1-88). The centers had 10,164 student visits in 2013. In 2014-15, the MARC and the T-MARC served 8,066 students and provided 127,911 hours of support. In 2015-16, the centers served 8,133 students and provided 122,775 hours of support. They are open Monday through Thursday from 9 a.m. to 7 p.m. and Fridays from 9 a.m. to 2 p.m. during spring and fall for 44 hours per week. During the summer and winter intersessions, hours are Monday through Thursday from 9 a.m. to 7 p.m. for a total of 40 hours per week (II.B.1-89, II.B.1-90, II.B.1-91).

Tutorial Services in the Learning Assistance Center provide academic support for multiple subjects through in-person peer tutoring, and synchronous and asynchronous online tutoring. Additionally, Tutorial Services offer tutoring by appointment, study groups, and supplemental instruction. Students can schedule appointments online for writing tutoring and access math and science tutoring through Moodlerooms. During 2013-14, there were five times more online tutoring sessions than in 2012-13; and in academic year 2014-15, Tutorial Services assisted over 5,000

students in on-site tutoring and 247 students in online tutoring (II.B.1-92). Tutorial Services hours during the fall and spring are Monday through Thursday from 9 a.m. to 7 p.m., Fridays from 9 a.m. to 1 p.m., and Saturdays from 9 a.m. to 4 p.m. for a total of 51 hours per week. During the winter and summer intersessions, the hours are Monday through Thursday from 10 a.m. to 5 p.m. for a total of 24 hours per week (II.B.1-93).

The Language Learning Center offers language learning materials for independent study. Resources include 108 computers with language acquisition software, videos, and recording equipment. Languages supported include American Language (AmLa or credit ESL) for non-native English-speaking student language skills development, Arabic, Chinese, English as a Second Language (ESL), French, German, Italian, Japanese, American Sign Language, and Spanish. An average of 5,444 visits to the lab with an unduplicated attendance average of 4,392 students using the lab for an average of 70,843 hours per year from 2011 to 2014. Attendance and hours used has been constant (II.B.1-93, II.B.1-87). The LLC is open Monday through Thursday from 8 a.m. to 9 p.m., Fridays from 8 a.m. to 2 p.m., and Saturdays from 9 a.m. to 2 p.m. for a total of 63 hours per week (II.B.1-94). ESL tutoring hours are Monday and Wednesday from 11:40 a.m. to 4:30 p.m., Tuesday and Thursday from 11:40 a.m. to 3:30 p.m., and Friday from 11 a.m. to 2 p.m. for a total of 21 hours per week (II.B.1-95).

Speech and sign language students at Mt. SAC can access specially designed digital video recording rooms that include flat screen monitors for self-guided practice and skill development. The center has a video relay system (VRS) with special headsets for sign-language interpreters in training as well as finger spelling practice software. Tutors are available by drop-in or appointments. The Speech and Sign Success Center (SSSC) holds over 5,900 tutoring sessions for sign language classes per year and 4,280 tutoring sessions for speech classes (II.B.1-96). The hours for the center, which are available on printed handouts and on the web, are Monday, Tuesday, and Thursday from 9:30 a.m. to 5 p.m. and Wednesday from 9:30 a.m. to 7 p.m. for a total of 32 hours per week (II.B.1-97).

One-on-one tutoring services for all subjects are provided by the EOPS/CARE/CalWORKs Tutoring Center specifically for Mt. SAC EOPS students. The EOPS tutoring program serves about 200 students per year. To be part of EOPS, students must show both economic and academic need with placement into basic skills level courses. Eligible students meet with a tutor at least one hour per week for one-to-one assistance in math, English, American language, and learning assistance courses. Drop-in tutoring is also available. This center is open Monday through Thursday from 8 a.m. to 5 p.m. and Friday from 8 a.m. to 4:30 p.m. for a total of 39.5 hours per week (II.B.1-98).

The TERC opened in spring 2016 with a mission to prepare Career Technical Education (CTE) students to succeed academically by offering activities to address their basic skills needs. The TERC offers basic math, reading, writing,

research methods, and study skills to all students enrolled in CTE programs or courses. Tutors and independent and group study space are also available. Hours are Monday through Thursday from 8 a.m. to 6:30 p.m. for a total of 42 hours per week (II.B.1-74).

The Adult Basic Education Lab offers assistance to noncredit basic skills students for improvement in reading, writing, and mathematics skills. Special emphasis is placed on skills necessary for the workplace, as well as academic, test, and test preparation skills. Students may attend small group workshops and short-term basic skills courses. One of the instructional delivery methods is by way of computer-aided instruction with available computer applications such as PLATO basic skills program, phonics software, typing software, and high school equivalency software programs (II.B.1-99).

The Business Division computer lab is a state-of-the-art lab with software required for Business Division courses. The lab has 45 HP 8100 elite PCs with Windows 7 enterprise and 5, 21" iMac computers. Hours for the lab are Monday through Thursday from 8 a.m. to 8 p.m. for a total of 48 hours per week (II.B.1-100, II.B.1-68).

The Learning Lab is the largest instructional computer lab on campus with 159 computers, course-specific software, scanners, and specialized Disabled Student Services and Program (DSPS) software. Information Technology (IT) personnel are available to assist students with technical issues or problems. The Learning Lab also has limited peer tutoring with faculty liaisons

to monitor technology, assess training needs of students, and provide instruction. Hours for the lab are Monday through Thursday from 7:30 a.m. to 10:30 p.m., Fridays from 7:30 a.m. to 4:30 p.m., and Saturdays from 8 a.m. to 6 p.m. for a total of 78 hours per week (II.B.1-101).

The High Tech Center is available for students with disabilities and enrolled in credit courses to learn use of adaptive hardware and software to improve access to learning and communicating. The High Tech Center also converts required course materials into alternative media formats so students can more effectively access information (II.B.1-102). Hours are Monday through Thursday from 9 a.m. to noon, and 1 p.m. to 6 p.m., and Fridays from 9 a.m. to noon for a total of 39 hours per week (II.B.1-103).

Ongoing Instruction is Provided for Users of Library and Learning Support Services

Ongoing instruction is provided by librarians and learning support staff to keep faculty and staff informed about new technology and resources. Librarians alert faculty and staff about new library resources, changes in services, ways to incorporate library resources into their teaching, and best practices for creating library research assignments. FLEX Day sessions are used to inform and instruct faculty concerning Library and Learning Support resources, services, emerging technologies, online and chat reference implementation and use, and learning support initiatives. Learning support staff provides instruction on topics such as peer tutoring, online tutoring, early student progress reports, and educational technology (II.B.1-104, II.B.1-105, II.B.1-

106, II.B.1-107 pg. 5, II.B.1-108, II.B.1-109).

Every spring the Language Learning Center provides technology workshops for faculty and staff, focusing on language teaching faculty. Of those that participated, 100 percent of the respondents in 2014 and 2015 said they learned a useful skill, tool, or strategy, and in 2014 and 2015 over 90 percent responded that they were planning to use what they had learned during the technology workshop (II.B.1-110).

Extensive learning support is provided to faculty for teaching with technology in all course types and modalities, including traditional face-to-face, hybrid, and 100 percent online courses. The semi-annual eLearning week program offers training session on how to use Moodlerooms and its myriad features such as gradebook, how to make their courses accessible, how to comply with copyright laws, and how to make short videos to engage students. To teach online or hybrid courses, faculty new to teaching online are required to complete mandatory online teaching certification through the Skills and Pedagogy for Online Teaching (SPOT) process. SPOT training is a locally developed, faculty driven, structured course with content that mirrors the @ONE state-wide training program. SPOT is the result of the local Academic Senate's decision to create a mandatory training program for faculty teaching distance learning courses well before this requirement was treated as a standard at the state level (II.B.1-111, II.B.1-112). Topics include distance learning regulations, course design, interaction and collaboration, assessment, and

learner engagement. Upon successful completion, faculty receive 16 hours of salary advancement credit (II.B.1-113 pg. 2, II.B.1-114, II.A.5-6, II.B.1-115, II.B.1-116). Ongoing support is available through the Online Learning Support Center (OLSC) instructional designer and faculty coordinators. Additional learning opportunities to enhance distance learning expertise are provided through Professional and Organizational Development (II.B.1-117). In addition to the eLearning Week, training sessions on distance learning regulations, courses, and issues were offered to department chairs, deans, and associate deans.

The OLSC offered a mock accreditation review for distance learning (DL) in the spring 2014 where faculty were invited to submit current DL courses to be reviewed by experienced faculty and administrators who had recently been through accreditation. The purpose of the mock review was to determine the extent to which the courses met accreditation guidelines and to raise faculty awareness of the resources to help them demonstrate their DL courses' compliance with regulations. Seventeen courses were reviewed, and individual feedback was returned to each participating faculty who were encouraged to contact DL faculty coordinators for assistance in course improvement. A summary of this mock review was published on the College's website (II.B.1-118). An informational session about the findings was presented to the Business Division, the division that offers the majority of the College's DL courses. To continue to ensure improvement of DL courses, the OLSC team set up a personalized, non-evaluative course review program

throughout the summer weeks and invited all faculty teaching distance learning courses to participate. These faculty would receive individual, private feedback and direct assistance to strengthen their courses. The OLSC team includes the instructional designer and two faculty coordinators and a librarian to provide direct feedback and assistance. To continue strengthening DL courses, in summer 2016, the OLSC team conducted a Pre-Flight Check for Accreditation in which 38 faculty with 50 unique courses participated. This non-evaluative, volunteer review is based on a rubric and it yielded useful feedback to participating faculty on areas of strength and areas for improvement (II.B.2-22).

A checklist for DL regulations regarding regular and effective contact and accessibility is sent to all DL faculty in addition to website access. A survey on DL regulations and current practices was sent to DL faculty multiple times with contact information for help needed to bring courses to compliance (II.B.1-119).

Cultural awareness for library staff and faculty was supported by hosting and inviting students and staff to share insights at library staff meetings. The goal of the visits was to learn more about the specific student needs as it related to library services. The library was visited by Arise, a community of Asian American and Pacific Islander students, the Dream Center, a support group for undocumented students, and Disabled Student Programs and Services, specifically focusing on students who are deaf or hard of hearing (II.B.1-120, II.B.1-121).

Analysis and Evaluation

The library and other learning support services at Mt. San Antonio College (Mt. SAC) provide students and employees with many opportunities to support their learning and achievement. The College demonstrated examples of how it evaluates the quantity and quality of those services and how they are sufficient for the needs of its consumers. Mt. SAC invests extensive resources and efforts on student-oriented learning services with complementary on-campus and online options to equally support traditional and distance learning students.

The College's continuous quality improvement demonstrates its ongoing support of student achievement and learning within many areas including the library and other support services. To ensure that the services provided are sustained and substantial, the College uses many methods to evaluate the need for, quality of, and impact of its services. Evidence demonstrates that the College conducts in-depth discussion of major aspects of the library and learning support services. Based on the narrative for II.B.1 and II.B.4, the College meets Accrediting Commission for Community and Junior Colleges ACCJC Eligibility Requirement 17.

Accomplishments and Outcomes

- The College's mega electronic repository of articles including peer-reviewed journals is accessible online from anywhere.
- The database is evaluated for curricular alignment and updated as needed.
- Students have access to support services on campus to provide easy access to tutoring, library collections,

- information competency instruction, computers, software, printing services, and are open day, evening, and week-end hours.
- Research and evaluation techniques are highly used to evaluate these services and to use the findings for improvement directions.
- Program Review (Planning for Institutional Effectiveness - PIE) is used to coalesce this information and provide a holistic review of student achievement and learning.

- Ongoing instruction is provided by librarians and learning support staff to keep faculty and staff informed about new technology and resources.
- The Online Learning Support Center (OLSC) offered a Mock Accreditation Review for Distance Learning in the spring 2014 to determine the extent to which the College's courses met accreditation guidelines and to raise faculty awareness of the resources to help them demonstrate their distance learning courses' compliance with regulations.

List of Evidence

I.B.2-22	Pre-Flight Check for Accreditation
II.A.5-6	Skills and Pedagogy for Online Teaching
II.B.1-1	Distance Learning Courses Link to Library pg. 6
II.B.1-2	Evening Workshops PIE Excerpts, 2014-15
II.B.1-3	Adjunct Support for Student Equity, 2015-16
II.B.1-4	College Catalog Narrative Faculty Minutes 10-21-2015
II.B.1-5	Library Entry in College Catalog
II.B.1-6	BP 4040 Library Services
II.B.1-7	Academic Senate
II.B.1-8	Academic Senate Resolution Supporting Librarians and Library Facilities
II.B.1-9	Library Advisory Meeting 2015
II.B.1-10	Library Advisory Meeting 2016
II.B.1-11	Library Gate Count
II.B.1-12	Distance Learning Skills and Pedagogy for Online Teaching (SPOT) Certification Tasks
II.B.1-13	Library Hours on Library Webpage
II.B.1-14	Statistics for All Extended Hours
II.B.1-15	AP 4040 Library and Other Instructional Support Services
II.B.1-16	AP 3450 Accessibility of Audiovisual Media-Captioning
II.B.1-17	DSPS Faculty Minutes 11-4-2015
II.B.1-18	WMS Discovery Tool
II.B.1-19	Library Access Moodlerooms
II.B.1-20	Online Databases
II.B.1-21	Database List
II.B.1-22	General Collection - Count
II.B.1-23	All Collections - Count
II.B.1-24	eBook Count
II.B.1-25	eBook Access
II.B.1-26	Cal Poly Mutual Lending Agreement
II.B.1-27	IEALC Meeting Minutes 11-10-2015
II.B.1-28	IEALC Report 11-10-2015

II.B.1-77	Tutoring as a Supplemental Instructor: TUTR 10C
II.B.1-78	Tutoring in Mathematics: TUTR 10D
II.B.1-79	Tutoring in Reading: TUTR 10R
II.B.1-80	Online Tutoring Transcript 2013
II.B.1-81	Writing Center Attendance
II.B.1-82	Writing Center Online Tutoring Web Page
II.B.1-83	Writing Center Brochure with Hours
II.B.1-84	Writing Center Tutoring Attendance Data Spring 2015
II.B.1-85	Writing Center Online Tutoring Appointment Statistics
II.B.1-86	WIN Program Web Page
II.B.1-87	Learning Support Lab Enrollment Trend
II.B.1-88	MARC & TMARC Circulation Statistics 2015-16
II.B.1-89	MARC and TMARC Information Flyer for Spring and Fall Hours
II.B.1-90	MARC and TMARC Information Flyer for Summer and Winter Hours
II.B.1-91	Tutoring Center CRLA Re-certification Narrative 2013
II.B.1-92	Online Tutoring Usage Data Summary 2013-14
II.B.1-93	Tutorial Services Hours
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II.B.1-112	Distance Learning Skills and Pedagogy for Online Teaching (SPOT) Registration
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II.B.1-120	Cultural Awareness Faculty Minutes 10-7-2015
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II.B.2.

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

Evidence of Meeting the Standard

The College Selects and Maintains Library Equipment and Materials to Support Student Learning

The Mt. San Antonio College (Mt. SAC) Library takes recommendations from the librarians and other faculty on its educational equipment and materials purchases. During the Planning for Institutional Effectiveness (PIE) process, numerous techniques are used to gather this input: faculty and staff department meetings, survey input from all employees, individual recommendations, ongoing discussions at division meetings, and input from the annual Library and Learning Resources Division PIE planning retreat held each January (II.B.2-1).

In order to better improve the communications with students about just-in-time curricular issues, a 90-inch digital display was added to the library entry to inform students about library resources and services as well as campus wide information. A small study to find out if students were looking at the information was done. The data indicated that students would look at the display if waiting in the entry. Additional data collection and analysis is necessary to determine if the digital kiosk

continues to be an information resource for the students. Student group study rooms were equipped with new NEC 42-inch LCD monitors during 2014-15, and security locks and cables were purchased and installed in 2015-16. A previously underutilized meeting room was transformed into a learning assistance classroom, and a new printer was purchased and installed to support student learning activities.

At a division planning retreat discussion session, it was noted that during busy periods when computers are in high demand students had to wait to enroll in a library workshop, book a group study room, or consult the library catalog. It was suggested that a dedicated workstation should be available to students at the reference desk to perform those tasks. A dedicated computer was installed and, anecdotally, the dedicated self-service computer is regularly used (II.B.1-65 pg. 8).

On a larger scale, the library is focused on improving access to its repositories. As such, it continues to maintain an extensive online database of journals, videos, and other publications that assist students and faculty in the learning process. This database is regularly reviewed by faculty and suggestions for improvements are evaluated and changes implemented. Students and employees can access this database from on or off campus via their portal. When students are in the library and in the myriad of learning support services across campus, they are using equipment that allows them to complete their course work in the most expedient

manner possible using the equipment recommended by faculty.

The College Selects and Maintains Learning Support Equipment and Materials to Support Student Learning

Learning support areas at Mt. SAC have regular prioritization processes for selecting appropriate equipment, gathering quotes, and purchasing, all under faculty directions for its ultimate use. Broader feedback is also secured. Advisory group meetings, department meetings, and planning documents all demonstrate thoughtful collaborative selection of software and equipment to support student learning for various student populations and needs. All of the centers have computers and software specific to the disciplines supported (II.B.2-2 pg. 9-12).

The College is piloting a new learning management system, Canvas, to replace its Moodlerooms system. Broad input from faculty and students informed the College's decision to adopt Canvas. Canvas is used by the California Community College Chancellor's Office and it would be beneficial for the College to use it too, but the impact of that change is being strategically evaluated to determine how it would impact student achievement and learning and how it would align with the College's mission (II.B.2-3).

The College Selects and Maintains Library Equipment and Materials to Support the College Mission

The shared governance process is followed extensively at this College. In that vein, the College's mission focuses strongly on supporting all students in

achieving their educational goals in an environment of academic excellence. The evaluative processes that the College has in place ensure its educational equipment is maintained and aligns with the College's mission. Striving for excellence in its equipment allows for students to be focused on their academics and less focused on securing the right equipment. The Library and Learning Resources PIE indicates clear alignment with the College's mission.

Analysis and Evaluation

The library and other learning support services provides faculty (including librarians) the means to ensure that the best equipment and materials are available for the education of the students. Numerous processes are in place to evaluate the equipment and material and are used to improve upon each. The strong mission of the College is supported through this process as the end goal is to improve student achievement and learning.

Accomplishments and Outcomes

- The College has many opportunities for faculty to provide input on the equipment and materials being used for and by students for their curricular needs.
- When students are in the Library and in the myriad of learning support services across campus, they are using equipment that allows them to complete their course work in the most expedient manner possible using the equipment recommended by faculty.
- The College's robust processes for evaluating and improving its equipment and resources is evident by

the many high-level opportunities students and faculty have to use this equipment for their curricular needs.

- The evaluative processes that the College has to ensure its educational

equipment is maintained aligns with the College's mission statement for excellence.

List of Evidence

II.B.1-65	Equipment Planning 9-11-2015 Library PIE 2015 pg. 8
II.B.2-1	Library PIE Retreat
II.B.2-2	Equipment Planning, LAC Services PIE 2014-15 pg. 9-12
II.B.2-3	Canvas Adoption Research and Process

II.B.3.

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

Evidence of Meeting the Standard

Library and Other Learning Support Services Evaluates Its Meeting of Students' Needs

Mt. San Antonio College (Mt. SAC) student Library and Learning Resources Center (LLRC) input is gathered through multiple surveys each year to discover the quality of programs from students' points of view. Comment cards are also available for students to submit feedback throughout the year (II.B.3-1). Students consistently cite a high level of satisfaction for tutoring, the library, and support programs at Mt. SAC (II.B.3-2).

The Smart Searching, Smart Snacking workshop was developed to increase access to evening information competency workshops. It was surmised that students coming from work for an evening course would only be able to attend a workshop between the end of work and the start of the evening class. The concern that students might not have time to eat before class and after work prompted the Smart Searching, Smart Snacking workshop. Over 90 percent of the 123 respondents said the healthy snacks enabled them to focus on learning

and not on their hunger; 91 percent said they would have attended the library workshops without the snacks. While the snacks were appreciated, the student response that they would attend early evening workshops confirmed student interest in early evening workshops and the attendance data helped guide evening workshop scheduling so the Library routinely offers workshops during the 5 p.m. to 6:15 p.m. time slot for evening students (II.B.3-3).

In order to schedule workshops that meet the needs of students during the fall and spring semesters, attendance patterns are analyzed. The 2016 analysis indicated that demand begins at week five, peaks during weeks 11 through 13, and tapers off during weeks 14 and15. Workshops with an attendance of four or fewer were shifted to high-demand weeks and foundational workshops Finding and Evaluating Books, Finding and Evaluating Articles, and Developing Research Topics were evenly distributed each week with rotating meeting times to provide ample enrollment opportunities. During winter and summer intersessions, workshop schedules coincide with the ending times of the feeder courses (English 1A and Speech 1A) to encourage students to transition from class to workshops. Topics are rotated following a pattern that allows students to take all three core workshops regardless of when they start the cycle (II.B.1-43).

Focus groups were held in 2013 to learn about the students and their learning needs. WIN (the center for athletes) students indicated the need for more space, more tutors, and more hours for

WIN operations. WIN students expressed their satisfaction with the WIN program and appreciated the services. Based on the focus group outcomes, some of the students report a positive attitude about studying as a result of the WIN program, and many of the students have been able to keep a high enough grade-point average to maintain their sports eligibility (II.B.3-4). Focus groups to assess the Summer Boot Camp program to prepare athletes for fall enrollment were completed during 2015-16. During the discussion, students repeatedly mentioned coaches and counselors in their comments. They thought the boot camp experience was positive and suggested changes such as advertising the value of the boot camp and how it contributes to student success to others, helping students feel comfortable about asking questions, and increasing student awareness about services (II.B.3-5). WIN retention and success data shows that students participating in the WIN program have a 93-97 percent retention rate compared to 86-93 percent retention rate for those who do not participate in WIN (II.B.3-6).

Qualitative Learning Lab student input concerning preferred technology and software is obtained by surveying student needs (II.B.3-7). There were some 700 suggestions on their software needs. This information was used to evaluate the current software and to suggest future software for the lab.

Library and other Learning Support Services Use Evaluation of Student Learning Outcomes

Each January, the LLR Division, which includes the Library and Learning

Assistance Departments and the Online Learning Support Center, hosts an award-winning retreat focusing on outcomes, assessment, and use of results. Research and Institutional Effectiveness (RIE) staff are invited to the retreat so they can provide research guidance and suggestions. Along with planned learning activities that are developed to help prepare for the upcoming year's outcome and assessment work, volunteers and members of the planning committee are asked to share outcomes goals, assessment successes, how data was used, and plans for using data (II.B.3-8, II.B.3-9, II.B.3-10, II.B.3-11).

In response to student comments gathered during extended finals hours requesting additional library hours throughout the semester and student equity planning analysis that highlighted the need for additional access to computers and reserve textbooks on weekends, the library is open on Sundays from 1 p.m. to 9:30 p.m. during the spring and fall semesters (II.B.3-1, II.B.3-12). The added hours support student learning by ensuring students have equitable access to computers, quiet study space, textbooks held in the reserve collection, and librarians for research assistance. Opening on Sundays maximizes limited physical library space by allowing students to use the library during times the resources were previously unavailable (II.B.3-13). A librarian, library technician, and Information Technology (IT) technician are available all of the hours the library is open on Sunday (II.B.1-3). A qualitative study of student responses revealed the following themes: general appreciation for the hours, positive response to staff and services, affirmation

that the hours were necessary and convenient, perception that students were productive and accomplished tasks, and appreciation for the quiet and peaceful environment. Themes for improvement included the need to improve facilities and technology, requests for coffee and snacks, and to open earlier (II.B.3-14). The overall average attendance for the entire day was 105 students. The highest average attendance per hour was 143 students at 5:30 p.m. with a peak of 187 students in the building at 5:30 p.m. The combined attendance data and the student comments support continued Sunday hours. Student comments also uncovered some facility and technology issues that will be included in the department work plan for the upcoming year.

Information competency workshops are an essential part of the information competency instruction curriculum available to students at Mt. SAC. To assure that the content is valid and relevant, surveys were completed by 354 students in 2015 asking what they had learned and what concepts were still unclear. A theme that emerged was students felt they had learned how to search and find books and articles. They also commented they had learned about scholarly journals and peer-reviewed articles. When asked what was unclear, the students overwhelmingly responded nothing; however, to address student concerns and improve instruction, the words nothing and none were removed and only text that identified a concern was retained. The text was re-analyzed and the remaining 78 responses indicated difficulty with the details of the concepts they felt they had learned such as

identifying scholarly journals and peer-reviewed articles, finding specific items or pieces of information, and formulating citations. Student self-identified weaknesses will be mapped to the curriculum in order to develop learning opportunities to address the gaps in student understanding.

The library staff determined that a meeting with Research and Institutional Effectiveness (RIE) would ensure valid assessment of the workshop. The meeting agenda included a discussion about mapping the measurable objectives with the draft evaluation rubric, sufficient sample size, and data collection procedures. With direction from RIE, samples from Finding and Evaluating Articles workshops were assessed using the rubric. When the assessment was complete, RIE was consulted to ensure that the research process was sound (II.B.3-15, II.B.3-16, II.B.3-17). During the department workshop review process, workshops were modified and changed slightly (II.B.3-18). A second assessment cycle of the workshop began during the spring 2016 semester using the original rubric. After the first norming cycle held during the quarterly outcomes meetings and subsequent faculty meetings, the librarians opted for a yes/no/no attempt rubric. The norming process, assessment, use of results, and decisions and next steps were completed during summer 2016 (II.B.3-19, II.B.3-20, II.B.3-21).

Starting Your Research workshops taught by librarians and hosted by the Writing Center were assessed in 2012 to determine how well students achieved the objectives of the workshops. Of the 316 students assessed, 90 percent wrote

a sufficiently narrow research question with two or three key concepts in their question, 87 percent obtained results related to their topic and identified the main concepts in their research statement, 91 percent wrote a search statement that combined at least two of their identified items and applied it to their research statement, and 73 percent named an article that came from an article database. The goals were met so the workshops continue to be offered in all semesters and intersessions with an upcoming assessment cycle and content review in 2016-17 (II.B.3-22).

As the online workshops are being developed, outcomes and methods of assessment are also being planned (II.B.3-23).

Student learning outcomes (SLOs) for the library three-credit course, LIBR 1 Information Resources and Research Methods, and the one-credit course, LIBR 1A Introduction to Library Research, are assessed on a regular cycle. During August 2015, the librarians met to determine the next cycle for SLO assessment. The citation SLO assessing a student's ability to prepare accurate citations for various sources was assessed in 2015 and the criterion was met. Citation formulation is a key library skill and was retained as written, however, the librarians agreed to change from a summative to a formative assessment method. The plan is to assess at the midpoint of the class to find out if the outcome is met at that time. If accurate standard citations can be prepared by students earlier in the course, a second, more complex citation can be added to the instructional plan. The evaluation SLO assessing a student's

ability to evaluate the reliability of information resources was assessed and the outcome was also met. The goal was revised to increase the success criteria from 75 percent to 80 percent of the students meeting the goal criterion. Additionally, the criteria were discussed and normed to ensure inter-evaluator consistency. The next assessment period will begin spring 2016 (II.B.3-24, II.B.3-25, II.B.3-26).

As part of a linked course program, LIBR 1A was taken concurrently with ENGL 1A, Freshman Composition. Data suggested that 55.4 percent of students in the program completed the sequence of the courses compared to 28.3 percent of their peers not in the linked program who did not complete Freshman Composition. The two influencing factors were the cohort experience and enrollment in LIBR 1A (II.B.3-27). The linked course sequencing was discontinued with LIBR 1A because scheduling constraints made it difficult for students to enroll in both courses simultaneously.

Mt. SAC Learning Support Services assesses services and establishes evidence that contributes to SLOs and use the results of those outcomes as the basis for improvement. Program staff gather evidence from students concerning an array of services such as the importance of testing services for students, the quality of tutoring services and supplemental instruction programs, the satisfaction of students' access to technology, and responses and opinions concerning instruction. Tutorial services outcomes resulted in recommendations such as requiring English tutors to complete pre- and post-tests as part of

their tutor training, expanding the Supplemental Instruction Program, focusing on instructional content related to sentence boundary errors, and implementing policies and procedures to decrease wait time for tutoring services.

The Writing Center met multiple outcome goals ranging from students acknowledging and identifying specific writing skills they gained after meeting with a tutor, placing into a higher-level English course after completing the Assessment of Written English workshop, and gaining confidence as a writer (II.B.3-28, II.B.3-29). Over 90 percent of students using the Writing Center responded positively to the tutors and tutoring experience with requests to provide more tutors (II.B.3-30). In a Modern Language Association workshop survey, 100 percent of the survey respondents in 2014 and 2015 either agreed or strongly agreed that the information they received in the workshop would help them in their writing class, 96 percent of the students agreed or strongly agreed the workshop made them a more confident writer, and 70 percent of the students answered all the quiz questions correctly after the workshop (II.B.3-31).

A Directed Learning Activity (DLA) is a set of exercises a student completes in order to improve a specific writing skill. When DLAs are complete, students meet with a Writing Center tutor to review the learning activities. During spring 2015, 96 percent of the students strongly agreed or agreed that they clearly understood the concept reviewed in the DLA, and 96 percent felt that what they learned from the DLA and the follow-up tutoring session would be useful to their writing.

This indirect evidence of outcomes assessment supports keeping the DLA in progress (II.B.3-32).

Another indirect measure of learning can be found with the students using the Learning Assistance Center. Some 99.56 percent were either satisfied or extremely satisfied in the service they received. Ratings points ranged from friendliness of the staff to availability of a technical assistant or tutorial assistance to registration processes (II.B.3-33). The Satisfaction Survey is not done annually for each area in the Learning Assistance Center because the satisfaction ratings are consistently high. Instead, the survey is rotated throughout the center to ensure that all areas are evaluated. In 2016, tutorial services students were surveyed. The 2016 survey revealed that 100 percent of the respondents strongly agreed or agreed that tutors listened to their concerns and would recommend tutoring to other students. All of the other survey questions received a combined rating of 94 percent or above for the rating of strongly agree and agreed (II.B.3-34). Additionally, past input on the tutoring experience helps gauge how students are reflecting on their learning experience (II.B.3-35).

The College has numerous examples of measuring the impact on student learning by its support services. In particular, it extensively examines the course success rates of students who take tutoring versus those that do not. Examples of this work follow:

- The Writing Center has established evidence showing the benefit of participating in tutoring, especially for students in pre-collegiate level

composition. There was also a benefit for those repeating courses. Repeating English 67 student's success rate was 60 percent while the success rate of those not receiving tutoring was only 44 percent (II.B.3-36).

- Students who are tutored in the Writing Center persist and enroll in the next course in a sequence at higher rates than students who do not get tutored. For instance, 18 percent of an original cohort who started in English 67 in fall 2014 and who attended tutoring for 90 minutes or more per semester were enrolled in English 1A in spring 2015, while this was true for only 11 percent of the non-tutored group. Moreover, in the last five years, success rates for students who attend 90 minutes or more of tutoring in pre-collegiate level English courses are consistently 12 to 16 percent above the overall average for the course. Continued investigation is warranted to determine if tutored and non-tutored populations are comparable (II.B.3-37, II.B.3-38 pg. 7-8, II.B.3-39).

- Students participating in online writing tutoring, ranging from American Language (ESL writing) to honors critical-thinking courses, have an overall success rate of 85 percent in their classes. English 67, Writing Fundamentals, student success rate after online tutoring was 91.7 percent and English 68, Preparation for College Writing, was 87.1 percent. In comparison, students who did not attend a tutoring session had an overall success rate of 65.8 percent with a success rate of 62.4 percent in English 67 and 63.4 percent in English 68 (II.B.3-40, II.B.3-41).

- Students served by the MARC and T-MARC were retained at 86.71 percent compared to 79.91 percent for non-MARC and T-MARC users, and 95.31 percent were satisfied to very satisfied with the tutoring. Data show that students in math courses, even those repeating a basic skills math class, benefit greatly from tutoring as the success rate for those tutored was 52 percent for Math 50 Pre-Algebra while the success rate for those not tutored was 46 percent (II.B.3-36). Overall, students who were repeating MATH 50/51 and received at least 90 minutes of tutoring had a success rate of 50 percent whereas non-tutored repeating students had a success rate of 35 percent. Tutored students were 6 percent more likely to enroll in MATH 50 and 12 percent more likely to enroll in MATH 51. (II.B.3-37, II.B.3-39, II.B.3-42).

- During 2012-13, 83 percent of students who attended over six hours of supplemental instruction sessions were successful in their courses compared to an average overall success rate of 73 percent, and students repeating a basic skills class were 14 percent more likely to pass if they participated in tutoring. During 2013-14, tutored students were 14 percent more likely to enroll in the next or higher course in English, 12 percent more likely to enroll in elementary algebra, and 6 percent more likely to enroll in pre-algebra. Assessment results for 2014-15 showed that 47 percent of students repeating a basic skills class in math or English were consistently more successful if they seek tutoring, and 9 percent to 18 percent of students who participated in six hours or more of tutoring were

more likely to be successful (II.B.3-43). Use of data resulted in changes that ranged from improving tutor training and preparation to continued assessment of success rates of tutored students to determine ongoing gains to continue tutoring efforts for basic skills students (II.B.3-37).

- After taking TUTR 10A, 94 percent of the students were able to identify effective tutoring strategies. Tutoring courses are scheduled to ensure that tutors have the training needed for excellent service and additional instructional meetings for tutors are arranged to address individual tutoring development. The TUTR course series is an important part of tutor preparation (II.B.3-44, II.B.3-37, II.B.1-75, II.B.1-76, II.B.1-77, II.B.1-78).

- Student use of the Speech and Sign Success Center contributes to student success in speech and sign courses. In general, 87.1 percent of tutored students enrolled in sign classes and 87.7 percent of tutored students enrolled in speech classes passed the class in comparison to an 80.4 percent pass rate for those students not visiting a tutor. Tutoring in this instance contributed to students successfully completing a speech or sign class (II.B.3-45).

- The EOPS program had 16 percent increase in tutoring hours from fall 2013 to fall 2015, and a 26 percent increase in tutoring hours from spring 2014 to spring 2016. The course success rate for tutored students was 81 percent (II.B.3-46).

- WIN student athletes continue to demonstrate high course success and retention. For fall 2015, the WIN had a 93 percent retention rate, 76 percent

course success rate, and a mean GPA of 2.66. For winter 2016, the WIN had a 97 percent retention rate, 90 percent course success rate, and a mean GPA of 3.09 (II.B.3-47).

Library and Other Learning Support Services Use Results for Improvement

In addition to using standard selection tools and consultation with discipline experts to ensure a high-quality collection, the library assesses unique purchases such as audiobooks. A survey asking how students felt about the audiobook was inserted in the audio book package. The surveys are collected and replaced with a new survey when the item is returned. This project is currently underway, will be completed at the end of spring 2016, and survey information will be augmented with circulation statistics (II.B.3-48, II.B.3-49).

A pilot for extended hours during finals was completed during fall 2014. During those hours, there were up to 220 students in the library at one time. Data was gathered from two sources: attendance counts and written student comments captured on five easels located throughout the library. Attendance data was taken only during the extra hours the library was open. The qualitative and quantitative data not only supported the extended hours, but also indicated that additional hours should be added to the extended hours. During spring and fall 2015 extended hours were offered during finals with additional hours and added services such as therapy animals, coloring sheets for relaxation, and healthy snacks provided by the Associated Students (AS). The library, in collaboration with AS and with the support of the Library Advisory

Committee, continues to offer extended hours during finals as part of the regular library schedule (II.B.3-50 pg. 12, II.B.3-51, II.B.3-52, II.B.3-53 pg. 2). In short, the library was full of appreciative students.

A year-long QuestionPoint pilot ended during fall 2015, with the librarians voting to continue the service. Baseline statistics indicated that there were 711 chat sessions from November 2014 to September 2015 with an average of 65 questions per month by either chat, the Qwidget, or email interactions (II.B.3-54). From January to April 2016, a total of 281 chat sessions were requested. A student survey revealed that 87 percent felt that the service was easy to use, 89 percent were satisfied with the librarian's assistance, and 93 percent thought that the service should be continued (II.B.3-55).

Students have access to online audio, video, and websites to assist their language learning classes and are regularly surveyed for feedback on LLC services (II.B.3-56, II.B.3-57, II.B.3-58). Faculty feedback is also gathered to ensure that the services meet their instructional needs (II.B.3-59). The Language Learning Center assessed student satisfaction in 2013 with a goal that 80 percent of the students were satisfied with materials in the lab. While the goal was met, open-ended questions prompted the center to improve older language collections and upgrade the software (II.B.3-60). Assessment of the relationship between course success for students that attend the language lab indicated that passing students averaged

11.98 hours of tutoring whereas students who did not pass had an average of 7.48 lab hours (II.B.3-61). Non-native English-speaking American Language students using the Language Learning Center were assessed to determine whether using Voicethread software would improve pronunciation skills. Of those using the software, 88 percent of 21 students improved vowel pronunciation, 94 percent improved consonant pronunciation, and 100 percent improved their delivery (II.B.3-62). In 2012, this research received the President's award for Excellence & Innovation in Teaching and Learning (II.B.3-63).

Analysis and Evaluation

The Mt. San Antonio College (Mt. SAC) Library and other learning support services evaluate students' needs for their programs and services and offer services accordingly. An evaluation of the impact of those services is also done in order to continue to advocate for them or to change them as the data indicates. Attendance data, satisfaction data, and student learning outcomes data have been used for these service evaluations. In particular, the College evaluates the student learning that its services, workshops, and courses provide students. The information attained from the outcomes is used for continued improvement. These and other indirect outcomes are used to improve services and to advocate for new services.

Accomplishments and Outcomes

- Mt. SAC student input is gathered through means such as comment cards, workshop feedback, focus groups, and interviews.

- Students' needs for more support services are noted and action taken to provide those services as resources allow.
- Students consistently cite a high level of satisfaction for tutoring, the library, and support programs at Mt. SAC.
- Evidence of students' attainment of learning outcomes based on library and other learning support services is apparent in many examples.
- Information competency is used in different areas to measure the impact of the intervention on student learning outcomes and to make changes for improvement.
- The College uses information (qualitative and quantitative) for program improvement.

List of Evidence

II.B.1-3	Adjunct support for Student Equity 2015-16
II.B.1-43	Intersession Workshop Scheduling Pattern
II.B.1-75	Introduction to Tutoring: TUTR 10A
II.B.1-76	Tutoring in the English Language: TUTR 10B
II.B.1-77	Tutoring as a Supplemental Instructor: TUTR 10C
II.B.1-78	Tutoring in Mathematics: TUTR 10D
II.B.3-1	Library Comment Card with Comments
II.B.3-2	Outcomes Quarterly Meeting Faculty Minutes 2-3-2016
II.B.3-3	Snack Program Report for Librarians
II.B.3-4	WIN Focus Group Analysis 2013
II.B.3-5	Student Equity Report 2015-16
II.B.3-6	WIN Program Success Data 2015
II.B.3-7	Learning Lab Student Technology Survey Fall 2014
II.B.3-8	LLR Division Retreat Agenda 2016
II.B.3-9	Division Retreat Examples of Closing the Loop 2015
II.B.3-10	Example Retreat Outcomes Planning Document 2016
II.B.3-11	LLR Division Retreat Award Board of Trustees Minutes 06-26-2013
II.B.3-12	Reserve Textbooks Faculty Minutes 11-4-2015
II.B.3-13	Sunday Attendance Spring 2016
II.B.3-14	Qualitative Analysis for Sunday Hours Spring 2016
II.B.3-15	Workshop Assessment meeting 1 with RIE 2014
II.B.3-16	Evaluating Websites Workshop Lesson Plan with Comments for Improvement
II.B.3-17	Workshop Assessment Planning 2014-15
II.B.3-18	Faculty Meeting Notes for Web Workshop
II.B.3-19	Outcomes Norming Department Minutes 5-18-2016
II.B.3-20	Workshop Norming Department Minutes 6-1-2016
II.B.3-21	Workshop Scoring Instructions 2016
II.B.3-22	Writing Center Library Research Workshop SLO Assessment
II.B.3-23	Online Workshop Assessment Plan Faculty Minutes 3-2-2016
II.B.3-24	Library Credit Course Assessment Plan
II.B.3-25	Library Credit Courses SLO Assessment Results Review and Planning 2015
II.B.3-26	SLO Credit Courses PIE Excerpts 2014-15
II.B.3-27	LIBR 1A Success Data PIE Excerpt 2014-15
II.B.3-28	Writing Center Survey for SLOs

II.B.4.

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

Evidence of Meeting the Standard

The Library and Learning Support Services at Mt. San Antonio College (Mt. SAC) use multiple vendors and products to provide value-added services to students. These services include printing and scanning, online scheduling, information discovery and retrieval, library collection selection and processing, and collaborative borrowing agreements. All of these services require formal agreements and are assessed regularly to ensure that the services are meeting the needs of the student and the goals of the District. In situations where multiple areas use common services, agreements are assessed through collaborative efforts that include faculty, Instructional Technology (IT) personnel, and area coordinators and managers and involve student input and opinions. New agreements or changes to existing vendor relationships are included as part of the

planning process of each College unit and are reflected in Planning for Institutional Effectiveness (PIE) documents.

The Mt. SAC Library uses WorldShare Management Services (WMS), an integrated, cloud-based library management and discovery application to provide access to library collections, database and eBook subscriptions, and manage library workflows such as circulation functions, analytical reporting, resource discovery including articles, reserve services, and technical services and acquisition processes. The initial selection of WMS in 2012 was discussed in faculty meetings with IT consultation and final approval from the Board of Trustees (II.B.4-1, II.B.4-2). After three years of ongoing discussion, implementation, and training, there have been no compelling reasons to consider another integrated library system.

Yankee Book Peddler (YBP) Library Services is used to expedite book selection and processing. Librarians reviewed, discussed, and approved using YBP's GOBI[3] services to support collection development and selection (II.B.4-3). Additionally, the librarians supported buying shelf-ready books to decrease processing time of books with a goal to make them available to students within days of delivery to the library.

The Mt. SAC Library uses the services of the Community College Library Consortium, a joint project of the Community College League of California and the Council of Chief Librarians to purchase the majority of the library databases at a significant price discount.

The consortia agreement enables the College to offer a wider variety of database options to students, ensures the subject content of the databases matches the scope of College curriculum, and provides access to a variety of formats and services such as newspapers, images, eBooks, dictionaries, and remote reference assistance (II.B.4-4 pg. 31, II.B.4-5).

Subject- and discipline-specific eBook collection sets aligned with College curriculum are acquired through annual subscriptions or access fee agreements. Purchasing eBook collections assures subject content resources are equally and continually accessible to students on campus and remotely regardless of when or where the student needs the materials (II.B.4-6).

Subject content should be expressed in a variety of formats so students can experience content through multiple modalities and professors can incorporate visual content into instruction. In some cases, closed-captioned streaming videos are purchased through annual subscription, accessible remotely, and support discipline or program specific curricular needs from specialized vendors (II.B.4-7).

The Mt. SAC Library collection is supplemented by a McNaughton lease plan, a rotating collection of popular fiction and nonfiction titles (II.B.4-8). These titles are leased to provide popular reading options that may not otherwise be selected for the permanent collection. The contract is ongoing because McNaughton titles have a 22 percent circulation rate. Titles regularly rotate in and out of the collection each year, and

items are selected monthly. Approximately 15 to 20 items are added each year to the permanent collection. Librarians select the titles to add, and the decision to add a title is based on circulation statistics or subject content.

The Mt. SAC Library has two mutual lending agreements to support student access to materials that the Mt. SAC Library does not own. The first is the Cal Poly Pomona University Library agreement, which allows Mt. SAC students, faculty, and staff to borrow books from the Cal Poly Pomona Library. During 2015, 475 books were loaned to 112 Mt. SAC students (II.B.4-9). This agreement was updated and renewed during July 2014 and is in effect until July 2019 with provisions to make changes or revisions as needed. The second mutual lending agreement is with the Inland Empire Academic Libraries Cooperative (IEALC), a group of 19 libraries that provide reciprocal library borrowing privileges to registered students of the participating institutions. ILEAC members meet twice a year and discuss potential changes in policies and procedures. During 2015, 43 ILEAC cards were issued to Mt. SAC students. A total of 155 students were served as a result of these mutual lending agreements (II.B.1-27, II.B.1-28).

The Library, Learning Lab, Honors Program, and the Writing Center offer printing, copying, and scanning services to students. Quality Copying Inc. (QCI) provides black-and-white and color printing, scanning to print, scanning to thumb drives, printing from personal devices through the Internet using Wi-Fi, and printing from home to printers

located at Mt. SAC. QCI also provides coin and bill changers, the ability to pay by pre-purchased cards, which provides copies at a discounted price, and cash, debit, or credit payment options (II.B.4-10). The library continues using QCI because they promptly respond to questions, quickly resolve hardware problems, provide enough machines, and ensure that those machines are well-maintained or replaced. A print card with adequate funds is always available to library staff to quickly make refunds to students to resolve print errors or poor-quality copies. As there is an absence of student complaints and a satisfaction with the services, the QCI contract continues to be renewed and more service sites are added.

The Writing Center and Learning Assistance Center use common software platforms, WC Online, for tutoring appointment setting and World Wide Whiteboard through Link Systems International, for online tutoring (II.B.4-11, II.B.4-12). Until spring 2015, the online tutoring platform was accessed through a licensing fee. With the expansion of the Online Education Initiative (OEI), the College is now able to access the online tutoring platform at no cost as part of the consortium. The library provides group study room reservations through LibCal calendaring software by Springshare and workshop registration through the College wide contractual agreement for access to SARS-GRID software (II.B.4-13). The Learning Lab also uses the SARS-GRID platform to track student usage and generate reports. The College's use of SARS-GRID has expanded since its first use in the Counseling Department; the expansion of this tool in

additional sites on campus (e.g., the Learning Lab, the Library) indicates satisfaction with its functioning. As there is an absence of student, faculty, or staff complaints, which shows the services have been functioning properly, the contracts continue to be renewed.

To discourage and detect theft of library materials the Library uses a 3M detection system. A maintenance and service agreement with 3M is in place to assure that the system functions correctly (II.B.4-14).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) evaluates students' needs for services and contracts with vendors appropriately. Formal agreements are in place for services such as library management system and tutoring online support, to mention a few. The College evaluates the effectiveness of these services to determine whether to continue, change, or discontinue the agreements. Part of the evaluation of the agreements is the accessibility and use of the service. The security of the systems is reviewed and the systems maintained. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 17.

Accomplishments and Outcomes

- The systems in place allow for students' needs to be met where and when they need to be.
- Closed-captioned videos allow students to fully appreciate and learn the curriculum.
- Tutoring software allows for online platforms for students' learning needs.

- The security, maintenance, and reliability of the systems are measured by the lack of security breaches, the ease of maintenance, and the lack of student and faculty complaints.

List of Evidence

II.B.1-27	IEALC Meeting minutes 11-10-2015
II.B.1-28	IEALC Report 11-10-2015
II.B.4-1	OCLC Mt.SAC College WorldShare T's C's May 2012
II.B.4-2	OCLC WebDewey 2014
II.B.4-3	YBP Contract
II.B.4-4	Board of Trustees Approval to Purchase Databases 2-22-2012 pg. 31
II.B.4-5	CCCLC Database Subscriptions Forms #2, July 2015-June 2016
II.B.4-6	EBSCO eBook Product Order Form
II.B.4-7	Films on Demand Nursing Subscription
II.B.4-8	McNaughton Book Lease
II.B.4-9	Statistics for Cal Poly Pomona Mutual Lending
II.B.4-10	QCI Contract 2014-2019
II.B.4-11	WCOnline Invoice 2013-14
II.B.4-12	World Wide Whiteboard Invoice 2014-15
II.B.4-13	LibCal Decision: Library Faculty
II.B.4-14	3M Security System, Strips, and Security Gate 2015-16 Service Agreement.

Standard II.C. Student Support Services

II.C.1.

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

Evidence of Meeting the Standard

Student Support Services are Regularly Evaluated

Mt. San Antonio College (Mt. SAC) offers a wide range of support services designed to meet the diverse needs of its student population. The quality and comprehensiveness of student support services are regularly evaluated to ensure that the support services provided to students are adequate, appropriate, support student learning, and enhance the College's ability to accomplish its stated mission. Several, main avenues are used to measure the quality of services including the Community College Survey of Student Engagement (CCSSE), the College's annual Graduation Survey, and the Student Services and Instructional Support Services Planning for Institutional Effectiveness (PIE) (II.C.1-1 pg. 4, II.C.1-2, II.C.1-3).

The CCSSE, a nationally normed survey, provides valuable information about students' levels of engagement from both the perspective of classroom instruction as well as campus services. The results are reviewed by administrative teams who have oversight of student support services as well as the Student Preparation and Success Council, the primary governance group that is tasked with reviewing results of the survey. Students' views about the adequacy of support services as well as their satisfaction with the level of engagement in the classroom enable College leaders to assess students' experiences and address students' concerns. Compared to the 2016 CCSSE national cohort, Mt. SAC students reported (often/very often) higher student engagement in working with classmates outside of class to prepare for class assignments (34.3 percent compared to 25.4 percent) (II.C.1-1 pg. 4).

The College's annual Graduation Survey is a locally developed survey that graduating students take to provide information about their experiences and satisfaction with their education at the College. The format of the survey is structured to align with the College's institutional level outcomes (ILOs), formerly referred to as general education outcomes (GEOs). The Annual Graduate Survey also compiles students' opinions and feedback related to support services. For the 2015 Graduate Survey, several programs had the highest ratings: Counseling/Advising (Counseling Center), 96 percent, Financial Aid, 79 percent, Math Resource Center (MARC), 68 percent, Writing Center, 65 percent. A large majority of students (99 percent out of 655 respondents) marked that they were either very satisfied or

satisfied with their experiences at Mt. SAC (II.C.1-2).

All student services and instruction departments complete annual Planning for Institutional Effectiveness (PIE) reports that detail accomplishments, goals, outcomes, trends, challenges, and future plans. The College's departmental PIEs assist in evaluating and measuring goals and outcomes as well as include plans for further development of services based on students' needs. Information related to students' satisfaction with services provided, data related to service utilization, and internal and external impacts to providing services are included. A comprehensive summary is completed in the Vice President of Student Services Summary PIE report which is reviewed by the Institutional Effectiveness Committee that serves as the major planning and outcomes measurement document for the Student Services Division and departments. Noncredit student support efforts are similarly documented through their Division PIE Summary.

Many student support programs are required to submit annual reports to state and federal government agencies detailing the progress and outcomes for their particular programs. Submission of these reports enables the College to maintain oversight of compliance issues as well as outcomes measures and demonstrate success in meeting grant related objectives. These include:

- Fiscal Operations Report and Application to Participate (FISAP) for financial aid,
- Student Success and Support Program (SSSP),

- Student Equity,
- Annual Federal Department of Education Performance Reports for TRiO Upward Bound and SSS ACES and AANAPISI Arise (II.C.1-4, II.C.1-5, II.C.1-6, II.C.1-7, II.C.1-8, II.C.1-9, II.C.1-10, I.B.1-30, II.C.1-11, II.C.1-12, II.C.1-13, II.C.1-14, II.C.1-15, II.C.1-16 II.C.1-17).

The School of Continuing Education Division has also submitted the WASC mid-cycle report and WASC Action Plan, which is updated annually (II.C.1-18, II.C.1-19 pg. 3).

Several student services departments are audited by independent, fiscal auditors who conduct governmental audits representing county, state, and/or federal agencies to ensure compliance with federal, state, and county accounting standards as well as compliance with federal laws and regulations and state Education Code and Title 5 regulations. The College has experienced excellent results of external audits over time, with few, if any, audit findings or recommendations.

Programmatic surveys are conducted regularly by programs and departments to measure students' satisfaction, outcomes, and usage of services as part of the annual PIE process. These surveys include noncredit measures (II.C.1-20, II.C.1-21, II.C.1-22, II.C.1-23, II.C.1-24, II.C.1-25).

Student Services also conducts surveys related to support services. Students entering/exiting the Student Services Center answer quick survey questions related to the quality and availability of support services. The 2016 survey results indicate that the support service area

used by most students is the Library, followed by the Writing Center, Counseling, and Financial Aid. Because the survey was taken in the Student Services Center, which houses Counseling and Financial Aid, the frequency of these services is expected. However, utilization of learning support services is encouraging as students are both familiar with their availability and report high frequency of usage. Overall, support services were rated as outstanding by 44 percent and good by 52 percent (96 percent favorable rating) with less than 1 percent reporting poor or very poor. Students are desirous of more places to study and more student activities and clubs.

Surveys are also used to evaluate specific events such as Seniors Day, New Student Orientations, student success workshops, Cash 4 College, financial literacy workshops, Adult Basic Education (ABE) and English as a Second Language Career Conference surveys, and Disabled Student Programs and Services (DSPS) ' Planning for College (II.C.1-26, II.C.1-27, II.C.1-28). Student focus groups (International, Bridge, Outreach, Older Adults, ABE, and Vocational English as a Second Language) have been conducted to provide critical student input and feedback to assist in both evaluation and planning (II.C.1-29, II.C.1-30).

Mt. SAC Student Services developed its own comprehensive planning and outcomes model to ensure comprehensive delivery of services to students and access avenues for students to receive necessary support services. The APPPS model stands for: Access + (Participation + Progress + Probation) = Success (APPPS or AP^{3}S). Access covers all

activities and supports that enable students to access information about the College as well as to successfully navigate entrance and enrollment in a welcoming, supportive environment. Outreach services include: high school outreach, Mountie Fast Track (information sessions), financial aid Cash4College, community outreach activities, and on-campus in-reach activities. Participation references providing opportunities for students to become engaged at the College and develop relationships as well as leadership skills. Student Life, Bridge, DSPS, Student Health Services, Arise, ACES (Achieving in College, Ensuring Success), and Aspire deliver many services in this area. Progress refers to providing students with the tools and information to successfully enroll and pass classes, having a road map through an educational plan and participating in specialized workshops, counseling and advising sessions, and receiving information both in print and online. Counseling, Financial Aid, and all categorical and grant-funded programs and services have progress components. Persistence refers to the programs and services that Student Services provides to ensure students stay in school and reach their educational goals. They include: follow-up services, interventions coordinated with Basic Skills, Career Technical Education, and Instruction, along with progress monitoring through specialized programs (e.g., Extended Opportunity Programs and Services), Financial Aid, ACES, Arise, Aspire, Bridge). Success incorporates all activities related to assisting students to successfully earn a degree or certificate and/or transfer to a four-year university, and to obtain career employment. Coordinated transfer efforts to enable

students to understand requirements and processes as well as university visits, job and career fairs, transfer fairs, and job search workshops including interviewing techniques and resume writing are included in this component. The Student Support for Educational and Employment Development (SSEED) program, supported by Student Equity, provides students with job and career preparation skills. Work preparation conferences enable all student workers, including students in CalWORKs, to gain skills and knowledge about career employment. The APPPS model is also tied to Accreditation Standards, division and departmental goals, student level outcomes (SLOs) and administrative unit objectives (AUOs). The APPPS model and document is reviewed and revised once per year around the beginning of the year.

Services Support Student Learning Regardless of Location or Means of Delivery

The main manner in which the College's Student Support Services Programs (SSSP) support student learning is represented through the development and tracking of SLOs and AUOs. Every department within Student Services and Instruction has established SLOs which are recorded through the College's TracDat system as well as referenced in the annual department Planning for Institutional Effectiveness (PIE) reports. Many Student Services departments also complete AUOs for particular activities that are not directly tied to student learning but serve to measure the outcome and effectiveness of a particular service. These are included in the annual PIE reports as well as through surveys and department reports such as Language Learning Center

annual survey, Adult Secondary Education post-program and concurrent student's project. SLOs and AUOs articulate the manner in which various departments and programs support student learning be it through instructional efforts or the provision of services (II.C.1-3).

Changes are made to program services, business processes, Administrative Procedures and Board Policies based on department and program reports, surveys and assessment of outcomes. For example, in order to increase the number of students completing mandatory student education plans, the Counseling Department amended its procedures to allow students to develop their own education plans and to submit them online for review and approval. Implementing this strategy has not only enabled the College to meet compliance with state regulations, it has increased the College's ability to more directly meet the needs of students by providing them with timely direction related to academic planning.

Student Support Services at Mt. SAC offer many opportunities for students to access services and functions through online applications. From the application for admission using Open CCCApply, to the ability to make online appointments for counseling, orientation and assessment (placement testing), students are able to complete required steps online. Students can also stay informed through the student portal (my.mtsac) by checking on their financial aid status, determining their registration date, and learning of any holds or obligations. Students are able to complete the New Student Orientation online as well as probationary Student

Success Workshops. Most importantly, once students have a completed, approved educational plan, they are able to view it online, and use the colleges Mountie Academic Plan (MAP) to do "what if" queries and degree audits to ascertain courses still needed. In addition to online counseling services, students are also able to create their own draft educational plans online and submit them electronically to counseling for review and approval.

Mt. San Antonio College (Mt. SAC) invests extensive resources and efforts in student-oriented learning services with complementary on-campus and online options to equally support traditional and distance learning students (II.B.1-1 pg. 6). On-campus options are distributed campus wide to provide easy access to tutoring, library collections, information competency instruction, computers, software, printing services, and are open day, evening, and week-end hours (II.B.1-2). Online options to learning services include online tutoring, 24/7 online chat reference services, access to electronic library resources and databases, directed learning activities, and remote scheduling and registration to learning activities. The library and tutoring centers help ensure that students are informed about the learning options and services available to them. Noncredit students also have access to library services and resources. The Adult Basic Education Department has embedded library services as part of its high school coursework. Librarians at Mt. SAC are essential for ensuring that quality services and resources are available to all students regardless of their location, curricular and research needs, and levels of library skills. To support this

assumption, the College has recently hired three additional librarians to ensure that student needs are met. In 2012-13, the College hired an online learning librarian to support online library initiatives through distance learning. In 2014-15, a second librarian was hired to support all areas of the library with a focus on student services, reference and instruction, and the use of library technology. A third librarian will join the full-time faculty in 2016-17. This position will provide outreach to students to ensure that they are aware of library resources and services, identify and remove barriers that prevent students from taking advantage of library services, and partner with constituent groups and special programs that serve specific populations to ensure that underserved populations have equal access to library resources, information competency instruction, and individualized research and reference assistance. Funding for adjunct librarians has also been well supported by the College. Over 3,000 adjunct hours were budgeted for 2015-16 to ensure that the library is open day and evening hours during summer and winter intersessions, Saturday and Sunday hours during the primary terms, and that there is adequate adjunct librarian support for 24/7 chat reference follow-up for distance learning students, database management, collection development, and evening information competency workshops. Additional funding through Student Equity funds will be available for 2016-17 to support ongoing Sunday library hours and information competency opportunities for students (II.B.1-10).

Services are Designed and Evaluated to Support the College Mission

Student Support Services are designed and evaluated to support the College mission. Both credit and noncredit program faculty and support staff assist students in determining their educational and career goals by completing Student Education Plans and Noncredit Student Educational Plans. Additionally, counseling classes, career assessments, career exploration, and transfer assistance enable students to further clarify their goals and the requirements necessary to reach their goals. Student leadership and student engagement are provided through numerous programs and activities, most notably through participation in the Associated Students, student clubs and organizations, and the Leadership Education and Development (LEAD) Program (II.C.1-31). Special programs such as Arise, Aspire, Bridge, ACES, and Upward Bound also offer leadership development through various activities, trainings, seminars, and retreats.

The College has implemented several strategies that are based on collaboration between Student Services and Instruction. Learning communities that integrate student support services (counseling, advising, peer mentoring, tutoring, supplemental instruction, and study groups) with instruction in English, reading, and math have been highly successful. The Pathways to Transfer program enables students to more seamlessly enroll in the required sequence of basic skills and general education courses needed for graduation and transfer and enable students to meet their goals in a timely fashion, with high success rates. Persistence and pass rates for students enrolled in the Bridge Program's learning communities (Summer Bridge, English Bridge, Math Bridge) range, on average, between 82 percent to 100 percent. Similarly, Pathways to Transfer program classes have persistence and pass rates in English and math ranging from 59 percent to 94 percent, depending on the time period in which students took the accelerated section (II.C.1-32, II.C.1-33).

Several initiatives and programs enable the College to provide a supportive learning environment for students from diverse origins as well as students with diverse educational needs and abilities. The DSPS, EOPS/CARE, CalWORKs, Arise, Aspire, ACES, Dream, REACH Foster Youth, Veterans Resource Center, Minority Male Initiative, SSEED, and LGBTQ programs and initiatives serve to directly provide students with support services as well as referrals to essential support services. Specialized events encourage under-served and under-represented students to improve their civic engagement, critical thinking and career direction through participation in cultural experiences and exploratory opportunities they would not otherwise realize (e.g., transfer field trips, Summer Science Transfer Academy, screening of films such as "They Call Me Malala" and "Spare Parts," and attendance at A2MEND, NASPA, APAHE conferences) (II.C.1-34).

DSPS formed a planning group several years ago that meets monthly to review the department's SLOs and AUOs and critically review services and identify gaps, inefficiencies, and stakeholder satisfaction (students, general faculty, administration,

and DSPS employees). This group also plans the annual DSPS Planning Day to provide an opportunity for all DSPS employees to come together as a group to work on specific action plans that require input from multiple DSPS employees (II.C.1-35).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning and enhance accomplishment of the College's mission. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges' Eligibility Requirement 15.

Accomplishments and Outcomes

- Mt. SAC offers a wide range of support services designed to meet the diverse needs of its student population.
- The main manner in which Student Support Services supports student learning, regardless of location or means of delivery, is through the development and tracking of student learning outcomes and administrative unit outcomes.
- Student Support Services are designed and evaluated to support the mission of the College.
- There is an integration of Student Support Services and Instruction which allows the College to improve its efficiencies and student success.

List of Evidence

I.B.1-30	**Basic Skills Initiative Annual report 2014-15**
II.B.1-1	**Distance Learning Courses Link to Library** pg. **6**
II.B.1-2	**Evening Workshops PIE Excerpts, 2014-15**
II.B.1-10	**Library Advisory Meeting 2016**
II.C.1-1	**2016 CCSSE Survey Key Findings** pg.**4**
II.C.1-2	**Graduate Survey 2014**
II.C.1-3	**Student Services VP PIE 2014-15**
II.C.1-4	**ACES Annual Report 2014-15**
II.C.1-5	**Upward Bound PIE 2014-15**
II.C.1-6	**AANAPISI Performance Report 2015**
II.C.1-7	**DSPS Annual Students Served Report 2015-16**
II.C.1-8	**EOPS Student Served Report 2015-16**
II.C.1-9	**CARE Annual Students Served Report 2015-16**
II.C.1-10	**CalWORKs Annual Students Served Report 2015-16**
II.C.1-11	**AEFLA Application 2015-16**
II.C.1-12	**Workforce Investment Act (WIA) II Annual Data Report**
II.C.1-13	**Gainful Employment 2015-16**
II.C.1-14	**SB 70 Cal Grants (CSAC)**
II.C.1-15	**SSARCC (Chancellor's Office)**
II.C.1-16	**President's Cabinet Notes 09-01-2015**
II.C.1-17	**Student Success and Support Program Plan - NonCredit 2015-16**
II.C.1-18	**School Of Continuing Education Action Plan 2014-15**
II.C.1-19	**School of Continuing Education Annual Student Profile** pg. **3**
II.C.1-20	**School of Continuing Education Student Survey**
II.C.1-21	**Adult Education and Family Literacy Act Survey**
II.C.1-22	**ESL Counseling Survey**
II.C.1-23	**Arise Program Welcome Back Survey Results**
II.C.1-24	**Adult Basic Education Orientation Survey**
II.C.1-25	**Noncredit Analysis of SSSP Core Services**
II.C.1-26	**Seniors Day Survey Report 2016**
II.C.1-27	**ABE and ESL Career Conference Surveys**
II.C.1-28	**2016 DSPS Planning Day Survey**
II.C.1-29	**International Students Focus Group 2015**
II.C.1-30	**ABE Focus Groups 2015**
II.C.1-31	**LEAD Program Report and LEAD Program Overview**
II.C.1-32	**Pathways to Transfer Summary Report Summer-Fall 2015**
II.C.1-33	**Pathways to Transfer Progression Data Summer-Fall 2015**
II.C.1-34	**Student Services Support Services 2016**
II.C.1-35	**DSPS Planning Day Agenda**

II.C.2.

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

Evidence of Meeting the Standard

The College Identifies and Assesses Learning Support Outcomes

Support services at Mt. San Antonio College (Mt. SAC) are provided across the campus for students at various academic levels – from credit to noncredit, from basic skills to honors. Services are provided for students from a variety of backgrounds – from recent high school graduates and reentry students to senior citizens, from students with limited English and low literacy or no high school diploma, to students accessing honors courses, from low-income and first-generation college students to students with disabilities, from undecided students and undocumented AB 540/Dream students with uncertain futures to students with clear goals and knowledge about transfer. To address the many student needs, the College has a wide range of support services and programs from academic/learning support to counseling/advisement and intrusive efforts for targeted student groups (e.g., veterans, Dream, students of color, low-income students, and students with disabilities).

Assessment of learning support outcomes is largely based on the annual PIE review which includes the assessment and reporting of both learning outcomes and outcomes related to the delivery of services to students. This process assures that each program or department has an outcomes measurement system in place to assess students' learning support outcomes. All student services programs and departments develop learning support outcomes as student learning outcomes (SLOs) when programs produce direct student learning, and administrative unit outcomes (AUOs) to measure the effectiveness of supporting student learning. SLOs and AUOs are regularly reviewed to ensure that data is being collected, data analysis is being conducted, outcomes are being appropriately measured and reported and that continuous improvement is in process. Student support areas such as Counseling, DSPS, and Bridge (learning communities) have clearly-developed outcomes that measure students' learning based on enrollment in courses. The results of these outcomes are used to address and, in many cases, modify pedagogical and or curricular structures that influence student learning. Other student support programs also develop learning support outcomes based on student learning of specific information such as financial aid and scholarship requirements, career search, student leadership training, and health services (II.C.2-1). Additionally, many student support programs develop and measure administrative unit outcomes (AUOs) to document particular activities and processes and related outcomes. Surveys,

student participation rates, program utilization information, and other evidence are collected to support the data analysis. Evaluation of outcomes is conducted based on clearly defined outcome measures supported by factual data such as student profile information, persistence and retention rates, success rates and satisfaction ratings (II.C.2-2).

The annual Planning for Institutional Effectiveness (PIE) process demonstrates that each unit within the College is establishing goals and measurements of outcomes. Within the PIE reports, sections related to goals, accomplishments, analysis of trends, and impacts of internal and external forces are evidence used to make changes to programs and services. Documentation of needs leads to resource requests which are included in the department's PIE and serve as the basis for putting forward prioritized requests through the College's budget process (new resource allocations). All College departments and programs complete PIE. Vice presidents develop an overall summary of their respective department PIEs which is used to measure achievement of goals, outcomes, and to make specific changes and improvements in student support programs and services (II.C.1-3, II.C.2-3, II.C.2-4).

The College Provides Support to Achieve Its Outcomes

Support services are provided for both credit and noncredit students at all times of the day – from in-class instruction and support services during the morning, afternoon, evening, and weekends, to online services including instruction, counseling, and orientation. Traditional support services such as Admissions and Records, Assessment, Student Health and Student Life/Activities are available to all students. Most recently, the College added Sunday library hours, which were immediately successful. This change was made as a result of discussions with various students who shared a need for access on Sundays due to work schedules and other obligations (II.C.2-5).

Services designed for specific students, such as low-income, first-generation, basic skills and students of certain ethnic identities are also provided. Counseling services are provided through the general Counseling Department as well as through many other support programs (EOPS, DSPS, TRiO ACES, Aspire/Umoja, Arise/AANAPISI, Bridge) and School of Continuing Education programs including ESL, ABE, and Short-term Vocational (STV). Tutorial support, group study space, and access to computers are provided throughout the many special support program efforts as well as through campus wide tutorial centers and open computer labs (II.C.2-6).

First-generation and low-income students are assisted through many integrated sources with specialized efforts such as university transfer field trips, financial literacy seminars, scholarship application workshops, transfer application workshops, and transitional seminars for noncredit, disabled, and high school students. The TRiO Upward Bound Program for high school students from disadvantaged backgrounds offers comprehensive College information services such as college application assistance, financial aid and scholarship information, college and university visits

and a senior retreat focused on transitioning from high school to college (II.C.2-7).

Mt. SAC is a Hispanic-Serving Institution (HSI) with an enrollment of 60.8 percent Hispanic students (2015-16, Credit Enrollment, N=38,414). Improving enrollment, retention, persistence, and completion rates has depended on how students transition to college, the support and direction they receive, and the mastery of critical basic skills (English and math). The College's Bridge Program has developed a freshman experience effort that focuses on incoming students who are low-income, first-generation, and basic skills (developmental) students. Instruction faculty work closely with Student Services faculty, staff, and managers to offer integrated cohort learning communities supported with specialized classroom-based instructional assistance, peer mentoring, supplemental workshops, and study areas with computer resources. Students enrolled in the Bridge Program, the majority of whom are Latino, have first-time pass rates of required, sequential basic skills classes in English and math of 91.5 percent and 81.0 percent (summer 2015), respectively. Bridge students demonstrate higher course success and retention rates when compared to non-Bridge students (II.C.2-8). The Bridge Program serves approximately 824 (2015-16) students annually through the Summer Bridge, English Academy, and Math Academy structured learning communities. The number served is close to 20 percent of all new students.

The noncredit Adult Basic Education Department, in collaboration with the

WIN program for student athletes, also provides incoming students transitioning to credit programs with basic skills math and English boot camps prior to taking placement exams or enrolling in College courses (II.C.2-9). These boot camps are open to any students, including incoming student athletes. Data show that for students who attended boot camps, there were positive outcomes on course success and basic skills progression. This is especially important given student athletes have a limited time to complete degree transferrable math and English courses (II.C.2-10).

Student development of leadership skills and identity development are coordinated through efforts between Student Life, Aspire (Umoja), Arise (AANAPISI grant), ACES (SSS TRiO grant), Dream Center, Foster Youth REACH, and Bridge (learning communities). A wide range of opportunities for student leadership development, student activities, and student government is in place through the office of Student Life. The College has over 55 active student clubs on campus and has consistently had a very active Associated Students organization that provides over 25 events or activities per semester that connect students, facilitate a sense of belonging, and increase student engagement in campus life (II.C.2-11). Additionally, many special support programs (Arise, Aspire, ACES, Bridge) offer student leadership components wherein students participate in concentrated leadership training including off-campus retreats. The TRiO Programs provide participants the opportunity to gain leadership skills and practice civic engagement by offering hands-on experience through community

improvement projects such as The Compton Initiative, the home/school beautification project, food pantry distribution, and Heal the Bay (II.C.2-7). Peer mentoring is a key component to many support programs (Foster Youth, Arise, Aspire, and EOPS) (II.C.2-12 pg. 2). The Counseling Department teaches an exploring leadership course, Lead 55.

Student Services and Instruction work collaboratively to provide integrated services such as learning communities and academic support programs from tutoring and supplemental instruction to peer mentoring and counseling. Several academic learning support efforts are provided to students based on their area of study (math, English, speech, science, career technical education, languages, general education subjects) and their area of identification (disabled, veterans, athletes, Bridge, EOPS) (II.C.2-13). One-to-one tutoring, group tutoring and study areas with computer access are provided in a variety of settings across the College.

School of Continuing Education programs provide extensive support services to students enrolled in noncredit coursework (II.C.2-14). Embedded counseling, soft-skills, tutoring, assessment, and access to specialized courses are provided to English as a Second Language, Adult Basic Education, and short-term vocational students needing to complete high school graduation requirements, improve basic skills, or gain vocational skills (II.C.2-15, II.A.8-12). For 2016-17, with the increase of noncredit Student Success and Support Program funds, the School of Continuing Education was able to hire five additional full-time counselors to increase much

needed student support for noncredit students. Moreover, Mt. SAC's Adult Education Regional Plan has as one of the primary objectives to increase support services to the above mentioned noncredit programs as well as older adults in vocational programs and adults with disabilities (II.C.2-16).

Specific groups of students who have special needs are addressed through an integrated system of support services. For example, mental health services are frequently coordinated through a case conferencing mode with DSPS, the Student Health Center, and Student Life based on students' presenting problems and issues. The Behavioral Health and Wellness Team is composed of representatives from the Student Health Center, DSPS, Student Life, and Public Safety who meet regularly to review particular cases and issues. The team also responds to emergencies related to student safety issues (II.C.2-17).

Mt. SAC is home to one of the largest concentrations of deaf and hard-of-hearing (DHH) students in the state (II.C.2-18). Design efforts are in place to create program space that is uniquely designed for DHH individuals to encourage communication and collaboration as well as access to services. Incorporated into the provision of services is a well-developed training program to ensure that interpreting services are comprehensive and accurate.

The College has been responsive to the needs of many emerging communities by developing core services and hiring staff trained to serve the unique needs of specific populations of students. The Veterans Resource Center offers a unique

blend of informal engagement and structured support through single and group study space and access to technology. The Veterans Resource Center provides wrap-around services such as on-site Veterans Affairs (VA) counselor and partnership efforts to coordinate VA appointments with the Veterans Success on Campus (VSOC) program to offer assistance with a VA representative (II.C.2-19, II.C.2-20).

The School of Continuing Education has remained as the single point of entry for displaced, unemployed, and low-income individuals who are referred by Workforce Development Boards). A case management approach is utilized by staff who are knowledgeable about Workforce Innovation Opportunity Act and Employment Development Department regulations, which is critical because students have a limited time period to complete programs. Counselors guide students in educational planning for credit and noncredit programs as well as provide support in navigating College programs (II.C.2-21 pg. 3, II.C.2-17).

In response to both the increase in the number of Dream students and the changes in state and federal policies related to undocumented students, the College established a coordinator position, has designed a Dream Center, and is providing counseling support to meet the needs of this student population. As a partner with the Dream.US, in our first year, six students received $12,500 to attend Mt. SAC and two students received $25,000 to transfer to a designated university, for a total of $125,000.

To provide immediate services to the former/foster youth student population, the College established the REACH (Reaching, Empowering, Achieving with Completing with Heart) Program, hired a program coordinator, immediately set up temporary quarters, and developed a plan to integrate efforts with ongoing programs (financial aid, EOPS, TRiO-ACES). This strategy provides a networked source of support for a student population that is highly volatile and largely unnoticed. Through the provision of assistance with financial aid, counseling services, community outreach and wrap-around services such as housing, the College has been able to embark upon a concentrated effort to assist a highly at-risk student population.

The College Uses Assessment Data to Continuously Improve Services

The College's Planning for Institutional Effectiveness (PIE) process provides a process to consistently analyze data related to programs and services. Through each department's PIE, a consistent analysis of data related to students' preparation, use of services, outcome measurements and success rates is documented. Additionally, the PIE process allows departments to analyze particular trends, external and internal forces impacting their work, and planning processes to make critical changes and development of new efforts as well as to request needed resources (II.C.1-3).

Across the College, there are several means through which assessment data is collected, analyzed, and used to amend procedures and policies, implement particular changes, and develop additional interventions and support

services. The Student Services Division hosts three division wide meetings annually – the start of the fall semester, the start of the spring semester, and an annual spring professional development and training day. Student Services managers meet weekly, and a broader, cross-divisional meeting with program leads takes place monthly. These meetings enable key individuals to discuss issues, challenges, trends, and needs in order to develop coordinated approaches and problem solve.

In its approach to student success, the College began by hosting College wide leadership meetings to discern the key areas of concern. Prior to the state-required Student Support and Success Program (SSSP) plan, Mt. SAC had developed a Student Success Plan focusing on three major areas: student engagement and persistence, students' development of their own goals, and completion of basic skills sequence courses (I.A.2-5).

In approaching the development of the College's Student Equity Plan, the College hosted a convening of College leaders (faculty, staff, managers and students) to develop priorities for each of the five student equity goal indicators (II.C.2-22, I.A.1-12, II.C.2-23). The Research and Institutional Effectiveness department provided a plethora of data and reports related to disproportionality and particular groups of students, which aided writing teams and the Student Equity Committee to ensure that the Student Equity Plan was comprehensive and based on assessment data. The Student Equity Committee continues to focus on assessment data related to the success, or

lack thereof, for specific profiles of students (I.B.1-52).

One example of the use of assessment results to make significant changes is the manner in which the Counseling Department re-vamped its New Student Orientation. Through many discussions, planning meetings, and a review of student surveys, the department concluded that their orientations needed to be more comprehensive and more engaging with students. An effort to expand the New Student Orientation to 4.5 hours in length at first appeared successful, but after reviewing student survey data, it was determined that the length of the session was too long and some of the topics could be covered differently. The current New Student Orientation is 3.5 hours in length. Assessment of student satisfaction continues, as does further development, such as the consideration of bifurcating the orientation in order to provide more upfront career development efforts prior to the development of the education plan and subsequent registration for classes (II.C.2-24).

The School of Continuing Education (SCE) holds bi-annual advisory meetings to address trends and to focus on division improvements. Faculty, staff, and managers evaluate the school and department with respect to its annual PIE reports, considers external and internal factors affecting student success and services, and makes recommendations on improvements to Instruction and Student Services. One of the key themes from the meeting that emerged from SCE department unit PIEs and advisory group discussion was the importance of

implementation and delivery of core services to noncredit students (II.C.2-25 pg. 5).

Departments analyze trends in enrollment, participation and satisfaction to measure the appropriateness and effectiveness of various programs and services. In addition to recording trends in PIE, departments also articulate specific external and internal factors that impact their work and ability to provide support services to students. Student surveys are a common means by which programs and departments receive input about the effectiveness of their services. These are included in both the PIE process as well as incorporated into the student learning outcomes and administrative unit objectives process (II.C.1-3).

Several departments/programs have advisory committees that consist of on-campus individuals as well as community members. EOPS, DSPS, CalWORKs, Career and Transfer Services, veterans, Arise (AANAPISI), foster youth, athletics, and noncredit programs have ongoing advisory committees that provide insights to services that are effective and suggestions to improve efforts. Many community partners bring their knowledge and resources to the College which assists in ensuring that services are appropriate and comprehensive. Numerous advisory committees are active at the College:

- EOPS, CalWORKs, DSPS, International Students, and Arise all have ongoing advisory committees (II.C.2-26, II.C.2-27)
- Advisory Committee Minutes Webpage (II.C.2-28)

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve the outcomes. The College uses assessment data to continuously improve student support programs and services.

Accomplishments and Outcomes

- All Student Services programs and departments develop student learning outcomes and administrative unit outcomes which are regularly reviewed to ensure that data is being collected, data analysis is being conducted, outcomes are being appropriately measured and reported, and that continuous improvement is in process.
- Support services are provided for both credit and noncredit students at all times of the day – from in-class instruction and support services during the morning, afternoon, evening, and weekends, to online services including instruction, counseling, and orientation.
- The College's Planning for Institutional Effectiveness (PIE) process provides a process to consistently analyze data related to programs and services.

List of Evidence

I.A.1-12	Student Equity Plan 2015-16
I.A.2-5	Student Success Plan
I.B.1-52	Student Equity Committee Purpose, Function, and Members
II.A.8-12	SCE Student Handbook 2015-16
II.C.1-3	Student Services VP PIE 2014-15
II.C.2-1	Examples of Support Services SLOs
II.C.2-2	Examples of Support Services AUOs
II.C.2-3	VP Instruction PIE
II.C.2-4	Examples of PIE Summary
II.C.2-5	Extended Library Hours 2016
II.C.2-6	Computer Classrooms 2016
II.C.2-7	TRiO ACES Program
II.C.2-8	Bridge Longitudinal Cohort
II.C.2-9	2016 ABE WIN Bootcamp Flier
II.C.2-10	Adult Basic Education Boot Camps
II.C.2-11	Clubs and Organizations Listing
II.C.2-12	Arise Peer Mentoring 2014-15 pg. 2
II.C.2-13	Tutorial Services
II.C.2-14	Noncredit Student Success and Support Program Plan 2015-16
II.C.2-15	School of Continuing Education Programs
II.C.2-16	Adult Education Regional Plan
II.C.2-17	Behavioral Health and Wellness Team Purpose and Function
II.C.2-18	WIOA Referral Case Notes
II.C.2-19	Veterans Resource Center
II.C.2-20	Top Deaf and Hard of Hearing Students Program in State
II.C.2-21	Adult Basic Education Demographics pg. 3
II.C.2-22	Student Equity Convening Agenda
II.C.2-23	Matrix of Services, Activities, Programs, and Interventions
II.C.2-24	New Student Orientation
II.C.2-25	School of Continuing Education Advisory Retreat Minutes pg. 5
II.C.2-26	CARE/CalWORKs Advisory Committee Minutes
II.C.2-27	DSPS Advisory Committee Minutes
II.C.2-28	Advisory Committee Webpage

II.C.3.

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER15)

Evidence of Meeting the Standard

The College Assures Equitable Access

Equitable access is addressed at Mt. San Antonio College (Mt. SAC) by a networked system of support services designed to assist students in learning about the College's programs and services and in matriculating to the College. High school outreach efforts are well-developed, serving 4,000 students annually from 18 district and 45 high schools (II.C.3-1). Integrated into outreach efforts is the College's Cash 4 College program through Financial Aid, which serves 2,500 students and their families annually. This effort enables a high percentage of entering freshmen to complete both the Board of Governors' Fee Waiver and the Free Application for Federal Student Aid (FAFSA) or California Dream Act applications by the financial aid priority deadline, thus enabling them to be prepared to start college with the confidence of having financial support. Financial Aid also conducts over 200 financial aid/hands-on FAFSA workshops at high schools and other agencies each year to ensure our reach spans out to those who are in need of assistance the most (II.C.3-2).

The College understands that accessing a community college education, especially in light of new mandates related to the state's Student Success and Support Program (SSSP), can be confusing to students. The Mountie Fast Track program was initiated in order to assist students in fully understanding the processes and steps required to fully matriculate to the College. This does not take the place of the New Student Orientation which is coordinated by the Counseling Department. Rather, this effort provides essential information to students immediately after they apply to the College. For the fall 2016 term, over 1,500 new students to Mt. SAC completed the fast track sessions. On a pre-post assessment, the greatest increase in knowledge was the steps to becoming a "Mt. SAC Mountie", the steps to apply for financial aid, and the steps for registering for classes (II.C.3-3)

At Mt. SAC, 43 percent of credit students receive Pell grants, and 73 percent receive some form of financial aid (e.g., Board of Governors fee waivers, grants, scholarships, loans); these rates have been consistent for the past five academic years (I.A.1-18). As one of the largest community colleges in California, with a high proportion of low-income students, the College was invited to participate in a project funded by The Institute for College Access and Success and MDRC titled Aid Like a Paycheck. This was a national pilot project to determine if financial aid programs can help low-income college students achieve academic success and complete their degrees (II.C.3-4). Mt. SAC was one of only two community colleges nationally to participate in this pilot project, in which students had their financial aid disbursed at regular intervals,

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similar to a paycheck. Additionally, support meetings were held with students to assist them in financial and educational planning. In their published report, MDRC stated that the pilot's findings showed that students felt that being in the program helped them to spend their money wisely, decrease work hours, and focus on their studies. Based on a partnership between the College's Financial Aid, Fiscal Services, and Information Technology departments, Mt. SAC was able to demonstrate that revising financial aid protocols and providing greater guidance to students can have a positive impact on student success (II.C.3-5).

The College Provides Appropriate, Comprehensive, Reliable Services Regardless of Location or Means of Delivery

The College has identified clear pathways of entry to the College for high school students, other new, first-time college students and transfer students. Serving 12 K-12 districts and 51 high schools, the College's High School Outreach Department has a comprehensive approach to informing high school students regarding entry to the College and provides direct assistance to meeting the required matriculation procedures.

The Connect 4 Program is based on maintaining close working relationships with area high schools. High school students participate in information sessions at their high schools and receive direct assistance in applying to the College. Students receive information in preparation to take the College's placement tests. Placement testing can be completed either at the students' high

school or at the College. When completed at the College, students are able to complete assessment on computers and are provided with a tour of the College (II.C.3-6).

All Connect 4 students must also complete New Student Orientation at the College. Upon completion of orientations, students are provided follow-up services and contacts throughout the summer in order to prepare them for registration in mid-July. Students completing Connect 4 are provided with second-day priority registration (following statutorily-granted priority to particular student groups). The program has continued to grow in size and participation. Efforts to improve the rate of return are proving successful based on the 2015 results.

Additionally, High School Outreach recruits students to enroll in specialized summer programs such as Summer Bridge, Pathways, and Summer Transition Enrichment Program (STEP). These efforts are designed to provide a more extensive introduction to College as well as to provide instruction in a core basic skills area. This enables a substantial percentage of recent high school graduates to receive strong support as they enter college for their freshman year. Students are better acclimated to the College learning environment, feel welcomed and accepted, know faculty members and counselors, and better understand College processes and policies ("college knowledge") (II.C.3-7, II.C.1-32, II.C.1-33, II.C.3-8).

Although the net enrollment, percent of students who complete assessment and orientation and complete registration, was 3 percent less in 2016 than 2015, the

overall numbers completing assessment have steadily risen since 2014.

In addition to partnering with High School Outreach (HSO) to encourage students with disabilities to participate in Seniors' Day and Cash4College events, DSPS collaborates with High School Outreach on a Planning for College event for high school students with disabilities who have Individual Education Plans (IEPs), or 504 Plans, and their parents to assist them in transitioning to college. HSO offers student-to-student "ambassadors," some with disabilities, who act as role models to the incoming high school students. These ambassadors visit the local high schools along with HSO staff to assist all students, including those with disabilities, to apply to the College. High school Special Education Local Planned Area (SELPA) directors and special education teachers are invited to the Planning for College event as well as are invited to participate in the High School Educators Conference. DSPS provides substantial assistance to students as they matriculate to the College, especially in assistance with registration and identification of accommodation needs in advance of enrolling in classes. For example, for high school students who were in special education or have 504 plans, DSPS offers expedited temporary DSPS eligibility and accommodations to complete placement assessments to ensure the students are able to matriculate through in a timely and accessible manner. Temporary eligibility allows students the necessary time they need to compile their records, meet with DSPS counselors, and establish their accommodations simultaneous to meeting the requirements of the Student Success and Support Program.

The College has developed on-boarding efforts which include Mountie Fast Track sessions and learning communities designed for first time freshmen who are first-generation, low-income, and basic-skills students (II.C.3-9). The Mountie Fast Track sessions are designed to reach students immediately after they apply to the College to assist them in completing all of the required core services of SSSP. Through much study and evaluation, the College has determined that students frequently do not know the steps they must take to actually enroll in the College. Mountie Fast Track sessions have proven highly effective in addressing this college knowledge gap.

The College's Student Success and Support Program/Matriculation process defines specific services that new students receive to assist in preparing them for success, which includes orienting them to the College, and advising them on clear pathways to reach their goals. Specifically, the following services are provided (I.A.2-5):

- Assessment
- Orientation
- Counseling/advisement
- Educational plan development
- Follow-up: declaration of goal; basic skills progression

As specified in the Noncredit SSSP Plan, students enrolled in School of Continuing Education programs (noncredit ESL, Adult Basic Education, short-term vocational, high school programs) are provided with core services. Students receive comprehensive orientation sessions, educational planning, counseling support and intervention, assessment and

placement assistance, post-program support, and tutoring assistance both during the day and evening hours. A goal of the plan is to increase access to core services as well as provide support so that noncredit students can reach their educational and career goals (II.C.1-17). Students who wish to attend credit programs or employment are guided through the transition from noncredit. Moreover, counselors provide support services to any student taking courses in off-campus locations. In summer 2016, the School of Continuing Education (SCE) assigned ten counselors to 29 high school campuses where students took Mt. SAC noncredit high school courses. Counselors conducted noncredit educational planning and provided follow-up services (II.C.3-10, II.C.3-11).

Because of the many barriers facing noncredit students (i.e., many enter, exit, and re-enter within an academic year), educational planning must be an ongoing activity. For example, all ESL students update their educational and career goals each semester, and ABE students are provided career counseling at any time during their enrollment to guide them towards their chosen pathway. (II.C.3-12) Career development and college workshops are also offered throughout the semester to assist students with work skills and college success skills (II.C.3-13, II.C.3-14).

The School of Continuing Education serves Career Development and College Preparation (CDCP) students such as ABE, ESL, and short-term vocational students by providing comprehensive orientations with all required core services as noted in the Noncredit SSSP Plan. The goal of the

plan is to increase access for core services as well as provide support so that noncredit students can reach their educational and career goals (II.C.1-17).

Students who enter college classified as "unprepared" need additional support in order to reach success as first-time freshmen students. The College has developed extensive efforts to address this student population. Students in the highly successful Summer Bridge Program enroll in a six-week, intensive summer experience in which they complete 6-7 college units of counseling and basic skills courses (reading, English, math). For the summer of 2016, the Summer Bridge program served 327 students with a retention rate of 97.3 percent and an average successful pass rate of 89.6 percent. Of note is the basic skills English pass rate which averaged 88.8 percent. Although higher than the College overall, the basic skills math pass rate averaged 74.8 percent. For the prior summer, 367 students participated in Summer Bridge with a 99.1 percent retention rate and average successful pass rate of 93.3 percent.

Other new students, especially recent high school graduates who do not enroll in Summer Bridge, have the opportunity to enroll in STEP. Over 200 students participate by enrolling in an Introduction to College class that is taught over two weeks, enabling students to attend on a consistent basis in order to build direct linkages to the College, the counseling faculty, and other students. Follow-up studies of the STEP program indicate that 98 percent of students agreed that they felt ready to start college, knew at least two resources of support at the College

and knew how to search for classes using the online registration system. Ninety-four-percent of students reported being knowledgeable about what their placement test scores meant and 95 percent reported knowing what a course prerequisite meant (II.C.3-15).

Student support services are provided across the College campus, from 7:30 a.m. through evening hours, which range from 7 p.m. to 10 p.m., depending on the particular department. Weekend classes and some services are provided. Most recently, funding has been provided to maintain Sunday afternoon and evening hours for the library. The College does not have satellite or other off-campus centers. Online services are available to transact business such as applying to the College, requesting official transcripts, counseling, orientation, and student success workshop for students on probation and signing up for appointments for assessment, orientation, and counseling. The College has "auto award" – a process whereby students who have met the qualifications for a degree or certificate matching their educational goals are automatically awarded the degree and/or certificate.

After enrollment, the College offers comprehensive services (counseling, tutoring, group study, peer mentoring, leadership activities, specialized accommodations assistance, special events) to students who qualify for specific programs such as Aspire (Umoja), Arise (AANAPISI), Foster Youth, and Dream DSPS, EOPS, CalWORKs ACES (TRiO). The ease of availability for counseling allows for more in-depth and frequent counseling sessions, thus

increasing the likelihood of improved graduation and transfer rates. All students have access to general counseling, career planning and placement, transfer assistance, student health, and student activities. Student Life collaborates with High School Outreach to provide a new student welcome event to facilitate student transition, establish a sense of belonging, and to help new students get connected with the support services available at the College. Tutorial support services are provided to students enrolled in specific programs (WIN, EOPS, Arise, DSPS, Bridge) as well as general student support through the Writing Center, Learning Assistance Center, Language Learning Lab, the Math Activities Resource Center (MARC), and ESL (II.C.2-13). Based on students' backgrounds and needs, the College has support services to provide necessary assistance.

The College has embarked on a Minority Male Initiative in response to Mt. SAC students' articulated need to feel supported in successfully completing their college goals. Based on African-American, Latino, Pacific Islander, and Native American students' recommendations to focus on peer-to-peer interventions, the College has re-directed resources to establish minority male student ambassadors. Ambassadors are found in key locations across the campus, making direct connection with students, answering questions, providing pertinent guidance information, and connecting students with support services. Group study halls allow for minority male students to study in an environment where they feel comfortable and have access to computers and other resources. Students have embraced the notion of

working together and accessing readily available assistance, motivating them to continue toward their goals (II.C.3-16).

The College conducts several surveys to enhance knowledge of students' needs and to ensure equitable access to the College, its programs, and its services. The Cooperative Institutional Research Project (CIRP) survey along with 15 institutional questions are provided to new students in order to measure profiles and needs of entering, new freshmen students. Some of the recent findings from the CIRP have served to assist the College in providing support services. For example, when asked what type of support students need to reach their goals, counseling and educational advisement was the number one response. Mt. SAC has recently increased significantly the number of counseling faculty partially based on the CIRP findings. Another area where students needed support was in financial aid or job on campus. Based on these findings, there have been efforts to work with departments on campus to increase the number of jobs available for student workers (II.C.3-17).

Annually, the College tracks and analyzes assessment/placement levels of incoming students, most specifically entering students from high schools. This assists the College in planning appropriate sections of basic skills courses, tracking any trends in changes of entering students, as well as provides detailed feedback to local high schools. Discussions with high school representatives relative to the need for high school students to enroll in four years of high school math have emanated from a review of this assessment data (II.C.3-1).

Also emanating from this review was the development of test information and test preparation sessions in English and math in order to assure greater accuracy in student placement (II.C.3-18). The College matriculation process was amended in order to increase students' participation in these preparation sessions. Between April 2015 and April 2016, 700 students have attended the Assessment of Written English test information sessions and 798 students have attended the math test information sessions. The ABE department also supports incoming student athletes and matriculating noncredit students with summer math and English review sessions and boot camps to assist them in achieving the most appropriate college placement. Surveys indicate a high degree of satisfaction with boot camps. Follow-up support is provided to students attending the review sessions. All credit students have access to online student support services, including application to the College, signing up for appointments for assessment and orientation, completing online new student orientation, and participating in online counseling and advising. Students may pose questions online that are responded to within a matter of hours or a day (during the work week). Additionally, students are able to submit a draft education plan online for review and possible approval by a faculty counselor. Student Services faculty and staff work collaboratively with distance education faculty and campus leaders to ensure students understand all aspects of enrolling in and succeeding in distance learning classes.

Students are able to electronically apply for and track their progress in qualifying for student financial aid. Submitting the FAFSA for federal student aid also provides for the student to be considered for the California Board of Governors Fee Waiver. Once submitted, students may track their progress online through their student portal to know if further documentation is still required as well as to view when they are funded and when funds are available for them to access.

Disabled Student Programs and Services (DSPS) provides a variety of support services, academic strategies courses, access to technology, and outreach and in-reach efforts to encourage students to apply for services so that students with disabilities and medical conditions have equal access to all of the College's curricular and extracurricular activities as per the mission of the College (II.C.3-19).

In order to assure equitable access for students with disabilities, the College works with DSPS leaders to identify campus wide remedies and accommodations such as facilities modifications, alternate media and captioning, classroom accommodations, and technologically appropriate tools and devices. Assistance with completing assessment, orientation, and identifying accommodations needs is also provided. In consultation with DSPS, the College also provides non-classroom related accommodations as many students with disabilities participate in sports, debate, music, dance and other competitive teams in addition to Student Life activities, such as clubs and student leadership.

DSPS has continually advocated to institutionalize universal design in every facet of the College (II.C.3-20). Designing facilities, curriculum, and educational products taking into account the universe of diversity that presents at the College benefits most of the population and minimizes the need for specialized adaptions or accommodations. Specific to curriculum, universal design strategies include varying the methods by which information is presented to students, offering students options to demonstrate learning, and truly engaging students in the classroom.

Universal design is one of many topics in a class that DSPS offers faculty called Accommodating Students with Disabilities in the Classroom. This class has and continues to be highly regarded and very popular among faculty. In eight weeks or less, faculty are provided information and opportunities to apply this information in their own classrooms to assist all students, especially those with diverse backgrounds. The course's learning objectives are that faculty/students will be:

- knowledgeable about some of the legislative aspects surrounding public higher education and disability;
- able to describe a minimum of three accommodations per disability group covered in the class;
- knowledgeable about adaptive technology and accessibility issues relevant to creating web pages, and be able to locate pertinent resources;
- able to identify which universal design strategy(ies) you use in your teaching;
- choose more universal design strategies that fit your curriculum; and

- developing an in-depth understanding of the Disabled Student Programs and Services Department.

Via course evaluation, faculty/students self-report their progress on the above-stated objectives. Several years of data show that faculty/students have a much higher degree of understanding the issues as well as the strategies in working with students with disabilities in the classroom (II.C.3-21).

The College's Student Equity Plan consists of research that delineates disproportionality in attaining equitable student success for specific profiles of students. The plan specifies goals, activities, and projected outcomes to address these inconsistencies (I.A.1-12). Prior to the development of the Student Equity Plan, the College participated in the Equity for All project through The University of Southern California Center for Urban Education. The College's Equity for All research project indicated a below-average equity rating for African-American, Latino, and Pacific Islander males. Data showed that these groups were less likely to graduate/transfer because they were either not enrolling in or not passing higher-level math classes. In response to these findings, Mt. SAC implemented efforts to provide a structured model for improving the math skills of these students, who have a strong tendency not to seek help on their own. These include: two self-paced, computer-based math instruction programs (ALEKs), math information overview sessions, and a six-week summer boot camp to prepare students for the math placement exam and subsequent enrollment in math classes. During boot camps, participants

interact with peer mentors, tutors, and math faculty to assess their math abilities and learn strategies to improve math knowledge and increase confidence (II.C.3-22).

During 2014-15, more than 500 students participated in the three math refresher efforts offered. Over 70 percent were non-white, and 54 percent were male. Survey responses and data on number of hours participating, number of units completed, and pre-post math assessments have demonstrated an overwhelming improvement in attitude toward math and confidence in math abilities. This success enabled many students to enroll in higher-level math classes, accelerating time to goal completion. By Fall 2015, 61 percent of students who had participated in math preparation activities had enrolled in a math class. Preliminary results from Summer 2016 indicate similar outcomes and increase of over 600 students participating in these activities. (II.C.2-10, II.C.3-23).

Other math initiatives include the development of pathways and resources targeted at completion of roadblock math courses. Statway, which focuses on transfer math for non-math majors, was institutionalized and secured articulation to the two state university systems (II.C.3-24, II.C.3-25, II.C.3-26).

The College has a comprehensive, integrated approach to guiding students toward reaching transfer goals. The transfer process is clearly outlined during the New Student Orientation and continues to be reviewed and presented through counseling classes, counseling appointments, workshops, and special

programs. Transfer college visitations occur throughout the year with students participating through the Transfer Center as well as specialized programs such as Aspire (Umoja), EOPS, ACES (TRiO). In meeting the ACES TRiO grant objectives, all students are offered eight university visits focusing on transfer, support services and financial aid. The Transfer Center is a focal point of contact for students to visit and receive information and guidance. Students may sign up for Career and Transfer Listserv in which regular transfer information is sent to them electronically. Transfer guides and transfer requirements are contained in the College catalog and the student handbook as well as individual hand-out materials. Campus-wide efforts, such as transfer fairs, enable students to speak directly with college and university recruiters. The Transfer Bridge program provides an avenue for students to complete a critical transfer course while experiencing the transfer experience by living in residence on a university campus for part of the course (II.C.3-27, II.C.3-28).

The Career Placement staff is integrated with the Career Technical Education (CTE) instructional departments by working with students in the CTE department areas. Counselors have participated in extensive professional development with CTE departments and have liaison assignments with particular departments. Both College-wide and department-specific career search workshops are presented to assist students with developing and honing their resumes and interview skills and learning about the career search process. Students may sign up for the Mountie Career Source in order to look up jobs and internship

opportunities, career events and job fairs, employer information sessions, resource library, extended job search, workshops, and employer profiles (II.C.3-29).

Comprehensive efforts are also conducted with high school personnel through regular communication and special events/training opportunities. The High School Educators Conference brings counselors, special education, and math and English department chairs to the College to learn about College programs like Reaching Empowering, Achieving and Completing with Heart for foster youth (II.C.3-30). Sample topics include: New Student Orientation, financial aid, special admits, CTE programs, credit recovery, Bridge, Aspire, Dream, Honors, DSPS, and transfer program information. In addition, tutoring, common core, English and math placement, and discipline-specific breakouts are offered for English and math faculty to better prepare their students for college. The High School Principals' Breakfast provides principals and assistant principals with critical information related to the placement levels of their most recent graduates entering the College and first-year performance data on students entering the College the previous year. Common issues such as articulation, transfer, assessments are discussed.

Annually, the College's President and Board of Trustees meet with school district superintendents and school district Board of Education members to share issues of mutual concerns, new developments in both systems of education, and reinforcement of partnership efforts such as dual enrollment.

As a spin-off to the High School Educators Conference, the College has embarked on a new initiative to develop dialog between College faculty and high school teachers in the math and English disciplines. These discussions cover issues such as assessment rubric and course levels at the community college, understanding curricular reforms in K-12, and how best to prepare high school students for the academic rigor of the community college. Additionally, discussions related to the Common Core, and Smarter Balanced Assessments and the new statewide assessment program (California Assessment of Student Performance and Progress - CAASPP).

Mt. San Antonio College (Mt. SAC) invests extensive resources and efforts on student-oriented learning services with complementary on-campus and online options to equally support traditional and distance-learning students (II.B.1-1 pg. 6). On-campus options are physically distributed throughout the campus to provide easy access to tutoring, library collections, information competency instruction, computers, software, printing services, and are open day, evening, and weekend hours (II.B.1-2). Online options to learning services include online tutoring, 24/7 online chat reference services, access to electronic library resources and databases, directed learning activities, and remote scheduling and registration to learning activities. The library and tutoring centers also participate in other campus functions to ensure that students are informed about the learning options and services available to them. Noncredit students also have access to library services and resources. The Adult Basic Education Department

has embedded library services as part of its high school coursework. Librarians at Mt. SAC are essential for ensuring that quality services and resources are available to all students regardless of their location, curricular and research needs, and levels of library skills. To support this assumption, the College has recently hired three additional librarians to ensure that student needs are met. In 2012-13, an online learning librarian was hired to support online library initiatives through distance learning. In 2014-15, a second Librarian was hired to support all areas of the library with a focus on student services, reference and instruction, and the use of library technology. And finally, an additional librarian focusing on student equity and outreach will join the full-time faculty in 2016-17. This position will provide outreach to students to ensure that they are aware of library resources and services, identify and remove barriers that prevent students from taking advantage of library services, and partner with constituent groups and special programs that serve specific populations to ensure that underserved populations have equal access to library resources, information competency instruction, and individualized research and reference assistance. Funding for adjunct librarians has also been well-supported by the College. Over 3,000 adjunct hours were budgeted for 2015-16 to ensure that the library is open day and evening hours during summer and winter intersessions, Saturday and Sunday hours during the primary terms, and that there is adequate adjunct librarian support for 24/7 chat reference follow-up for distance learning students, database management, collection development, and evening information competency workshops.

Additional funding through Student Equity funds will be available for 2016-17 to support ongoing Sunday library hours and information competency opportunities for students (II.B.1-3).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) assures equitable access to all of its students, as it provides appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges' Eligibility Requirement 15.

Accomplishments and Outcomes

- Equitable access is addressed at Mt. SAC by a networked system of support services designed to assist students in learning about College programs and services and in matriculating to the College.
- All of the services provided to students are appropriate, comprehensive, and reliable.
- No matter if students are online or in the classroom or off campus, Mt. SAC has support services available to them.

List of Evidence

I.A.1-12	Student Equity Plan 2015-16
I.A.1-18	Financial Aid Overview
I.A.2-5	Student Success and Support Program Plan - Credit
II.B.1-1	Distance Learning Courses Link to Library pg. 6
II.B.1-2	Evening Workshops PIE Excerpts, 2014-15
II.B.1-3	Adjunct Support for Student Equity, 2015-16
II.C.1-17	Student Success and Support Program Plan - NonCredit 2015-16
II.C.1-32	Pathways to Transfer Summary Report Summer-Fall 2015
II.C.1-33	Pathways to Transfer Progression Data Summer-Fall 2015
II.C.2-10	Adult Basic Education Boot Camps
II.C.2-13	Tutorial Services
II.C.3-1	High School Outreach Report
II.C.3-2	Cash for College Survey
II.C.3-3	Fast Track Session Assessment
II.C.3-4	Aid Like a Paycheck Two Pager
II.C.3-5	Aid Like a Paycheck Report
II.C.3-6	Connect 4
II.C.3-7	Summer Bridge Overview
II.C.3-8	STEP Survey Results Summer 2016
II.C.3-9	Mountie Fast Track Info Sessions
II.C.3-10	SCE HSSS Counselor Schedule
II.C.3-11	SCE HSSS Counseling Referral Form
II.C.3-12	ESL Ed Plan Updates
II.C.3-13	ABE Career Development and College Workshop Example
II.C.3-14	ESL Orientation to College Workshop
II.C.3-15	STEP Student Evaluation Survey Report

II.C.3-16	Minority Male Initiative
II.C.3-17	CIRP Report with Supplemental Questions 2014
II.C.3-18	English and Math Assessment Info and Prep
II.C.3-19	DSPS Website
II.C.3-20	Universal Design
II.C.3-21	UDL Survey Results Spring 2016
II.C.3-22	Arise ALEKS Boot Camp Report
II.C.3-23	Math Placement Information Sessions Results
II.C.3-24	Statway - UC Articulation Letter
II.C.3-25	Statway - UC Articulation Board Report
II.C.3-26	Statway Course Outline - Math 115
II.C.3-27	Transfer Fairs
II.C.3-28	Transfer Bridge
II.C.3-29	Mountie Career Source Website
II.C.3-30	HSO HS Educator Conference Agenda 2015 (Math and English Faculty Collaboration)

II.C.4.

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

Evidence of Meeting the Standard

Co-curricular and Athletic Programs are Suited to the College's Mission

As a community college, Mt. San Antonio College (Mt. SAC) has a plethora of opportunities and avenues in which students can be actively involved in co-curricular and athletics programs. These efforts are in concert with the College's mission by ensuring that comprehensive and quality programs and services exist that support students' achievement of their goals. Furthermore, the extensive nature of support services ensures that the College meets both the general and unique needs of its students by offering services in a variety of modes, breadth, and depth.

There is a balance of extracurricular and co-curricular programs and activities provided: men's and women's athletics, academic teams (Forensics, Robotics, Turf), student clubs and organizations and student government. The Office of Student Life coordinates opportunities for students to be involved in leadership experiences as officers and senators for the Associated Students, Inter-Club Council, and the Student Court. There are currently 59 student club/organizations including cultural, religious, vocational, general interest, and scholastic (II.C.2-11).

The athletics department is highly recognized, both internally and externally. Examples of internal recognition are through publications, articles, awards, notices, and communication regarding successes of various competitive teams. Teams, coaches, and individuals are regularly presented and celebrated at College Board of Trustees meetings (II.C.4-1 pg. 2, II.C.4-2 pg. 3, II.C.4-3 pg. 3). Mt. SAC captured the Learfield Sports Directors' Cup for the 2014-15 season. There are 675 two-year colleges vying for this award which is presented to the top overall athletics program in the nation. This is the most prestigious award that can be bestowed upon an American collegiate athletic program and has only been in existence for four years. Mt. SAC was also named the National Association of Two Year College Athletic Administrators (NATYCAA) Cup Champions for the fifth time (three in a row) in 12 years of the award (II.C.3-9).

Mt. SAC currently has 66 state championships along with numerous conference and regional championships. The College is regularly honored in the South Coast Conference as supremacy award winners (II.C.4-4).

Each year, coaches and athletes are named conference coach or player of the year along with regional, state and national recognition quite often (II.C.4-5, II.C.4-6). Mt. SAC has a very prestigious

Hall of Fame that has inductees that are professional and Olympic coaches and athletes, Medal of Honor recipients, and leaders in industry (II.C.4-7).

Academically-based competitive teams and groups provide students with experiences to hone specific skills ranging from music to forensics to turf management. These teams and groups have opportunities to participate in competitions both locally, nationally and internationally. In addition to excelling in competitions, students gain leadership skills and have tremendous experiences in learning how to relate to others from differing backgrounds and lifestyles. Examples of academic-based competitive teams and groups include: Turf Team, Robotics, and Chamber Singers. The Stars of Excellence program provides extensive funding per year for students to attend competitions. Examples of uses of these funds are provided (II.C.4-8 pg. 2). A District instructional competitive event takes place as part of the regular season schedule of College intercollegiate athletic teams or a sponsored event among intercollegiate competitive academic or vocational teams. Such events are part of the instructional program. Admission to these events may be charged and retained by the sponsoring team; however, all admission and ticketing procedures must be controlled by the central box office. All expenses for technical and operational support of District athletic events are covered through the general fund budget of the Event Services Office, by approval through the Stars of Excellence fund, or other identified sources. Expenses for additional athletic events as a result of postseason playoffs and championships require

additional funding to cover the cost of technical and operational support. Such funding is allocated from the Stars of Excellence fund following existing practices.

The Students Sports Turf Management Association (STMA) Chapter (aka Mt. SAC Turf Team) is designed to advance student professionalism in sports field management and safety through education, awareness programs, and industry development. STMA Student Participant Code of Conduct and Eligibility requires all participating students to conduct themselves in a professional, courteous, and responsible manner while at the STMA conferences, exhibition, and team-sponsored events. Should a student be deemed to be in violation of policies by authorized STMA staff or volunteers, the team/school that the student represents may be disqualified from current and future STMA student challenge competitions.

The mission of the Mt. SAC Robotics Team is to represent Mt. SAC as a highly capable and competitive robotics team. Students get hands-on experience with engineering and computer science concepts and applications through designing, building and competing using the VEX Robotics System. Mt. SAC competes against teams composed of students enrolled in four-year universities and post-grad students. To compete effectively, students must apply skills learned in their science, technology, engineering, and math classes to solve complex problems. The Robotics team represents Mt. SAC at the most rigorous robotics competitions, which are watched by future Mt. SAC students, industry leaders and prestigious

universities. Mt. SAC has qualified for the World competition every year since its inception. Competing on the world stage prepares students for their future careers by improving interpersonal skills and working to optimize designs which meet and exceed the team's goals. Robotics Team members are also expected to perform in high pressure situations, adapt to changing conditions, and overcome limitations of the competition and robotics components.

Safety is the number one priority on the Mt. SAC Robotics Team. All team members are briefed on proper handling of tools, battery charging procedures, and what to do in the event of an emergency. Certain team members are also trained in proper techniques for using power tools, since there are often metal pieces that need to be cut. Adherence to safety regulations of the VEX U organization throughout competitions includes the use of eye protection during matches, electrical/power restrictions on the robots themselves, and various other regulations to ensure participant safety.

Chamber Singers, which was formed in 1994, consists of 38 auditioned singers who perform works from the Renaissance through the 21st Century. During the past 21 years, the Mt. San Antonio College Chamber Singers have been extremely active, winning numerous awards and receiving special performance invitations, including: eight American Choral Directors Association (ACDA) National and Regional Conventions in Reno, Honolulu, San Antonio, Salt Lake City, Los Angeles, Tucson, Dallas and Santa Barbara; five California State Conventions; five European tours with performances in

Germany, Poland, the Czech Republic, Austria, the British Isles, Bulgaria, and Italy; headliners at the Canadian Rocky Mountain Music Festival in Banff and at the Australian National Choral Association Convention in Port Macquarie; they won two platinum medals at the Xinghai Prize International Choir Championships in Guangzhou, China, along with performing numerous tours throughout the United States. The Chamber Singers follow all of the Mt. SAC policies. The director writes, "Integrity is extremely important to me, and my students are held to a very high standard of appropriate behavior and high expectations."

Student development occurs through many avenues. Student leadership efforts are provided through experiences for students to serve as athletic and academic team captains, participate in the Leadership Education and Development (LEAD) program and to serve as officers and program leaders in various clubs and programs. In addition to the annual Associated Students Leadership Retreat, other programs provide opportunities for leadership development through specialized programs, workshops and retreats (Arise, Aspire, ACES, Bridge).

Associated Students (AS) provides on-going civic engagement and enhanced social justice awareness through their monthly programming which includes: student government orientations to introduce students to notions of leadership through service and advocacy; Red Cross blood drives to support the need for life-saving donations for the community; AS Visibility booths to introduce and inform student of the opportunities and current initiatives that

affect them; Mountie Mondays that promote campus pride and belonging; and Pizza with the President affording students the opportunity to voice concerns and gain perspective from the College President. In additional to the standing monthly programming, each AS senator provides leadership direction to a specific event throughout the year to enhance the co-curricular learning experiences of students. These additional events are collaborative efforts with campus departments including Athletics, DSPS, Foundation, academic divisions, as well as student services equity programs (TRiO-ACES, Arise, Aspire, Dreamers, EOPS, Foster, HSO, and Veterans).

Peer advisors/peer mentors are hired, trained and assigned in several support services programs (Bridge, Arise, High School Outreach, EOPS). They receive specialized training and serve as a critical bridge between the teaching faculty member or counselor and the student and program staff in terms of monitoring progress, providing support and interventions, and improving students' sense of connectedness to the program/College. Based on extended discussions with minority male students, as part of the Minority Male Initiative (a Student Equity project), a recommendation to develop student ambassadors was implemented in the fall of 2015. In addition to providing timely information to students, the student ambassadors are ethnic representatives of the College's most under-served students: African-Americans, Latinos, and Pacific Islanders (II.C.3-16).

Co-curricular and Athletic Programs Contribute to Social and Cultural Dimensions of Student Education Experience

Through activities organized by Student Life, student clubs, and Student Services programs, the College offers comprehensive opportunities for students to develop the social and cultural dimensions of their educational experience. Cross-cultural activities include: Dia De Los Muertos (MEChA), Black History Month Speech Contest (BSU, Aspire), Asian Pacific Islander Heritage Celebration (Arise), Cultural Fair (Associated Students), International Education Week (International Students Center). Other cross-curricular activities include: Foster Youth Open Mic event, AB 540/Undocumented Students Seminars, Student Equity Convenings, Pride Day (Lambda), May Day/Coming out of the Shadows (IDEAS) (II.C.4-9, II.C.4-10).

Athletic teams abide by established rules and regulations and remain in 100 percent compliance through the state California Community Colleges Athletics Association (CCCAA) compliance exam and R-1, R-2 process (II.C.4-5). Ninety-seven coaches, administrators, counselors, and trainers successfully completed the R-2 process in 2014-15 (II.C.4-11).

Mandatory orientations and meetings are required of athletes on competitive teams to ensure their working knowledge and compliance with various regulations and standards related to both their academics and conduct. The Mt. SAC Athletic Handbook comprehensively covers a range of topics from expectations of behaviors for student athletes,

concussions, Methicillin-Resistant Staphylococcus Aureus (MRSA), convictions declaration, Violence Against Women Act (VAWA), harassment and discrimination, important dates, how to register, WIN Center (tutoring), Mountie Academic Plan (MAP), Student Athlete Advisory Council (SAAC) transfer policies, and College policies and financial aid scholarships process and availability. Athletic directors, athletic trainers, counselors, and Health Center personnel all present to the athletes at these meetings (II.C.4-12, II.C.4-13, II.C.4-14).

Character development and academic success standards are a part of the team training. Coaches spend an extensive amount of time teaching and reviewing standards of behavior and performance to maintain eligibility as well as to uphold the expectations, ethics, and integrity of the athletic department. Eligibility technicians regularly review athletes' scholastic eligibility. In order to ensure that student athletes are aware of their academic standing, the Athletics Department worked with IT to develop an electronic progress report system whereby coaches, staff, and student athletes will be notified about their course progress during the term.

Counselors working with athletes are full participants and are trained through California Community College Counselors/Advisors Academic Association for Athletics (3C4A). The Mt. SAC athletic counseling component is one of the original programs in the state of California. Faculty counselors provide academic advisement, eligibility information, and personal interventions to assist athletes to maintain satisfactory

academic standing and progress toward goal completion. The WIN program, under the direction of the School of Continuing Education, provides extensive tutoring and learning support services to athletes (II.C.4-15).

Student athletes are required to attend an athletic orientation in order to become acclimated into the academically and athletically rigorous Mt. SAC Athletics program. The three-hour-a-day, four-day orientation is offered throughout the month of June each year and is a requirement in order to receive priority registration for the fall semester. Topics include: educational planning (including introduction to major and career options), Mt. San Antonio College policies and procedures, financial aid, and NCAA rules for eligibility, graduation, and transfer. Students are also introduced to Athletics department faculty and staff and to the variety of available support programs (II.C.4-16).

Programs are Conducted with Sound Educational Policy and Integrity

College policies require students to be in good standing in order to participate on competitive athletic teams. Many other competitive teams also have processes by which students must remain in good standing in order to participate. The College's enrollment priority procedure requires that any student who is a part of a specialized group, team, or program must maintain satisfactory academic standing in order to receive a higher order registration priority. Foster youth students are exempt from this requirement. (II.C.4-17, II.C.4-14).

Student success workshops are an academic intervention program required for student-athletes who have been identified as failing or at risk of failing course(s) based on progress checks submitted by at least one of their course instructors. Workshop topics include, but are not limited to: motivation, study skills, behavior, note-taking, probation, and progress to degree/transfer. Workshops are provided in formats that allow individual sign up or full team participation and often include team coaches and staff, who provide additional leadership and support (II.C.4-18).

Student academic progress is also monitored through regular progress checks for specific student programs (athletics, student government officers, EOPS, CalWORKs, ACES, Bridge, Aspire, Arise, DSPS, REACH). These programs make immediate, direct contact with students upon notification of their lack of attendance and academic progress. The College's Early Alert efforts provides a mechanism in which students can be alerted to their standing in a course and receive referrals for tutoring and counseling (II.C.4-19, II.C.4-20, II.C.4-21).

The WIN tutoring program is especially designed for the student-athletes of Mt. SAC. The program promotes the academic development of student-athletes by providing them with a learning environment equipped with a computer lab, textbooks, tutorial assistance, and additional staff support. One of the program's focuses is the thorough tracking and monitoring of students' academic progress by several methods, including semester progress checks, team and individual academic information

reports, attendance reports, and several basic skills projects. Program goals span increased transfer, graduation completion, course success and completion, and eligibility rates (II.C.4-21, II.C.4-22).

Generally, five-minute athletic team check-in meetings are conducted throughout the semester and are designed to provide quick, timely information to students. These team meetings promote unity among student athletes, athletic counselors, coaches, and team staff. Topics could include important upcoming dates such as drop, withdraw or registration, counseling reminders, WIN hours, and progress checks.

The Office of Student Life is responsible for overseeing student conduct. Students who have been referred for a violation of the Student Code of Conduct can participate in a Character Counts intervention workshop as part of fulfilling student discipline requirements. The topics covered in the workshop include Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. This framework for learning provides interactive dialogues and activities designed to help create safer College environments.

The College has Responsibility for Control of Programs, including Finances

Oversight of the College's extra-curricular and co-curricular activities and programs has well-developed control mechanisms to ensure compliance with all College polices and financial requirements and accounting practices. The College's Fiscal Services Department oversees the finances for all athletics and competitive

co-curricular programs. The Associated Students' financial directives describe how funding requests are submitted and approved. The allocation and expenditure of funds is managed by College staff from the Student Life office and Fiscal Services. This ensures the appropriate expenditure of funds allotted for all activities funded through the Associated Students budget (II.C.4-23).

In accordance with the California Community Colleges' fees manual, the College authorizes the collection and expenditure of fees based on what is allowable (II.C.4-24). Credit students are allowed to opt out of the Associated Students activity fee, as specified in the manual. The Associated Students officers hold extensive budget hearings from which they make recommendations related to expenditures of funds for the upcoming year. Revenues are based on the actual dollars received in the prior fiscal year. Funds are allotted for Associated Students staff and activities, as well as campus wide activities, programs and teams. In 2015, based on a majority of votes from credit students, the Associated Students passed a mandatory transportation fee which was later approved by the College's Board of Trustees. This fee allows all credit students to ride Foothill Transit company buses seven days/week, 24 hours, on lines specified in the approved Memorandum of Understanding. The collection of fees and the oversight of the contract is strictly managed by College administrators.

Fiscal Services has established policies and procedures related to fees, expenditures, and oversight of funds for both the Associated Students, student clubs,

Athletics and student teams. The College auditors regularly review the College's process for collecting and accounting of fees and revenues generated from ticket sales and related activities from Associated Students and Athletics. Staff receive training to ensure accurate record keeping, issuance of receipts, and managing of funds for special activities and events. Please refer to Standard IIID for more detailed information.

Analysis and Evaluation

Co-curricular programs and athletics programs are suited to Mt. San Antonio College's (Mt. SAC's) mission and contribute to the social and cultural dimensions of the educational experience of its students. Co-curricular or athletic programs are conducted with sound educational policy and standards of integrity. The College has responsibility for the control of these programs, including their finances.

Accomplishments and Outcomes

- Co-curricular and athletics efforts are in concert with the College's mission by ensuring that comprehensive and quality programs and services exist that support students' achievement of their goals.
- Mt. SAC offers comprehensive opportunities for students to develop social and cultural dimensions of their educational experience.
- College policies require students to be in good standing in order to participate in competitive athletic teams.

- Oversight of the College's extra-curricular and co-curricular activities and programs has well-developed control mechanisms to ensure compliance with all College polices and financial requirements and accounting practices.

List of Evidence

I.C.3-9	NATYCAA Cup
II.C.2-11	Clubs and Organizations Listing
II.C.3-16	Minority Male Initiative Presentation: SSS Conference
II.C.4-1	Board of Trustees Recognition Example 1 pg. 2
II.C.4-2	Board of Trustees Recognition Example 2 pg. 3
II.C.4-3	Board of Trustees Recognition Example 3 pg. 3
II.C.4-4	South Coast Conference Supremacy Award 2014-15
II.C.4-5	California Community College Athletic Association Website
II.C.4-6	Athletics Webpage
II.C.4-7	Athletics Hall of Fame
II.C.4-8	Use of Stars of Excellence pg. 2
II.C.4-9	Black History Month Luncheon 2016
II.C.4-10	AB 540 Undocumented Students Seminars
II.C.4-11	Athletics Dept Compliance Meeting 8-21-2015
II.C.4-12	Athlete Code of Conduct
II.C.4-13	Athletic Department Meeting Minutes 5-8-2015
II.C.4-14	Athletic Handbook
II.C.4-15	WIN Program
II.C.4-16	Student Athlete Orientation
II.C.4-17	AP4500 Athletics
II.C.4-18	Student Success Workshop 2015
II.C.4-19	Early Alert Program: Faculty and Counselors
II.C.4-20	EOPS/CARE Academic Progress Report Form
II.C.4-21	Early Alert - WIN Program Email
II.C.4-22	WIN Program Services
II.C.4-23	Associated Students Financial Directive
II.C.4-24	AP5030 Course Fees

II.C.5.

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

Evidence of Meeting the Standard

The College Provides Counseling and Academic Advising Programs and Prepares Faculty and Other Personnel Responsible for the Advising Function

Counseling and advising services are well developed and established across Mt. San Antonio College (Mt. SAC). Faculty counselors and classified staff advisors meet with students individually, through counseling classes, in small groups, and through larger group meetings to provide counseling and advising information. Counseling and advising services are in numerous locations, are integrated with programs, and are available during all school hours and at off-campus locations and are coordinated across Student Services programs. For School of Continuing Education programs, including English as a Second Language, Adult Basic Education, and Short-term Vocational programs, counseling and advising services are embedded in programs and are available during all school hours and

at off campus locations. Many noncredit students face obstacles to entry and persistence, so counselor interactions are critical. Thus, counselors collaborate with students to identify barriers and strategies to ensure these obstacles do not affect retention (II.C.5-1). As such, counseling and advising services are held in at least 18 different programs and departments in support services, and as an extension of every instructional division.

Counselors in General Counseling have liaison assignments with particular departments and programs, and career specialists from Career and Transfer Services are assigned to work with students in particular academic and career programs such as Allied Health programs, including nursing, business, and other CTE programs and departments. Counselors also teach several classes designed to provide further personal development of students:

- Counseling 2—College Success Strategies,
- Counseling 5 – Career/Life Planning,
- Counseling 7 – Introduction to the Transfer Process
- Counseling 51 – Career Planning.

Counselors conduct various workshops throughout the year which cover topics from undecided majors to understanding the transfer process. In addition, counselors have made themselves available utilizing walk-in time in the Career/Transfer Center to assist students each fall with their personal statements related to the transfer application process. Counselors in categorical

programs, specifically, EOPS, CalWORKs and DSPS, attend professional development opportunities relative to their particular areas (II.C.5-2, II.C.5-3, II.C.5-4).

Counselors from all departments and divisions meet regularly to receive training and to collaborate on counseling interventions. Departments (EOPS, DSPS, NonCredit) hold regular meetings with their program counselors as well. All faculty counselors and educational advisors are provided opportunities to attend professional development opportunities from CSU and UC Counselor Conferences to other professional conferences and meetings to keep them informed and prepared to counsel and advise students appropriately. Counselors assigned to specialized programs attend specific conferences related to their student populations (Veterans, DSPS, EOPS, CalWORKs, TRiO, Dream, Arise, Aspire). The General Counseling department holds planning retreats related to critical issues such as pathways, student success, articulation, educational planning, CTE awareness.

Online counseling is available to all students. Online counseling services have been developed with much success and involvement by the Counseling Department. Students are able to pose a question to counselors, and within three business days, students receive a response from a counselor. These responses take the form of a short answer, referral to a source for more information, and referral for the student to make an appointment with a counselor. Students can have an email chat with a counselor as well as complete

their New Student Orientation online and a Student Success Workshop online. Students are also able to log into the student education plan (MAP) to develop their own education plans that are then sent electronically to a counselor for feedback and approval. Additional online tools and functionality are continuously under development.

Educational advising has been in place at Mt. SAC for many years. The purpose of educational advisors is to provide more direct access to students to find out specific course requirements needed for particular areas of study, including transfer. Educational advisors are provided with technical training related to graduation and transfer requirements, as well as differentiating between advising and counseling and when and how to transition students to counseling. Advisors do not provide comprehensive counseling with students but rather assist students in understanding academic information and requirements and assist with the development of students' education plans. Counselors and educational advisors attend university workshops related to updates regarding transfer and articulation. Advisors in the Financial Aid office assist students in meeting satisfactory academic progress standards and monitoring the enrollment of students into courses delineated on their approved education plans.

Processes are in place in which veterans are seen immediately to assist them in the development of their education plans in order to expedite their processing for benefits. Several counselors support the counseling services provided to international (F-1 visa) students. The

College most recently (2015) hired a full-time Veterans Counselor and a full-time International Students counselor. Dream (AB 540) students have specialized counseling services provided for them through existing faculty counselors and programs as do foster youth students. A full-time, tenure-track faculty counselor is assigned to the Dream Center. Several full-time, tenure-track faculty counselors coordinate providing counseling services to foster youth students.

As part of the educational planning process, noncredit counselors oversee workshops on career planning, success in College credit programs, financial aid, and other topics related to college and career. English as a Second Language counselors also hold an annual ESL Career conference in which guest speakers in various educational and career fields present in breakout seminars. Student satisfaction and attendance with this annual conference has been high, as evidenced by survey results. Adult Basic Education counselors also hold Career Week. Students identify career interests, and professionals from these fields serve as guest speakers. College Days held every semester assist students in the credit matriculation process (II.C.5-5).

Mt. SAC maintains strict adherence to the probation and dismissal policies. Students who fail to pass (academic) or complete classes (progress) and find themselves on probation after one semester are contacted by the Counseling Department. There are two forms of probation: academic probation and progress probation. Upon recording of academic or progress probation, a student has his/her registration restricted and is required to

participate in a prescribed counseling intervention. While on probation, students can be limited to enroll in a maximum of 12 units in subsequent semesters, and four units in a winter or summer session. In 2014-15, a total of 4,179 (97 percent) of probation students received follow-up services via an online Student Success Workshop, in-person Success Workshop, Re-instatement Workshop, or through individual counseling appointments (II.C.5-6).

A student who is subject to dismissal may request an appeal of dismissal through the Counseling Department by the stated deadline prior to the beginning of the following semester. If approved, the student will be required to participate in a prescribed counseling intervention and complete a contract, which shall include the number of units in which the student shall enroll. If the student chooses not to make the request, or the request is denied, the student shall be dismissed for at least two semesters.

A dismissed student may request reinstatement through the Counseling Center after two semesters. If approved, the reinstated student shall be required to participate in a prescribed counseling intervention and complete a contract for reinstatement, which shall include the number of units in which the student shall enroll. A reinstated student shall remain on a probationary, reinstated status until clearance of probation and must see a counselor with an academic progress report for unit clearance prior to every registration period. A reinstated student shall also remain on contract until clearance of probation. Failure to comply with the terms and conditions of the

contract may result in subsequent dismissal.

Students enrolled in the Adult High School Diploma program are attempting to complete their high school credentials. Previous educational experiences were clearly not successful so students often struggle with retention and completion. In an effort to assist students in completing their high school education, the Adult Basic Education Department adopted a progress policy for those who demonstrate slow to no progress. Faculty and staff initiate an early alert which results in ongoing counselor interventions. Results have shown that this policy has improved success and provided the much needed structure for students who struggle with completion and retention (II.C.5-7).

The College's Academic Senate has established an Early Alert Task Force that continues to actively work with IT, faculty, instructional departments, and support services (tutoring, counseling) in order to provide timely notification to students of their standing in class. To date, referrals to tutoring and to counseling have been established. As this is a directed focus of the Academic Senate, increasing use of the system by faculty is anticipated (II.C.4-19, II.C.5-8).

Through the College's annual Planning for Institutional Effectiveness (PIE) process, all counseling and advising services are evaluated. As part of the College's Student Success and Support Program (SSSP) Plan, the College regularly tracks the provision of counseling and advising services to students.

Counseling and Advising Orient Students to Ensure They Understand Requirements Related to Programs of Study

New Student Orientations are provided to all new students entering the College credit program (II.C.2-24). Specialized orientations are provided to students participating in student support programs such as Aspire/Umoja, Arise/AANAPISI, EOPS/CARE, CalWORKs, Veterans, Foster Youth, ACES/SSS TRiO. The ACES TRiO Program has a mandatory new student orientation focused on teaching students the history of TRiO, the requirements for participation, the goals/mission of the program, team building, and College student success resources.

New Student Orientation has been mandatory for new students to Mt. SAC since 1996 and is continuously reviewed for quality of service. Counselors meet monthly to update and enhance both the content and delivery methods of orientation. In addition to other information provided at orientation, the College has included each of the eight designated topics, policies, and procedures in the orientation checklist.

In 2014-15, the counseling faculty redesigned the in-person orientation sessions to a 3.5-hour format from a 4.5-hour format in order to improve student retention of information and to increase student engagement as they entered college for the first time. Information on the Violence Against Women Act (VAWA) was included in the redesign.

The topics covered in New Student Orientation are:

- Academic expectations and progress and probation standards
- Maintaining existing registration priority
- Prerequisite or co-requisite challenge process
- Maintaining Board of Governors Fee Waiver eligibility
- Description of available programs, support services, financial aid assistance, campus facilities, and how they can be accessed
- Academic calendar and important timelines
- Registration and college fees
- Available education planning services: educational and career counseling, career planning courses, DegreeWorks (Mountie Academic Plan online service), course of study pathways (i.e., Associate degrees, transfer)
- Time management
- Campus resources: academic, student, and support services
- College culture: Mt. SAC mission
- Interpreting and understanding placement test results as they relate to course planning
- Violence Against Women Act (VAWA) pursuant to legislation that sought to improve criminal justice and community-based responses to domestic violence, dating violence, sexual assault and stalking in the United States.

To increase visibility, access, and facilitate the registration process for in-person orientations, online scheduling for in-person orientations is available through the Mt. SAC counseling website and the Mt. SAC student portal via the Student Success channel (II.C.5-9).

School of Continuing Education students receive comprehensive in-person orientations for Career Development and College Preparation Programs (CDCP) including ABE, ESL, and Short-term Vocational programs (II.C.5-10 pg. 2-3). The optimum method to deliver orientation services to these students is in person, either individually or in groups, because many of them have academic or personal challenges that can more effectively be addressed through personal interaction. All receive comprehensive information regarding academic progress and success from the counselors. The orientation is integrated with the diagnostic assessment process for incoming students on a weekly or bi-weekly basis, scheduled to accommodate daytime and evening students. Content for orientation includes program mission, student learning goals, program overview and guidelines, attendance and progress policy, academic and career counseling services, parking and ID card procedures, important dates, records and privacy information, student complaint and grievance policy, standards of conduct, and next steps to enroll in classes. ABE students are also given an overview of the progress policy which is intended to provide structure to students in danger of failing. Students work with professors and counselors to create a guided plan to complete their current course and program (II.C.5-11, II.C.5-12, II.C.5-13).

Mt. SAC partners with all feeder high school districts to offer the Connect 4 program for graduating seniors (II.C.3-6). In the past, the Connect 4 program was offered exclusively in the summer. After consulting with the feeder high schools staff, the High School Outreach team and

Mt. SAC administrators and Counseling faculty, the Connect 4 program was offered over a five-month period (January-June of 2015). This change provided students with additional options to complete the mandatory orientation.

The Mountie Academic Plan (MAP) enables students to work either one-on-one with a counselor or education advisor, on their own, or in a group or class setting to understand what courses are remaining to meet their goals and to develop a plan to complete requirements. MAP consists of both an abbreviated education plan and a comprehensive education plan that is accessible by all counselors and advisors as well as by students in an online format (II.C.5-14).

The Degree Audit Function, as part of MAP, allows students to track their progress toward reaching their associate degree goals. This enables students to not only track their own progress but to become more responsible about their own educational planning. This functionality enriches the quality of counseling sessions because students are more informed and engaged based on this first-hand knowledge of their academic standing and progress toward reaching their goals.

Students Receive Timely, Useful, and Accurate Information about Relevant Academic Requirements, Including Graduation and Transfer

Online and hard copy Articulation Agreement materials are available to assist students in understanding transfer requirements and general education certification (IGETC, CSU GE certification). Access to online resources enables

students to fully understand transfer requirements (II.C.5-15, II.C.5-16, II.C.5-17, II.C.5-18).

The following processes provide students with information about their academic standing:

- Graduation evaluations: students are able to file and meet with graduation evaluators to measure progress toward reaching academic goals
- Electronic messaging: students are provided with email/portal notifications regarding their academic status, including approaching completion
- Early Alert: students are alerted and referred to tutoring and counseling by faculty
- Auto-Award: students who meet the requirements for a certificate and/or Associate Degree are notified and the awards are posted to their transcripts

At the Aug. 30, 2016 President's Cabinet meeting, the College's Director of Marketing and Communication and the Chief Technology Officer discussed text messaging to students (II.C.5-19). The system has worked well for communicating financial aid information and enrollment information. Students are given the choice to opt out of receiving text messages, but—fortunately—few are doing so. In July 2016, of the 23,280 text messages sent to students only 1.6 percent opted out. There are 22 messages scheduled for 2016-17. The College's text messaging team oversees the process and agrees on the wording of the messages. Going forward, the College needs to make two upgrades. First, install technology that will allow the College to have separate opt-out lists for financial aid and

enrollment messages. Second, track click-through results from links embedded in the text messages to auto redirect pages so that we can measure the impact of text messaging. The text messaging list for emergency notifications is already on a separate server.

Counselors are Trained to Provide This Accurate Information

Counseling faculty must meet state-required minimum qualifications, are evaluated as part of the College's contractual process, and participate in training on a regular basis. Regular department meetings are held to review critical information and requirements to assure that counselors' knowledge remains timely. Faculty counselors participate in trainings and planning meetings held several times a year in a concentrated format.

The Mt. SAC counseling faculty and staff educational advisors have a range of experiences and backgrounds that enable them to attend to both specific and unique needs of the College's student population. Counselors and educational advisors speak the following languages: Spanish, Chinese, Korean, Vietnamese, Tagalog, Samoan, Swahili, and American Sign Language (ASL). Counselors and advisors also have specializations in serving certain student populations such as veterans, disabled, international, CalWORKs, EOPS, foster youth, DREAM, honors, athletes, and financial aid recipients.

Some of the programs that counselors are assigned to have additional minimum qualifications they must meet in order to be employed at Mt. SAC. For instance,

DSPS counselors and other DSPS faculty must have graduate units in their areas of specialty in addition to the general counselor's or professor's minimum qualifications. Those who are hired as counselors who have a degree other than rehabilitation counseling need to show an additional 12 units in counseling or rehabilitation of individuals with disabilities or two years of full-time experience in counseling individuals with disabilities (II.C.5-20).

Faculty and staff regularly attend professional meetings and conferences on and off-campus related to transfer information and requirements, career technical education programs and requirements, specialized counseling issues related to veterans, students on financial aid, international students, student athletes, Latino, Asian Pacific Islanders, and African Americans. Faculty counselors assigned to specific program areas participate in professional meetings specific to their assignment (EOPS, CalWORKs, DSPS, ACES (TRiO, athletics, noncredit programs, ESL, etc.). Some faculty also attain various professional certifications in areas such as career counseling and crisis intervention.

DSPS faculty (counselors and instructional specialists) have regular monthly meetings as well as attend monthly DSPS program staff meetings, where professional development informally occurs. New laws pertaining to disability in higher education, new trends in accommodations, and general sharing of difficult student cases are discussed.

The Counseling Department organizes and holds regular meetings for all counselors (including those outside of their

department) to review concerns, practices, policies, and procedures. Larger meetings are held monthly to include counselors and advisors from all areas. Sharing of critical curricular information, transfer requirements, and other articulation updates are agendized. Guest speakers and presenters from other departments attend these meetings in order to provide training to counselors and advisors.

Counselors who desire to obtain additional training are supported through the College's Professional Development program as well as through the Student Services administration. Counselors participate in College-wide governance committees such as Curriculum and Instruction, Student Learning Outcomes, Distance Education, Student Preparation and Success Council, Student Success and Support Program Advisory, and Board of Appeals.

Counseling faculty also provide professional development sessions for faculty, staff, and administrators on campus issues related to educational planning and specialized topics such as crisis management, veteran students, and accommodating students with disabilities.

Educational advisors are hired and evaluated through established criteria and procedures pursuant to Human Resources and the collective bargaining agreement for California School Employees Association 262. Clarification of roles of advisors and counselors are delineated in their job descriptions as well as in the State Academic Senate document (II.C.5-21). Educational advisors participate in regularly scheduled meetings with faculty counselors to review technical

information related to graduation and transfer requirements and educational planning, including the use of the Mountie Academic Plan (MAP) and the recording of activities for Management Information System data collection.

Counseling and advising services are evaluated through annual Planning for Institutional Effectiveness (PIE) reports, student satisfaction surveys, and specific evaluations related to New Student Orientation, counseling classes, and regular reviews conducted by the various departments (Counseling, DSPS, EOPS/CARE, CalWORKs, Arise, Noncredit/Continuing Education, Athletics, Noncredit, Veterans, etc.) (II.C.1-3).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand requirements of their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer.

Accomplishments and Outcomes

- Counseling and advising services at Mt. SAC are well developed and established across the College.
- New Student Orientations are provided to all new students entering the College credit program.
- Online and hard copy Articulation Agreement materials are available to assist students in understanding

transfer requirements to other colleges.

- Counseling faculty must meet state required minimum qualifications and are evaluated as part of the College's contractual process and training occurs on a regular basis.

List of Evidence

II.C.1-3	Student Services VP PIE 2014-15
II.C.2-24	New Student Orientation
II.C.3-6	Connect 4
II.C.4-19	Early Alert Program: Faculty and Counselors
II.C.5-1	Noncredit Initial Educational Plan Form
II.C.5-2	Counseling Department Minutes - Workshop
II.C.5-3	Transfer Workshops
II.C.5-4	Counseling Online
II.C.5-5	College Days
II.C.5-6	Academic Probation and Progress Probation
II.C.5-7	Adult High School Diploma Progress Policy
II.C.5-8	EOPS CTE Part-time Counselor Summary of Work and Outcomes 2014-15
II.C.5-9	Counseling Website
II.C.5-10	School of Continuing Education In-Person Orientations pg. 2-3
II.C.5-11	ABE Student Guide
II.C.5-12	ESL New Student Orientation Handbook
II.C.5-13	In-home Support Service Student Guide
II.C.5-14	Mountie Academic Plan
II.C.5-15	ASSIST
II.C.5-16	CSU Mentor
II.C.5-17	My UC Application
II.C.5-18	Transfer Guarantees
II.C.5-19	Text Messaging
II.C.5-20	DSPS Counselor Minimum Qualifications
II.C.5-21	The Role of Counseling Faculty in the California Community Colleges

II.C.6.

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER16)

Evidence of Meeting the Standard

The College has Adopted and Adheres to Admission Policies Consistent with Its Mission and that Specify Qualifications Appropriate for its Programs

General admission to Mt. San Antonio College's (Mt. SAC's) credit program aligns with state standards. Students must be 18 years of age or older or possess a high school diploma or the equivalent. General admission to noncredit programs align with program requirements for Adult Basic Education, High School Diploma Program, and noncredit ESL.

The College's Board Policies (BP) and Administrative Procedures (AP) cover eligibility, enrollment of high school (K-12) students, transfer of credits/acceptance of credits, and articulation (II.A.10-2, II.A.10-6, II.A.1-2). Qualifications for acceptance to specific programs such as course prerequisites, grades, and other qualifications are specified for particular groups of students as well as particular academic majors such as: International, Allied Health (Nursing, Radiology, and Respiratory), Fire Technology, EMT, and Aviation. These are delineated in the College catalog, on the College website,

portal, MAP, student handbook, and within department and program information. Orientation and information sessions are held to assist students in understanding both the requirements and the process to gain admission to particular career programs, and this information is also available in the College catalog, the web portal, the student handbook, and the Mountie Academic Plan. Course prerequisites to enter specific programs are detailed in Board Policies and Administrative Procedures as well as the College catalog related to non-resident, F-1 student visa students and concurrent enrollment/special admission of high school students (II.C.6-1, II.C.6-2).

Special admission students (concurrently enrolled high school students) are provided with assistance through specialized orientation and counseling from the Counseling Department. Board Policy 5011 and Administrative Procedure 5011 detail the College's requirements and procedures related to the enrollment of special admission and under-age students (II.C.6-3). Required documentation is maintained in compliance with Ed Code 48800 and Title 5 76002 by ensuring that students are approved by designated high school professionals and parents prior to enrolling. The College has developed a list of courses for which it believes high school and other under-age students can benefit.

International (F-1 visa) students are provided with clear information related to their admission and matriculation to the College (II.C.6-4, II.C.6-5, II.C.6-6). Students are required to complete either the IELTS (International English Language Testing Service) or the TOEFL (Test of

English as a Foreign Language) with acceptable scores to be admitted to the College. International student applicants are guided by College staff to understand and submit required documentation related to financial resources, health insurance and visa information in order to complete their requirements for admission.

In School of Continuing Education programs, students' ability to benefit is determined by the purpose and intent of individual noncredit or community programs. Furthermore, a program's purpose also determines how students enter the programs and are advised. In some programs, such as Education for Older Adults, Language Learning Center (LLC), and Fee-Based, students do not require comprehensive student support services or they can more readily access counseling and advising from other noncredit student services offices at Mt. SAC. These programs offer thorough registration support, referrals, and follow-up services, but students may not require intensive, ongoing counseling and advising services. Noncredit ESL, Short-term Vocational, and ABE have as a primary purpose to advance students in college and careers. Therefore, they are provided with more comprehensive admissions and enrollment services that thoroughly outline the program expectations and available services.

From 2003-04 to 2015-16, Mt. SAC increased the number of students attaining an associate degree from 1,332 to 2,087 (56.7 percent increase); increased the number of students successfully transferring to a baccalaureate degree-granting institution from 1,850 to 2,604 (40.8 percent increase); and increased the number of students completing all career certificates from 725 to 1,383 (90.8 percent increase).

A partnership between Student Services and Instruction faculty and staff allowed for the creation of comprehensive requirements, more effective communication with students, and clearer pathways to goal completion. The Counseling Department has developed liaisons with instructional departments to assist in sharing of information, requirements, and integrating services to students completing degree, certificate, and transfer programs.

Through the ongoing, coordinated work between the Counseling Department, Articulation Officer, and Curriculum and Instruction Council, the College maintains current articulation agreements and course equivalencies with the top 30 transfer universities. This information is regularly inputted to the College's Banner system as well as the electronic educational plan system, the Mountie Academic Plan (MAP). Additionally, evaluators in the Admissions Office maintain updated records to assess students' incoming transcripts for course equivalencies, meeting prerequisite requirements, and analysis of coursework remaining to complete a degree or transfer program through Mt. SAC.

The College has added 13 Associate Degrees for Transfer, and faculty are developing several more. These degrees are designed for community college students who plan to complete a bachelor's degree in a similar major at a California State University (CSU) campus. Students who complete an A.A.-T or A.S.-T

degree are guaranteed admission to the CSU system. Students transferring to a CSU campus that accepts the A.A.-T or A.S.-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree. The degrees serve a dual purpose of increasing the number of students graduating and increasing the number of students accepted for transfer (I.A.2-19).

The College Defines and Advises Students on Clear Pathways to Complete Goals

Mt. SAC provides clear pathways for students to understand requirements for degree and certificate completion, transfer requirements, and the transfer process. Most notably, the College has a mandatory New Student Orientation program for credit students in which first-time college students are advised of College policies, procedures, and specific educational pathways to complete certificates, degrees, and transfer requirements (II.C.2-24). Specialized orientations are provided to students enrolling in particular programs such as EOPS, CalWORKs, DSPS, Athletics, ACES (TRiO), and veterans. These program orientations cover both College information as well as specific program services and requirements. International (F-1 visa) students are required to complete a two-day orientation that includes a review of United States Citizenship and Immigration Services (USCIS) requirements as well as assessment and counseling for course enrollment.

The College has successfully instituted an electronic education plan, the Mountie Academic Plan (MAP), in which students are able to complete both an abbreviated education plan and a comprehensive education plan with a counselor in a one-on-one session or group/classroom setting (II.C.5-14). The College's efforts at electronic education planning have enabled students to conduct their own degree audits and to develop education plans detailing all courses required to meet their goals. As of June 30, 2016, 52,981 abbreviated and comprehensive education plans have been completed. Streamlining the process for students to apply for certificates and degrees, including an automatic award feature, has also helped to increase the number of completions.

Students are provided opportunities to develop an abbreviated student education plan of one to two terms in length. All new students to Mt. SAC who are non-exempt, first-time students are able to complete an abbreviated Student Education Plan (SEP) during the New Student Orientation or educational planning workshop, which are delivered in group formats. During the sessions, students learn about educational pathways, available educational planning services, associate degree and transfer general education patterns, and available assistance with identifying course of study and will complete an abbreviated SEP. The abbreviated education plan addresses the individual student's needs by clarifying the assessment placement scores, indicating appropriate courses based on placement and assisting the student to embark on a course of study related to the student's initial or preliminary education and career goals. The content of the comprehensive plan includes, but is not limited to, appropriate course load, assessment for placement, basic skills

courses, appropriate counseling courses, prerequisites or co-requisites, and courses relevant to students' interests and skills. The comprehensive plan is developed as a result of in-depth career counseling and exploration that assess students' personality, interests, skills, and values. Students are able to engage in career exploration and COUN 51 Career Planning, or through small group workshops in preparation for the comprehensive plan. The development of both the abbreviated and comprehensive plans are guided by sound counseling principles and practices.

Students also develop abbreviated education plans through many programmatic efforts including High School Outreach's Connect 4 Program, Summer Bridge, DSPS, EOPS, ACES (TRiO), Veterans. Aspire, Arise, Dream and other special student programs. Educational planning may occur in one-on-one or group counseling sessions, as well as in appropriate counseling courses. Students who complete an online orientation are notified and encouraged to make an appointment to attend an Educational Plan Workshop or to enroll in a counseling course. Students in the Bridge, DSPS, EOPS, ACES (TRiO), Veterans, Aspire, Arise, Dream programs are able to develop comprehensive educational plans with their respective counselors.

Students are able to develop a draft of their education plans online and submit them electronically for review and approval by a counselor. Degree audit and "what if" functions are available on MAP to enable students to judge their progress in reaching their academic goals and to

consider other goal options and opportunities.

Printed materials (general education information sheets, new students' handbook) and online sources (College website, Assist.org, College equivalencies and articulation agreements, catalog) provide students with details about enrolling and about course, certificate, degree, and transfer requirements. Articulation agreements and equivalencies provide clear course requirements to graduate and transfer, especially for coursework taken at other colleges to be accepted, or coursework that will need to be transported to other colleges and acceptance of courses completed at regionally accredited institutions. Course prerequisites are specified in the catalog and schedule of classes and during online registration. The College introduced an on-line catalog in fall 2016. Print catalogs will be available during the pilot year with plans to be primarily on-line by fall 2017.

Advanced placement and credit by exam policies and practices allow students to enter based on completion of particular exams or meeting other articulated criteria, including license holders in particular career areas and military experience. Evaluations by College evaluators, advisors, or counselors provide students with knowledge about their progress toward completion of CSU GE or IGETC transfer requirements, graduation, and certificate completion.

The Career/Transfer Center offers transfer workshops to help student understand the transfer process to the university system (II.C.5-3). Topics of these workshops include the general transfer

and application process and information on Transfer Admission Guarantee programs. University representatives make regular visitations to the Transfer/Career for one-on-one appointments and group workshops to advise students on the transfer process.

The Counseling Department coordinates with the Nursing Program to assist students in the application process ([II.C.6-7](#)). Admitted students are required to complete an educational plan to ensure that all graduation requirements will be met prior to the completion of the nursing program. The counseling department also works with prospective Radiology and Respiratory Therapy students by completing a prerequisite checklist that indicates all prerequisites and general education requirements for graduation. The Radiology and Respiratory Programs require this checklist as part of the admission process.

School of Continuing Education Career Development and College Preparation (CDCP), Adult Basic Education (ABE), English as a Second Language (ESL), Vocational ESL (VESL), and Short Term Vocational (STV) programs ensure that students are provided educational planning that includes clear pathways to work and college. Students seek counseling support for such reasons as career assessment and goal planning, academic guidance, information and resources pertaining to post-program transition to credit, application guidance, and referrals to both on-campus and community resources. Common information topics include review of the Mt. SAC policies and procedures regarding completing credit applications through

CCCApply, Mt. SAC Portal account claim, and educational requirements for A.S. and A.A. degrees and certificates – both credit and noncredit. Counselors and educational advisors in ABE create educational plans for those entering credit using the Mountie Academic Planning tool (MAP).

Educational planning for noncredit and Community Education students is focused on guiding students towards a college or employment pathway. Students in noncredit CDCP programs complete Noncredit Student Educational Plans (NSEP) with counselors ([II.C.6-8](#), [II.C.6-9](#), [II.C.6-10](#)). ESL and Adult High School Diploma programs currently offer plans electronically, with other noncredit programs having the option of paper plans. Counselors discuss with students information regarding credit programs, career exploration and options, foreign degree evaluation resources, completing the CCCApply form, educational requirements for A.S. and A.A. degrees and credit/noncredit certificates, and personal issues that may require referral to a community resource. Embedded counseling is common within noncredit programs, so counselors often provide the information above as part of classroom presentations. Some noncredit program students are offered specialized information to guide their pathways. For example, ESL counselors discuss with students information regarding the VESL Career Paths program as a first step in their career or college transition. Other students are referred to career development workshops as a means to obtain immediate employment.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The College defines and advises students on clear pathways to complete their goals. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges' Eligibility Requirement 16.

Accomplishments and Outcomes

- General admission to Mt. SAC's credit program aligns with state standards.
- Mt. SAC provides clear pathways for students to understand requirements for degree and certificate completion, transfer requirements, and the transfer process.

List of Evidence

I.A.2-19	Associate Degrees for Transfer
II.A.1-2	AP4050 Articulation
II.A.10-2	AP4051 Course Equivalencies and Variances
II.A.10-6	AP4270 Use General Ed Courses Completed at Other Institutions
II.C.2-24	New Student Orientation
II.C.5-3	Transfer Workshops
II.C.5-14	Mountie Academic Plan
II.C.6-1	International Students
II.C.6-2	Admissions
II.C.6-3	AP5011 Admission and Concurrent Enrollment of High School and Other Young Students
II.C.6-4	BP5010 Admissions
II.C.6-5	AP5010 Admissions
II.C.6-6	AP5012 International Students
II.C.6-7	Nursing Program Application
II.C.6-8	Noncredit ESL Student ED Plan Form
II.C.6-9	Noncredit ABE AD Student ED Plan Form
II.C.6-10	Noncredit STV Student ED Plan Form

II.C.7.

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

Evidence of Meeting the Standard

The College Regularly Evaluates Admissions Instruments

Annual reviews and results of admissions data and statistics are reviewed as part of the enrollment management process at Mt. San Antonio College (Mt. SAC). Regular reviews of admissions-related policies and procedures are conducted by the Admissions and Records department as well as through committee work (Student Preparation and Success Council) to maintain currency and compliance with state and federal laws. Through continuous administrative review of the development and submission of the state 320 Attendance and Accounting Report, the College regularly conducts planning and analysis of enrollment numbers and targets. The Registration Work Group, Student Preparation and Success Council, and Enrollment Management Task Force meetings focus on improving enrollment processes and analyze trends in enrollment from term to term (II.C.7-1 pg. 34).

The College's special admissions and dual enrollment processes are regularly reviewed for compliance with state laws and regulations. College auditors frequently review these efforts to ensure that accurate and complete documentation is in place. Special programming has been put into place to better monitor the enrollment of high school students.

Special programs admissions requirements are based on industry-based standards and certifying agency requirements. Based on the particular program, students will need to have satisfactory completion of program prerequisite courses and may need to meet specific physical requirements related to agility, fitness, and eyesight. Students are provided with detailed information through the College catalog, website, department hand-outs, and department information sessions. Additionally, counselors and advisors have received training pertinent to advising students of program eligibility requirements.

International student admission policies and procedures are detailed in Board Policies and Administrative Procedures as well as the College catalog, the College website, and International Students Center program information. College staff in the Admissions and International Students Center provide follow-up information to prospective international students to assist them in meeting the admission requirements in a timely manner in order to qualify for enrollment in the upcoming term (II.C.6-6).

International student admissions requirements are reviewed on a regular basis to ascertain compliance with federal and College standards and to stay current with current practices within higher education. The College added the ability for students to complete the IELTS (International English Language Test) as it

was determined that this was a more popular, available, and valid measure of English language abilities. Additionally, the College researched and instituted mandatory health insurance for students based on industry standards and common practices at other California community colleges. The College's insurance policy provides excellent coverage to students and is integrated with the College's Student Health Center (II.C.7-2).

The College Regularly Evaluates Placement Instruments and Validates Their Effectiveness

The College has a well-established process to review and submit locally managed placement instruments for state Chancellor's Office approval as well as for third-party instruments. Validation studies on the Assessment of Written English (AWE), Degrees of Reading Power (DRP), MATH, California Chemistry Diagnostic Test (CCDT), and the noncredit ESL Computer Adaptive Placement (CAP) test are conducted on a six-year cycle. All these placement instruments received full approval from the California Community College Chancellor's Office in 2014 and 2015 for another six years. Data from placement satisfaction surveys and disproportionate impact studies are collected to measure the validity and appropriateness of placement instruments in determining student's readiness in skills and knowledge for college-level courses, especially in sequential courses such as English and math. With much effort and collaboration among departments, Mt. SAC has streamlined the multiple measures process by implementing the Mt. SAC Student Success Inventory, a locally developed online multiple measures

assessment survey, available in the student-portal, with an automatic scoring system that ensures placement assessment is based on multiple factors rather than a testing instrument itself. Student responses to questions on the Student Success Inventory are used in conjunction with student test scores to determine final placement into math, writing, and reading classes. The questions on the Student Success Inventory were determined by faculty after researching factors related to student success in courses. Students are given instructions on how and when to complete the inventory. If students have not completed the inventory by the time arrive for testing, they are given the opportunity to complete it at that time (II.C.7-3, II.C.7-4, II.C.7-5 pg. 2, II.C.7-6)

The Validation Process Included the Minimizing of Biases

Bias analyses are conducted as a part of the validation process for all locally managed placement instruments. This data is submitted for review and approval by the Chancellor's Office for approval on a six-year rotation cycle. Disproportionate impact studies and student placement satisfaction surveys were also conducted on each placement instrument to monitor the potential bias against tested students of specific demographic backgrounds. Additionally, the Director of Assessment works with the individual instructional departments to review the appropriateness of cut scores for placement.

When evidence surfaces or complaints are lodged by students about the potential bias of either the test instrument (writing prompts) or the evaluation of the

students' work (writing samples), a thorough review is conducted. The scoring process for the Assessment of Written English (AWE) follows a well-defined rubric with two separate ratings conducted by trained readers, in order to ensure fairness in scoring. If they do not agree, then a third reader is asked to evaluate the work.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) regularly evaluates admissions and placement instruments and practices to evaluate their effectiveness while minimizing biases.

Accomplishments and Outcomes

- Annual reviews and results of admissions data and statistics are reviewed as part of the enrollment management process at Mt. SAC.
- The College has a well-established process to review and submit for state Chancellor's Office approval locally managed placement instruments as well as third party instruments.
- Bias analyses are conducted as a part of the validation process for all locally managed placement instruments.

List of Evidence

II.C.6-6	AP5012 International Students
II.C.7-1	320 Attendance Report pg. 34
II.C.7-2	Insurance Policy for Students
II.C.7-3	Multiple Measures Support by Academic Senate
II.C.7-4	Multiple Measures Survey Automation
II.C.7-5	Multiple Measures SSSPAC Minutes pg. 2
II.C.7-6	AWE Validation Study

II.C.8.

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

Evidence of Meeting the Standard

The College Maintains Student Records Permanently, Securely, and Confidentially with a Provision for Secure Backup

College policies and procedures provide for student records in Admissions, Financial Aid, Student Discipline, and other programs to be maintained based on particular requirements related to permanency, security, and confidentiality (II.C.8-1, II.C.8-2, II.C.8-3, II.C.8-4). The College maintains processes to record and secure records through document imaging and custom databases. Student records are maintained electronically with certain hard copy documents imaged and stored in the document imaging system. College procedures specifying the secure backup of all files are closely followed. Prior, hard copy records are stored in secure storage.

The College securely maintains student records and documents through hard copy until the completion of the optical imaging process. Only permanent, trained staff members have access to enact changes to student's grade records. Student records, transcript papers, and faculty records are kept in a secure location in the Admissions and Records

office or at an offsite secure records optical company. While the records are on campus, the locations are secured at the close of business each day. Employees of the College who have received appropriate clearance are able to access these records remotely through the College's various enterprise software systems.

Student medical records are locked in a metal file cabinet at Student Health Services. The clinic is a locked facility, in which medical records are only accessible to Health Services staff. Charts of the patients that have not been seen in one year are scanned electronically and the paper record is confidentially destroyed.

Disabled Student Programs and Services (DSPS) follows the same record-keeping procedures as Student Health Services. DSPS has paper files of DSPS students. They are kept in fire proof medical file cabinets within the program's area. Older, inactive files are scanned electronically (II.C.8-5).

Board Policy 5040 and Administrative Procedure 5040 provide for compliance with applicable federal and state laws related to the Student Rights and Privacy Act. These policies and procedures define how students have access to their records, the release of student records to identified individuals or entities, and the notification to students regarding the release of information. Directory information is described in Board Policy 5040 and Administrative Procedure 5040, is included in the College catalog, and defines what particular information is

made available to the public about individual students.

The Data Center for the College (which hosts the Banner production and related databases) is a climate-controlled and secure site which has a dedicated generator for backup power. Data is regularly archived to tape and securely transported off-site by a contracted service provider. Authorized users can only access the data while on-site; off-site access is limited to those functions that are self-service in nature. Departments have network file shares that are restricted to authorized users and regularly archived. Audits of user account and access permissions are performed on a regular basis by the security administrator.

The majority of student applications for admissions are stored electronically through secure and protected procedures. Transcripts submitted by students from other institutions are stored securely, optically imaged, and then appropriately destroyed. Students have the ability to place restrictions on access to their information.

School of Continuing Education has developed databases over time to cover gaps in record keeping for Adult Basic Education and ESL programs. Administrators have worked closely with Information Technology (IT) staff to ensure the security of these records. They are kept on secure servers with additional safety measures applied to ensure the records are protected and backups done on a regular basis. Data elements for Management Information System reporting are uploaded into the mainframe system of the College.

All data are stored in a secure environment with multiple security-level password access for employees. The data are backed-up and stored off-site in case of local emergencies. Access to these systems is only from on-campus computers unless special permission is granted and accommodations made. The Luminis web portal allows employees and students to access their approved information (e.g., address, vacation accrual) from anywhere in the world via a password protected environment. This secure environment and the defined admissions and record-keeping processes enable the College's compliance with the federal mandate on authenticating students who take distance learning classes.

Systems are reliable and housed in a secure data center with dedicated power. All data is regularly backed up and securely stored off-site, user access is documented and tracked within the system, and programs cannot be changed without being reviewed and approved by Fiscal Services, the Supervisor of Application Support and the Database Administrator.

The College Publishes and Follows Established Policies for Release of Student Records

Board Policy 5040 and Administrative Procedure 5040 specify the College's compliance regarding FERPA and HIPAA and the release of student records (II.C.8-3, II.C.8-4). These College procedures provide for defining students' and the public's rights to particular student information. The public notice of policies related to the release of student records from Admissions and Records to health-

related records is regularly reviewed and monitored for compliance. Directory information for students is made available on an ongoing basis. No student record information is released to the student or any other individual without clear, written, original proof that the requestor is allowed to make the request and receive the records.

Board Policy 5040 and Administrative Procedure 5040 provide for compliance with applicable federal and state laws related to the Student Rights and Privacy Act. These policies and procedures define how students have access to their records, the release of student records to identified individuals or entities, and the notification to students regarding the release of information. Directory information is described in Board Policy 5040 and Administrative Procedure 5040, is included in the catalog and defines what particular information is made available to the public about individual students (I.A.4-1 pg. 428-429).

The Financial Aid Department discloses information from the student's financial aid educational record to a third-party only with written consent from the eligible student or as allowed under the Family Educational Rights and Privacy Act (FERPA) law. Mt SAC's Financial Aid Department does not disclose Financial Aid educational records to a parent without the written consent of the eligible student even if the student was claimed as a dependent under Internal Revenue Service (IRS) rules. Parents who wish to discuss their child's financial aid may only do so if listed on a Mt. San Antonio College

Student FERPA Information Release Form signed by the eligible student.

Administrative Procedure 3300 outlines procedures for requesting to inspect or copy public records (II.C.8-6). A request by a member of the public may be delivered by mail or in person to the Human Resources Office.

Administrative Procedure 5035 allows the Director of Admissions and Records to withhold student records and registration privileges from any student or former student who fails to pay a proper financial obligation to the College (II.C.8-7). The student shall be given written notification and the opportunity to appeal if the financial obligation is in error.

The Student Health Center collects health information about patients and stores it electronically and in a chart. This is their Protected Health Information (PHI), or medical record. Patients have a right to privacy at the Student Health Center; PHI is confidential, and it is not part of the students' academic record. Aside from the Student Health Center staff, no one on campus has a right to see their PHI or know the treatment a student is receiving without his/her written permission.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) maintains student records permanently, securely, and confidentially. There is a provision for secure backup of all files. The College publishes and follows established policies for release of student records.

Accomplishments and Outcomes

- The College securely maintains student records and documents through hard copy until the completion of the optical imaging process.

- Board Policy 5040 and Administrative Procedure 5040 specify the College's compliance regarding FERPA and HIPAA and the release of student records.

List of Evidence

I.A.4-1	Catalog 2016-17 pg. 428-429
II.C.8-1	BP3310 Records Retention and Destruction
II.C.8-2	AP3310 Records Retention and Destruction
II.C.8-3	BP5040 Student Records, Directory Information, and Privacy
II.C.8-4	AP5040 Student Records, Directory Information, and Privacy
II.C.8-5	DSPS Students Rights and Responsibilities
II.C.8-6	AP3300 Public Records
II.C.8-7	AP5035 Withholding of Student Records and Registration Privileges

MT. SAC

STANDARD III: RESOURCES

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Standard III.A. Human Resources

III.A.1.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) considers every hire a multi-million-dollar decision. The College's recruitment and selection procedures are designed to ensure the integrity and quality of programs and services are maintained by employing diverse administrators, faculty, and staff who are well-qualified for their positions by appropriate education, training, and experience. Broadly published criteria, qualifications, and selection procedures are consistently applied to hire individuals to support student learning and achievement.

Program Review is at the Center of Hiring Decisions

College decisions to employ faculty, staff and managers are deeply rooted in the program review process (Planning for Institutional Effectiveness, PIE). Units and departments examine data and identify needs, which are prioritized at the divisional level. Faculty requests are forwarded from academic divisions to the Academic Senate and the Vice Presidents of Instruction and Student Services. Once each group completes its prioritization, a joint recommendation is developed at the Academic Mutual Agreement Council (AMAC), a consultative body made up of Academic Senate President and Vice President and Vice Presidents of Instruction and Student Services. The outcome of their joint collaboration is forwarded to the President for final review. Staff and management hiring recommendations are also based in PIE analyses. Unit/department needs move to vice presidents, who bring prioritized lists to President's Cabinet, where funding decisions are made based on institutional goals and priorities.

Criteria, Qualifications, and Procedures for Selection of Personnel are Clearly and Publicly Stated and Address the Needs of the College in Its Service to Students

Mt. SAC is committed to assuring the integrity and quality of programs and services. The minimum qualifications for

administrator, faculty, and staff positions appear in the job postings posted on the College's employment opportunities website and other websites and recruitment sources (III.A.1-1). Minimum qualifications for faculty and administrator positions are drafted in accordance with the California Community College Chancellor's Office Minimum Qualifications for Faculty and Administrators in California Community Colleges (III.A.1-2). Adjustments to these minimum qualifications or "equivalencies" are approved by departments and by the Academic Senate in accordance with Administrative Procedure (AP) 7211, Minimum Qualifications and Equivalencies (III.A.1-3, III.A.1-4, III.A.1-5).

The minimum qualifications for non-faculty positions (classified staff and non-educational managers) are not prescribed by the Chancellor's Office. Beginning in 2011-12, the College initiated a process to evaluate all non-faculty positions. Koff and Associates (Koff) were contracted to provide the process by which staff and managers provided input. Classification review questionnaires were distributed to all classified employees asking for their input on their job duties. These questionnaires were reviewed by the Office of Human Resources (HR) and managers and forwarded to Koff for creation of job descriptions. Based on this input from staff and managers, Koff created initial drafts of job descriptions. The initial drafts were then returned to staff and managers for review and revision. These drafts were then moved into the negotiations process. California School Employee Association (CSEA) and the District thoroughly reviewed each set of similar job descriptions together. Once

the negotiations were completed, recommendations were forwarded to the Board of Trustees for approval. The District and CSEA continue to refine this work. The initial timeline was extended beyond expectations due to changes in senior leadership in HR. Regular negotiations are a source of good practice which contributes toward where the College is today with this process (III.A.1-6 pg. 2, III.A.1-7, III.A.1-8, III.A.1-9).

HR also performs job analyses which involve a review of similar positions at other institutions. For CSEA 262 positions, newly created or modified positions are also reviewed by the union prior to posting (III.A.1-9B pg. 3). Application procedures are clearly stated in all job postings (III.A.1-10).

Qualifications for administrators are clearly documented in each management position description and also appear in job postings. The position description is used by HR and the hiring manager to jointly develop the job posting. The qualifications listed in the job posting and position description are used to assess applicants in the screening and interview processes (III.A.1-11).

Qualifications for classified staff (i.e. CSEA 262, CSEA 651, confidential employees, supervisors, and leads) are documented on position descriptions and on individual job postings. Both are retained in the personnel file (III.A.1-12).

Overall, the College mission and goals, including the needs of the students, are used to drive the College's procedures for recruitment and hiring that are publicly stated in Board Policies and Administrative Procedures and are

described on individual job postings, available on the College's career opportunities website (III.A.1-1). Confidential and supervisory employees are hired following the process used for classified employees. The composition of hiring committees has been carefully examined to provide necessary expertise and appropriate constituent voices around the table as recommendations are made with an emphasis on addressing the needs of the College as it relates to its mission, goals, and the needs of its students. The requirements in hiring committee make-up for recruitment for specific positions are listed on the Screening and Selection Committee Composition Request Form (III.A.1-13). Hiring practices and procedures are consistent with the College's Equal Employment Opportunity (EEO) Plan (II.A.7-4). The District provides regular EEO hiring training to employees, made available through Professional and Organizational Development (POD) and appearing on the POD calendar (III.A.1-14). These regular trainings assure that a trained EEO representative is available to serve on all hiring committees (III.A.1-15, III.A.1-16, III.A.1-17, III.A.1-18).

Job Descriptions are Directly Related to the College Mission and Goals and Accurately Reflect Position Duties, Responsibilities, and Authority

Job descriptions address the needs of the College in serving its student population. Descriptions are directly related to the College mission and goals and accurately reflect position duties, responsibility, and authority. The home page of the Mt. SAC online application system introduces job applicants to the College commitment to the mission (III.A.1-1). Job descriptions

support the College mission and goals. The process by which vacancies are approved for posting involves consideration of how each position contributes to accomplishing the College mission and goals, with final review conducted at President's Cabinet level. The rationale for a position usually begins in PIE. Faculty positions are prioritized following stated criteria that are addressed in rationale statements that are reviewed during the prioritization process. Staff and manager positions are sometimes identified in PIE and sometimes in Cabinet. All requests for positions require completion of a Request to Fill form which requires a rational and funding source (III.A.1-19).

Job descriptions for faculty, staff, and administrator positions are reviewed and updated by HR staff in conjunction with appropriate department personal to ensure they accurately reflect position duties, responsibilities, and authority and support the mission and goals of the College and the needs of its students. Job descriptions are provided to the employee upon hire and placed in the personnel file in HR. Position classification descriptions for staff and administrators are also accessible in HR and on the HR website (III.A.1-20). Job descriptions are related to Institutional Goal #9 "The College will provide opportunities for increased diversity and equity for all across campus," which is outlined in the Strategic Plan and supported through strategic objectives, key performance indicators, process objectives, and outcomes objectives (I.A.3-1).

Faculty positions are reviewed by faculty at the departmental level, by the hiring

manager, the appropriate Vice President of Instruction or Student Services, and HR staff each time a position is prepared for recruitment. The Academic Senate President also approves each faculty job description. Staff and administrator positions are reviewed by the hiring manager, the appropriate Vice President, and HR before posting a vacancy.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) employs diverse administrators, faculty, and staff who are well-qualified by appropriate education, training, and experience to assure the quality and integrity of its programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of Mt. SAC in serving its student population. Job descriptions are directly related to the College's mission and goals and accurately reflect position duties, responsibilities, and authority. Job descriptions are regularly updated and revised to meet changing needs.

Accomplishments and Outcomes

- Criteria and minimum qualifications for faculty and administrator positions are drafted in accordance with the Chancellor's Office Minimum Qualifications for Faculty and Administrators in California Community Colleges and appear in the job postings listed on the Mt. SAC employment opportunities website and other recruitment resources.
- Procedures for selection of personnel at Mt. SAC are publicly stated in Board Policy 7120, Recruitment and Hiring, and in Administrative Procedures, and are also described in individual job postings, which are listed on the College's employment opportunities website.
- The home page of the Mt. SAC online application system introduces job applicants to the College's commitment to the mission.
- Job descriptions for faculty, staff and administrator positions are regularly reviewed and updated to ensure that they support the mission and goals of the College.

List of Evidence

I.A.3-1	Strategic Plan 2015-17
II.A.7-4	Equal Employment Opportunity Plan
III.A.1-1	Mt. SAC Employment Website
III.A.1-2	Minimum Qualifications Handbook 2014
III.A.1-3	AP7211 - Minimum Qualifications and Equivalencies
III.A.1-4	Discipline List of Equivalencies Website
III.A.1-5	Faculty Job Posting
III.A.1-6	President Cabinet Notes 2-3-2015 pg. 2
III.A.1-7	Classification Study
III.A.1-8	President Advisory Council Minutes 3-25-2015
III.A.1-9	Professional Development Day - Know Your Rights 2-12-2015
III.A.1-9B	CSEA Review of Posted Positions pg. 3
III.A.1-10	Application Process
III.A.1-11	Management Descriptions
III.A.1-12	Confidential Assignment Descriptions
III.A.1-13	Committee Composition Request Form
III.A.1-14	POD Calendar- EEO Training
III.A.1-15	BP7120 Recruitment and Hiring
III.A.1-16	AP7121 Recruitment and Hiring Classified Employees
III.A.1-17	AP7122 Recruitment and Hiring Management Employees
III.A.1-18	AP7135 Temporary Special Projects Administrators
III.A.1-19	Request to Fill Process
III.A.1-20	Human Resources Website

III.A.2.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) ensures compliance with CA Ed Code Section 87400 Employment for Academic Positions, "…shall employ for academic positions, only persons who possess the qualifications as prescribed by regulation of the board of governors," in developing faculty job postings and implementing its screening and selection procedures. To accomplish this, the College relies on a faculty-driven hiring process. Faculty review and recommend positions to be hired and serve as subject matter and content experts on all hiring committees (III.A.2-1).

Faculty and educational administrators are directly involved each time a faculty position is filled. At the department level, faculty job descriptions are reviewed for qualifications, duties, and responsibilities by faculty representative(s) and the Dean of the Division and updated to ensure compliance with current mandates, qualifications, and program needs. Job descriptions are further reviewed and

approved by the Academic Senate and appropriate Vice President of Instruction or Student Services and forwarded to Human Resources (HR) for additional review and approval before posting (III.A.1-2, III.A.2-2).

The selection process includes the department chair and up to three additional faculty selected by the department. These faculty provide classroom and subject matter expertise in the assessment of applicants' qualifications in the hiring process. Faculty qualifications include knowledge of subject matter and requisite skills for the services to be performed. In addition, factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, potential to contribute to the mission of the institution, development and review of curriculum, and assessment of learning. Factors of qualification are stated in all faculty job postings.

Mt. SAC adheres to the statewide mandated Minimum Qualifications for Faculty Positions (III.A.1-2).

1. Knowledge of the subject matter and requisite skills.
   The state Board of Governors determines the minimum qualifications for each discipline recognized by the California Community Colleges. Minimum qualifications are an updated listing of disciplines based on feedback from Academic Senate for California Community Colleges and its delegates. Minimum

qualifications are adopted by the Board of Governors of California Community Colleges. A comprehensive review of regulations regarding minimum qualifications and disciplines list is conducted periodically to keep the listing up-to-date.

2. Factors of qualification include appropriate degrees, professional experience, and discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution.

Each college may locally decide to have equivalencies that expand or limit the potential hiring pool for academic positions and also have flexibility in how they organize courses within disciplines, how to apply equivalency, as well as how to develop criteria and employ processes to select administrators and instructors. Development of local processes for applying the minimum qualifications requires mutual agreement between the Board of Trustees and the Academic Senate (III.A.2-3).

Knowledge of the subject matter and requisite skills are outlined in Mt. SAC's Board Policies (BPs) and Administrative Procedures (APs).

- BP 7120 indicates that faculty are hired based on the minimum qualifications per the Board of Governors' directive.
- AP 7120 outlines requirements and hiring practices for faculty positions.
- AP 7210 outlines who are considered academic employees. Faculty employees include, but are not limited to, instructors, librarians, counselors, and professionals in health services,

Disabled Student Programs and Services, and Extended Opportunity Programs and Services.

- AP 7211 ensures that faculty meet the minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors. In addition, for disciplines not requiring a master's degree, all professional experience in the discipline must be occupational in nature as per Title 5, Section 53404 (III.A.2-4).

Equivalencies are reviewed regularly and updated or removed as appropriate. Departments may annually review their minimum qualifications and equivalencies during an official department meeting. After reviewing the minimum qualifications and equivalencies for a discipline, a department may propose to create, modify, renew, or remove an equivalency. To do so, the department chair(s) must submit an original signed form and email an electronic copy of the attached equivalency form to the Academic Senate President detailing the requested equivalency, including a copy of the department minutes noting the discussion regarding the equivalencies and to provide a rationale for the change. Equivalencies must be at least equivalent to the state's minimum qualifications; it is also permissible to request an equivalency that is more rigorous than the minimum qualifications (III.A.2-4, III.A.1-4). AP 7211 establishes that minimum qualifications and equivalencies are active for four years. Once approved, equivalencies are used in addition to minimum qualifications in determining factors of

qualification. For Mt. SAC, the latest equivalency information for each discipline is available through the Minimum Qualifications and Equivalencies Database found in the resources section of the Academic Senate web page (III.A.2-5).

Factors of qualification are stated in all faculty job postings. To complete the hiring process, all applicants must provide documentation to HR of meeting the minimum qualifications by providing: 1) credentials or verification of minimum qualifications, 2) professional records and official, sealed college transcripts, and 3) verification of freedom from active tuberculosis. New faculty must also pass

fingerprint clearance and employment verification and/or vocational verifications. HR uses the documentation from applicants to pre-screen and verify minimum qualifications have been met. As necessary, HR will consult with the Academic Senate President regarding verification or clarification of minimum qualifications. The Academic Senate President reviews all equivalency requests before HR forwards that application for review by the Screening and Selection Committee (III.A.1-15).

Listed below is a comparison between what is required in the standard and what is comparable in the College's faculty posting.

Table III.A.2.-1. Faculty job posting alignment with ACCJC requirements.

ACCJC III.A.2	Mt. SAC Faculty Job Posting
Appropriate Degrees	Required qualifications, preferred qualifications
Professional Experience	Required qualifications, preferred qualifications
Discipline Expertise	Required qualifications, preferred qualifications, major duties and responsibilities
Level of Assignment	Job title, conditions of employment
Teaching Skills	Major duties and responsibilities (including teaching, curriculum development and learning outcome development and assessments), preferred qualifications
Scholarly Activities	Major duties and responsibilities
Potential to contribute to the mission of the institution	Major duties and responsibilities
Development and review of curriculum	Required qualifications, preferred qualification, major duties and responsibilities
Assessment of learning	Required qualifications, preferred qualification, major duties and responsibilities

Both departmental faculty and the Academic Senate are involved in developing faculty job descriptions/postings. Faculty job postings describe teaching responsibilities as well as major duties requiring participation in curriculum development.

Curriculum development at Mt. SAC includes review of curriculum as well as assessment of learning in an ongoing cyclical four-year course review process guided by the Educational Design Committee, a sub-committee of the Curriculum and Instruction Council.

All job announcements require applicants demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. They are required to write to this issue on the application (III.A.2-6). Because this is listed as a minimum qualification, failure to adequately demonstrate a requisite level of sensitivity and understanding can result in a candidate not being further considered. Assessment of this critical issue continues at every level of the hiring process for all full-time and adjunct faculty, consistent with Board Policy and Administrative Procedure 7100 (III.A.2-7, III.A.2-8). In the final interview with the Vice President of Instruction, all applicants must address their preparation to address issues of equity within their classrooms.

During the interview process, faculty positions may require teaching demonstrations to display knowledge of subject matter. Presentations may be completed in front of a hiring committee or a live class of students in the department related to the position. During live presentations in front of a class of students, each student is required to complete an evaluation for each candidate interviewing for the position.

Factors of qualification of discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the College are included in the faculty collective bargaining agreement and faculty evaluation process (I.C.7-2 pg. 67-70).

Distance learning (DL) courses at Mt. SAC are taught by both full-time and adjunct faculty. Each Division Dean manages the courses in his/her division, and the Vice President of Instruction oversees all of the programs. All academic faculty are hired based on the minimum qualifications for each discipline. In addition, faculty who desire to teach online must be certified via Skills and Pedagogy for Online Teaching (SPOT). SPOT training is offered online to faculty and is self-paced. Each stage of SPOT skill acquisition is verified by faculty users who view the work online (I.B.1-43). Once faculty have demonstrated that they have all skills required and know all the legal mandates for online teaching, they are certified to teach online in DL or hybrid classes. In addition, those faculty members who use the College's learning management system (LMS, currently Moodlerooms) have received training in the basic mechanics of the LMS: uploading and downloading files, adding images, working in the gradebook, assignments, quizzes, and more (III.A.2-9, III.A.2-10).

Mt. SAC online training programs address both pedagogical concerns with DL as well as the technical aspects of teaching online. Workshops deal with each technical area of the LMS. Faculty may take these workshops as often as they like, and there are also faculty and staff in the Online Learning Support Center (OLSC) who help faculty with specific training and questions. Faculty may not have access to their course LMS unless they have received the basic level of training in that LMS or equivalent. LMS access is monitored by the OLSC.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) faculty qualifications require knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, sensitivity to and understanding of diversity, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 14.

Accomplishments and Outcomes

- At the department level, faculty job descriptions are reviewed for

qualifications, duties and responsibilities by the Dean and the Department Chair; reviewed and approved by the Academic Senate; and, forwarded to HR for additional review and approval for final posting.

- To complete the hiring process, all applicants must provide documentation to HR of meeting the minimum qualifications by providing credentials or verification of minimum qualifications and professional records and official, sealed college transcripts.

- Faculty job postings describe teaching responsibilities as well as major duties requiring participation in curriculum development. Curriculum development at Mt. SAC includes review of curriculum as well as assessment of learning in an ongoing cyclical four-year course review process guided by the Educational Design Committee.

List of Evidence

I.B.1-43	Link to SPOT Training
I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 67-70
III.A.1-2	Minimum Qualifications for Each Discipline
III.A.1-4	Discipline List of Equivalencies Website
III.A.1-15	BP7120 Recruitment and Hiring
III.A.2-1	ED Code 87400-87488- Employment for Academic Positions
III.A.2-2	ED Code 87355-87359
III.A.2-3	AP7120 Recruitment and Hiring Faculty
III.A.2-4	Equivalency Determination Supplemental Form
III.A.2-5	AP7211- Minimum Qualifications and Equivalencies Database
III.A.2-6	Faculty Job Posting
III.A.2-7	BP7100 Commitment to Diversity
III.A.2-8	AP7100 Commitment to Diversity
III.A.2-9	AP4105- SPOT Requirement
III.A.2-10	MoodleRoom Support

III.A.3.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) relies on leadership and content knowledge of existing administrators to identify the necessary qualifications for positions within their programs and service areas. Job descriptions for staff and administrators are reviewed at the department level by the hiring manager and Human Resources (HR) each time a position is posted for recruitment. Newly developed positions are vetted by executive management (Cabinet) and approved by the Board of Trustees when first implemented. Then job descriptions are reviewed by the hiring manager and HR each time they are posted for recruitment (III.A.3-1, III.A.3-2, III.A.3-3, III.A.3-4, III.A.3-5). Additionally, classified union employees review and approve new classified positions.

Qualifications for administrators and other employees are outlined in the job posting and include the state minimum qualifications, as appropriate, and College-determined desirable qualifications. The desirable qualifications for academic and classified administrators are determined based on the knowledge, skills, and abilities required to sustain institutional effectiveness and academic quality. The knowledge, skills, and abilities

required for classified positions are outlined in the position descriptions. All job announcements require that applicants demonstrate their sensitivity to diversity (III.A.3-6). Prior to the announcement of job openings, position descriptions are reviewed and updated by HR staff in conjunction with appropriate department personnel to ensure accuracy and currency.

The screening and interview processes are constructed around the publicized qualifications. The strongest candidates who meet the minimum standards proceed through a process designed to assess how well they meet the desirable qualifications. HR provides Screening and Selection Committees with orientation and guidance to ensure consistent and fair application of hiring procedures.

Classified staff are evaluated each year, and part of that evaluation includes whether job skills meet programmatic needs. Classified staff have a contractual reclassification process that is used to ensure essential duties keep up with programmatic needs (III.A.3-6, III.A.1-9B pg. 37-38, III.A.3-7 pg. 45-46). During classified staff performance evaluation, managers review programmatic needs and the position's essential duties. California School Employee Association (CSEA) 262 and CSEA 651 collective bargaining agreements contain the performance evaluation forms (III.A.1-20). During the recruitment process for classified positions, applicants undergo evaluation to ensure the position qualifications and knowledge skills and abilities, which are

intended to sustain institutional effectiveness and academic quality, are met.

Analysis and Evaluation

Qualifications for administrators and classified employees at Mt. San Antonio College (Mt. SAC) are outlined on the position announcement and include the state minimum qualifications, as appropriate, and College-determined desirable qualifications. The desirable qualifications for academic and classified administrators are determined based on the knowledge, skills, and abilities required to sustain institutional effectiveness and academic quality. Moreover, the selection process is focused on how well candidates meet the published qualifications.

Accomplishments and Outcomes

- Mt. SAC adheres to the California Community College Chancellor's Office Minimum Qualifications for Faculty and Administrators in California Community Colleges. HR completes the minimum qualifications screenings to ensure minimum qualification requirements are met and the candidate is able to contribute toward sustainable institutional effectiveness and academic quality.
- Job descriptions for staff and administrators are reviewed at the department level by the hiring manager and HR each time a position is posted for recruitment.
- Newly developed positions are reviewed by President's Cabinet and approved by the Board of Trustees when first implemented and reviewed by the hiring manager and HR each time they are posted for recruitment.
- In this review process, alignment is made with the College's mission that focuses on institutional effectiveness and academic quality.

List of Evidence

III.A.1-9B	Contractual Reclassification Process pg. 37-38
III.A.1-20	Human Resources Website
III.A.3-1	Confidential Assignment Descriptions
III.A.3-2	Management Assignment Descriptions
III.A.3-3	Supervisory Assignment Descriptions
III.A.3-4	CSEA 262 Classification Descriptions
III.A.3-5	CSEA 651 Classification Descriptions
III.A.3-6	Sensitivity to Diversity
III.A.3-7	Contractual Reclassification Process pg. 45-46

III.A.4.

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

Evidence of Meeting the Standard

Mt. San Antonio College's (Mt. SAC's) Office of Human Resources (HR) collects, reviews, and files all official transcripts that confirm required degrees. Position classification descriptions and job postings for positions at Mt. SAC state that degrees must be from regionally accredited United States agencies. HR verifies official transcripts. Unofficial transcripts are accepted at the time of application with official transcripts required upon employment (III.A.1-20, I.C.7-2 pg. 67-70, III.A.2-6, III.A.2-3, III.A.1-16, III.A.1-17). Applicants with degrees from non-American institutions must secure and provide a certified evaluation of transcripts, in English,

conducted by a professionally recognized evaluation service (III.A.4-1). This requirement is stated in all job postings. The College retains full authority and responsibility to grant equivalency.

Analysis and Evaluation

Required degrees held by faculty, administrators, and other employees of Mt. San Antonio College (Mt. SAC) are from institutions accredited by recognized United States accrediting agencies. Degrees from non-American institutions are recognized only if equivalency has been established.

Accomplishments and Outcomes

- Position classification descriptions and job postings for positions at the College state that degrees must be from regionally accredited institutions.
- HR requires that certified evaluations of non-American degrees be secured and provided by applicants and verifies transcripts.
- The College decides whether equivalency has been established.

List of Evidence

I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 67-70
III.A.1-16	AP7121 Recruitment and Hiring Classified Employees
III.A.1-17	AP7122 Recruitment and Hiring Management Employees
III.A.1-20	Human Resources Website
III.A.2-3	AP7120 Recruitment and Hiring Faculty
III.A.2-6	Faculty Job Posting
III.A.4-1	Foreign Transcripts

III.A.5.

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

Evidence of Meeting the Standard

Personnel are Systematically Evaluated Using Written Criteria that has been Established

Mt. San Antonio College (Mt. SAC) utilizes an electronic system, developed and maintained by the Office of Human Resources (HR), to inform evaluators when evaluations are due and when they are overdue for classified staff and management employees. This information is available to evaluators, the employees, and President's Cabinet through the employee portal (III.A.5-1, III.A.5-2). Performance evaluation practices and cycles for faculty and classified staff are documented in collective bargaining agreements (III.A.1-9B pg. 41, III.A.3-7 pg. 45-46). Performance evaluation practices for non-represented classified staff (confidential and supervisory) are documented on an evaluation form that was developed in collaboration between the Vice President of Human Resources

and representatives of confidential and supervisory employees (III.A.5-3, III.A.5-4 pg. 2, III.A.5-5). Performance evaluation practices for administrators were revised in 2016 in a joint effort between the President and the Management Steering Committee (III.A.5-6). Performance evaluation forms for all employees provide areas for assessing effectiveness and encouraging improvement.

Contract and regular faculty are evaluated systematically and at stated intervals in accordance with Education Code and the faculty collective bargaining agreement (III.A.2-10). Contract faculty are evaluated each year during their first four probationary years of employment. In years one and two, evaluations are done by management, at least two tenured faculty and students, plus a self evaluation. These same evaluations are performed over years three and four, resulting in a summary evaluation and a recommendation on tenure status. Evaluation of regular faculty is a three-year process consisting of student evaluations (first year), classroom visitations (second year), and a summary of the evaluation activities (third year). Additionally, a self evaluation report is submitted in years one and two. Adjunct and partial contract faculty are evaluated in a four-year process, including an evaluation in each of the first two semesters and ongoing classroom visitations, student evaluations, and an optional self evaluation. Written evaluation criteria are contained in the faculty collective bargaining agreement (Article 18).

Probationary classified employees are evaluated at the second and fifth month

intervals during their first six months of employment. Permanent classified employees are evaluated annually during the month of the employees' anniversary date. Written criteria are stated in the performance evaluation form.

Administrative employees are evaluated during the first year of employment and every two years thereafter. The process is contained in a written document titled Administrative Employees Evaluation Procedures, and evaluation criteria are stated in the Administrative Employees Evaluation form (III.A.5-7). As noted above, the electronic portal allows administrators to know which employees are due for their evaluations.

Evaluations of the Vice Presidents are accomplished using their contract language as well as the accreditation requirements. Mirroring the managers' evaluation process, Vice Presidents complete a self evaluation. Once this is completed, a meeting with the President allows for collegial dialogue regarding the Vice President's strengths and opportunities for improvement. Evaluations occur systematically every two years.

The evaluation of the College President/CEO is based on the job description, goals, and objectives of the past year, characteristics of performance, and other elements previously agreed upon. As part of the evaluation process, the College President/CEO and the Board of Trustees mutually agree upon the goals and objectives to be considered for the following year. The Board of Trustees include in the goals and objectives for the following year those items that have merit for future evaluation.

The annual evaluation is scheduled to coincide with the conclusion of the College President's/CEO's contract year. The evaluation forms are distributed to the members of the Board of Trustees one month prior to the end of the contract year. The final evaluation is based upon progress toward goals and objectives, a composite of the evaluation forms completed by individual members of the Board of Trustees, and the College President/CEO's self evaluation. The College President/CEO provides a 360 evaluation to members of the College community to provide him with specific input.

The Board of Trustees, as a whole, meets with the College President/CEO to discuss the final evaluation. A copy of the final evaluation is given to the College President/CEO prior to that meeting. The evaluation includes a discussion of both strengths and weaknesses. Each judgment is based upon an objective review derived from an examination of available information. A final written summary evaluation is prepared by the Board of Trustees. A signed copy is retained by the College President/CEO and one is placed in the College President/CEO's personnel file (III.A.5-8, III.A.5-9).

Evaluation Processes Seek to Assess Effectiveness of Personnel and Encourage Improvement, while any Actions Takes are Formal, Timely, and Documented

Human resource effectiveness is based on evaluations. Mt. SAC believes that effective evaluations are based on job descriptions. For the past three years, Mt. SAC has undergone a classification study using an outside vendor (Koff and

Associates). In addition, California School Employee Association (CSEA) 262 and CSEA 651 have been in ongoing collaboration with HR to complete a job analysis for each classified position. The evaluation process for confidential and supervisory personnel is modeled after the CSEA process. Evaluations are conducted on a yearly basis. This process positively influence effectiveness of personnel as well as encourages improvement. Performance evaluation forms for faculty, staff, and managers provide opportunities for coaching and goal setting.

To support meaningful use of evaluation tools, Professional and Organizational Development (POD) has offered "Managing Performance Through Evaluations", a workshop led by the Liebert, Cassidy, Whitmore law firm (III.A.5-10). Key components of the evaluation process are to recognize excellent and satisfactory performance in the areas of assignment and in accomplishing College goals and objectives to identify areas of performance needing improvement and to document unsatisfactory performance. If improvements are required, an improvement plan is developed which provides specific areas of needed improvement, means of improvement, resources available, and time frame within which the improvement is to be accomplished. Written improvement plans are forwarded to the appropriate administrator and HR. The Vice President of HR coaches and assists managers with developing performance improvement plans for employees as necessary. Actions following evaluations are formal and timely.

All tenured teaching faculty are evaluated on a three-year cycle as required by the faculty collective bargaining agreement. This cycle includes peer evaluation, student evaluation, and administrative evaluation. Adjunct faculty and full-time faculty have regular evaluation cycles during which each teacher is evaluated. Faculty are also required to reflect on performances and evaluations as part of a self evaluation process, using student and classroom evaluations as a basis for personal assessment and setting goals in areas for personal or course improvement (III.A.5-11 pg. 131).

The distance learning classroom visitation is used for evaluation of faculty teaching online (III.A.5-12 pg. 137-138). As part of the process, students perform online evaluations of distance learning faculty. Faculty activate these online student evaluations and automatically receive reports. Deans review these evaluations in a cycle determined by the faculty collective bargaining agreement. Faculty underperforming in distance learning courses may lose the ability to teach such courses at the discretion of their Dean, who has right of assignment (III.A.5-13 pg. 45).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The College 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.

Accomplishments and Outcomes

- Mt. SAC utilizes an electronic system, developed and maintained by HR, to inform evaluators when evaluations are due and when they are overdue for staff and management employees.
- Performance evaluation practices for faculty and represented classified staff are documented in collective bargaining agreements.
- Evaluation practices for managers, supervisors, and confidentials are developed collaboratively with each constituency and documented in evaluation forms.
- Performance evaluation forms for all employees provide areas for assessing effectiveness and encouraging improvement.

List of Evidence

III.A.1-9B	Contractual Reclassification Process pg. 37-38
III.A.2-10	MoodleRoom Support
III.A.3-7	Contractual Reclassification Process pg. 45-46
III.A.5-1	Classified Employee Evaluation Form CSEA 262
III.A.5-2	Classified Employee Evaluation Form CSEA 651
III.A.5-3	Human Resources Forms
III.A.5-4	President Action Cabinet Notes 5-26-2015 pg. 2
III.A.5-5	Confidential and Supervisory Employee Evaluation Form
III.A.5-6	Performance Evaluations for Management October Revision
III.A.5-7	Administrative Employees Evaluation Form
III.A.5-8	Evaluation of President/CEO
III.A.5-9	BP2435 Evaluation of President/CEO
III.A.5-10	Human Resources Leadership and Management Workshop
III.A.5-11	Self-Evaluation Process Student and Classroom Evaluations pg. 131
III.A.5-12	Evaluation of Faculty Teaching Online pg. 137-138
III.A.5-13	Dean's Right of Assignment pg. 45

III.A.6.

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) strongly believes that creation and measurement of student learning outcomes, and higher level outcomes, are a collaborative discussion that requires interaction between many colleagues to ensure articulation with College plans to achieve student success (I.A.1-12, I.A.2-5). The College maintains four levels of outcomes, where student learning outcomes (SLOs) directly impact levels that are broader in the assessment hierarchy. The College requires measurement of outcomes in courses (SLO), in units (administrative unit outcomes, AUOs), in programs of study (program learning outcomes, PLOs), and at the institutional level (ILOs). The College uses the measureable outcomes at each level to determine what students know, think, feel or do as a result of their educational experience and uses these results to analyze whether the students are learning what they are expected to learn. The College has a framework for reporting the outcomes (I.A.1-30). Individual units collaborate to inform data on SLOs by course as aggregate rather than individual courses, by program, and by unit. Individual units also work to articulate their more granular learning

outcomes with the broader institutional goals (I.B.1-24, III.A.6-1, I.A.1-30). All lower-level outcomes (SLO, PLO, AUO) are mapped to the ILOs: communication, critical thinking, information and technology literacy, and personal, social, civic and environmental responsibility. The ongoing mapping process was initiated in 2013, and completed in June 2016. Mt. SAC's Distance learning (DL) courses are adapted into a distance education delivery mode from regular face-to-face courses and have the same SLOs as traditional courses or additional SLOs. Distance learning course SLOs are assessed on the same timeline and process as their traditional counterparts. The College requires all employees who are directly responsible for student learning to participate in the outcomes assessment process. The culture of participation in outcomes has been further enhanced by support of the Academic Senate (III.A.6-2, III.A.6-3).

The evaluation process for all faculty has multiple areas where involvement in outcomes is checked including preparing records and reports accurately, submitting them to the proper offices within established deadlines, to be involved with the total program of the College, and maintenance knowledge of current department assessment activities (I.C.7-2 pg. 68-72, 85-88). In addition, full-time faculty complete a report of service to the College where participation in outcomes assessment and activity is documented. The faculty collective bargaining agreement also provides adjunct faculty up to three hours each academic year of paid time to work on

SLOs, as they are a part of the evaluation process explained above. Faculty individually are not responsible to report data on their class; classes are assessed in aggregate on a four-year cycle, although many disciplines assess more frequently (I.A.1-28). Department chairs are evaluated on their ability to gather, organize, analyze, and utilize information and data regarding department functioning within specified timelines and to facilitate the collaborative development, revision, and monitoring of outcomes for courses and programs annually with the participation of their faculty members (I.C.7-2 pg. 71-72). SLOs for each course are required to be up to date in data, analysis, and use of results in order to be submitted for the four-year course review process (I.A.1-28).

Mt. SAC has developed a shared definition across divisions and work groups for "academic administrators, and other personnel directly responsible for student learning." Tutors and tutoring's role in SLOs are assessed regularly at tutoring programs and centers, e.g., Learning Assistance Center, the Writing Center, Math Activities Resource Center. The College maintains management evaluation procedures and an administrative evaluation form which documents how they use the results of the assessment of learning outcomes to improve teaching and learning. The instruction team managers first piloted this process. Based on this work, management staff worked with HR to create a final form for the College. This process allows the manager and administrator the opportunity for guided

conversations about how their work supports outcomes assessment and what resources might be further needed by faculty and students. This process also allows for synergy of ideas about what has been done and what could be done (e.g., more retreats that include more part-time faculty) (III.A.5-6).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC), the evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Accomplishments and Outcomes

- Mt. SAC evaluates the effectiveness of developing student learning outcomes and assessment of teachers, tutors, and others involved in both traditional and distance learning teaching-learning processes.
- Department chairs are evaluated on their ability to gather, organize, analyze and utilize information and data regarding department functioning within specified timelines; and also to facilitate the collaborative development, revision, and monitoring of outcomes for courses and programs.
- The College maintains management evaluation procedures and an administrative evaluation form which document the results of the assessment of learning outcomes to improve teaching and learning.

List of Evidence

I.A.1-12	Student Equity Plan
I.A.1-28	Information Technology Master Plan
I.A.1-30	Outcomes Plan 2012-2020
I.A.2-5	Student Success Plan
I.B.1-24	Summary Report for ILO Mapping 8-2016
I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 68-72, 85-88
I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 71-72
III.A.5-6	Performance Evaluations for Management October Revision
III.A.6-1	Outcomes Mapping Template
III.A.6-2	Support for Program-Level Outcomes Resolution 06-2013
III.A.6-3	Program Outcome Reporting Resolution

III.A.7.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) maintains lists of occupied and vacant faculty, staff, and management positions in its annual budget document (III.A.7-1, III.A.7-2, III.A.7-3). The Faculty Position Control Report is maintained by Fiscal Services and regularly reviewed by the Vice President of Instruction and presented at Cabinet to ensure a sufficient number of qualified faculty are maintained (III.A.7-4). By September each year, each department or discipline determines its need for contract faculty for the following year and submits a recommendation to the Division Dean. The Dean prioritizes those hiring requests in consultation with the area department chairs or representatives of the departments if a department chair does not exist. These division rankings are forwarded to the Vice President of Instruction who meets with division deans and associate deans to establish a division-wide prioritized list. The Vice President of Instruction forwards a copy of all requests to the Academic Senate for use in their independent evaluation and ranking process.

In two parallel processes, the faculty rankings from Instruction and Student Services are evaluated on the College level and placed into one ranked prioritization listing. The Academic Senate Executive Board evaluates and prioritizes faculty hiring requests in a closed session using agreed upon criteria and a rubric (III.A.7-4). Division rankings are evaluated based on their written documentation and justification for need in hiring. Instruction and Student Services each evaluate and prioritize faculty hiring needs and requests, then combine the lists to generate the instruction full-time hiring rankings using information from the College's annual Planning for Institutional Effectiveness (PIE) process. These lists are submitted to the Academic Mutual Agreement Council (AMAC) for consolidation (III.A.7-5). Finalized rankings are developed and approved at AMAC. Following approval, the College President/CEO issues instructions to Human Resources (HR) for filling a specified number of academic positions, based on the established College hiring procedures.

The number of positions hired in a given year is informed by a minimum number set by the California Community College system formula, the full-time faculty obligation number, or FON (III.A.7-6, III.A.7-7). The College is committed to meeting or exceeding the full-time faculty obligation number. Needs assessments for adjunct staffing are conducted at the department level on an ongoing basis and are focused on ensuring that there is quality instruction available to fulfill program needs and course demands. This

is determined by the amount of lecture hour equivalents that remain to deliver courses listed in the course schedule after load is assigned to full-time faculty as regular assignment and overload, or to ensure there is instruction in an area of specialty that the full-time faculty do not have.

In many instances, adjunct faculty are working in the field in which they are teaching. This is true of both Career and Technical Education (CTE) and transfer disciplines. Examples are seen in accounting, animation, psychology, paralegal, and architecture. The need for adjunct faculty is also adjusted by the Instruction Office as enrollment demand for courses is tracked and College growth in courses and programs is managed. Full-time faculty participate in scheduling of their department courses, in partnership with Division Deans and department chairs, and ensure that course offerings are available for a diversity of student needs and enable students to complete programs or course sequences in a timely manner. Areas with limited full-time faculty may have adjunct faculty participate in College committees and recommending course offerings together with the division manager. Adjuncts are hired both through existing recruitment pools and through one-time postings on an "as needed basis." Adjuncts who are current employees are given preference for course assignments based on their qualifications, interests, employment longevity, and rehire rights (**I.C.7-2 pg. 41**).

The College's faculty may teach traditional and distance learning (DL) courses within their assignment. Article 13.B.8 of the faculty collective bargaining agreement specifies that DL courses must also be offered in traditional format, unless exceptions are approved by the Department Dean and Vice President of Instruction. Traditional courses have scheduling priority over DL courses unless an exception is granted by the Instruction Office (**I.C.7-2**). DL and hybrid courses are assigned to faculty who have been locally certified to teach DL courses and who request to teach in DL or hybrid modality as part of the regular scheduling process within departments and divisions. Courses articulate through the C-ID course identification system and have qualified DL faculty assigned.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) maintains a sufficient number of qualified faculty, which includes full-time faculty and may include adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 14.

Accomplishments and Outcomes

- Mt. SAC is committed to meeting or exceeding the full-time faculty obligation number and has a formal process for ensuring a sufficient number of qualified faculty are employed at the College.

- Needs assessments for adjunct staffing are conducted at the department level on an ongoing basis, and are focused on ensuring that there is quality instruction available to fulfill program needs and course demands.

List of Evidence

I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 41
I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3
III.A.7-1	Annual Budget Presentation
III.A.7-2	PAC Meeting Presentation 9-9-2015
III.A.7-3	BOT Meeting Minutes 9-9-2015
III.A.7-4	Faculty Position Control Report
III.A.7-5	AS Faculty Ranking Criteria
III.A.7-6	California Community College Full-time Faculty Obligation Fall 2015
III.A.7-7	Title 5 Sections 53302, 53309, and 53310

III.A.8.

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

Evidence of Meeting the Standard

Orientation, Oversight, and Evaluation are Provided for Adjunct Faculty

Adjunct hiring is addressed in AP 7120 Recruitment and Hiring: Faculty (III.A.2-3). The Human Resources (HR) hiring packet for adjunct faculty includes broad orientation information. A more in-depth orientation, specifically related to the position in which the adjunct faculty is appointed, occurs at the department and division level. Adjunct faculty are provided with information regarding the course outline of record being taught, student learning outcomes (SLO) assessment, texts and materials for courses, invitation to department meetings, campus services, and specific equipment training as needed (III.A.8-1, III.A.8-2, III.A.8-3, III.A.8-4). Adjuncts are also provided with information regarding the evaluation process, which is described in the faculty collective bargaining agreement (I.C.7-2 pg. 68-71, 85-88). Division Deans and department chairs meet with new adjunct faculty to provide division and discipline specific information. The Faculty Association also hosts an orientation for new adjunct

faculty prior to the start of fall and spring semesters.

Adjunct Faculty are Integrated into the College

Mt. SAC adjunct faculty are valued at the College and are integrated into multiple processes including shared governance, academic and professional work, student clubs and mentorship, task forces, SLOs, outreach activities, curriculum development, coaching/ mentoring, and department/institutional planning.

Faculty participation in department meetings, mentorship of students through clubs and activities, and academic and professional work is highly encouraged. Faculty representation on task forces is balanced among departmental areas, as well as considerations of full-time and adjunct faculty (II.B.1-7). Faculty representation on governance committees, such as Faculty Association adjunct positions, Academic Senate adjunct positions, Faculty Professional Development Committee adjunct, Student Programs and Success adjunct, and other designated adjunct governance positions is paid at the non-instructional rate (I.C.7-2 pg. 41). The School of Continuing Education departments hold department faculty meetings to review SLO assessment cycle and previous year's results and to determine the upcoming year's institutional learning objectives assessments. Adjunct faculty who attend are paid up to two hours (III.A.8-1).

Adjunct faculty are informed about campus events through the website and through several email processes: campus-level announcements to all campus

members, faculty-level announcements to all faculty, and adjunct faculty announcements to all adjunct faculty. Division Deans are frequently asked to send email notices to their current lists of adjunct faculty. Opinions of all faculty are solicited through surveys in areas of professional development and engagement, in technology needs, and in departmental topics. Part-time faculty needs are considered both as a group and as part of the full-time faculty in order to best ensure that the documented needs of campus faculty overall are met.

Adjunct faculty who are members of the Faculty Association are represented on the Association by adjunct faculty and vote with equal status on collective bargaining agreement negotiation topics and on ratifying the collective bargaining agreements (III.A.8-5). Adjunct faculty representatives participate in the negotiation process as part of the negotiations team.

Adjunct faculty are recognized for their efforts at the College. Recognitions vary from the annual Faculty Appreciation week, sponsored by the Faculty Association, where faculty enjoy food, entertainment, and win prizes to events where coffee or lunch is shared with faculty (III.A.8-6). Campus-wide longevity recognitions awarded when faculty have had 5, 10, 15, 20, 25, 30 ,35, 40 or more years of employment include adjunct faculty (III.A.8-7). The Academic Senate Outstanding Adjunct Faculty Awards and Academic Senate 10+1 awards recognize faculty and other employees who have made significant contributions to Academic Senate areas of responsibilities (III.A.8-8, III.A.8-9 pg. 7). Adjunct faculty

are regularly included at Transfer Celebration Day when faculty are recognized by students for their assistance in achieving transfer and completion goals (III.A.8-10). Faculty Association-sponsored annual departmental Outstanding Adjunct Faculty awards began in 2015 to specifically highlight achievements of adjunct faculty (III.A.8-11). Finally, adjunct faculty are equal contenders for campus wide recognitions, such as Educator of Distinction and President's Awards. Adjunct faculty are also welcome to participate in commencement ceremonies in their regalia.

Adjunct Faculty are Provided Professional Development

College adjunct faculty are strongly supported in their professional development through multiple avenues on campus. Professional development for all faculty is available irrespective of their full- or part-time employment status.

Adjunct faculty are encouraged to participate in flexible calendar training days (FLEX) held on campus. FLEX training is mandatory one day per year for full-time faculty and optional for the second day. FLEX training for adjunct faculty is compensated for up to two hours of training each FLEX day, at the non-instructional rate. Each FLEX day contains workshops of general interest and sessions specific to adjunct interests (III.A.8-12, III.A.8-13, III.A.8-14 pg. 3, III.A.8-15). FLEX training is agreed upon between the Faculty Professional Development Committee and the Academic Senate FLEX Task Force and utilizes assessments of faculty needs as

well as prior FLEX evaluations to select workshop offerings and presenters.

In addition to FLEX, adjunct faculty are able to participate in professional growth increments and salary advancement credit/salary schedule credit/column crossover activities. Professional and Organizational Development (POD) opportunities are also available to all faculty, full-time or adjunct. All faculty may apply for specialized training for up to $1,500 in conference and travel funding annually. For those interested in pursuing leadership opportunities, the San Gabriel/Foothill Association of Community Colleges (SanFACC) mentor program is available to any faculty member to apply and be matched with a mentor from a partner institution. Finally, all faculty have access to Lynda.com for online training on thousands of topics, including varied technology tools.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) has employment policies and practices which provide for adjunct faculty orientation, oversight, evaluation, and professional development. Mt. SAC provides opportunities for integration of adjunct faculty into the life of the College.

Accomplishments

- Mt. SAC adjunct faculty are valued at the College and are integrated into ongoing College processes including oversight, evaluation, shared governance, academic and professional work, and planning.
- Orientation, specifically related to the position in which the adjunct faculty is appointed, occurs at the department and division level.
- Adjunct faculty are publicly recognized for their efforts at the College through appreciation efforts and awards.
- College adjunct faculty are strongly supported in their professional development.

List of Evidence

I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 68-71, 85-88
I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 41
I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3
II.B.1-7	Academic Senate
III.A.2-3	AP7120 Recruitment and Hiring Faculty
III.A.8-1	SLO Documentation for Adjunct Faculty
III.A.8-2	KAD Division Instructor Handbook
III.A.8-3	CIS SLO Meeting
III.A.8-4	Business Adjunct Handbook
III.A.8-5	Faculty Association Homepage
III.A.8-6	Faculty Appreciation Week 2015
III.A.8-7	FLEX Opening Meeting
III.A.8-8	Academic Senate Outstanding Adjunct Faculty Awards
III.A.8-9	Academic Senate 10 +1 Awards pg. 7
III.A.8-10	Transfer Celebration Day
III.A.8-11	Faculty Association Outstanding Adjunct Faculty Awards
III.A.8-12	POD FLEX Announcement
III.A.8-13	Emails Announcing FLEX
III.A.8-14	Academic Senate Minutes 5-19-2016 pg. 3
III.A.8-15	PAC Minutes 8-10-2016

III.A.9.

> *The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) maintains sufficient staffing with appropriate qualifications through its hiring Administrative Procedures, Planning for Institutional Effectiveness (PIE) process, Budget Committee approval process, and decisions made at Cabinet meetings (III.A.1-16, III.A.9-1, III.A.9-2, III.A.7-1, III.A.2-3). It maintains lists of occupied and vacant faculty, staff, and management positions in its annual budget document. New or replacement positions in staff and management are established and requested through the PIE process and recruited when the appropriate Vice President or the College President/CEO submits a Request to Fill form to the Office of Fiscal Services for budget verification. Such requests must be accompanied by a current job description for the position and verified budget allocation from Fiscal Services (III.A.2-3). President's Cabinet reviews the fiscal analysis for the position as well as the justification for it. If approved, the position documentation is forwarded to HR and this documentation may include a request that this position be placed near the top of the queue of positions being recruited. All positions are identified in the College budget whether these positions are filled or vacant.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The College's program review process, PIE, allows each unit/department to present their reasons, with evidence, to support their need for new staff or to have staff update their qualifications. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 8.

Accomplishments and Outcomes

- Mt. SAC maintains sufficient staffing with appropriate qualifications through its hiring Administrative Procedures, Planning for Institutional Effectiveness (PIE) process, Budget Committee approval process, and decisions made at Cabinet meetings.

List of Evidence

III.A.1-16	AP7121 Recruitment and Hiring - Classified Employees
III.A.2-3	AP7120 Recruitment and Hiring Faculty
III.A.7-1	Budget Presentation
III.A.9-1	Budget Committee Minutes
III.A.9-2	PAC Minutes Website

III.A.10.

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) maintains sufficient staffing with appropriate qualifications through its hiring Administrative Procedures, through its Planning for Institutional Effectiveness (PIE) process, through its Budget Committee approval process, and through discussions at its Cabinet meetings (III.A.1-17, III.A.9-1).

In the PIE process, departments and teams provide documentation connecting staffing requests to College and/or department goals. The link between planning and resource allocation is evident in the PIE process. Enrollment management data as well as program needs and connections to campus wide planning are mapped in the PIE process. The resource requests, including management hiring requests, inform more thoughtful planning and prioritization at the level of the department and the area. The appropriate Vice President or the College President/CEO submits to Human Resources (HR) a Request to Fill form. Such requests must be accompanied by a current job description for the position. The position must be approved by Fiscal Services and President's Cabinet (III.A.2-3). The College maintains lists of occupied and

vacant faculty, staff, and management positions in its annual budget document.

Qualifications for administrators are outlined in the job postings and include the state minimum qualifications, as appropriate, and College-determined desirable qualifications. The desirable qualifications for academic and classified administrators are determined based on the knowledge, skills, and abilities required to support the College's mission and purposes. Prior to the announcement of job openings, position descriptions are reviewed and updated by HR in conjunction with appropriate service area administrators to ensure accuracy and currency. Further review of position descriptions is undertaken by President's Cabinet.

A rigorous application and screening process is in place which includes a screening and interview committee composed of a manager of the position to be filled, two managers appointed by the College President/CEO, two faculty members selected by the Academic Senate, one classified employee selected by the appropriate unit, an Equal Employment Opportunity representative (non-voting), and additional members recommended by the President/CEO.

The screening and interview processes are constructed around the publicized qualifications. HR provides Screening and Selection Committees with orientation and guidance to ensure consistent and fair application of processes and measures to identify those candidates who will move forward in the process. The process further assesses the strength

of the candidates' preparation, expertise, and leadership abilities to support the College's mission and purposes (III.A.1-17). Additionally, temporary special projects administrators are hired under the provisions of Education Code Section 72411 (III.A.1-18).

The College maintains competitive salaries and benefits to ensure that it attracts and retains highly qualified administrators to support the College's mission and purposes (III.A.1-8).

Administrators are evaluated during the first year of employment and every two years thereafter. They are evaluated based on the following factors: professional goals/objectives for the evaluation period, performance, and a review and recommendation of goals for the next evaluation period (III.A.10-1). The Board of Trustees conducts an evaluation of the College President/CEO at least annually. The evaluation complies with the requirements set forth in the contract of employment and are based on the following criteria: Board Policy, the College President/CEO job description,

and performance goals and objectives developed in accordance with Board Policy 2430 (III.A.10-2).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) has a sufficient number of administrators with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The processes of program review and PIE allow each unit/department the opportunity to justify the need for specific administrator positions in order to support the College's mission and purposes. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 8.

Accomplishments and Outcomes

- The District maintains sufficient administrative staffing with appropriate qualifications through its hiring Administrative Procedures, the PIE process, Budget Committee approval process, and Cabinet decisions.

List of Evidence

III.A.1-8	President Advisory Council Minutes 3-25-2015
III.A.1-17	AP7122 Recruitment and Hiring Management Employees
III.A.1-18	AP7135 Temporary Special Projects Administrators
III.A.2-3	AP7120 Recruitment and Hiring Faculty
III.A.9-1	Budget Committee Minutes
III.A.10-1	Management Evaluation Form
III.A.10-2	BP2430 Delegation of Authority to College President/CEO

III.A.11.

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The College Establishes, Publishes, and Adheres to Written Personnel Policies and Procedures

Mt. San Antonio College (Mt. SAC) establishes, publishes, and adheres to written personnel policies and procedures. The District's personnel related Board Policies are found on the College Administrative Policies website under "Chapter 7 – Human Resources." In addition, California School Employee Association 651, 262, and Faculty Association collective bargaining agreements are available on the District's website (III.A.11-1).

The College ensures consistent and equitable application of personnel policies and procedures through new employee orientations, topical trainings, and regular communication with the leaders of faculty and classified senates and associations. The use of interest-based bargaining for labor negotiations facilitates open dialogue, facilitates communication, and helps to ensure that all policies and procedures are equitably administered.

The College maintains and updates its Equal Employment Opportunity (EEO) Plan through its EEO Advisory Committee, the Campus Equity and Diversity

Committee, and provides EEO hiring training to its faculty, staff and administrators (III.A.11-2, II.A.7-4). The College distributes an annual Notice of Prevention of Discrimination, Harassment and Retaliation, provides training, and conducts timely investigations of allegations of violations of its policies.

The College is implementing a revised EEO Plan that will be reviewed every two years, including implementing College employment practices that are consistent with the EEO Plan, reflecting sensitivity and understanding of student and employee diversity, and eliminating bias and unlawful discrimination in the employment process. The Campus Equity and Diversity plan ensures that "every stage [of the campus hiring process] includes an evaluation of sensitivity to, and understanding of, the diversity of students the College serves." The EEO Plan's immediate focus provides equal employment opportunity in recruitment, hiring policies, and practices pursuant to the applicable Title 5 regulations (Section 53000 et. seq.), and which reflect the District's programmatic commitment to diversity. The EEO Plan includes the requirements for a variety of steps including complaint procedures for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; the establishment of a Campus Equity and Diversity Committee; methods to support equal employment opportunity; review processes to modify and/or encourage diversity education and allied programs; and procedures for dissemination of the

EEO Plan. To properly serve a growing diverse population, the District is endeavoring to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the value of diversity and equity in the workplace and in the District's academic and vocational programs.

The District's commitment to diversity is reflected in the recruitment and hiring practices. All classified, confidential, supervisory, faculty, and management positions are advertised in a number of diverse websites, and each applicant answers a diversity question his/her application. Should an applicant be selected to move forward in the interview, he/she is also asked at least one question regarding diversity.

In addition, the hiring committee members selected are a diverse group, gathered from different locations on campus. EEO and committee training is provided to employees prior to serving on Screening and Selection Committees. All recruitments have an EEO representative to monitor and ensure equity in the selection process.

College Policies and Procedures are Fair and Equitably and Consistently Administered.

Mt. SAC maintains the following HR administrator positions to support and guide College administrators and staff in the appropriate application of its personnel policies and procedures: Vice President of Human Resources; Director of Equal Employment Programs; and Director of Human Resources Operations and Employee Services.

Mt. SAC's discrimination complaint process is compliant with applicable California Community Colleges Chancellor's Office regulations and state and federal laws and regulations regarding minimum wage, discrimination and harassment, and Family and Medical Leave Act. Required legal postings, such as EEO, are posted in the HR office, classrooms, and various public locations on campus.

Negotiated collective bargaining agreements that contain articles relating to personnel issues are available to all employees on the HR web pages. The College ensures compliance with personnel policies and procedures and collective bargaining agreements through its administrative staff with the support of HR.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. The policies and procedures are fair and equitably and consistently administered. The policies align with the College's processes for its operations. Review processes are in place to update the processes as needed.

Accomplishments and Outcomes

- Mt. SAC's personnel policies and procedures have been established by the Board of Trustees and are adhered to through implementation of Board Policies, Administrative Procedures, and the EEO Plan.

- The College's collective bargaining agreements support the fair, equitable, and consistent administration of personnel policies and procedures.

List of Evidence

II.A.7-4	Equal Employment Opportunity
III.A.11-1	Board Policies and Administrative Procedures
III.A.11-2	CEDC Purpose, Function, and Members

III.A.12.

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) maintains and updates its Equal Employment Opportunity Plan through its EEO Advisory Committee, the Campus Equity and Diversity Committee (CEDC), and provides regular EEO hiring training to its faculty, staff, and administrators (III.A.11-2, II.A.7-4, III.A.12-1). The CEDC regularly assesses employment equity and diversity consistent with the College mission and Title 5 regulations. EEO representatives are members of hiring committees and are EEO trained to ensure policies and practices are implemented consistently during the hiring process. EEO representaives serve on each hiring committee. Employees may not participate on a hiring committee without EEO training (III.A.12-1). Mt. SAC also offers an EEO section in the New Employee Welcome Orientation for new classified employees twice a year.

The diversity of the employees is evaluated via Argos reports by Human Resources (III.A.12-2). Human Resources regularly sends job announcements to various websites and publications in order to ensure a diverse applicant pool.

Analysis and Evaluation

Through its policies and practices, Mt. San Antonio College (Mt. SAC) creates and maintains appropriate programs, practices, and services that support its diverse personnel. The College regularly assesses its record in employment equity and diversity consistent with its mission.

Accomplishments and Outcomes

- Mt. SAC maintains and updates its EEO Plan through its EEO Advisory Committee, Campus Equity and Diversity Committee, and provides regular EEO hiring training to faculty, staff, and administrators.
- Statistics about employment diversity are annually assessed and communicated publicly.

List of Evidence

II.A.7-4	Equal Employment Opportunity
III.A.11-2	CEDC Purpose, Function, and Members
III.A.12-1	POD Attendance, Sign-in sheets, and Evaluation
III.A.12-2	Employee Argos Report

III.A.13.

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) does not have "a single" written code of ethics but several, some of which apply to all personnel and some to specific groups. These various codes demonstrate the College's commitment to a high standard of ethical conduct, not only for all College personnel, but for the Board of Trustees and students as well. Board Policy and collective bargaining agreements contain language addressing professional ethics, and the Academic Senate created the Professional Relations Committee to address professional conduct and ethics for faculty. The Associated Students also has language to address ethical issues. While not included in this standard, the students' code of conduct is another example of the College commitment to ethical conduct adopted as a campus wide philosophy. Mt. SAC is clearly resolute and sincere about professional ethics and conduct in all areas of the campus community above and beyond requirements of this standard.

As the governing body of the College, the Board of Trustees is held to the highest standard of professional and ethical conduct and sets the example for others to follow. During Board of Trustees meetings, Board Policy requires professional and ethical conduct, prohibiting offensive language and physical violence or threats (III.A.13-1).

Violators of this policy will be removed from the meeting room. Employees can be subject to disciplinary action if appropriate. This policy has not needed to be enforced in recent memory, demonstrating the highest regard for respect and decorum held by Board members, employees, and the public alike. Board Policy 2710 also prohibits Board members from personal or financial interest regarding matters appearing before the Board (III.A.13-2).

The Board of Trustees also follows a code of ethics standards as defined in Board Policy 2715 (III.A.13-3), which expects Board members to hold the educational welfare of the students as their primary concern when making all decisions. Board members are expected to ensure equal opportunity. They are entrusted with public funds; therefore, they are expected to protect, advance, and promote the interest of all citizens and to maintain independent judgment unbiased by private interest, partisan political groups, or any other source. Any violation of this Code of Ethics is promptly addressed by the Board of Trustees. Board members are also expected to make appearances at student functions on behalf of the College, but the policy reminds members they have no legal authority outside Board of Trustees meetings.

Board members, Vice Presidents, the Chief Technology Officer, and other selected College administrators are also required to file disclosure statements in accordance with the Conflict of Interest Code found in Administrative Procedure 2712 (III.A.13-4). This code ensures compliance with state and local

regulations regarding disclosure of economic interests in compliance with the Political Reform Act (Government Code 81000 et seq.).

Mt. SAC holds its employees to a high standard of professional ethics. Board Policy 3050 is the Institutional Code of Ethics, which applies to all College personnel. It defines professional ethics "in absolute terms as one who is fair, honest, straightforward, trustworthy, dispassionate, and unprejudiced" (III.A.13-5). This code also extends to students, who are "expected to abide by ethical behavior and decision-making in their treatment of College employees, other students, and members of the public."

While Mt. SAC faculty are held to the same written code of ethics as all College personnel, they also adhere to additional codes of conduct specific to them, such as the collective bargaining agreement between the Faculty Association and the District. Article 18.B.6 requires faculty to "adhere to ethical principles governing interactions with students and colleagues" (I.C.7-2 pg. 67). Article 18C requires faculty to unequivocally accept professional responsibilities that benefit the educational welfare of the College, including the adherence to "ethical principles governing interactions with students and colleagues" (I.C.7-2 pg. 68-71, 85-88).

Mt. SAC faculty who teach distance learning classes are also expected to meet the College's standards regarding ethical conduct in distance education classes. Administrative Procedure (AP) 7715 is the Faculty Code of Ethics, a "commitment to a set of values guiding the faculty on

ethical issues" and is a "protection of freedom to learn and teach and the guarantee of equal educational opportunity for all." These values ensure a commitment to both students and to the profession. This AP applies to all faculty, including distance learning (I.C.8-7). Since distance learning students typically are not on-campus regularly, ensuring faculty adhere to these principles is paramount to ensuring equal educational opportunity to students.

Training in professional conduct for distance education instructors also occurs through the SPOT (Skills and Pedagogy for Online Teaching) program. SPOT training is required of all faculty prior to teaching online courses and informs instructors about regulations regarding distance learning, including instructor-initiated regular and substantive contact, accessibility requirements, and other regulations and requirements. SPOT training educates online instructors to ensure their commitment to equal educational opportunity.

While Mt. SAC operates under the ideals of academic freedom, faculty are prohibited from expressing personal opinions or creating classwork that would "incite students or others to unlawful acts or to create a clear and present danger to the students and/or the College and/or the community" (I.C.7-2 pg. 88). The consequences to faculty for violations of these ethical standards could be the denial of tenure for probationary tenure-track faculty or disciplinary action by the District. Faculty are also held to the ethical value of academic honesty. Board Policy 4290 states that "Academic dishonesty is unacceptable and will not be

tolerated at Mt. San Antonio College" (I.C.8-1). Training in ethics offered through FLEX day workshops such as "Got Ethics?" support faculty in upholding their professional obligations.

Faculty resources related to ethics assistance or intervention include:

- Behavior and Wellness Intervention Team assists faculty if students are behaving out of the norm in their on-campus or online course. The team is trained to respond appropriately and ethically for a variety of interventions including emotional, behavioral, and physical emergencies.
- Faculty can refer students privately to tutoring or student services through the faculty self-service portal. Students are notified that they have been referred, and programs with which students are associated are given an early warning, in order to better assist students in a timely manner.
- Faculty can report students for academic misconduct to the Dean of Student Services. Student Services allows the student a right to representation in a meeting or hearing with several employees to hear his/her case.

Mt. SAC has a Board Policy and Administrative Procedures related to Grievance and Complaint Procedures; Administrative Procedure 5530, Student Rights and Grievances, and Administrative Procedure 3435, Harassment Investigations. AP 5530 delineates that students may file complaints related to academic, non-academic, discrimination, and financial aid challenges. Discrimination complaints and all concerns related to Title IX, 504

Compliance, and Equal Employment Opportunity (EEO) may be filed with the College, the California Community College Chancellor's Office, the Office of Civil Rights, and the Department of Fair Employment and Housing. AP 5530 further specifies that issues that are not resolved at the campus level may be presented to the Accrediting Commission for Community and Junior Colleges (ACCJC), the California Community Colleges Chancellor's Office, or through a petition filed through civil court. This information, including online links to complaints and grievances form is contained in the College catalog. The student handbook also details information related to grievances and complaints.

AP 3435 contains information related to the "responsible College officer" in receiving complaints of discrimination or harassment as well as how and where to file a report related to discrimination and harassment. The College utilizes a collaborative approach between Human Resources, Student Services, and Public Safety to ensure that all reports, allegations, or concerns related to acts of discriminatory treatment, harassment, and sexual harassment or violence are reviewed, investigated, addressed and resolved (III.A.13-6). Appropriate training for both employees and students is coordinated through Human Resources and Student Life. Policies and procedures are regularly reviewed and amended related to federal and state laws and regulations, including Violence Against Women Act, Clery Act, Title IX, Office of Civil Rights, and Americans with Disabilities Act (504 and 508).

The College website, under Student Life, has direct links to forms that students need to access to file grievances and complaints: Student Grievance Form, State of California Complaint Form, ACCJC Complaint Process, Complaint Resolution Information (Human Resources) and Discrimination Information (Chancellor's Office). The Financial Aid website provides information on filing complaints related to Family Educational Rights and Privacy Act violations by Financial Aid and the Right to Challenge a financial aid decision. Students may file a grievance or complaint about financial aid administration at the College through the Department of Education's complaint process. The Department of Education works with the student and the college to assign a case number, investigate, and work through the issue. Students may also file financial aid complaints with the California Community Colleges Chancellor's Office. A case number is assigned, and the college's financial aid office is contacted for review and resolution.

Forms and information related to filing grievances and complaints are available in the offices of Student Life, Financial Aid, and the Vice President of Student Services. Student Life, Financial Aid, and Human Resources formally log and track all formal grievances and complaints with updated status and resolution information. The College administration works to review any particular patterns related to grievances and complaints to ensure that de facto discrimination, mistreatment, or inappropriate actions are not occurring. Logs and resolutions of grievances and complaints are maintained and are available for review. Classified employees in California School Employees Association (CSEA) 262 or 651 also have language in their collective bargaining agreement that gives management the right to "Establish and enforce consistent rules of conduct." Classified employees who violate any of the District's rules of conduct are subject to disciplinary action in accordance with Board Policy 7365 Discipline of Classified Employees.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Accomplishments and Outcomes

- Mt. SAC's commitment to ethical conduct adopted as a campus wide philosophy is evident through its many codes of ethics.

List of Evidence

I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 68
I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 88
I.C.7-2	Faculty Agreement 2014-17 Year 2 of 3 pg. 67
I.C.8-1	BP4290 Academic Honesty
I.C.8-7	AP7715 Faculty Code of Ethics
III.A.13-1	BP2355 Decorum
III.A.13-2	BP2710 Conflict of Interest
III.A.13-3	BP2715 Code of Ethics/Standards of Practice
III.A.13-4	AP2712 Conflict of interest Code
III.A.13-5	BP3050 Institutional Code of Ethics
III.A.13-6	HR Complaint Resolution Page

III.A.14.

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College Plans for and Provides Opportunities for Professional Development Consistent with the College Mission

Mt. San Antonio College (Mt. SAC) has a comprehensive Professional Development Plan that reflects a College wide emphasis on professional development for all personnel. The plan supports College goal number ten which states, "The College will encourage and support participation in professional development to strengthen programs and services" (III.A.1-9). The College has invested in campus wide professional development for all employees and has committed resources to support its success. In 2014, Professional and Organizational Development (POD) was moved under the Human Resources Division. In June of 2015, POD was moved back to the Vice President of Instruction. The POD office is staffed with two full-time managers, one for management professional development and the other for classified and faculty professional

development, and administrative support staff to provide open access to services. Additionally, the College has committed to ongoing unrestricted general fund budget allocations for POD programs as well as conference and travel funds for all constituencies. A redesign of the POD offices and training rooms includes state-of-the-art technology, a computer learning lab, an open business center for faculty and staff individualized learning, and a multi-function Innovation Room.

The Professional Development Council (PDC) provides direction to the College community to ensure classified staff, faculty, and managers expand their knowledge and skills needed to increase student success and enhance their professional development. The Council is composed of classified, faculty, and management representatives. PDC makes recommendations for professional development at the College, including reporting on campus wide professional development to the President's Advisory Council. Three committees report to PDC. Each committee represents a different employee classification and their professional development interests:

- Classified Professional Development Committee (CPDC)
- Faculty Professional Development Committee (FPDC)
- Management Professional Development Committee (MPDC)

The Mt. SAC Professional Development Plan was developed using qualitative and quantitative analysis, adhering to legal mandates, Chancellor's Office guidelines, collective bargaining, meet and confer,

and following/maintaining various grant guidelines related to professional development. Data from classified and faculty professional development surveys created by FPDC and CPDC provided members a deeper understanding of employee professional development needs across the College. Results were reviewed by and shared with PDC, CPDC, and FPDC. Representatives from each of these committees are designated with the task of sharing this information with their colleagues, departments, and at union meetings. This information is used as a basis for improving, planning, and implementing professional development consistent with Mt. SAC's mission and learning needs. Also, in order to maximize the institutional and individual benefits from engagement of employees in professional development, areas of focus in the Professional Development Plan are cross-referenced to the Mt. SAC Strategic Plan, Student Equity Plan, and Student Success Plan.

Input from PDC, FPDC, CPDC, MPDC, Wellness Committee, Health and Safety Committee, Equity Committee, Facilities Planning Summit, Classified Retreat, and Management Retreat is also used to plan for professional development opportunities and resources (III.A.14-1, III.A.14-2, III.A.14-3, III.A.14-4). There is consistent evaluation of professional development events via evaluation after each event and documentation of the information in the College professional development database. Evaluations are administered after each professional development workshop posted on the POD calendar. The data is reviewed and used for planning and improving professional development. The qualitative

(e.g. focus groups, committee meetings, summits, and retreats, etc.) along with quantitative (e.g. needs assessments, evaluations, and attendance rates) analysis allow for all personnel to identify appropriate professional development needs that inform the Professional Development Plan and specific professional development offerings (III.A.12-1, III.A.14-5, III.A.14-6).

In 2014, POD worked with the Information Technology (IT) staff to modify the POD database to track and monitor the quality and quantity of professional development workshops and capture attendance information. This learning management system is utilized for promoting professional development opportunities on a calendar for all employees, tracking and monitoring professional development opportunities, and noting descriptions, speakers, dates and times of professional development workshops. Modifications to the database allow POD to categorize workshops based on professional development themes aligned to the Professional Development Plan. Additionally, courses that have been approved for FLEX credit, salary advancement credit, or professional growth increments are identified. Employees that complete courses offered through POD are able to view and/or generate a transcript of their own professional development progress.

Whenever an employee or committee is interested in suggesting or offering a professional development opportunity, the proposal is presented to POD or one of the professional development committees, then agendized by the Professional Development Council. For

example, in October, 2014, faculty requested and were granted $100,000 to support professional development activities (III.A.14-4, III.A.14-1, III.A.9-2, III.A.14-7, III.A.9-1). The proposal utilized information from the Vice President of Instruction's PIE summary and academic division PIE summaries (June 2015), as well as the 2012 faculty needs assessment. The largest concern, stated in every PIE, was the inability to attend conferences for training and recertification. FPDC allocated the funds towards faculty conference and travel and considered all faculty (full-time and part-time) to be equal in applying for use of this funding. The remaining funding was used to support department chair training, the Inspired Teaching Conference (formerly known as Parachutes and Ladders), and a campus wide Lynda.com license to engage all employees in online training on thousands of topics. Over 450 active users have been established, indicating that many employees are taking advantage of this opportunity (III.A.14-1, III.A.14-2, III.A.14-4).

Planning for faculty FLEX days occurs through the coordinated action of a FLEX Task Force, the FLEX Coordinator (Academic Senate Vice President), FPDC, and the POD staff. The College FLEX Plan and state chancellor's guidelines inform the offerings (III.A.8-15 pg. 3). Evaluations from the prior FLEX days are reviewed by FPDC and the FLEX Task Force within two months of the workshops. Based on the evaluations, training themes are suggested by FPDC to the FLEX Task Force, and the FLEX coordinator sends out a request for proposals with those emphases in mind (III.A.8-14). Proposals

from campus members are screened and selected by the FLEX Task Force, and a FLEX agenda is set (III.A.8-7). Workshop announcements are provided to faculty two-to-three months prior to FLEX Day. Faculty sign-up for workshops; in addition, workshops are open to classified, confidentials, and managers. The fall opening meeting for faculty is also attended by managers, and FLEX presenters include faculty, classified, confidentials, and managers.

The collective bargaining agreement between the District and California School Employee Association (CSEA) 262 specifies that one non-instructional day each year be designated as Classified Professional Development Day for the purpose of staff development activities (III.A.14-8). CPDC held the first annual Classified Professional Development Day in August 2016. A CPD Day Task Force planned the day, modeling it on the successful Faculty FLEX Day structure. The task force focused on implementation of the Classified Professional Development Plan and reviewed data from a current needs assessment survey to identify professional development focused pathways for the day. Proposals from campus were screened by the task force to establish workshops within these pathways that classified staff then had the opportunity to attend. Additional partial-day workshops are also offered during the year.

The CSEA 262 collective bargaining agreement also provides funding for an annual Great Staff Retreat. The Great Staff Retreat was reinstituted in spring 2016 and is a professional development opportunity that provides classified

employees with inspiration and professional growth. It allows for employees to examine and communicate problems faced in their working environment. The Great Staff Retreat is designed to create dialogue on areas of emphasis including employee engagement and motivation, team building, leadership, effective communication, and a better understanding of other job roles. Employees are encouraged to develop realistic and usable solutions to discussed issues (III.A.14-9, III.A.14-10).

Technology training was one of the primary needs identified in 2012, through a campus needs assessment. The IT department has a full-time trainer who provides monthly training opportunities in the use of campus wide technology tools such as Banner, Argos, OnBase, and Lotus Notes. Faculty and other employees can receive Moodlerooms training and SPOT training for online delivery of course content. This is provided by the Online Learning Support Center and the Distance Learning Team composed of faculty and classified staff. OmniUpdate training to program in the College's web database is offered to all employees regularly. Adobe Learning Suite training and Microsoft Office Suite training are offered as needed; additionally, online training videos available through lynda.com can be accessed by employees at any time.

Health and safety training was another primary need identified in 2012. The Wellness Center has been offering a Lunch and Learn series about health and wellness regularly at the classified and confidential lunch hour. The Health and Safety Committee has offered online

active-shooter training to all employees and has established October as Disaster Training month. In 2014, a week of offerings was provided, and in 2015, a month of workshops and training was provided for disaster awareness and prevention (III.A.14-11). Emergency Preparedness training continues to evolve each year as specialized training needs become apparent.

Orientations of new employees are a priority. Orientation of new part-time faculty is done on a department and division level. Most departments train on FLEX day and provide extensive information to new and ongoing part-time faculty. Departments provide training on specialized equipment as part of the initial orientation. In an effort to systematically support part-time faculty, adjunct instructors are invited to attend each of two FLEX days and are paid for up to two hours of training at each day. New faculty (full-time, one-year or tenure track) are invited to participate in the New Faculty Seminar trainings, which occur on Fridays twelve times throughout the year. The training orients faculty to the campus, to teaching pedagogy, and to the tenure process. Training is provided by many individuals on campus, and coordinated by a new faculty coordinator, who is a faculty member with reassigned time. In June 2016 the Academic Senate created a New Faculty Seminar Task Force to review the effectiveness of the current New Faculty Seminar and make recommendations for ongoing improvements as needed (III.A.14-7). Classified New Employee Welcome Orientations will now be offered as part of the collective bargaining agreement (III.A.14-12). The one-day training orients

classified and confidentials to campus, gives insight to campus infrastructure, and introduces employees to many campus managers.

The College Systematically Evaluates Professional Development Programs and Uses the Results for Improvement

Mt. SAC identifies teaching and learning needs to inform faculty development opportunities. For example, the Online Learning Support Center (a faculty resource) conducted a survey focused on whether the College should adopt the Canvas learning management system (a state-subsidized tool through the Online Education Initiative) and whether faculty was interested in using Google tools and email in their teaching. The results from such faculty surveys are used in committee meetings and annual planning processes to respond to faculty with targeted activities as soon as possible. Furthermore, the Distance Learning Committee conducted a mock accreditation review. Seventeen faculty members volunteered to have their distance learning courses reviewed by faculty reviewers from the College and other colleges. The results were used by faculty mentors who followed -up with faculty on making improvements to their distance learning courses. Additionally, follow-up meetings were held with departments and divisions to better understand faculty needs for further development and support. Outcomes workshops offered at FLEX Day and through POD directly support faculty in

the effort to develop and assess student learning outcomes in the distance education mode. The Outcomes Committee members have also conducted department specific training workshops.

Mt. SAC is currently designing and implementing a professional learning academy for faculty. The focus of this work is development of learning activities appropriate for professional growth credit that advance the objectives of the Campus Equity Plan and align with the Professional Development Plan. This academy will provide diversity training and professional development for faculty and where appropriate will structure broader learning opportunities for classified staff and managers as well. A Faculty Professional Learning Coordination Team has engaged in research of best practices and is collaborating with FPDC, PDC, and POD to implement learning activities beginning in the 2016-17 academic year (III.A.14-13, III.A.14-14).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the College mission and based on evolving pedagogy, technology, and learning needs. The College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Accomplishments and Outcomes

- The Mt. SAC Professional Development Plan implementation reflects a College wide emphasis on professional development for all personnel.
- Collaboration of the Faculty Professional Learning Coordination Team with Professional and Organizational Development to design and implement a professional learning academy supports learning needs of faculty and broad learning opportunities for staff and managers as well

List of Evidence

III.A.1-9	Professional Development Day - Know Your Rights 2-12-2015
III.A.8-7	FLEX Opening Meeting
III.A.8-14	Emails Announcing FLEX
III.A.8-15	Academic Senate Minutes 5-19-2016 pg. 3
III.A.9-1	Budget Committee Minutes
III.A.9-2	PAC Minutes Website
III.A.12-1	POD Attendance, Sign-in sheets, and Evaluation
III.A.14-1	PDC Minutes
III.A.14-2	Academic Senate PDC Report
III.A.14-3	CPDC Minutes
III.A.14-4	FPDC Minutes
III.A.14-5	POD Evaluation of Classified Evaluation Day
III.A.14-6	Classified Professional Development Day Needs Assessment and POD survey
III.A.14-7	Academic Senate Minutes
III.A.14-8	Classified Professional Development Day
III.A.14-9	Great Staff Retreat Flyer
III.A.14-10	Great Staff Retreat Application
III.A.14-11	POD Disaster Awareness
III.A.14-12	Classified New Employee Welcome
III.A.14-13	PDC Planning Retreat 2016
III.A.14-14	Faculty Professional Learning Coordination Team Proposal

III.A.15.

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

Evidence of Meeting the Standard

Mt. San Antonio College's (Mt. SAC's) Administrative Procedure 7145 provides for the security and confidentiality of personnel records (III.A.15-1, III.A.15-2). Additionally, the collective bargaining agreements include language about the confidentiality of grievances and the personnel file. Human Resources (HR) maintains official personnel files in a centralized, secured location. Access to these personnel files is restricted to authorized HR staff members. Each employee has the right to inspect or obtain a copy of his/her personnel records as outlined in AP 7145. HR is the designated custodian of employee personnel files and maintains strict procedures regarding access to the files. Additionally, the Office of Human Resources is secured with its own key to increase security.

Analysis and Evaluation

Mt. San Antonio College's (Mt. SAC's) procedures and practices are in compliance with Labor Code Section 1198.5 and California Education Code Section 87031. Personnel files are maintained in a centralized, secured location, accessible only to authorized individuals. Each employee has access to his/her personnel records in accordance with law.

Accomplishments and Outcomes

- Human Resources maintains central personnel files in a locked office within HR.
- Every employee has the right to inspect his/her records as outlined in Administrative Procedure 7145.

List of Evidence

III.A.15-1	Personnel Files: Ed Code 87031
III.A.15-2	California Labor Code Section 1198.5

Standard III.B. Physical Resources

III.B.1.

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The College Assures Safe Physical Resources that Support a Healthful Learning and Working Environment at All Locations

Mt. San Antonio College (Mt. SAC) assures safe physical resources by planning, designing and constructing quality facilities and infrastructure and by effectively maintaining and operating all physical resources according to College goals and the Strategic Plan (I.A.3-1).

Mt. SAC assures safety as an element of quality facilities design by employing an extensive team of professionals to oversee the planning, design, and construction of all facilities projects, including three, in-house licensed architects (III.B.1-1). New and modernized facilities and infrastructure are designed by experienced licensed architects and engineering consultants, including several that have provided service to the College for over ten years. Facilities planning and design work is reviewed monthly by a cross-functional and representative team, the Facilities Advisory Committee (FAC), to assure that the safety and security of College physical resources is a priority for

all new and modernized facilities (III.B.1-2). The facilities operations team works closely with the planning, design, and construction team to ensure that the ongoing maintenance of new and modernized facilities can be completed safely and efficiently (III.B.1-3 pg. 2).

Building and Safety Code compliance is assured by a team of certified inspectors tasked with reviewing construction plans and specifications prior to submittal to the Division of the State Architect (DSA) and with providing continuous inspection for all campus construction (III.B.1-4, III.B.1-5). The College also utilizes DSA certified inspectors to provide quality assurance for maintenance work that is not under the jurisdiction of DSA. A construction safety consultant is on campus two days per week to visit all active construction projects, ensuring that contractor and public safety is maintained at all times. Weekly safety reports are reviewed by in-house project managers and by the Director of Facilities Planning and Management. The safety consultant has authority to direct the contractor and College staff to correct non-compliant conditions immediately, and reports weekly to the Director of Facilities Planning and Management (III.B.1-6).

The maintenance of College physical resources is the primary responsibility of the facilities operations team (III.B.1-1). All facilities staff are authorized and encouraged to submit work requests through the School Dude computerized maintenance management system. Representatives from all instruction,

student services, and administrative offices may also access the system directly to submit service requests. Requests with safety implications are given the highest priority. Minor service requests such as slip hazards receive immediate attention from custodial services, and most other requests are completed within 24 hours (III.B.1-7). A member of the facilities operations team is on call at all times to respond to urgent conditions and Public Safety Officers are empowered to contact the on-call facilities manager or the Director of Facilities Planning and Management, at any time, day or night, should they encounter an unsafe condition (III.B.1-8, III.B.1-9).

The Health and Safety Committee exists as a cross-functional and representative team to ensure compliance with laws and regulations affecting safety and to maintain safe working conditions (III.B.1-10). Two facilities managers are permanent members of the committee to report progress on safety improvements related to the College's physical resources, and to ensure that concerns about safe working conditions are addressed in a timely manner. Classified staff from both the Facilities Planning and Management Team and the Public Safety department provide ongoing input and resources for the committee (III.B.1-11). The committee reviews periodic safety and security inspection and assessment reports and monitors efforts to correct deficiencies (III.B.1-12).

Facilities Planning and Management and the Risk Management departments share administrative responsibility for hazardous materials management. A database has been developed to identify locations of asbestos containing building materials within campus facilities. All construction and maintenance projects that require demolition are evaluated prior to the start of construction using the database as a guide. Whenever asbestos, mold, or lead paint abatement is required, a third party consultant provides continuous monitoring to ensure compliance with relevant codes and best practices and that the public is protected from potentially hazardous activities. Reports are produced for all abatement activities and reviewed by the risk manager. Hazardous materials produced by the College in the regular course of operations, such as chemical and medical waste, are removed regularly by qualified consultants. The removal activities are overseen by facilities management and monitored for compliance by the Director of Risk Management.

The College Assures Secure Physical Resources at All Locations

The Facilities Planning and Management team works closely with the Public Safety and Risk Management departments to ensure that buildings and infrastructure are constructed and maintained in a manner that minimizes risk to persons and property in accordance with College goals and Strategic Objectives (I.A.3-1). The Health and Safety Committee monitors security improvements identified as concerns in the Articulated Site Security Assessment prepared by the Crime Prevention through Environmental Design report in October 2010. The report also serves as a guide for facilities planning, design, and operations, with the goal of reducing existing and potential security concerns. The Public Safety

Department provides ongoing design review input for major construction projects to further reduce existing security concerns (III.B.1-3 pg. 2). Public Safety Officers and facilities managers and staff identify emerging security concerns such as security lighting outages and landscape materials that limit the natural surveilance (III.B.1-7). Officers and facilities staff are empowered to initiate service requests through the School Dude computerized maintenance management system to minimize response time to emerging issues. The Health and Safety Committee tracks and monitors issues that are not quickly resolved.

The College has placed a high priority on the development of emergency response and communications infrastructure. In 2014, a new Emergency Operations Center (EOC) was opened, providing a secure location for emergency management and training acivities. The EOC is equipped with a robust technology package, redundant power and data systems, and capabilities to expand communications capabilities as technology evolves (III.B.1-13). If there is a significant event, the EOC will be staffed by a trained internal team structured according to the State Emergency Management System (SEMS) (III.B.1-14). In 2015, the College added a management position to provide expertise and support for campus emergency response and training efforts.

Current efforts to expand the College's emergency communications infrastructure include the implementation of the Alertus emergency notification system. A cross-functional team, led by the Technical Services Department with support from Information Technology, Public Safety, Risk Management, Purchasing, and Facilities Planning and Management departments drafted design criteria for a system that will provide emergency communication to all campus teaching spaces, office suites, and public areas (III.B.1-14). The system includes a radio communication back-up to ensure that it will operate effectively should the campus data communications infrastructure fail (III.B.1-15). Funds have also been allocated for an emergency communications infrastructure project to add a communications tower adjacent to the EOC. The tower will facilitiate redundant radio, cellular, and video systems to improve emergency communications and response across campus (III.B.1-16).

The College Assures Accessible Physical Resources at All Locations

Mt. SAC employs an interdiciplinary approach to assuring accessible facilities throughout the planning, design, construction, operation, and decommissioning of buildings, grounds, and infrastructure according to College goals and Strategic Objectives. The Facilities Planning and Management Team works closely with the Campus Master Plan Coordinating Team (CMPCT), the FAC, the Safety Committee, and other representative groups that meet both formally and informally to monitor the performance of existing College facilities and to construct and modernize buildings and infrastructure according to universal design principles. Universal design can be defined as the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized

design. Mt. SAC has embraced universal design principles and has expanded its application beyond minimum building code compliance (III.B.1-17).

In 2012, the College completed a new Americans with Disabilities Act (ADA) transition plan. The plan identified barriers to access in many areas of the campus, including the physical environment (III.B.1-18). A comprehensive database of accessibility concerns was developed and continues to provide guidance for the design and construction team as new and modernized facilities and infrastructure are planned (III.B.1-19). The College has funded and completed a number of significant ADA improvement projects since the completion of the transition plan and continues to improve accessibility across campus by utilizing local bond funds to replace and upgrade facilities constructed prior to the ADA (III.B.1-20). The College also provides ongoing funding to remove barriers to access through an annual general fund allocation targeted improving classroom standards (III.B.1-21).

Facilities planning, design, and construction efforts, including master planning, individual project planning and design work products, are reviewed monthly by the FAC, which makes recommendations to CMPCT and reports to the President's Advisory Council (III.B.1-2).

The FAC was created in 2010 to provide a representative group to review and assess progress on the many ongoing facilities improvement projects funded through local bonds, energy funds, and general fund sources. The committee is chaired by the Director of Facilities Planning and Management, and includes management, faculty, classified staff and student representatives (III.B.1-2). Agendas and notes for FAC meetings are prepared and distributed at each meeting and regularly posted on the College website (I.A.1-24).

FAC goals include an ongoing review of the campus building standards that provide guidance to the facilities planners and design professionals responsible for constructing safe, accessible, and healthy facilities (III.B.1-21). Group review and ownership of these standards assures that emerging issues affecting the teaching and learning environments across campus are promptly addressed. A tracking log of updated standards is maintained in the Facilities Planning and Management shared files, and the standards are accessed by the Facilities Planning and Management Team (III.B.1-22).

Mt. SAC Assures Sufficient Physical Resources at All Locations

The College prioritizes facilities projects according to College goals, Strategic Objectives, and Administrative Policy 6610 (III.B.1-23). Major building, infrastructure, and energy conservation projects are prioritized through the comprehensive master planning process (III.B.1-24, III.B.1-25). The 2012 Facilities Master Plan (FMP) was developed using data from the Educational Master Plan (EMP) developed in 2009 and information taken from the previous FMP (I.A.1-26). The 2009 EMP developed growth forecasts for each academic division from which space needs projections were created in terms of assignable square footage (ASF). The ASF needs were used to forecast the number of each room type

needed by each division. This comprehensive master planning work has guided the project specific planning for a locally funded 100,000 gross-square-foot business and computer technology building currently under construction, the first phase of a new athletics complex set to begin construction in early 2017, and final project proposals submitted and approved by the California Community College Chancellors Office for a 170,000 gross square foot (GSF) Technical Education Building and the second phase of the athletics complex.

A Utility Master Plan was completed in 2012 to guide the design and construction of major utility and infrastructure systems, and a campus wide study to determine food service needs was completed in 2010, guiding the design and construction of a new 25,000 GSF food service facility completed in 2015.

With the passage of the Measure R local facilities bond in 2002, the College instituted a special leadership group, CMPCT, to oversee and provide adminstrative direction for the building program. The team is chaired by the College President/CEO, and membership includes the Vice Presidents of Administrative Services, Instruction and Student Services and the Director of Facilities Planning and Management. CMPCT meets twice per month to review reports on ongoing planning, design, and construction activities, approve budgets for new projects, and review design and construction contract awards prior to submission to the Board of Trustees for approval.

Minor building improvement projects and alterations to specific rooms or operational areas are prioritized annually at several levels within each operational area on campus as part of the institutional planning process. A prioritized list of project requests, approved by the appropriate vice president, is submitted to the Director of Facilities Planning and Management each year (III.B.1-26). After each project is evaluated for feasibility and cost, the list is refined and presented to FAC for review (III.B.1-2). A combined list is then reviewed by CMPCT for funding approval (III.B.1-27). The project prioritization process allows for urgent facilities needs to be addressed in a timely fashion with vice-president approval.

Strategic goals that include significant facilities elements are given higher priority with approval of CMPCT. Examples include a 3,000 GSF renovation of the Professional and Organizational Development offices and teaching spaces in response to College Goal #10 and the addition of two new modular buildings to provide space for the Technology and Engineering Resource Center in response to Strategic Objective #1.2. Both projects were completed in 2015 (III.B.1-28, III.B.1-29).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) assures that all physical resources that provide courses, programs, and learning support services, are accessible, safe, secured, and provide a healthful learning and working environment.

Accomplishments and Outcomes

- Mt. SAC has architects, engineering consultants, certified inspectors, a facilities operation team, health and safety and a Facilities Advisory

Committee, Public Safety and Risk Management Departments, and emergency response and communication infrastructure in place in order to ensure that the College is able to assure safe physical resources at all locations.

- Experienced experts in construction and maintenace provide appropriate recommendations for structural changes.
- Operations allow requests for maintenace to be made by facilities staff, representatives from instruction, student services, and administrative offices.
- Through several shared governance committees, the College is able to ensure that all new or altered infrastructure changes maximize the use of the facility.
- The College has an emergency response system that provides communication, power and data backup systems which will be expanded as technology evolves.

List of Evidence

I.A.1-24	Campus Committees
I.A.1-26	Facilities Master Plan
I.A.3-1	Strategic Plan 2015-17
III.B.1-1	Facilities Planning and Management Organizational Chart
III.B.1-2	Facilities Advisory Committee Purpose, Function, and Members
III.B.1-3	Design Meeting Minutes pg. 2
III.B.1-4	The Vinewood Company Code Compliance Review
III.B.1-5	The Vinewood Company Organizational Chart
III.B.1-6	Business and Computer Technology (BCT) Safety Reports
III.B.1-7	School Dude Report
III.B.1-8	On-Call Rotation
III.B.1-9	On-Call Process
III.B.1-10	Health and Safety Committee (HSC) Purpose, Function, and Members
III.B.1-11	Committee Structure
III.B.1-12	HSC Meeting Minutes 4-5-2016
III.B.1-13	Emergency Operations Center Project Description
III.B.1-14	Emergency Operations Center Organizational Chart
III.B.1-15	Emergency Communications Request for Proposals
III.B.1-16	Emergency Communications Project Budget
III.B.1-17	Student Success Center Project Description
III.B.1-18	ADA Transition Plan
III.B.1-19	ADA Database Proposal
III.B.1-20	ADA Project List
III.B.1-21	Classroom Standards Project Data Form
III.B.1-22	Facilities Planning & Management Campus Standards Log
III.B.1-23	Administrative Procedure 6610
III.B.1-24	Measure R and RR Bond Project Lists 8-2-2016
III.B.1-25	Measure R and RR Bond Project Lists 8-3-2016
III.B.1-26	2015 Project Lists
III.B.1-27	2016 Project List CMPCT Notes
III.B.1-28	Professional and Organizational Development Project Scope and Budget
III.B.1-29	TERC Project Scope and Budget

III.B.2.

> *The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

Evidence of Meeting the Standard

The College Plans Its Physical Resources to Assure Effective Utilization to Support Its Programs and Services and Achieve Its Mission

Mt. San Antonio College (Mt. SAC) plans new and modernized facilities and infrastructure according to College goals, strategic objectives, and the California Community College Chancellor's Office Facilities Planning Manual (I.A.3-1). In 2001, the Measure R local facilities bond was approved in the amount of $221 million; and in 2008, the Measure RR local facilities bond was approved in the amount of $353 million. Since the passage of the Meaure R local facilities bond, the College has constructed 20 new permanent buildings and completed full building modernization on 17 other major buildings (III.B.2-1). Through this effort, the College has increased the number of classrooms and laboratories from 320 to 405, modernized the College's largest student services building, and constructed a new Student Success Center (III.B.2-2).

Since 2002, the gross square footage (GSF) of the College has grown from approximately 1.2 million GSF to over 1.7 Million GSF, while the lecture space capacity load ratio has improved from 220 percent to 120 percent (III.B.2-3, III.B.2-4, III.B.2-5). Laboratory capacity load ratios have improved from 65 percent to 88 percent, while library capacity load ratios have improved from 48 percent to 78 percent (III.B.2-6 pg. 2, III.B.2-7). These significant improvements in space utilization can be attributed to a concerted effort to design space efficient buildings, correctly sized classrooms, and a focus on laboratory and library space.

A room utilization matrix was developed in 2014 and 2015 that identifies under-utilized teaching space (III.B.2-8). The matrix is used as a guide to identify classrooms that can either house more student workstations or that require alteration to align space with appropriate class sizes. The College has commited to a space utilization project that will right-size the remaining inefficient rooms on campus not included as part of a planned new construction or moderization project. The work will include an upgrade of audio-visual technology installed early in the measure R building program and improvements to interior finishes needed to ensure a quality teaching space (III.B.2-9).

The College Builds, Upgrades, or Replaces Its Physical Resources to Assure Continuing Quality

Mt. SAC assures the quality of facilities and infrastruture design and construction according to College goals. Facilities Planning and Management successfully completed the transition away from a program and construction management consultant to in-house program

management and now uses a construction management firm for only the largest construction projects (III.B.1-1, III.B.2-10). Project planning and design management for all projects are overseen by a highly qualified team of College managers and staff. The College Design and Construction Team includes three licensed architects, a licensed mechanical engineer, a project accounting manager, and staff experienced with construction administration. The team oversees a group of architect and engineering consultants to produce quality construction plans and specifications.

Architects and engineering consultants are selected for each project through a detailed request-for-proposal process conducted by the Facilities Advisory Committee (FAC) with support from the Purchasing Department. The FAC reviews and scores proposals submitted by qualified firms and recommends finalists to the Campus Master Plan Coordinating Team (CMPCT) (III.B.2-11). CMPCT recommends the top firm to the Board of Trustees (III.B.2-12 pg. 4, 41). This participatory process ensures that the best firms are selected to design each project. Once the design consultants are set, an inclusive design team with specialized knowledge about the project requirements is established (III.B.2-13).

A similar process was used to select a construction management firm to manage the largest, multiple-prime construction projects and to support the College team by providing constructability review and cost estimating input at the mid-point of design and prior to submittal to the Division of the State Architect (DSA) (III.B.2-14). Code compliance reviews are conducted by the College's construction inspection consultant at the mid-point of design and prior to submission to the DSA to ensure that construction documents fully comply with building code areas not reviewed by DSA, such as mechanical, plumbing, and electrical (III.B.2-15). The integration of the construction management and inspection teams into the design process, along with the College project manager and design team and the design consultants ensures that the project design requirements are fully addressed in the design phase and that projects are constructable within allowed budgets.

Construction documents are also reviewed internally by the Facilities Planning and Management Operations team, including representatives from the building and infrastructure maintenance group, custodial services, grounds, and energy management (III.B.2-16, III.B.2-17, III.B.2-18, III.B.2-19, III.B.2-20, III.B.2-21, III.B.2-22). With ongoing input from facilities staff, campus standards are updated on a regular basis. Updated standards are added to baseline design standards developed at the beginning of the Measure R building program, and a log is maintained to ensure that current standards are available for use by design teams on all College projects (III.B.1-22). Campus standards are reviewed by FAC to ensure that they are applicable for use in all areas across the College.

Mt. SAC assures that College facilities and equipment are maintained in a manner that supports its mission according to College goals and Strategic Objectives. The Facilities Planning and Management Operations team is primarily responsible

for maintaining and efficiently operating buildings, grounds, infrastructure, and the College fleet of vehicles and maintenance equipment (III.B.1-1). A new computerized maintenance management system that includes modules for preventative maintenance and a robust system for submitting and tracking work requests by building and operational area was implemented for use by the maintenance, grounds, custodial services, and energy management teams in 2012 (III.B.2-23). A similar system was implemented that same year to track ongoing maintenance for the College's fleet of over 200 vehicles. These systems provide the basis for a shift away from reactive maintenance by providing a platform for the expansion of preventative maintenance (III.B.2-24). The College has provided financial support for the expansion for preventative maintenance by funding a special projects manager position to oversee the transition (III.B.2-25). Expanded preventative maintenance of buildings, infrastructure, and the College fleet of vehicles reduces down time and failure rates and will increase the service life of critical equipment and infrastructure (III.B.2-26). The Facilities Condition Index provides a broad perspective of the deferred maintenance backlog, while the Internal Facilities Assessment Report provides a detailed look at the status of mechanical, electrical, and plumbing equipment and the condition of architectural finishes throughout the campus. The 30-year capital expenditure plan for each campus building and the inventory and condition

assessment developed for each of over 2,300 pieces of equipment provide guidance in developing project lists that reflect the most current equipment replacement and finishes upgrade needs on campus (III.B.2-27). The assessment data indicates that College facilities are well maintained.

Facilities Planning and Management also provides support for instructional and student services efforts to upgrade or replace critical instructional equipment such as classroom and office furniture and equipment items that require permanent installation or concurrent facilities alterations.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) builds, maintains, and upgrades its physical resources. Changes are made to facilities, equipment, land, and other assets, in order to provide venues that are effectively utilized and are maintained at a level of quality that supports its programs, services, and aids in achieving its mission.

Accomplishments and Outcomes

- Gross square footage of the College has expanded, providing more classroom and laboratory space.
- Classrooms and laboratory spaces have been modernized.
- Several College departments and committees work together to identify construction firms that will construct the best facilities for the services they provide.

- Code compliance reviews indicate that construction is in compliance with building codes including areas such as mechanical, plumbing, and electrical.

- A maintenance management system tracks work requests and preventative maintenance on grounds, buildings, and College fleet vehicles to ensure proper working order.

List of Evidence

I.A.3-1	Strategic Plan 2015-17
III.B.1-1	Facilities Planning and Management Organizational Chart
III.B.1-22	Campus Standards Log
III.B.2-1	Completed Project Report to CMPCT
III.B.2-2	Classroom and Laboratories by Year Report
III.B.2-3	Space Inventory 2002
III.B.2-4	Space Inventory 2016
III.B.2-5	2016 Five Year Construction Plan
III.B.2-6	Capacity Load Ratio Summary Report to President's Cabinet Item #6 pg. 2
III.B.2-7	Capacity Load Ratio Summary Report to President's Cabinet
III.B.2-8	Classroom Utilization Matrix
III.B.2-9	Audiovisual Technology Phase 1 Project Budget and Scope of Work
III.B.2-10	Tilden-Coil Constructors Organizational Chart
III.B.2-11	Architect RFP Student Center
III.B.2-12	Agenda Item Student Center pg. 4, 41
III.B.2-13	Student Center Design Team
III.B.2-14	Business and Computer Technology (BCT) Constructability Review and Cost Estimate
III.B.2-15	Business and Computer Technology (BCT) Code Review
III.B.2-16	Business and Computer Technology Review Notes 101314 Turn AV
III.B.2-17	Business and Computer Technology Review Notes 101314 Plumbing
III.B.2-18	Business and Computer Technology Review Notes 102214 Electronics
III.B.2-19	Business and Computer Technology Review Notes 102214 Mechanics
III.B.2-20	Business and Computer Technology Review Notes Door Hardware 102914
III.B.2-21	Business and Computer Technology Review Notes Design Development Page Turning 32414
III.B.2-22	Business and Computer Technology Review Notes Vinewood Company
III.B.2-23	School Dude Product Data
III.B.2-24	RTA Product Data
III.B.2-25	New Resources Report Phase II
III.B.2-26	McKinstry Report Executive Summary
III.B.2-27	McKinstry Capex Summary

III.B.3.

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

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) assures the feasibility and effectiveness of its physical resources according to College goals, Strategic Objectives, and the institutional planning process (I.A.3-1). Major building projects are assessed for feasibility and effectiveness as part of the educational and facilities master planning process. Educational and facilities master planning provide the College with a long range assessment of facilities needs that align with the College mission and vision and the relevant demographic data that supports planned program growth. A new comprehensive Educational and Facilities Master Plan effort began in summer 2016, with completion and Board of Trustees approval set for early 2018 (III.B.3-1). Approved master-planned projects are evaluated according to the California Environmental Quality Act (CEQA) process to ensure feasibility and to consider environmental impacts and appropriate mitigation measures (III.B.3-2 pg. 19-36). Utility infrastructure is evaluated periodically through a utility master planning process (III.B.3-3 pg. 4). A new landscape master plan will be developed as part of the comprehensive master planning process currently underway (III.B.3-4).

Space utilization is reported as part of the Five-Year Capital Outlay Plan submitted annually to the California Community College Chancellor's Office (III.B.3-5). The campus space inventory is updated annually according to the California Community Colleges Space Inventory Handbook (III.B.3-6). All building floor plans are maintained electronically using computer-aided design software and updated to reflect changes to building space or use by construction activities or reassignment of space (III.B.3-7). Updates are reflected in subsequent space inventory reports. Accurate space inventory data ensures that the capacity load ratio for each space type is correct and that space utilization is considered in project planning efforts, including initial and final project proposals. The College continues to improve space utilization by planning and designing space-efficient buildings and through a targeted effort to identify and improve utilization of inefficient space (III.B.2-7, III.B.2-8).

The College evaluates all campus facilities every three years as part of the Foundation for California Community Colleges Facility Condition Assessment Program. Data from the assessment effort provides estimates of repair costs and replacement costs for each building (III.B.3-8). The repair costs expressed as a percentage of replacement cost for each facility provides a guideline in evaluating facilities for repair, modernization, or replacement.

Facilities Planning and Management also completed a comprehensive assessment of current facilities and equipment in 2014. The effort evaluated and tagged

over 2,300 pieces of mechanical, electrical, and plumbing equipment and assessed the condition of architectural finishes in over 3,000 rooms (III.B.2-26). The report provided a basis for a capital equipment renewal and preventative maintenance plan and identified staffing requirements necessary to maintain critical equipment over a 30-year time period. The findings are reflected in the current Planning for Institutional Effectiveness report for Facilities Management (III.B.3-9).

Each year, as part of the College's Planning for Institutional Effectiveness process, instructional, student services, and administrative units evaluate and report facilities resource needs, including equipment needs that require installation and start-up support from Facilities Planning and Management. Resource requests are prioritized at various levels, approved by the appropriate vice-president, and submitted to the Director of Facilities Planning and Management for review and analysis (III.B.3-10). Proposed projects are considered for feasibility and cost, reviewed by the Facilities Advisory Committee, and submitted to the Campus Master Plan Coordinating Team for approval (III.B.1-2, III.B.1-27).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) regularly evaluates all facilities and equipment, assuring the effectiveness of these physical resources in supporting institutional programs and services. The College also determines feasibility of institutional plans for new or altered facilities taking utilization and other relevant data into account.

Accomplishments and Outcomes

- Educational and facilities master planning provide assessments of facility needs, feasibility, environmental impact, and relevant demographic data that supports program growth.
- The space inventory gives updated and correct information about capacity load ratio of all spaces and ensures that those spaces are utilized efficiently.
- Assessment of College facilities provides information on what facilities need repairs, replacement, or modernization and stores information regarding estimated repair and replacement cost for each building.
- The Facilities Planning and Management Department assesses mechanical, electrical, and plumbing equipment to ensure proper working order and identifies staffing requirements needed to maintain this equipment.

List of Evidence

I.A.3-1	Strategic Plan 2015-17
III.B.1-2	Facilities Advisory Committee Purpose, Function, and Members
III.B.1-27	2016 Project List CMPCT Notes
III.B.2-7	Capacity Load Ratio Summary Report to President's Cabinet
III.B.2-8	Classroom Utilization Matrix
III.B.2-26	McKinstry Report Executive Summary
III.B.3-1	Ed Plan RFP
III.B.3-2	2015 SEIR Executive Summary pg. 19-36
III.B.3-3	UMP Executive Summary pg. 4
III.B.3-4	BOT Agenda for CMP
III.B.3-5	5 Year Capital Outlay Plan
III.B.3-6	2015 Space Inventory
III.B.3-7	List of Updated Floor Plans
III.B.3-8	Capacity Load Ratio Report to Cabinet
III.B.3-9	2015-2016 PIE Managers Summary
III.B.3-10	PIE Projects List

III.B.4.

> *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) develops long-range capital plans according to College goals and Strategic Objectives (I.A.3-1). Long-range capital planning includes facilities master planning and the Five-Year Construction Plan submitted annually to the California Community College Chancellor's Office. Facilities master planning identifies major projects required to support the College's mission, vision and goals and includes an examination of potential academic and institutional support programs including: expansion of existing programs; potential for maximum growth and build-out for the campus, and a capital program that will identify preferred land use, potential building sites, circulation plans, as well as capacity and massing plans to support the academic and institutional support program needs of the campus (III.B.4-1). Academic and institutional support program needs are identified through the educational master planning process, the Strategic Plan, and the annual Planning for Institutional Effectiveness process. The Five-Year Construction Plan identifies and prioritizes projects that may be supportable with state capital outlay funds.

Projects approved as part of the Facilities Master Plan are prioritized and reviewed for feasibility and costs are estimated prior to award of design contracts (III.B.1-2). Each project design effort complies with a detailed list of design requirements for each phase, including basis of design reports for critical building systems such as heating, ventilation and air conditioning, lighting systems, and building envelop (III.B.4-2). These reports provide the basis for life-cycle cost analysis of critical building elements. In 2016, the College shifted from standard fluorescent lighting to light-emitting diode (LED) lighting systems. A life-cycle cost analysis was developed for this system showing that LED lighting provides a more flexible and better quality teaching and learning environment with a lower life-cycle cost (III.B.4-3). Major mechanical and electrical improvements are analyzed to evaluate long-term reliability and energy savings, with consideration for the life-cycle cost of the system. Examples include the 2.2 megawatt solar power generating plant, the new two-million-gallon thermal energy storage facility, and the replacement of the 400-ton, air-cooled chiller equipment in the Performing Arts Center (III.B.4-4, III.B.4-5, III.B.4-6).

The College also participates in the Foundation for California Community Colleges Facility Condition Assessment Program. All College building facilities are analyzed every three years to update the

facilities condition index for each building (III.B.4-7). The index is developed in consideration of the expected life-cycle for critical building systems, and repair and replacement costs are estimated for equipment and building systems resulting in a ratio of repair costs to estimated costs. A low ratio indicates a building that is in good repair, and a high ratio indicates a building that requires significant modernization. The College considers removal or replacement of facilities with a ratio greater than 75 percent.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) has long-term plans in place that support institutional improvements to facilities and equipment and has information on the total cost of those improvements.

Accomplishments and Outcomes

- Long-range capital plans are used to identify major projects that will support the College's mission, vision, goals, academic programs, and campus growth.
- LED systems were installed to provide a more flexible and better quality teaching and learning environment with a lower cost than the previously used fluorescent lighting.
- New solar power and energy storage systems are in use as they were determined to provide energy savings and have greater long-term reliability.
- The facilities condition index is used to determine equipment and buildings that need repair or replacement. This index also indicates how much these alterations will cost.

List of Evidence

I.A.3-1	Strategic Plan 2015-17
III.B.1-2	Facilities Advisory Committee Purpose, Function, and Members
III.B.4-1	FMP RFP
III.B.4-2	Design Requirements by Phase
III.B.4-3	Life Cycle Cost for LED Lighting
III.B.4-4	Edison Analysis of Solar
III.B.4-5	SCE Permanent Load Shifting Program Incentive
III.B.4-6	Building 2 Chiller and Cooling Tower Evaluation
III.B.4-7	FCI Reports

Standard III.C. Technology Resources

III.C.1.

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Information Technology (IT) is Knowledgeable of Needs

The Information Technology (IT) Department at Mt. San Antonio College (Mt. SAC) participates in multiple campus committees to keep abreast of evolving College needs and critical requirements. In addition, IT utilizes a distributed workforce model where many IT staff work within the areas they support, which facilitates effective and ongoing communication between IT and the College community. IT also provides consulting services to College constituents seeking to add or enhance technology in their areas or programs. The outcomes of these consultations frequently become part of the Planning for Institutional Effectiveness (PIE) documents for both the area and IT. Some needs are a result of changes in state or local policy. The College President co-chairs the Chancellor's Telecommunication and Technology Advisory Committee (TTAC) and provides regular updates on emerging state projects and the status of ongoing state projects. This connection puts the

College at the forefront when it comes to meeting those needs. Quarterly reports from IT to Cabinet provide bi-directional feedback on both state and local projects. To ensure that instructional environments have adequate infrastructure for the technology requested/required, IT also assists with developing College standards for classrooms and facilities construction projects. Finally, IT maintains a Help Desk and instructional support personnel during instructional hours, which provides a single location to call for technology assistance.

IT Ensures Appropriate and Adequate Support

Mt. SAC ensures that its various types of technology needs are identified and are appropriate and adequate based on multiple sources of input. The strategic deployment of academic support staff in the areas they serve, rather than centrally locating them in the IT building, ensures there are direct, ongoing communications between IT staff and its user base.

Representatives from IT participate in the many planning and informational committees at the College including: Instruction Team, Student Services Team, Facilities Planning, Information Technology Advisory Committee (ITAC), President's Cabinet, President's Advisory Committee (PAC), and Distance Learning Committee (DLC) (III.C.1-1, III.C.1-2, I.B.5-6). The IT Department participates in the Planning for Institutional Effectiveness (PIE) process to ensure that campus IT

needs are recognized in the campus budgeting and planning processes. Within the scope of a College-allocated, computer replacement budget, the IT Department plans for and implements an equipment replacement program to ensure that faculty and administrative support personnel have adequate technology available to them and the College has an adequate infrastructure to support the academic and administrative computing needs of the College. This is separate from the planning and implementation of classroom academic technology, which is a shared management between Information Technology and Technical Services. IT staff regularly attend Facilities planning meetings and completes plan reviews to insure sufficient and appropriate technology infrastructure is designed into College buildings. Additionally, IT and Tech Services have created, assembled and maintain a set of documents delineating the technology standards for classrooms and offices (III.C.1-3, III.C.1-4, III.C.1-5, III.C.1-6, III.C.1-7, III.C.1-8). IT works closely with Technical Services, Facilities Planning, and Management to ensure synergy and appropriateness of building and systems design to supply critical technology tools for students, faculty, and staff. This enhances student learning while ensuring student equity and success.

IT leadership meets regularly with Associated Student leaders, inviting them on prearranged tours of IT facilities and soliciting their input on IT matters.

IT Evaluates the Effectiveness of Technology

Mt. SAC evaluates the effectiveness of its technology in meeting its range of needs. The Technology Master Plan is regularly reevaluated by the Chief Technology Officer (CTO) and ITAC and revised as appropriate to maintain conformity and integration with the College goals, Educational Master Plan, and Strategic Plan (III.C.1-9). The IT Department utilizes appropriate software, Microsoft System Center Service Manager (SCSM), to track support requests submitted through the Help Desk and creates an ever-expanding knowledge base related to critical College technologies. The system tracks the timeline and progress of every support request so staff and managers have access to reporting tools to review data from the system. Results indicate continual improvement in support and usage of technology throughout the College. These results are critical in helping IT improve service levels and responsiveness as is critical to the College in a rapidly changing technology environment. The IT Department also proactively seeks user input through administration of surveys and various feedback mechanisms (III.C.1-10 pg. 11).

The IT Department implements multiple monitoring mechanisms to ensure maximum system and network uptime. Ongoing evaluation of information and data security frequently results in changing IT practices. One such assessment revealed that on-campus use of the application, BitTorrent, was so prevalent that it showed up in the College's network monitoring logs up to 1,200 times per minute. This severely affects network performance. Since there

is no academic use for BitTorrent (used primarily for streaming/downloading movies and audio files) IT now blocks usage.

IT Uses Appropriate Decision-Making Based on Need

Mt. SAC makes decisions about technology services, facilities, hardware, and software through a variety of responses from team and department meetings, Help Desk reports, survey results, and technology standard documents. The CTO collaboratively prepares a Technology Master Plan in conjunction with ITAC detailing how the IT Department will follow the College Strategic Plan and support the institutional goals of the College. The CTO is advised by ITAC, which has a prescribed makeup of members from various constituencies throughout the College for true institutional shared governance. The IT Department coordinates with the Facilities Department and Technical Services to make sure all new construction meets current and future technology standards, and facilities standards for new construction are adequate to support the technology. IT is represented on the College Instruction Team to ensure that relevant instructional goals correlate with the best use of available technology and that College instructional decisions receive full IT support very early in the decision-making process. The IT Department is represented on the Student Services Team and is actively involved on the Distance Learning Committee to ensure that distance learning receives adequate technology support, that decisions regarding distance learning are made under proper advisement, and that any IT decisions affecting distance learning are considered and discussed in a collaborative fashion.

IT visits instructional departments to ask about technology needs. Many times, these needs are resolved quickly and in a cost-efficient manner. Visits can also result in the utilization of the College computer replacement program, which IT administers on behalf of the College. The IT Department reviews Help Desk data and numerous survey results to ensure a clear picture of the technology needs of College constituencies. Surveys and related one-to-one feedback clarified that the College community believed various network services needed improving. As a result, IT assessed the survey results, sought funding for improvements, and implemented several network upgrades and enhancements (III.C.1-10 pg. 11, III.C.1-11). Within the academic support section of the IT Department, IT employees work directly with educators and administrators to identify needs and implement appropriate solutions on an ongoing basis.

IT also receives and responds to requests from all areas of the College. Some examples of this are:

The Alertus project is a collaborative effort aimed at providing mass alerts to the College community. The goal of the project is to enable the campus to better respond to emergencies with managed crisis communications. A proof of concept deployment was successfully installed in building 13 utilizing in-building alert beacons and speakers. The solution also includes a PC client that was tested and deployed to College computers. Plans to

expand the pilot, campus wide, are underway (III.C.1-12, III.C.1-13, III.C.1-14).

Student request for expanded Wi-Fi coverage - IT leadership met with student leadership when it became clear that the students were dissatisfied with wireless coverage at the College. As a result, IT supported the effort and began expanding Wi-Fi to include external outdoor common areas in addition to expansion of existing internal wireless offerings at the College (III.C.1-15 pg. 2).

OnBase - Beginning in 2011, IT worked closely with a committee from departments across the College to draft requirements, procure, and implement a new document imaging system (III.C.1-16, III.C.1-17 pg. 2). The first phase of this project went live in June 2015 and featured improved scanning and retrieval of transcripts and other student records as well as integration with the College's student information system (Banner) for financial aid document tracking (III.C.1-18 III.C.1-19 pg. 2, III.C.1-20 pg. 3, III.C.1-21). The second phase of the project went into production in March 2016 and features electronic capture of transcript details, ability to process electronic transcripts from eTranscript California, and an interface that automatically uploads transcript details into Banner (III.C.1-22). As a result of this project, electronic document imaging has been expanded to several other areas including the President's Office, the CalWORKs program, the Veteran's Program, the Honors Program, and Fiscal Services. Forms that were once filled out and scanned are now being presented as electronic documents; examples of these include the Honors Program Application

and the IT User Acceptance Agreement. Adoption of electronic documents and document imaging continues across campus, resulting in reduced paper usage and streamlined business processes (III.C.1-23 pg. 9).

Degree Works - IT collaborated with Student Services to implement a comprehensive degree audit and educational planning system. Branded the Mountie Academic Plan, this system has been used by students and counselors to create over 35,000 educational plans since it went live in 2013 (III.C.1-24, III.C.1-25). It has also been used by evaluators in Admissions and Records to validate degree completion and proactively identify students who have completed the requirements for a degree or certificate. Thanks to this effort, Mt. SAC was able to fully comply with the requirements of the Student Success Act of 2012 (SB 1456) and give priority registration to students who completed an educational plan.

Web Redesign - In October 2014, President's Cabinet approved a project to redesign the Mt. SAC website to improve navigation, update content with a focus on students, and make it responsive to a variety of screen sizes such as cell phones and tablets (III.C.1-26, III.C.1-27, III.C.1-28, III.C.1-29, III.C.1-30, III.C.1-31, III.C.1-32, III.C.1-33). IT, in partnership with Marketing and Communications, kicked off the project with a Visioning Summit. This summit was attended by a variety of constituent groups who provided input, followed by regular meetings of a web advisory group to guide the effort. The new site was launched in October 2015 featuring a responsive and less-cluttered

design with more visually appealing graphics and buttons catering to prospective students ([III.C.1-34](#), [III.C.1-35](#), [III.C.1-36](#)). The site continues to be enhanced with the introduction of a number of new features including presentation in alternate languages, SiteCues for the visually impaired, improved search, an interactive 3-D campus map, and templates to streamline the creation of similarly themed web pages for individual departments.

Online Catalog - In June 2015, IT collaborated with the Instruction Department to implement a new online College catalog that would improve the ability for students to explore programs of study and more easily identify the requirements for degrees and certificates ([III.C.1-37](#)). IT developed interfaces to extract curriculum data from the Student Information System and created templates to display the new catalog in a visually appealing and responsive design consistent with the look and feel of our website. The new online catalog was launched for the 2016-17 academic year in May 2016. Features of the online catalog include the ability to "drill down" into the required courses of a given program or certificate to see when it is being offered in the current class schedule, and the ability for administrators to extract catalog rules for import into the degree audit system.

Text Messaging - IT has begun a texting program to reach out to students in their most familiar way, to apprise students of critical information ([III.C.1-38](#), [III.C.1-39](#), [III.C.1-40](#), [III.C.1-41](#), [III.C.1-42](#), [III.C.1-43 pg. 2](#)). Recently, messages regarding registration appointments and financial aid requirements have been sent to over 20,000 students ([III.C.1-44 pg. 2](#)).

Managed Print Services (MPS) is being pushed heavily by vendors purporting to save campuses hundreds of thousands of dollars annually. When Mt. SAC was approached, IT took the lead in evaluating the College's current printing costs and determined they were already significantly under those being proposed. However, to provide further benefits, IT works with campus constituents to standardize printers providing additional efficiencies in supply costs ([III.C.1-45](#)).

Class Pass System – In May 2013, the President's Cabinet approved a partnership with Foothill Transit to provide free bus passes to students enrolled in credit classes ([III.C.1-46](#)). In response, IT staff developed and implemented an innovative and simple system that allows a staff member to verify enrollment through a swipe of an ID card and issue a bus pass to the student in just five seconds without requiring a login or training on our administrative system (Banner). Data is automatically sent nightly to Foothill Transit in order to activate and deactivate bus passes. IT also collaborated with Marketing and Communications using social media and electronic messaging to promote the program. Over 6,300 students received free transit passes for Fall 2013 ([III.C.1-47](#)). As a result of this program, Mt. SAC dramatically increased the use of mass transit by students, decreased congestion, improved parking availability, and improved the environment by reducing emissions. This project was awarded the Technology Focus Award for 2013 by the California Community College Chancellor's

Office. In November 2014, students approved a transit fee to make the program a permanent offering for students at Mt. SAC.

IT has a Commitment to Distance Learning

Mt. SAC ensures that technology accommodates the College's curricular commitments for distance learning programs and courses. The IT Department assists in providing distance learning (DL) certification to all instructors prior to the start of all DL classes. In order to meet the needs of DL programs and services, the IT Department, in conjunction with the DLC, spent 18 months properly transitioning from Blackboard to Moodlerooms, continues to assist with training for Moodlerooms. IT is participating in the transition from Moodlerooms to Canvas, and it verifies the student is legitimate through an authentication process.

Furthermore, IT and DL collaborate on committees, as there is an IT representative on DLC and a DL representative on ITAC. The College makes decisions regarding the needs of its technology services, facilities, hardware, and software related to DL programs through interaction among the DLC, ITAC, Academic Senate, Curriculum and Instruction, and Administrative Procedure (AP) 4105 on distance learning (I.B.2-24). It evaluates the effectiveness of its technology training for students and personnel involved in DL through evaluations of faculty who teach online courses, student evaluations, faculty evaluations, and DL course review equal to traditional courses.

IT also assesses the need for information technology training for students and personnel involved in distance education through tutorials available to students, an online training program called STUDY 85C, Professional and Organizational Development workshops, and faculty mentoring (III.C.1-48). Training is designed to meet the needs of students and personnel involved in DL through continual modification of workshops based on student surveys, focus groups, student usability, and faculty focus groups.

The Online Educational Initiative (OEI) pilot program was launched in the spring 2015 term on the current learning management system Moodlerooms. The College offered six sections taught by three different professors in the first term. In spring 2016, the three faculty used Canvas to teach their OEI classes to help determine if the College should adopt Canvas. In fall 2016, the College began a year-long systems migration from Moodlerooms to Canvas. The College is using 30 sections in fall 2016 in a mini-pilot to gain user feedback and plans a larger scope migration in winter and spring 2017. The IT Department has been responsible for provisioning user accounts and course shells in both Moodlerooms and Canvas, and IT will continue this dual-system support throughout 2016-17. IT maintains the Student Information System's enrollment data pushed into the learning management system (LMS), updating student rosters as students add or drop courses. The IT Department provides secure authenticated connections to Canvas via the Mt. SAC Centralized Authentication Server (CAS).

IT branded the LMS to coordinate with Mt. SAC's image.

Mt. SAC's IT Department staffs a Help Desk whose operational hours align with instructional hours to provide sufficient and timely support to students, faculty, and classified staff. Technology resource decisions related to online teaching are based on the results of the evaluation of program and services needs through documentation in PIE (III.C.1-49 pg. 11). Some departments with expensive or complicated software requirements use virtual desktops delivered over the internet to DL students to ensure the students have access to all required software for positive student learning and student success in the DL environment. For example, the Business Division created a Virtual Desktop Infrastructure (VDI) to service classroom computers. VDI allows a student to log in and access the correct software for his/her course. For example, a student taking CISP31 (Programming in C++) is provided the Microsoft Visual Studio IDE to input his/her code.

IT Planning Assures Security

Mt. SAC makes provisions for reliability, disaster recovery, privacy, and security whether technology is provided directly by the College or through contractual arrangements. The IT Department has developed and implemented a Disaster Recovery plan consistent with best practices (III.C.1-50). To make certain that constituents have the most appropriate hardware and software for their needs, the IT Department implemented a computer replacement program. IT implements various monitoring

mechanisms to ensure maximum system and network uptime.

The Assistant Director of Infrastructure and Data Security utilizes various monitoring and testing tools to ensure that the campus network is consistently and appropriately secured against security threats, both external and internal. IT monitors network traffic flow to ensure the health of the network. Systems are monitored for uptime with Nagios and StatusCake. System logs are gathered with Syslog and OSSEC, which are centralized and searched with an event correlation engine. System Center Configuration Manager and Apple Configuration Manager provide client and server antivirus, security patching, software updates, and auditing. Campus systems are regularly scanned for patch auditing and vulnerability assessments. Perimeter security is handled by our Unified Threat Management (UTM) firewall/gateway (III.C.1-51, III.C.1-52).

IT proactively notifies members of the campus community when potential security threats might be encountered by users of College computers or email (III.C.1-53). Servers and data are regularly backed up utilizing IBM Tivoli Storage Manager (TSM) backup software as well as other robust backup tools and off-site storage of backed-up data is utilized on a regular schedule. Servers are routinely backed up by centralized backup agents with centralized management of data backups and restores using TSM. Virtualized environments are backed up and centralized with Veeam. Off-site storage of backups of physical tape with TSM are handled by Iron Mountain on a Monday through Friday schedule. Veeam

backups are copied to offsite cloud storage.

Necessary scheduled outages of essential IT services (email, website, learning management system, portal, etc.) are planned so the impact to the campus community is minimized. Notifications are made well in advance and repeated regularly leading up to the scheduled outage. Support personnel are briefed about the outage and plan for extra support the campus community may need during the outage.

Awards:

Recognized both at the state and College levels for their expertise and customer service, Mt. SAC's Enterprise Application Systems has received multiple awards. In addition, team members delivered presentations about College technology innovations at the several statewide conferences (III.C.1-54 pg. 2).

California Community College Chancellor's Office Technology Focus Award for 2013 (for the Class Pass): (III.C.1-55)

CCPRO award 2014 - (III.C.1-56)

RP Group Excellence in Planning 2015 (for the Decision Support System): (III.C.1-57)

College awards: Innovation and Creativity (2013, 2015), Best Attitude (2014), Rookie of the Year (2013)

Conferences where presentations were given:

- 3CBG / CISOA: 2012, 2013, 2014, 2015
- OmniUpdate national conference: 2015, 2016

- The League for Innovation conference: 2014
- The Research and Planning Group conference: 2014
- CCC Chief Instructional Officers conference: 2015
- Student Success and Support Program conference: 2015

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) has technology services, professional support, facilities, hardware, and software that are appropriate and adequate to support the College's management and operational functions, academic programs, teaching and learning, and support services.

Accomplishments and Outcomes

- Mt. SAC ensures that its various types of technology needs are identified and are appropriate and adequate based on various sources of input.
- IT evaluates the effectiveness of its technology in meeting its range of needs.
- The College makes decisions about technology services, facilities, hardware, and software through a variety of responses from team and department meetings, Help Desk reports, survey results, and Technology Standard Documents.
- Mt. SAC ensures that technology accommodates the College's curricular commitments for distance learning programs and courses.
- The College makes provisions for reliability, disaster recovery, privacy, and security.

List of Evidence

I.B.2-24	**AP4105 Distance Learning**
I.B.5-6	**PAC Purpose, Function, and Members**
III.C.1-1	**DLC Members**
III.C.1-2	**ITAC Members**
III.C.1-3	**AV Campus Standards Summary**
III.C.1-4	**AV Standards Summary**
III.C.1-5	**AV Standards Equipment List**
III.C.1-6	**AV Scope of Work**
III.C.1-7	**AV Specification Appendices**
III.C.1-8	**Technology Standards**
III.C.1-9	**Technology Master Plan**
III.C.1-10	**TechQual Survey Results** pg. **11**
III.C.1-11	**Network Enhancements**
III.C.1-12	**President's Cabinet Action Notes 12-1-2015**
III.C.1-13	**Alertus Site Survey Agenda 08-16-2016**
III.C.1-14	**Alertus Agenda Emergency Alter Task Force 3-2-2016**
III.C.1-15	**IT Manager PIE 2015-16 WiFi Coverage** pg. **2**, **4**
III.C.1-16	**OnBase Training IT Website**
III.C.1-17	**OnBase President's Cabinet Action Notes 03-08-2016 Document Imaging Project Item 7 pg. 2**
III.C.1-18	**OnBase Imerge Project Plan in Smartsheet**
III.C.1-19	**OnBase Administrative Services Quarterly Informational Announcement 7-15-2016** pg. **2**
III.C.1-20	**OnBase Document Imaging Project Overview 3-7-2016** pg. **3**
III.C.1-21	**OnBase Document Imagining Migration in Smartsheet**
III.C.1-22	**OnBase Administrative Services' Quarterly Informational Announcement - On Base Implementation of Electronic Transcripts**
III.C.1-23	**OnBase Expansion of Project to Include Records Retention Component: Board of Trustees 4-13-2016** pg. **9**
III.C.1-24	**Mountie Academic Plan (MAP)**
III.C.1-25	**MAP Brochure**
III.C.1-26	**President's Cabinet Action Notes 10-21-2014 Web Redesign**
III.C.1-27	**Web Redesign Project PowerPoint 10-28-2014**
III.C.1-28	**Project Timeline - Web Redesign**
III.C.1-29	**Web Redesign Project Goals**
III.C.1-30	**Web Redesign Logic**
III.C.1-31	**Web Redesign Research Summary**
III.C.1-32	**Web Redesign Team Members**
III.C.1-33	**Web Redesign Process Model**
III.C.1-34	**President's Cabinet Action Notes 7-21-2015 Regarding Web Redesign**
III.C.1-35	**President's Cabinet Action Notes 3-22-2016 Regarding Web Redesign**
III.C.1-36	**Email Announcing Interaction Campus Map Accessible Online**
III.C.1-37	**Course Catalog Website**
III.C.1-38	**SMS President's Cabinet Action Notes 2-9-2016 Item 1** pg. **1**
III.C.1-39	**IT SMS Pilot Project Timeline/Summary 5-24-2016**
III.C.1-40	**SMS Important Enrollment Information 6-28-2016**
III.C.1-41	**SMS President's Cabinet Action Notes 6-28-2016 Item 3**
III.C.1-42	**SMS Project Plan in Smartsheet**

III.C.1-43	SMS President's Cabinet Action Notes 5-24-16 Item 8 pg. 2
III.C.1-44	SMS Administrative Services' Quarterly Informational Announcement 7-15-16 pg. 2
III.C.1-45	Managed Print Services July 16-07241
III.C.1-46	President's Cabinet Action Notes 11-25-2014 Regarding Class Pass
III.C.1-47	Board of Trustees 8-29-2013 Class Pass Item 1
III.C.1-48	POD Website
III.C.1-49	PIE - Information Tech 2014-15 pg. 11
III.C.1-50	Disaster Recovery Plan
III.C.1-51	Network Monitoring
III.C.1-52	System Uptime Report
III.C.1-53	Security Email Notification
III.C.1-54	Board of Trustees Agenda 5-14-2014 pg. 2
III.C.1-55	CCCCO Technology Focus Award
III.C.1-56	Pro California Awards
III.C.1-57	RP Group Awards

III.C.2.

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The College Plans for Updating and Replacing Technology

Mt. San Antonio College's (Mt. SAC's) Strategic Plan drives technology planning. The Technology Master Plan (TMP) is a manifestation of College Goal #8: The College will utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs. The TMP includes updating and replacing the technology infrastructure. From the TMP – "Technology refresh of computers and software based on a 3- to 5-year schedule as appropriate and reasonable based on available funding" to ensure quality is maintained and that it can accommodate the needed campus capacity. The TMP is reviewed and updated by the Information Technology Advisory Committee (ITAC). ITAC reviews the Educational Master Plan and Facilities Master Plan to ensure the TMP strategies are consistent with other campus planning documents. ITAC reviews and updates the TMP about every three years; the last update was 2016. The TMP aligns with the College's mission, operations, programs, and services. Information Technology (IT) requests annual funding through the PIE process and New Resource Allocation Process to meet the

goals identified in the TMP. IT works with other teams to jointly provide evidence of the need for system upgrades (e.g., Instruction and IT work together to replace computers in one lab and move older computers to another lab that considers them an upgrade). Components of the TMP include updating infrastructure for speed and capacity. The College maintains redundant circuits from multiple providers (Time Warner Cable and Charter Cable) to ensure maximum reliability. Each provider currently supplies a minimum 1 GB diversely routed circuit to the internet supplied by CENIC, the state supplier to all education institutions. IT is working with the State Chancellor's Office to upgrade the College's internet connectivity to ensure support for future critical learning content such as video-on-demand and other high bandwidth applications.

IT supports academic programs and services by administering the Computer Replacement Program (III.C.2-1), which replaces staff and faculty computers. IT strives for a five-year replacement cycle for desktop and laptop computers, including both PC and MAC, and a more aggressive four-year replacement cycle for faculty in technology intensive disciplines. The Computer Replacement Program funding was suspended during the recession (2013) but is now funded on an annual basis at a level of $250,000 per annum. During the recession, the Vice Presidents of Instruction and Administrative Services supplemented this budget from their discretionary accounts to ensure that incoming faculty still received new computers and that

systems which could no longer be repaired were replaced. Adjunct faculty have access to computers in designated locations within each division and in the Professional and Organizational Development offices. IT also offers a laptop loaner program via the Help Desk.

Mt. SAC understands the expansion and growth of handheld computing devices on campus. Mobile devices will be specifically addressed in the next revision of the Technology Master Plan (TMP). The rapid growth of mobile technology such as tablets and smartphones is an important trend to address in any discussion of technology at the College. The growth has been so rapid that the previous TMP did not address it adequately, as it was not yet a viable technology. However, the spring 2016 revision of the TMP includes guidelines for how the presence of mobile devices on campus will affect the College's infrastructure and instructional environments and how the IT Department will respond to support a positive impact of this technology in the classroom and on campus. The institution accommodates and supports the myriad devices to the best of its ability. Examples of adjusting to the growing mobile technology at the College include increasing wireless capacity, employing adaptive screen technology on the Mt. SAC web site, and using the MountieApp.

IT Responds to New Construction

Mt. SAC maintains building technology standards as part of the construction process. All new buildings include extensive network infrastructure to support both wired and wireless devices. All classrooms are designed with appropriate infrastructure to support

technology in the classroom such as projectors, smart boards, instructor workstations, and intuitive wall controls.

IT Assists with Technology Needs

The Academic Support Team provides technical assistance for 31 lecture classrooms and 14 computer lab classrooms in the Business Division alone. The College supports and maintains 12 open computer labs for student use, 11 of which are specialized to serve the unique needs of students in areas such as writing, language, computer literacy and computer programming (III.C.2-2). IT has dedicated computer facilities coordinators, computer facilities assistants, and user support specialists for all divisions to ensure the technology is available, properly maintained and aligned with curriculum and learning outcomes. Mt. SAC also supplies 46 classrooms with in-room computer facilities ranging from tablets to computer-assisted design workstations. All appropriate rooms are supplied with ADA-compliant audiovisual services as well. IT has recently begun adding business analysts to the College's team to assist administrative units with analyzing their processes, increasing efficiencies, and enhancing productivity through the use of technology.

IT Plans for Change

IT is in the process of completing a network infrastructure upgrade project. The College changed network standards from CISCO to Hewlett Packard (HP) due to the improved feature set, warranty, and cost effectiveness. IT has replaced all core network and edge devices. The network upgrade includes the capacity for more wireless access, which is an ongoing

need at the College (III.C.2-3). Campus wireless capacity has evolved from early wireless at minimal speed and continues to upgrade to newer technologies. IT is continually evaluating the fastest offerings available from vendors including the latest cutting-edge wireless technologies.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) continuously plans for updates and replaces technology to ensure that its technical infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.

Accomplishments and Outcomes

- Mt. SAC's Technology Master Plan includes updating and replacing the technology infrastructure at appropriate intervals.
- Mt. SAC maintains building technology standards as part of the construction process.
- IT's Academic Support Team provides technical assistance for classrooms and labs at Mt. SAC.
- IT is continually evaluating the fastest offerings available from vendors including the latest cutting-edge wireless technologies.

List of Evidence

III.C.2-1	Computer Replacement
III.C.2-2	College Computer Labs
III.C.2-3	Campus Map Showing Wireless Access

III.C.3.

> *The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

Evidence of Meeting the Standard

Technology Resources are Accessed Reliably

The Information Technology (IT) Department at Mt. San Antonio College (Mt. SAC) provides for the management, maintenance, and operation of its technological infrastructure and equipment. IT employs systems that monitor, manage, update, and report on campus wide computer systems that include workstations, servers, network equipment, and other connected systems.

Technology Resources are Assured to be Safe and Secure

Mt. SAC's IT Department provides an appropriate system for reliability and emergency backup by actively monitoring and managing security products that detect system states through computer system logging and intrusion detection agents. System vulnerability discovery, patching, and remediation strategies are performed on an ongoing basis that includes strategic planning and hardware/software refresh cycles. IT uses IBM Tivoli Storage Manager and other appropriate state-of-the-art utilities for system backups and disaster recovery. Offsite backups are contracted through Iron Mountain (III.C.3-1). IT ensures system availability and uptime by utilizing industry standard high availability systems and methodologies. Hardware and software maintenance contracts are maintained to ensure proper operation and repair of critical systems.

Additionally, IT protects against computer and data theft by providing physical and logical access controls to systems, data encryption, and user awareness training for information security to comply with state and federal laws and regulations. Data security reports indicate active attacks and attempts against College systems. These incidents are actively being detected, blocked, or mitigated. The College employs a log correlation engine to track system logs for trending and analysis of information systems (III.C.3-2). IT employees attend statewide Information Security Advisory Committee meetings for community colleges hosted by the Community College Technology Center (III.C.3-3).

Mt. SAC makes provisions to assure a robust and secure technical infrastructure provides maximum reliability for students and faculty. The IT Department proactively maintains a firewall; an appliance used to restrict unauthorized network traffic, and actively examines data transmissions for unauthorized access attempts. College-supplied computers for students, staff, and faculty are monitored for abuse. Virus protection software is installed on all College-supplied computers. The IT Department continuously provides education to students, staff, and faculty regarding technological issues through community outreach, individualized training sessions, email announcements, and portal

announcements. Additionally, IT provides one-to-one support for many technology related issues for students, staff, and faculty. These issues include password reset, network connection problems, assorted hardware problems, and application support. The IT Department supports the students, staff, and faculty with the IT Help Desk, network administrators, telecommunication technicians, and IT technicians. IT provides trained employees to assist students, staff, and faculty in a multitude of classrooms and labs throughout the College. These employees are trained within the specific discipline of each division to assist with technological needs. The College allocates new computer systems every four to five years to staff and faculty to assure the most useful and safest systems and has created a building-technology standard that ensures new construction and remodels allow for the most flexible installation of current technology.

Quality is Maintained at All Locations of Service

Mt. SAC's IT Department also provides technology resources and support for several locations, including the main campus, the Adult Basic Education Center, and Distance Education. Education for Older Adults (EOA) courses are held in off-campus labs and classrooms. Through partnerships with the cities of La Verne, Walnut, West Covina, Pomona, and San Dimas, EOA provides vocational computer courses within the surrounding communities (III.C.3-4). The College, via the IT Department, provides computers and the cities provide the location along with Internet connectivity.

Mt. SAC provides reliable network and Internet connectivity, which is part of the College's IT Technology Master Plan. Redundancy is provided through multiple failover paths, including the College's Internet service providers, Charter and Time Warner.

IT Staff is Trained

Mt. SAC funds training and support for IT staff to effectively manage technology and to acquire requisite knowledge and skills related to the business of the College use of technology. The campus community gains new skills through various training methods. Computer-based training subscriptions are used by IT staff. The Lynda.com campus license contains updated and current IT related content. The Computer Based Training license for IT staff requires specific knowledge due to gaps in computer-based training not covered by the Lynda.com College subscription. Instructor-led training sessions for specific needs not covered by the mentioned computer-based training options are offered via Professional and Organizational Development. These skill gaps are identified as part of the annual employee evaluation process.

Attendance at security conferences relevant to the needs of the institution, including the CCC Technology Center sponsored security conferences, Security B-Sides Los Angeles, Scale, and other local or regional conferences, is part of the College commitment to ongoing IT training. The outcomes of training sessions are increased knowledge of technologies employed by the College, more secure configurations of the related

technologies, and the ability to maintain implemented solutions more effectively.

Technology Resources are Maintained and Properly Installed

Mt. SAC maintains and properly installs technology resources. This includes the maintenance and cleaning of the Network Operations Center, hardware, and software maintenance contracts. Desktop systems in offices and labs are on scheduled hardware refresh cycles with regular routine maintenance schedules. Ongoing maintenance and replacement cycles of computer systems are critical to a stable and secure computing environment (III.C.3-5 pg. 42). This ensures continued support and maintenance by hardware and software vendors for the systems they operate. This is required to ensure proper and secure operation of all interconnected computer systems at the College.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) ensures technology resources at all locations where it offers courses,

programs, and services are implemented and maintained to assure reliable access, safety, and security. The College ensures reliability, access, safety, and security for College systems in alignment with information technology industry best practices for meeting compliance needs of systems providing technology services. User awareness training, monitoring, updates, maintenance cycles, and periodic reviews of College systems are used in parity with continuous assessment.

Accomplishments and Outcomes

- IT employs systems that monitor, manage, update, and report on campus wide computer systems.
- IT provides an appropriate system for reliability and emergency backup.
- Mt. SAC makes provisions to assure a robust and secure technical infrastructure.
- The College funds training and support for IT staff to effectively manage technology.
- The College maintains and properly installs technology resources.

List of Evidence

III.C.3-1	Iron Mountain Agreement 2016-17
III.C.3-2	CheckPoint Activity Report October 2015
III.C.3-3	Information Security Advisory Committee Minutes 1-16-2014
III.C.3-4	Computer Lab Brochure: EOA Off-site Computer Classes
III.C.3-5	Vice President's PIE Administrative Services 2015 pg. 42

III.C.4.

The institution provides appropriate instruction and support for faculty, staff, students and administrators in the effective use of technology and technology systems related to its programs, services and institutional operations.

Evidence of Meeting the Standard

Appropriate Instruction and Support are Provided

Mt. San Antonio College (Mt. SAC) provides technology training for students and personnel. Mt. SAC has a full-time training and applications specialist in the Information Technology (IT) Department (III.C.4-1). This position reports to the Director of Enterprise Application Systems.

The IT Department has several part-time computer facilities assistants – staff who provide instructional support services for faculty and students in the use of technology specific to the discipline (III.C.4-2).

The Business Division has a 50-seat open computer lab, which hosts applications specific to the technical programs within the division, as well as accommodating the basic computing needs of students from across campus. Both students and faculty can receive instruction in basic computer use and technical support related to instructional activities (III.C.4-3).

IT maintains a dedicated computer lab with 25 workstations, located in

Building 46, offering professional development and continuing education training to faculty and staff. In the event of a disaster, this room has the systems and software required to run the business operations of the College.

The School of Continuing Education has a WIOA Title II Technology Plan, which is designed to address faculty professional development and student technology training for Adult Basic Education (ABE) and English as a Second Language (ESL) programs. There are two surveys annually to determine the needs of faculty and students in both programs concerning classroom and instructional technology and needed training. Representative faculty, technology coordinators, and managers meet each semester to review surveys and needs. The team then makes recommendations for improvements in technology and follows up with faculty, staff, and student training (III.C.4-4).

IT provides monthly faculty and staff training opportunities, including Argos Report Viewer, Banner, OnBase, Lotus Notes, and OmniUpdate. These are listed on the IT website, and staff can register online through Professional and Organizational Development (POD). Other departments provide training on specific applications in the IT training lab. For example, Fiscal Services provides training on the Banner Purchasing Module. From March 2013 to March 2015, IT scheduled 221 classes on the applications used at the College. IT staff provide training on applications and procedures at meetings on campus such as, the Division Administrative Instruction Team, and Student Services Team. Additionally, the

College invested in a campus wide subscription to Lynda.com to provide self-paced training on a variety of technical and non-technical topics.

Distance Learning Professors Undergo Training and Certification

The College offers a variety of training and information to students and faculty to use technology for teaching and learning in distance education. For students, the College provides a link to short videos and information about online classes and online services for students to succeed. The link to short videos is present in the schedule of classes, schedule note section, as well as direction to the student portal on how to log into and use Moodlerooms (III.C.4-5). Additionally, students receive a portal message about these videos and online services for students (III.C.4-6). The student portal has an e-Learning Resources tab that informs students how to sign on to the learning management system (Moodlerooms) with a "help" button to Moodlerooms help guide and frequently asked questions (III.C.4-7). Some faculty teaching online classes offer an optional in-person orientation to their classes and to Moodlerooms; others prefer teaching hybrid classes so that there is in-person class time to respond to students' learning needs pertaining to Moodlerooms or other online tools the professor may use in the class (III.C.4-8).

The Online Learning Support Center (OLSC) has carried out student surveys and focus groups to find out how to provide information and support to students (III.C.4-9, III.C.4-10, III.C.4-11). The Distance Learning Committee has reviewed results of such student surveys

and used them to recommend changes to the distance learning web page with focused information for students and separately for faculty (III.C.4-12). The result is a distance learning web page for students that prioritizes information they need, and the link to that web page from the class schedule notes. The Learning Assistance Center (LAC) and OLSC jointly conducted another student survey on technology needs to keep improving on how the College get information and provide support to students (III.C.4-13).

The College is participating in the state's Online Education Initiative (OEI), a grant-funded effort to improve the quality of distance education and to facilitate students' efficient path to completion through an online course exchange among participating California community colleges. Through OEI, the College's six pilot classes (psychology, human geography, and administration of justice) receive a bevy of online resources including the Quest Program, an online readiness program for student who are registered in these pilot classes. The Quest Program has two tracks: one for students new to online classes, and the other, for students with experience taking online classes (III.C.4-14). Completers of the Quest Program receive a detailed report on how well they are prepared to take online classes with direct links to resources to address areas of need, such as time management or study skills (III.C.4-15, III.C.4-16, III.C.4-17).

All computer labs on campus are staffed with personnel to show students how to use myriad software for their learning, including those taking online classes (III.C.4-18). The LAC, for example, has a

Learning Lab staffed with technical assistants, tutors, and faculty of record to provide just-in-time assistance as students navigate the online tools, including how to log into the student portal, how to use Moodlerooms, and how to use email attachments, among other functions. Out of 802 Learning Lab, tutoring sessions since spring 2015, 107 (13 percent) responded to technical questions, including Moodlerooms or requests for assistance with other online tools. In 2014-2015, the Learning Lab services were evaluated and the availability of both tutoring assistance and technical assistance was rated highly: over 80 percent of respondents were satisfied or very satisfied with the assistance available. The survey was used to design a Student Learning Outcome (SLO) regarding time management, as students did not indicate a need for additional technical assistance.

The College offers a couple of sections of STDY 85C Online Learning Success Skills course each semester. They are designed to teach students to be successful online learners. It addresses communication, time management, and collaboration and research strategies in online environments. This course is assessed through the SLO process, and evaluated in the same manner as all courses; results are used to continuously improve instruction. STDY 85C classes have not had strong student demand. Therefore, only one or two sections are offered each semester, reaching 70 students per semester.

For faculty and staff, the OLSC offers information sessions on how to use Moodlerooms through semi-annual

eLearning Week workshops and by appointment. These workshops are offered through POD and are publicized campus wide (III.C.4-19). To have an account in Moodlerooms, faculty and staff users are required to complete Moodlerooms Basics, offered in-person or online, and they may attend more training sessions on specific topics such as how to use Moodlerooms gradebook or how to caption videos or how to make their course content accessible. In addition to the Moodlerooms specific training sessions, to which all employees are invited, IT also offers training sessions on how to use Banner faculty self-service modules for checking rosters, entering grades, and other class management functions. Training sessions for these instructional support tools are offered to faculty who teach regular and online classes and to staff who provide services to students in person or online.

Training is Appropriate and Effective

Mt. SAC ensures the training and technical support it provides for faculty and staff are appropriate and effective. The institution provides technical training for IT staff. Methods include in-house contracted workshops, contracted online training, and funding staff to travel to workshops hosted by the vendor. Students and staff can receive instruction and support from the College's IT Help Desk (III.C.4-20, III.C.4-21). The Help Desk is available from 7:30 a.m. to 10:00 p.m. Support requests can be submitted via

phone, e-mail, or through an online form. Student Services through mandatory New Student Orientation provide instruction and support for using technology such as the Mt. SAC Portal (for registration) and the Mountie Academic Plan (online degree audit and educational plan). Orientation can be completed online or in person.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Accomplishments and Outcomes

- Mt. SAC provides technology training for students and personnel.
- Instructors, who teach online classes, must be trained and certified in the use of MoodleRooms.
- Mt. SAC ensures the training and technical support it provides for faculty and staff are appropriate and effective.

List of Evidence

III.C.4-1	Job Description for Training and Application Specialist
III.C.4-2	Job Description for Laboratory Technicians
III.C.4-3	Description of Business Division Lab
III.C.4-4	WIOA Title II Technology Plan
III.C.4-5	Schedule Note Showing Direct Link to Distance Learning Webpage for Students
III.C.4-6	Sample Student Portal Message about Online Videos and Tips for Online Success
III.C.4-7	Moodlerooms Support Website
III.C.4-8	Schedule Note Describing Optional In-person Orientation
III.C.4-9	Email Announcing the New Online Learning Readiness Survey for Students 10-2012
III.C.4-10	Student Survey on Distance Learning Program with Raw Data
III.C.4-11	Student Focus Group on Distance Learning with Raw Data
III.C.4-12	Distance Learning Committee Minutes 10-9-2012
III.C.4-13	Technology Training Student Survey Report Spring 2016
III.C.4-14	Online User Quest Program
III.C.4-15	Email for Online GEOG Question Program
III.C.4-16	Question Program Online Readiness Descriptive Stats 12-2015
III.C.4-17	Quest Program Student Data 6-2016
III.C.4-18	Mt SAC Computer Lab Brochure 2016
III.C.4-19	Technology Workshops for Employees POD Calendar of Activities 2-2016
III.C.4-20	Help Desk Webpage
III.C.4-21	Online Learning Support Center Webpage

III.C.5.

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Policies and Procedures Guide Appropriate Use

A representative of the Information Technology IT Department is a part of the President's Advisory Council (PAC) and provides input into future needs and plans to provide appropriate instruction and support for faculty, staff, students and administrators in the effective use of technology in relation to programs, services, and campus operations. Through advisory committees, IT gains feedback to provide appropriate support for career and technical education. Individuals with disabilities are also supported by accessibility standards for library technology. Finally, IT delivers appropriate instruction regarding the acceptable use of computers and support for distance learning courses.

Decisions are Made Following Policies and Procedures

Mt. SAC makes decisions about the use and distribution of its technology resources in the teaching and learning processes based on its policies and procedures. Governed by budgetary considerations and constraints, technology resources that are allocated to students, staff, and faculty. Board Policy (BP) 3250 and Administrative Procedure (AP) 3250 ensures IT is represented in the

budget planning process (III.C.5-1, I.A.3-5). Keeping technology accessible to staff, faculty, and students with disabilities, whether using classroom, lab, or library services are enforced by BPs 3440 and 5140 and APs 3450 and 4040 (III.C.5-2, III.C.5-3, II.B.1-16, II.B.1-15). Mt. SAC is committed to current, relevant technology education. The College has created advisory committees to serve as liaisons between the College and potential employers. This is detailed in AP 4102 (III.C.5-4). Mt. SAC adopted an acceptable use policy and procedure for technological equipment. BP 3720 and AP 3720 detail the College's acceptable use policy for students, staff, faculty, and others granted use of College technological resources (III.C.5-5, I.C.10-7). These policies include personal computers, workstations, printers, associated peripherals, and software, regardless of whether used for administration, research, support services, or instructional purposes. These policies also address issues regarding data privacy and data access as well as consequences for non-compliance. When employees sign onto computers on campus, they are presented with an acceptable use reminder screen they must acknowledge and accept before signing onto the College system. Use of the Internet in classrooms is acceptable within the boundaries of the approved curriculum and needs for students' learning.

Policies for Distance Education are in Place

Mt. SAC adopted Administrative Procedure (AP) 4105 for Distance Learning (I.B.2-24). This policy includes a definition of distance learning courses, the course approval process, the faculty certification process, the student authentication process, course evaluation requirements, and student support. Distance learning has a required Skills and Pedagogy for Online Teaching (SPOT) training. The training is required for all faculty who teach an online class at Mt. SAC.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) has policies and procedures that guide the appropriate use of technology in the teaching and learning process.

Accomplishments and Outcomes

- Information Technology provides input into future needs and plans to provide appropriate instruction and support by having a representative on the President Advisory Council (PAC).
- Mt. SAC makes decisions about the use and distribution of its technology resources in the teaching and learning processes based on its policies and procedures.
- Policies are in place for technology and distance learning.

List of Evidence

I.A.3-5	AP3250 Institutional Planning
I.B.2-24	AP4105 Distance Learning
I.C.10-7	AP3720 Computer and Network Use
II.B.1-15	AP4040 Library and Other Instructional Support Services
II.B.1-16	AP3450 Accessibility of Audiovisual Media - Captioning
III.C.5-1	BP3250 Institutional Planning
III.C.5-2	BP3440 Individuals with Disabilities
III.C.5-3	BP5140 Students with Disabilities
III.C.5-4	AP4102 Career and Technical Education
III.C.5-5	BP3720 Computer Use

Standard III.D. Financial Resources

III.D.1.

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Financial Resources are Sufficient

Mt. San Antonio College (Mt. SAC) has sufficient financial resources to support and sustain student learning programs and services and improve institutional effectiveness. As a result of continuous collaborative teamwork among constituents, the College has effectively managed its budget regardless of enrollment fluctuations, continuous apportionment deficits, and ongoing operating expenditure increases. In 2014-15, expenditures in the unrestricted general fund totaled $152.2 million and $21.7 million in the restricted general fund. The College has also expended a total of $20.8 million in the debt service fund and special revenue fund, $37.7 million in the capital project fund, and $49.2 million in the student financial aid fund (III.D.1-1 pg. 33-42, III.D.1-2, III.D.1-3). The College has sufficient revenues to maintain and grow educational programs. Unrestricted general fund revenues

increased from $139.1 million in 2011-12 to $157.9 million in 2014-15 (III.D.1-4). As a result, the College has been able to serve more students, with FTES increasing by 2,575 from 2011-12 to 2014-15 (III.D.1-5 pg. 13).

The Distribution of Resources Supports Programs and Services

The distribution of resources at Mt. SAC through an integrated planning process supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The College allocates its new resources using the budget review and development process, which provides means for setting priorities for funding institutional improvements. This process is integrated with the Planning for Institutional Effectiveness Process (PIE). The PIE process includes specific planning goals driven by the Strategic Plan. Department/units submit their requests for new resources. These requests are prioritized at several levels, from the units through the division/departments until they reach the Vice President level. They are also presented to numerous committees (e.g., Budget Committee, President's Advisory Council), and ultimately the Vice Presidents make a recommendation for funding to the College President. The President makes the final funding decision, which is later presented to the Board of Trustees. A total of $4.3 million was recommended for funding in 2014-15 and a total of $6.2 million was recommended for funding in

2015-16 (III.D.1-6 pg. 3, III.D.1-7, III.D.1-8, III.D.1-9 pg. 3).

The College consistently receives federal and state funding to maintain and enhance educational programs and services. In 2014-15, the College received a total of $21 million in grants and categorical programs (III.D.1-5 pg. 49-52). Some notable grant and categorical funds received were: 1) Building Pathways of Persistence and Completion (Title V), to develop curriculum design models and support structures that accelerate students' certificate completion, graduation and/or transfer rates, 2) Adult Education and Family Literacy, English Literacy and Civic Education, to supplement educational services that enable adults to acquire basic English literacy skills, complete basic education courses, and secure training for employment and citizenship, 3) Disabled Student Program and Services (DSPS), to provide support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers, and 4) Student Success and Support Program (SSSP),to increase student access and success by providing students with core SSSP services including orientation, assessment and placement, counseling, advising, and other education planning services, and other support services necessary to assist them in achieving their educational goal and declared course of study (III.D.1-10, I.A.2-10).

Mt. SAC is committed to providing quality educational facilities and current technology. Resources for the

modernization, expansion, alteration, and repair of existing facilities are allocated on a priority basis as prescribed by Administrative Procedure (AP) 6610: Facilities Project Prioritization (III.D.1-11). Facilities resource requests are submitted by each unit through the PIE process. The requests are prioritized first at the division/unit level, team level, then at the Vice President level and submitted in draft form to the Director of Facilities Planning and Management (FPM). The Director of FPM reviews the prioritized requests and develops very preliminary cost estimates and then combines the requests into a master list of proposed facilities projects. The Facilities Advisory Committee (FAC) reviews the project concepts on the combined list and makes recommendations to the Campus Master Plan Coordinating Team (CMPCT) to fund, or not to fund, individual projects (III.D.1-12). The Director of FPM regularly reports to the President's Advisory Council (PAC) on the status of proposed, approved, ongoing and completed projects. CMPCT approves and identifies funding sources for projects (III.D.1-13 pg. 2). The Director of FPM provides regular updates on the status, schedule, and budget for all facilities projects. Facilities Planning and Management supports the Administrative Services, Student Services, and Instruction Teams by assisting in the planning, design, procurement and installation of equipment such as classroom and office furniture, classroom audio-visual technology, and large or complex instructional equipment. The FAC reviews campus standards for equipment and facilities, and makes recommendations to CMPCT. The major sources of revenue that provide funding for facilities and equipment have been two bond

measures: Measure R for $221 million, approved by the local voters in 2001, and Measure RR for $353 million, approved by local voters in 2008. The College carefully plans the issuance of bonds to provide sufficient funding for upcoming projects as well as savings for the taxpayers. Projects for Measure R have been completed. The College has issued $238 million in general obligation bonds for the Measure RR projects (III.D.1-14, III.D.1-15, III.D.1-16).

The College Foundation Supports Educational Programs and Services

The Mt. SAC Foundation supports the College's educational programs and services by raising money for scholarships, campus projects, and other needs beyond those achievable through the regular funding sources. One of the highest profile activities of the Foundation, beginning in 2008 through 2012, was its participation in a system wide campaign to build a scholarship endowment for students. Thanks to the extreme generosity of the Bernard Osher Foundation, Mt. SAC has established a $1.5 million endowment fund that will award scholarships to deserving students in perpetuity (III.D.1-17). Since the completion of the Osher Campaign, the Foundation has continued its focus on building endowments. Since July 2012, it has established eight new endowed scholarship funds and created an operational endowment from gifts that totaled more than $264,000 (III.D.1-18 pg. 2). From 2011-2015, the Foundation has secured support for the following campus projects:

- $70,000 in support of the Mt. SAC Public Arts Council Karl Benjamin Mosaic Project;
- $25,000 to help send the Chamber Singers, Mt. SAC's award-winning choral group, to international competitions in China and Germany in 2013 and 2015, respectively (III.D.1-19, III.D.1-20);
- $100,000 for Pathways to Transfer, an accelerated program to help students in basic skills courses in math and English to complete a degree and transfer to a four-year university (III.D.1-21 pg. 25);
- $30,000 for the Health Professions Student Success coach in the Technology and Health Division;
- $62,000 to support the planetarium technician position in the Natural Sciences Division;
- $25,000 in support of Reach for the Stars, a program that brings hundreds of middle-school students from disadvantaged school districts to the Mt. SAC Randall Planetarium for a day of fun and educational science-based activities;
- $92,190 for Flight Safety in the Aeronautics program; and
- $70,000 in scholarship support for students studying in the Science, Technology, Engineering, and Mathematics (STEM) fields.

The College Plans and Manages Finances with Integrity and Stability

Mt. SAC plans and manages its financial affairs with integrity and in a manner that ensures financial stability. Board Policy (BP) 6300, Fiscal Management, requires that adequate internal controls exist (III.D.1-22). Fiscal objectives, procedures, and constraints are communicated to the Board of Trustees and College employees

and adjustments to the budget are made in a timely manner, when necessary. The management information system provides timely, accurate, and reliable fiscal information and responsibility and accountability for fiscal management are clearly delineated. Despite state budget reductions of $9.8 million in fiscal year 2011-12, the College has consistently recovered and maintained its reserves above the 10 percent unrestricted general fund policy (III.D.1-23 pg. 5-6, III.D.1-4). The College has sustained and grown its educational programs while maintaining an average year-end reserve balance of 21.64 percent from 2010-11 to 2014-15. This conservative approach has helped ensure financial stability even during times of economic crisis. The College issued bonds in September 2015, obtaining an AA credit rating from Standard & Poor's and Aa2 credit rating from Moody's. In the opinion of these credit agencies Mt. SAC has a very strong financial position with a positive and stable outlook (III.D.1-24, III.D.1-25).

Mt. SAC has demonstrated that it plans and manages its financial affairs with integrity. The College has complied with the Fiscal Independence requirements since they became effective on July 1, 2012 (III.D.1-26, III.D.1-27, III.D.1-28, III.D.1-29). The College was granted Fiscal Independence status upon the approval of the Board of Governors of the California Community Colleges Systems Office, which was based largely on recommendations from the Los Angeles County Superintendent of Schools, the Los Angeles County Auditor/Controller, and the result of an independent Certified Public Account firm's survey of Mt. SAC's accounting controls. Fiscal Independence

status allows the College to have broad authority to issue warrants without the review or approval of the Los Angeles County Superintendent of Schools or the Los Angeles County Auditor/Controller. With Fiscal Independence, the College assumed fiscal, budget, human resources, payroll, and financial management system processing, and the oversight for the internal audit function for the issuance of the payroll and commercial warrants.

Pursuant to Prop. 39, the Mt. SAC Citizens' Oversight Committee is principally charged with ensuring the proper expenditures of bond funding for campus construction, reconstruction, rehabilitation, or replacement of campus facilities and informing the public concerning the expenditure of bond proceeds. Members are appointed by the Mt. SAC Board of Trustees and represent various sectors of the community, including businesses, seniors, taxpayers, students, and an advisory body for the College Foundation. The College has continuously received clean or unmodified audit opinions on the bond performance and financial audits. In addition, the College's Measure R Series C was audited by the Internal Revenue Service in 2014, which resulted in no audit findings to the College (III.D.1-30).

Mt. SAC's budget provides sufficient resources for the effective planning, maintenance, implementation, and enhancement of distance learning (DL) courses, programs and services as well as personnel development. The Distance Learning Committee (DLC) is the shared governance leadership group that discusses, reviews and evaluates distance learning modes of instruction and

recommends and promotes best practices and new opportunities for distance learning and teaching. The College's DL courses are maintained and enhanced through regular processes in academic departments and new DL courses are approved through a separate curriculum approval process. The DLC sends curricular proposals for creation of DL offerings to the Educational Design Committee for review and for submission to the Curriculum and Instruction Council for approval. The current budget funds two full-time classified positions in the Online Learning Support Center (OLSC), two faculty on reassigned time, and Information Technology (IT) staff and manager time for systems support (student information system, servers, data storage, data line, etc.), integration between student information systems and the learning management systems, and web and portal services that enable instruction, programs, and services to occur. In addition, the current budget funds a dean and associate dean, library and learning resources, whose responsibilities include overseeing the DL courses, one administrative secretary whose responsibilities include supporting DL, and the equivalent of one Full-time Equivalent (FTE) faculty on reassigned time to coordinate DL courses and provide leadership in matters pertaining to DL (III.D.1-31).

The institution's participation as a pilot college in the statewide Online Education Initiative (OEI) brings state-subsidized tools to support DL teaching and learning. Through OEI, the institution began using free online tutoring via NetTutor for all classes in fall 2015, which increases the institution's capacity to provide comparable student support services to online students during late evening, holidays, and weekend hours and in subject matters for which existing tutoring programs cannot provide adequate expertise. Another free OEI tool is online readiness videos, which better inform and prepare students to succeed in online classes. On July 13, 2016, the College adopted OEI's free learning management system, Canvas by Instructure, for use beginning fall 2016 with 30 pilot classes. It is providing support to integrate the Banner student information system with Canvas for these pilot classes. The use will be expanded in the winter and spring 2017 terms as the College migrates from Moodlerooms to Canvas by the end of spring 2017. The cost of the learning management system, and tier-one technical support after 10 p.m., on holidays, and weekends for faculty and students will be entirely subsidized by the state for two years. After this period, the Chancellor's Office and the OEI Executive Team are optimistic that the state will continue to fund Canvas, in part or whole, as the OEI grant is a $10 million ongoing funding.

Fiscal Planning Includes Distance Learning

Fiscal planning for distance learning takes into consideration the short-term as well as the long term investment needs related to teaching through electronic means (III.D.1-32, III.D.1-33, III.D.1-34, III.D.1-35). Distance learning has appropriate control and quality mechanisms for external contracts to support technology needed for distance education. IT and the OLSC team monitor and respond to faculty messages seeking technical support. When technical

problems cannot be resolved locally, the IT systems administrator for Moodlerooms sends help requests directly to Moodlerooms for resolution. If escalated problems are not adequately addressed, higher-level IT administrators directly contact the vendor's higher-level administration to obtain more expedient solutions (III.D.1-36). The College provided feedback to Moodlerooms on the recurrent disruptions to the "look and feel" of the course shells with semi-annual upgrades, which informed the release of Moodlerooms Snap Themes for a mobile-friendly, accessible, and stable interface for faculty and students. This template was released in January of 2016, ending the unpredictable disruptions to Moodlerooms gradebook for students taking online tests (III.D.1-37).

Analysis and Evaluation

Mt. San Antonio College's (Mt. SAC's) financial resources are sufficient to support and sustain student learning programs and services and improve effectiveness. The distribution of resources supports the development, maintenance, allocation, reallocation, and

enhancement of programs and services. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges Eligibility Requirement 18.

Accomplishments and Outcomes

- Mt. SAC has effectively managed its budget regardless of enrollment fluctuations, continuous apportionment deficits, and ongoing operating expenditure increases.
- Through an integrated planning process, the College distributes its resources to support the development, maintenance, allocation, and reallocation of program and services.
- The Mt. SAC Foundation supports the College's educational programs and services.
- Mt. SAC has demonstrated that it plans and manages its financial affairs with integrity.
- Fiscal planning for distance learning takes into consideration the short-term as well as the long-term investment.

List of Evidence

I.A.2-10	Grants Office Annual Report FY 2014-15
III.D.1-1	Annual Financial and Budget Report 2014-15 pg. 33-42
III.D.1-2	Annual Financial and Budget Report FY 2013-14
III.D.1-3	Annual Financial and Budget Report FY 2012-13
III.D.1-4	Unrestricted General Fund Average Reserves
III.D.1-5	Adopted Budget 2015-16 pg. 13
III.D.1-5	Adopted Budget 2015-16 pg. 49-52
III.D.1-6	President Cabinet Notes 3-24-2015 pg. 3
III.D.1-7	New Resources Allocation Requests 2014-15
III.D.1-8	President Cabinet Notes 7-21-2015
III.D.1-9	President Cabinet Notes 8-14-2015 pg. 3
III.D.1-10	Grants and Categorical Programs
III.D.1-11	AP6610 Facilities Projects Prioritization
III.D.1-12	Facilities Advisory Committee Meeting Notes 4-13-2015
III.D.1-13	CMPCT Notes 5-3-2016 pg. 2
III.D.1-14	Prop 39 Measure R Financial Audit 2014-15
III.D.1-15	Prop 39 Measure RR Financial Audit 2014-15
III.D.1-16	Prop 39 Performance Audit 2014-15
III.D.1-17	Osher Campaign
III.D.1-18	Foundation Board of Directors Meeting 10-15-2015 pg. 2
III.D.1-19	Chambers Singers and Syncopation Choir Competition in China 11-24-2012
III.D.1-20	Chamber Singers Board of Trustees Agenda 11-12-2014
III.D.1-21	Donation to Pathway to Transfer Program pg. 25
III.D.1-22	BP6300 Fiscal Management
III.D.1-23	Adopted Budget 2011-12 pg. 5-6
III.D.1-24	Standard & Poor's Ratings
III.D.1-25	Moody's Ratings
III.D.1-26	Fiscal Independence Oversight FY 2012-13
III.D.1-27	Fiscal Independence Oversight FY 2013-14
III.D.1-28	Response to Fiscal Oversight 2013-14
III.D.1-29	Fiscal Independence Oversight FY 2014-15
III.D.1-30	IRS Letter for Bonds 2001 Election 2006 Series C
III.D.1-31	Distance Learning Costs
III.D.1-32	Distance Learning/Online Learning Support Center (OLSC) PIE 2014-15
III.D.1-33	Distance Learning Committee Meeting Minutes 10-27-2015
III.D.1-34	Distance Learning Committee Meeting Minute 11-24-2015
III.D.1-35	Summary of the Research on Adopting Canvas
III.D.1-36	Escalating MR Technical Problems to Moodlerooms
III.D.1-37	Moodlerooms Course Template Change - Problem Solving

III.D.2.

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The Mission and Goals of the College are the Foundation for Integrated Financial Planning

Mt. San Antonio College (Mt. SAC) has remained one of the strongest, financially healthy districts in the state due to a history of conservative financial policies, integration of institutional planning with strategic goals and fiscal management, and in-depth analysis and review of the outcomes of this planning process, Planning for Institutional Effectiveness (PIE). The College mission and goals are the foundation for financial planning and are integrated with and support all College planning through the PIE process. PIE is used to ensure "ongoing, true program review and planning" and shows a "closer connection among planning, outcomes assessment, and resource requests" (III.D.2-1). Every level of the College organization participates in PIE for annual and long-range planning. At the unit level, staff members contribute to the unit's PIE report. Managers review their units' PIE and identify required resources in a three-year plan

(III.D.2-2 pg. 13). Vice Presidents review their managers' PIE reports and prioritize new resource requests for the entire division/department (III.D.2-3). The new PIE process is a three-year plan that includes Unit, Manager, and Vice President PIE reports that must follow the Budget Review and Development Guide (I.A.2-9 pg. 4).

Mt. SAC practices a comprehensive institutional review and planning process that integrates College goals and the mission effectively. Institutional planning begins with the start of each PIE planning cycle at the unit level. The completion of the PIE cycle includes the Vice President summaries, which provide a detailed analysis of present and future financial obligations as well as prioritized new resource requests and culminates with the creation of the institutional PIE, written by the Institutional Effectiveness Committee. Campus committees also practice an annual committee review process to align the committees' functions with strategic goals and the College mission. Board Policies and Administrative Procedures define budget management requirements to ensure financial stability. Sources of revenue create no cash-flow difficulties, insurance is more than adequate to meet College needs, and reserves are sufficient to cover contingencies or emergencies (I.B.9-10).

Units and managers at Mt. SAC carefully review their current budget to determine what additions might be needed (III.D.2-4). The process involves:

- Managers determine whether each line item is appropriately funded based on the needs of their area and make line-item transfers as necessary to ensure funding is sufficient to provide the programs and services offered.
- Managers determine whether new financial resources are needed for new programs, services, or staff and include the justification in the PIE.
- If new resources are needed, budget managers explain and justify this in PIE, by citing the page number, and making a new resource allocation request (III.D.2-4).
- New resource requests are reviewed and prioritized by the Vice Presidents.
- President's Cabinet then reviews all new resource requests to ensure they "support the achievement of one or more College, team, or department goals."
- Finally, the College President reviews requests and determines which requests will be funded (III.D.2-3).

This procedure is explained in the PIE instructions, and in the Budget Review and Development Guide (I.A.2-9 pg. 4). This process allows for openness and transparency. Mt. SAC'S Budget Committee also reviews all PIE reports and new resource allocation requests to determine whether each unit, manager, and Vice President followed established budget procedures, to determine whether the process is effective and meets the requirements of Board Policy, and to inform the campus about institutional effectiveness (III.D.2-5).

To ensure the College mission and goals are an integral part of this PIE process, the President's Advisory Council assigns Strategic Objectives to various units, departments, and programs (I.A.3-1 pg. 7). These Strategic Objectives as well as department/unit goals are integrated into each unit, manager, and Vice President's PIE. At the end of the PIE process, each team analyzes how well it met its department/unit goals and College goals. This PIE process has greatly improved the integration of planning with the College mission and goals with all units, departments, programs and services across campus. The process allows participation of employees in academic and administrative departments. The Vice Presidents' PIE summaries provide the campus community, Board of Trustees, and institutional leaders a very detailed look at how Strategic Objectives and institutional planning are integrated and support the College's mission.

Mt. SAC's policies and procedures ensure sound financial practices and financial stability. Board Policy (BP) 6250 requires the College to maintain an unrestricted general fund balance of not less than 10 percent. This substantial unrestricted general fund balance during the past three years has ensured the College's fiscal stability, particularly during and after the recession. Mt. SAC has not laid off a single permanent district-funded employee for lack of funds in more than a decade, which is a strong indicator of financial stability. Following this policy, the College has also generated unrestricted general fund balances of 12.05 percent, 22.47 percent, 20.64 percent, and 19.94 percent during the current and past fiscal years respectively to meet emergencies and contingencies (III.D.1-5 pg. 26).
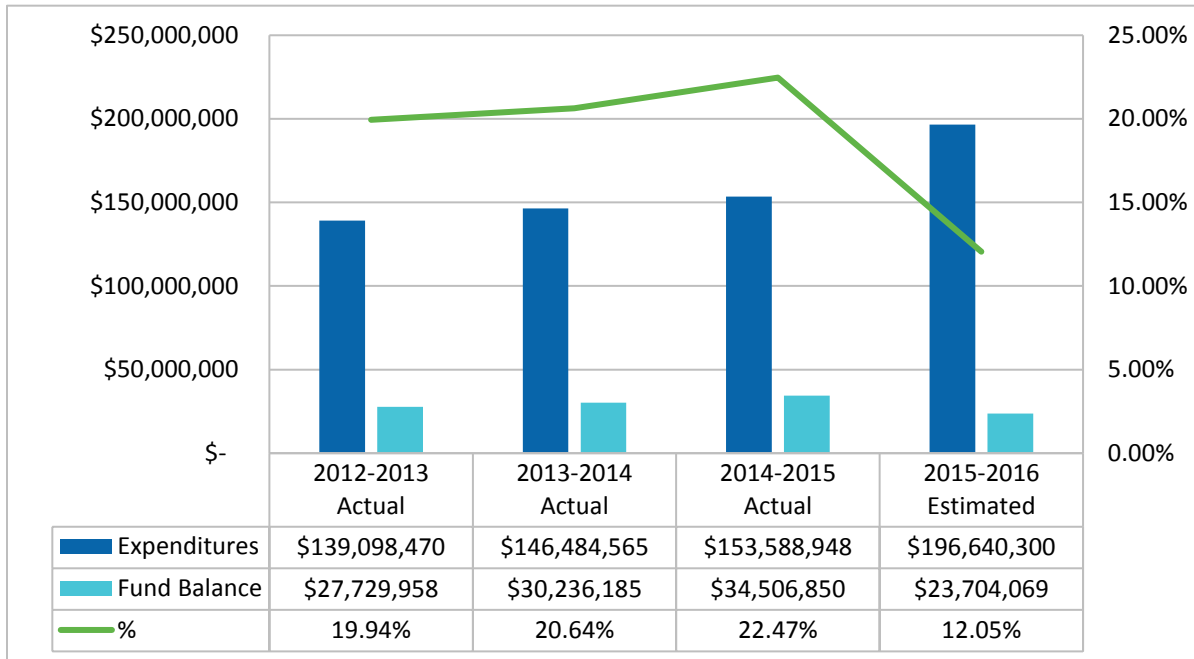
Figure III.D.2.-1. Unrestricted General Fund Ending Fund Balance (Reserves) as a Percent of Total Expenditures

	2012-2013 Actual	2013-2014 Actual	2014-2015 Actual	2015-2016 Estimated
Expenditures	$139,098,470	$146,484,565	$153,588,948	$196,640,300
Fund Balance	$27,729,958	$30,236,185	$34,506,850	$23,704,069
%	19.94%	20.64%	22.47%	12.05%

Administrative Procedure (AP) 6250 defines the procedures for budget management to ensure compliance with Title 5 (III.D.2-6). Units and departments may only expend what is proposed in the unit or department's budget. Transfers may be "made from the reserve for contingencies" with a written resolution approved by a two-thirds vote of the Board of Trustees. Transfers may also be made "between expenditure classifications by written resolution" and a majority vote of the Board of Trustees. Excess funds "must be added to the general reserve" and are not available for appropriation except by resolution of the Board of Trustees. After adoption of the budget, AP 6250 also provides the procedure for "reallocation of certain funds within the budget" via request to the Board of Trustees as pursuant to California Code of Regulations Title 5 Section 58308.

Mt. SAC receives revenues from several sources, which are managed following the procedures outlined in AP 6250 to ensure legal requirements are followed (III.D.2-6). A majority of the College's funding comes from base apportionment, accounting for more than 77 percent of the adopted budget. The College also obtains additional funding for categorical programs from line item restricted funds in the state budget, grants, and partnerships (III.D.1-5 pg. 26). Funding categorical programs continues to be a priority to support student programs and services. The Grants Office oversees the application processes for grants and contracts for various College programs. The Grants Office provides a quarterly report to President's Cabinet and periodic reports to the Board of Trustees (I.A.2-10).

During Fiscal Year (FY) 2015-16, the Grants Office monitored 30 active grant

projects for a FY funding level of $5,966,188 and a total funding level of $15,863,790. During FY 2015-16, the Grants Office coordinated the development of 13 new applications for a first-year request of $2,748,578 and a total funding request of $4,481,600. During FY 2015-16, of the 13 new applications developed, one was a preliminary application invited to submit a full application, nine were awarded, and two are pending. At the end of FY 2015-16, the Grants Office was in the process of developing seven additional grant applications for an estimated first-year request of $1,045,000 and a total funding request of $3,945,000. At the end of FY 2015-16, the Grants Office was in the process of developing supporting documents for two partner grant applications, for an estimated first-year request of $62,000 and an estimated total funding request of $236,000 (III.D.2-7 pg. 5).

The Mt. SAC Foundation also supports students and the College with donations for student scholarships, campus projects, and capital campaigns. Nearly $774,288 was raised in FY 2014-15, which is an increase of 45.3 percent from FY 2013-14 (III.D.2-8 pg. 21).

With these additional sources of funds, the unrestricted general fund balance, and conservative fiscal practices, Mt. SAC continues its long history of sufficient cash flow and reserves to maintain stability. On the rare occasion when cash flow is weak, Mt. SAC has an effective approach to dealing with this. The College first looks at the unrestricted general fund cash balance. Due to the Board Policy requiring a 10 percent ending balance, the

assumption is that the cash balance could cover operating expenses and payroll for more than one month. This approach is usually a one-time event, such as when the state does not pass a budget on time and does not disburse apportionment for one or more months. For more prolonged periods when cash flow is limited, the College's Fiscal Services Department will also monitor cash on a daily basis and prepare cash flow projections to determine the need for issuing Tax and Revenue Anticipation Notes (TRANs) Another strategy is to utilize inter-fund transfers as approved by the Board of Trustees (III.D.2-9 pg. 84-85, III.D.2-10 pg. 45).

The College has Policies and Procedures to Ensure Sound Financial Practices and Stability

Mt. SAC is more than adequately insured to ensure financial stability. The College is required to purchase insurance in accordance with BP/AP 6540 to cover losses that occur to property, employees, and third-party liability. In such instances where the College carries deductibles for losses to property and liability, the College has a trust fund account to cover such losses. An annual analysis is performed by the College service provider and the Director of Safety and Risk Management to ensure that there is sufficient funding (III.D.2-11, III.D.2-12). An irrevocable trust fund has been established to pay for retiree health benefits, and a biennial actuarial study is conducted by a third party vendor to ensure that funding is adequate and to ensure the necessary reserves to pay outstanding liabilities (III.D.2-13). Requests for funding resulting from changes in federal, state and/or local

legislation have been addressed through immediate needs requests, new resource allocations, department/general funds, and insurance funds. Losses resulting from an "unforeseen" emergency or catastrophic event would result in an emergency proclamation and may initially result in the use of general fund reserves. In a federal, state, or local declared emergency, the College would be eligible for disaster relief funding. These policies and procedures and the Mt. SAC Board of Trustees' very conservative fiscal practices ensure compliance with laws and regulations, and the inclusive and comprehensive PIE process at all levels of College operations are indicative of Mt. SAC's sound fiscal practices and stability.

Financial Information is Disseminated throughout the College in a Timely Manner

Appropriate financial information is disseminated throughout Mt. SAC in a timely manner. One of the goals of the College Budget Committee, a governance committee composed of faculty, classified staff, confidential staff, managers, administrators, and student representatives, is to communicate more effectively with the campus community (III.D.2-14 pg. 4). On May 6, 2015, the Budget Committee met with the Directors of Marketing and Communication and Public Relations to discuss more effective communication. The outcome of that meeting provided more direction for the Budget Committee to meet this goal. The Vice President of Administrative Services and Associate Vice President of Fiscal Services also provides budget presentations to the committee, President's Cabinet, and the Board of

Trustees regarding the tentative and adopted budgets (III.D.2-15, III.D.2-16 pg. 7, 45-60). The Institutional Effectiveness Committee (IEC), which is responsible for reviewing and improving the PIE process, also communicates with the appropriate budget managers about procedures, timelines, and deadlines as well as assistance with the PIE forms (III.D.2-1). The Budget Committee and IEC also coordinate calendars so PIE and budget calendar timelines are aligned. This alignment of program review, budget allocation, and strategic planning derives from the Strategic Plan (I.A.3-1 pg. 23-24). This information is then disseminated to all budget managers and other appropriate staff (III.D.2-17). The College President also uses his weekly Cabinet Action Notes to disseminate information about budget matters. Budget transfer and reallocation information is also presented for public review and comment in Board of Trustees agendas when necessary (III.D.2-18 pg. 25-29). This information is given in advance to constituent group leaders and discussed with the President prior to the Board meeting. Fiscal Services consistently sends out e-mail messages to the College employee Listserv regarding information about year-end deadlines (III.D.2-19).

Analysis and Evaluation

Mt. San Antonio College's (Mt. SAC's) mission and goals are the foundation for financial planning that is integrated with and supports all College planning. The College has policies and procedures to ensure sound financial practices and stability. Appropriate financial information is disseminated in a timely manner.

Accomplishments and Outcomes

- The College mission and goals are the foundation for financial planning and are integrated with and support all College planning.

- Mt. SAC is more than adequately insured to ensure financial stability.
- Appropriate financial information is disseminated throughout the College in a timely manner.

List of Evidence

I.A.2-9	Budget Review and Development Guide 2016 pg. 4
I.A.2-10	Grants Office Annual Report FY 2014-15
I.A.3-1	Strategic Plan 2015-17 pg. 7
I.A.3-1	Strategic Plan 2015-17 pg. 23-24
I.B.9-10	President's Cabinet New Resource Allocations Table
III.D.1-5	Adopted Budget 2015-16 pg. 26
III.D.2-1	Unit PIE Memo 2015
III.D.2-2	Information Technology PIE 2014-15 pg. 13
III.D.2-3	New Resource Allocation Request Summary 2015
III.D.2-4	Tentative Budget Memo 2016-17
III.D.2-5	Budget Committee Summary 2-4-2015
III.D.2-6	AP6250 Budget Management
III.D.2-7	Pie Worksheet - Grants Office 2014-15 pg. 5
III.D.2-8	Foundation Funds Raised in 2014-15 pg. 21
III.D.2-9	TRANS Official Statement 2013 pg. 84-85
III.D.2-10	Temporary Inter-fund Cash Borrowing pg. 45
III.D.2-11	BP6540 Insurance
III.D.2-12	AP6540 Insurance
III.D.2-13	Actuarial 03-01-14
III.D.2-14	Budget Committee Plan and Goals 2014-15 pg. 4
III.D.2-15	Cabinet Notes 6-9-2015
III.D.2-16	Adopted Budget 2015-16 Board Presentation pg. 7, 45-60
III.D.2-17	Joint Budget - IEC Meeting 2015
III.D.2-18	November Board of Trustees Agenda - Fund Transfers 2015 pg. 25-29
III.D.2-19	Deadlines Memo 5-8-2015

III.D.3.

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

Evidence of Meeting the Standard

The College Defines and Follows Guidelines and Processes for Financial Planning and Budget Development

For the past two years, Mt. San Antonio College (Mt. SAC) has developed and implemented significant refinements to its Planning for Institutional Effectiveness (PIE) process. The procedures have been more clearly defined, a comprehensive analysis of outcomes follows each cycle of the PIE process, and the process itself has been aligned to match the budget development process. The result has been a much more comprehensive planning and budgeting process. The planning process is clearly documented. The Institutional Effectiveness Committee (IEC) oversees PIE and consists of representatives from all constituent groups (I.A.3-6). IEC establishes PIE processes and procedures based on input from all constituent groups. At the end of each PIE cycle, IEC reviews each of the Vice President summaries and the Institutional PIE to determine effectiveness of the PIE process. IEC reports the results of this analysis to the President's Advisory Council (PAC). The PIE process and procedures are clearly defined for budget managers and unit member participants (III.D.2-1). The

budget development calendar and guidelines are clearly documented in Board Policy (BP) 6250, which defines budget management (III.D.3-1). Administrative Procedure (AP) 6250 defines budget practices and processes, which must be followed, including appropriate codes and regulations (III.D.2-6). The Budget Review and Development Guidelines are developed and maintained by the campus Budget Committee as required in AP 6200 Budget Preparation (I.A.2-9). All constituent groups are represented in the Budget Committee.

In 2013, Mt. SAC's Research and Institutional Effectiveness Department conducted a climate survey of its employees, which showed that 58 percent reported that they believe Mt. SAC's mission is central to all planning activities. Under half report that they understand the PIE process (45 percent) and would like more information on the relationship between PIE and the budget process (45 percent)" (III.D.3-2 pg. 8) Since that time IEC has focused on engaging the College and has as one of their functions a focus on informing the campus about institutional effectiveness efforts. Additionally, weekly President's Cabinet Notes provide an opportunity for employees to understand resource allocation processes (I.B.9-10).

Constituencies have Opportunities to Participate in Development of Institutional Plans and Budgets

Mt. SAC has an effective institutional planning and budgeting process. All constituencies have a place on the Budget

Committee and IEC. IEC is the committee that is at the core of College planning. For program review, faculty, staff, and managers at the unit level produce unit PIEs which drive the planning and budgeting process. This process is transparent as prioritization of budget requests move from unit level to division level to team level to Budget Committee to President's Cabinet (III.D.2-4). The College is committed to making planning a fully inclusive process at all levels of the College. The College is confident that it's planning and budget development process is clearly defined in policies and procedures. The College is also confident that these processes and procedures are followed. Using a continuous improvement process over the past few years is at the heart of the Colleges' work in this area. The evaluation and improvement process is continuing with the recently formed work group. A budget subcommittee group with faculty, classified, and management representation was tasked to review and update the Budget Review and Development Process Guide. The first draft of the revised document was presented to the Budget Committee on Sept. 12, 2016 (III.D.2-4). The final document is expected to be released by the end of fall 2016.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) clearly defines and follows its guidelines and processes for financial planning and budget development. All constituencies have opportunities to participate in the development of institutional plans and budgets.

Accomplishments and Outcomes

- Mt. SAC has developed a comprehensive planning and budgeting process.
- The College has an effective institutional planning and budgeting process.

List of Evidence

I.A.2-9	Budget Review and Development Guide 2016
I.A.3-6	Institutional Effectiveness Committee Purpose, Function, and Members
I.B.9-10	President's Cabinet New Resource Allocations Table
III.D.2-1	Unit PIE Memo 2015
III.D.2-4	Tentative Budget Memo 2016-17
III.D.2-6	AP6250 Budget Management
III.D.3-1	BP6250 Budget Management
III.D.3-2	Employee Climate Survey pg. 8

III.D.4.

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

College Planning is Based on Realistic Assessment

The institutional planning process at Mt. San Antonio College (Mt. SAC) reflects a realistic assessment of financial resource availability, development of financial resources, and expenditure requirements. The process begins in January as Fiscal Services starts to build the anticipated budget. In February/March when the College receives its final apportionment calculation of the previous year, Fiscal Services prepares a preliminary tentative budget for the following fiscal year, which includes estimates of full-time salaries. On March 1, Fiscal Services distributes the status quo budget templates to budget managers with projected salaries for the next fiscal year (III.D.4-1, III.D.4-2). Budget managers make the necessary adjustments in alignment of the budget allocated to their department. They are not allowed, at this point, to increase their budget. According to the budget process, the College identifies new resource needs in anticipation of the new resource allocation process. The College's Strategic Plan includes a timeline of an alignment of the budget, Planning for Institutional Effectiveness (PIE), and Strategic Planning processes (I.A.3-1 pg. 23-24). In April, budget managers identify new resource needs, prepare supporting documentation, and prioritize the requests at the unit/department level as part of the PIE process (III.D.4-3, III.D.4-4). In May, new resource needs are prioritized at the Vice Presidents' level. At President's Cabinet, the Vice President make recommendations for the funding of prioritized new resource requests, and the President makes the final decision for funding (I.B.9-10).

New resource requests are prioritized at all levels according to educational and operational needs, and in alignment with the mission of the College. The Budget Committee reviews and evaluates the process and makes recommendations to PAC to revise or update as necessary (III.D.4-5). The Budget Committee does not review or prioritize the specific new resource requests. Based on the Governor's May Revise budget, President's Cabinet identifies funds for new resources. Fiscal Services prepares the budget scenarios that reflect the most recent revenue estimates based on the Governor's May Revise. President's Cabinet determines which of the revenue estimates will be used for the tentative budget (III.D.2-15). Typically, the more conservative budget scenario is selected. The College's process is flexible enough to recognize when additional sources of revenue are identified and immediately begins the new resources allocation process to fund the educational and operational needs for the College in a timely manner (III.D.4-6, III.D.4-2). The President's Cabinet identifies new sources of revenue to fund the highest priority of new resource allocations. The immediate needs process allows funding for

immediate needs and can be submitted year-round when emergency funding is needed (III.D.4-7, III.D.4-8). Administrative Procedure (AP) 6610 identifies a process to fund emergency or urgent facilities improvement and equipment replacement to address unforeseen or emergent conditions (III.D.1-11).

Individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments. The revenue estimates developed in May are distributed directly to the Budget Committee and to the campus community via the President's Cabinet Action Notes. The Vice President of Administrative Services provides periodic updates to the President's Advisory Council (PAC). Constituent group leaders are represented on the Budget Committee and PAC and provide information and analysis to their respective groups (III.D.4-6, III.D.2-15, III.D.4-9). The Tentative Budget is reviewed at Budget Committee, at PAC, and is presented to and approved by the Board of Trustees annually in June (III.D.4-10 pg. 6, 22-103). The Adopted Budget is reviewed at the Budget Committee, is presented to PAC and approved by the Board of Trustees annually in September (III.D.2-16 pg. 7, 45-60). Paper and electronic copies of the budget reports are made available to the entire campus. Once the Board of Trustees approves the budget, detailed information is available in the Banner System in real time 24/7 for individuals involved in institutional planning and operations.

Facilities Planning and Management maintains a financial commitment log for all facilities projects. The commitment log is used to track available finances for each project from a variety of sources, including Measure R and Measure RR bond funds, interest earned on bond funds deposited with the county treasury, Bond Anticipation Notes, Certificate of Participation (COPS) loans, redevelopment funds, general funds set aside for capital outlay purposes, energy funds, including Prop. 39, utility incentive payments, and energy project loans. A summary report for each fund source is prepared quarterly and reviewed by the Facilities Advisory Committee, Campus Master Plan Coordinating Team (CMPCT), Citizens' Oversight Committee, and the Board of Trustees (III.D.4-11, III.D.4-12). The summary reports provide a basis for the funding approval of individual projects by accurately identifying available resources from all sources. The report reflects changes in project budgets due to unforeseen conditions, College approved changes to project scope of work, approved contractor change requests, and architect errors and omissions. External factors, such as the state budget, create opportunities for the College to react in a timely manner to the situation. As such, the timeline developed is used as a guide. The College must have fluid processes that allow it to appropriately be proactive to new budget issues (either increases or decreases).

College Partnerships Exist to Support Student Learning

Mt. SAC hosts a Center of Excellence (COE) for Labor Market Research. The COE provides regional workforce information and insight for California community

colleges, regions, and sector networks to: 1) identify opportunities and trends in high-growth, emerging, and economically critical industries and occupations; 2) estimate the gap between labor market demand, available training, and existing or future workers; and 3) help regions respond to workforce needs by providing them quality information for decision-making. Data provided by the COE helps to inform new CTE program development.

In addition, the College regularly pursues grant funding to support the development and/or implementation of new CTE programs. Mt. SAC has received funding from the U.S. Department of Labor, the National Science Foundation, and the California Community College Chancellor's Office to support emerging CTE programs. Examples include certificates and degrees in cybersecurity, building automation, and industrial design engineering.

The College has a relationship with Foothill Transit to provide bus passes to students at a nominal cost (III.D.4-13 pg. 121). Credit students pay for the cost of these bus passes, which was approved by the Associated Students in November 2014. In April 2015, members of CMPCT met with representatives from Foothill Transit to begin planning for a joint use transit center on campus. As of December 2015, a preliminary site plan has been developed that would provide expanded service to students and staff, a new intersection along Temple Avenue, a pedestrian pathway linking the athletics area south of Temple Avenue to the main campus, and an accessible pathway from the transit center to the center of campus. As of December 2015, staff has

initiated efforts to submit a proposal for grant funding for elements of the transit center under the Affordable Housing and Sustainable Communities program established by SB 862.

Other partnerships include:

- Mt. SAC has a unique connection with Southern Illinois University (SIU). Students completing an Associate of Science (A.S.) degree at Mt. SAC can enter the SIU Bachelor of Science degree program in Aviation Management immediately after the completion of their A.S. degree. This program is held in Mt. SAC classrooms on the weekends (III.D.4-14).
- The California Community College - Investor Owned Utility (CCC-IOU) Partnership provides support and funding to develop and implement energy efficiency measures across campus.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) planning reflects realistic assessments of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Accomplishments and Outcomes

- Through the institutional planning process at Mt. SAC a realistic assessment of financial needs is directly tied to resource allocation.
- Individuals involved in institutional planning receive accurate information about available funds.
- Mt. SAC has partnerships with outside entities.

List of Evidence

I.A.3-1	Strategic Plan 2015-17 pg. 23-24
I.B.9-10	President's Cabinet New Resource Allocations Table
III.D.1-11	AP6610 Facilities Project Prioritization
III.D.2-15	Cabinet Notes 6-9-2015
III.D.2-16	Adopted Budget 2015-16 Board Presentation pg. 7, 45-60
III.D.4-1	Budget Development Memo 2015-16
III.D.4-2	Budget Scenario 2015-16
III.D.4-3	Budget Committee and Institutional Effectiveness Committee Meeting
III.D.4-4	Budget Development Calendar 2016-17
III.D.4-5	Memory Budget Committee 9-16-2015
III.D.4-6	Memory Budget Committee 6-3-2015
III.D.4-7	Cabinet Notes 12-9-2014
III.D.4-8	Immediate Needs 12-9-2014
III.D.4-9	President Advisory Council Minutes 6-10-2015
III.D.4-10	Tentative Budget 2015-16 Board Presentation pg. 6, 22-103
III.D.4-11	Measure R Budget Report 11-2015
III.D.4-12	Measure RR Budget Report 11-2015
III.D.4-13	MOU with Foothill Transit pg. 121
III.D.4-14	Contract Aviation Management Program

III.D.5.

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Internal Control Structure has Appropriate Control Mechanisms

Financial planning at Mt. San Antonio College (Mt. SAC) aligns with the institutional goals in the Planning for Institutional Effectiveness (PIE) process and is integrated with the planning processes of the College for ongoing and new resource allocations. This process permits input from each department, division, and instructional unit as well as executive management to ensure adequate financial resources are directed toward College goals (III.D.5-1, III.D.5-2). While instructional units are responsible for their respective budgets, the President's Cabinet is the final approving body before presentation to the Board of Trustees. This approach has worked well for the College and provides oversight of revenue and expenditures. Multiple constituents participate in this process, including faculty, staff, managers, and College executives. In addition, the Board's policy to require a 10 percent reserve has enabled the College to remain

fiscally solvent in times of financial uncertainty with the state budget providing sufficient resources to support the College's mission and goals, student learning, and other services (III.D.5-3).

Once the final budget is approved by the Board of Trustees, it is uploaded to the Banner Finance System. Managers and staff responsible for budgets have access to this system 24/7 and can submit purchase requisitions online. The system validates for sufficient budget and appropriate manager for approval before the purchase order is prepared.

The College engages independent auditors to perform an external audit of the College's finances on an annual basis. College audit reports for the three years ending June 30, 2013, 2014, and 2015, respectively have obtained unmodified audit opinions for the past three years. An unmodified opinion is the best opinion that a college can obtain. Additional reports are made available to all constituents via the College's website. Internal controls are evaluated and reviewed annually during the financial audit. The audits demonstrate high integrity of financial management practices and internal controls. The College has continuously received unmodified (best opinion) audit opinions, which means the financial statements present fairly, in all material respects, the College's financial position and there were no deficiencies in the internal controls such as material weaknesses or reportable conditions (III.D.5-4 pg. 5, 115, III.D.5-5, III.D.5-6).

The College Widely Disseminates Dependable and Timely Information for Sound Financial Decision-making

Board Policies (BPs) and Administrative Procedures (APs) at Mt. SAC regulate the budget processes. The College President makes an annual budget presentation to the Board of Trustees (BP 6200). The budget is prepared in accordance with Title 5 of the California Code of Regulations and with the California Community Colleges Budget and Accounting Manual (BP 6200, 6250). The General Fund supports the College's mission, educational plans and their goals and priorities (BP 6200). The College's budgetary process includes review and input from the College's Budget Committee (AP 6200) and the College's budgetary process allows for revisions and appropriation transfers, as needed by individual units within guidelines specified in AP 6250 (III.D.5-3, III.D.3-1, III.D.5-7, III.D.2-6). The information that comes out of these reviews and the budget process is disseminated in a timely manner.

Mt. SAC's Budget Committee develops and evaluates budget policies and processes and reports their recommendations to the President's Advisory Council (I.A.3-1 pg. 23-24). Membership for each of these committees allows opportunities for participation from all constituent groups on campus (III.D.5-8). The committee publishes various resources to explain the process such as A Guide to Mt. SAC's Budget Review and Development and the Budget Review and Development Guide (III.D.5-9, I.A.2-9).

The College Regularly Evaluates Its Financial Management Practices and Uses the Results to Improve

The College consistently evaluates and improves its financial management practices through the following processes:

- Internal controls are reviewed on a daily basis (e.g., separation of duties, custody of assets, reconciliation). The College's Fiscal Independence and the College's Audits indicate that the College's internal controls are effective.
- External audits provide feedback on the College's practices and alignment with general accounting principles and Government Auditing Standards. The College continues to have unmodified audits.
- Fiscal Services Department is responsible to oversee all financial transactions of the College and ensure that they are accurate and have appropriate management oversight. The transactions are audited by Fiscal Services personnel at all levels. Personnel ensure that the integrity and legality of the transactions are evaluated. Fiscal independence and the external audits demonstrate that this process is effective.
- The College's annual independent audit is conducted in accordance with Government Auditing Standards. The audit evaluates the College's internal control over financial reporting and tests compliance with pertinent laws, regulations, contracts, grant agreements. The College continues to have unmodified audits.
- The LA County Office of Education performs an oversight review every year since Mt. SAC became fiscally

independent. Based on the Los Angeles County Office of Education Fiscal Independence oversight for fiscal years 2012-13, 2013-14, and 2014-15, the College has adequate internal control procedures in place and materially complied with the required accounting controls prescribed by the Board of Governors (III.D.1-26, III.D.1-27, III.D.1-28, III.D.1-29).

Analysis and Evaluation

The internal control structure at Mt. San Antonio College (Mt. SAC) assures financial integrity and responsibility by having appropriate control mechanisms. Dependable and timely information is widely disseminated for sound financial decision making. The College regularly evaluates its financial management practices and uses the results to improve internal control systems.

Accomplishments and Outcomes

- Mt. SAC has in place a process that has worked well for the College and provides oversight of revenue and expenditures.
- Information regarding the review and implementation of budget process is disseminated in a timely manner.
- Annually, Mt. SAC evaluates its current and future budgetary and resource needs through the PIE process.

List of Evidence

I.A.2-9	Budget Review and Development Guide 2016
I.A.3-1	Strategic Plan 2015-17 pg. 23-24
III.D.1-26	Fiscal Independence Oversight FY 2012-13
III.D.1-27	Fiscal Independence Oversight FY 2013-14
III.D.1-28	Response to Fiscal Oversight 2013-14
III.D.1-29	Fiscal Independence Oversight FY 2014-15
III.D.2-6	AP6250 Budget Management
III.D.3-1	BP6250 Budget Management
III.D.5-1	PIE Summary 2012-13
III.D.5-2	PIE Summary 2011-12
III.D.5-3	BP6200 Budget Preparation
III.D.5-4	Audit 2014-15 pg. 5, 115
III.D.5-5	Audit 2013-14
III.D.5-6	Audit 2012-13
III.D.5-7	AP6200 Budget Preparation
III.D.5-8	Budget Committee Purpose, Function, and Members 2015
III.D.5-9	Budget Timeline

III.D.6.

> *Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

Evidence of Meeting the Standard

Financial Documents have a High Degree of Credibility and Accuracy

Financial documents at Mt. San Antonio College (Mt. SAC), including the budget, have a high degree of credibility and accuracy. The audit statements indicate the institutional budget is an accurate reflection of institutional spending. In the auditor's opinion, the financial statements fairly present the financial position of the College and are in accordance with generally accepted accounting principles. The College has received an unmodified opinion from the financial auditors for the past three years (**III.D.5-4 pg. 5, 115**, **III.D.5-5 pg. 5, 104**, **III.D.5-6 pg. 5, 104**). The explanations of budget variances are documented in each adopted budget (**III.D.1-5 pg. 17**).

The College's approved procedures on the unrestricted general fund budget require that it does not include revenue until it is earned. For example, the funding received for growth full-time equivalent students (FTES) is not budgeted until the following year. New resource allocations are for one year to be sure the revenue is secure before making the allocation ongoing in the second year. This conservative budget process has served the College well in both good and bad budget years.

Campus constituent group leaders, including Associated Students, Academic Senate, Faculty Association, Classified Senate, California School Employees Association CSEA 262 and CSEA 651, and managers, were emailed and asked if their constituents felt the institutional budget is an accurate reflection of the institutional spending.

They reported their constituents have confidence in the budget because the College is fiscally strong; however, the perception among constituents is that the College is over-budgeting and underspending. This perception may be the result of the budgeting process. Constituents would appreciate a clearer explanation of how changes throughout the year can affect the budget (**III.D.6-1**). The budget development process is currently being reviewed and updated by the Budget Committee. The updated process will help improve communication with the campus constituents so there is a clearer understanding of the new resource allocation and budget development processes (**III.D.6-2**).

Allocation and Use of Resources are Appropriate to Support Student Learning

Financial documents reflect appropriate allocation and use of financial resources to support student learning programs and services. Resource allocations are based on the needs of each unit or department, as defined in the Planning for Institutional Effectiveness (PIE) process (**III.D.2-1**). The College mission and goals guide the institutional planning and assessment processes (**III.C.3-5**, **III.D.6-3**, **II.A.2-7**, **I.B.2-17**). Each unit or department's

Planning for Institutional Effectiveness Plan (PIE) demonstrates a connection between planning, outcomes assessment and resource requests (III.D.6-4, III.D.6-5, III.D.6-6, III.D.6-7). The College is currently utilizing a new PIE document that demonstrates the progress each unit or department has made with the resources they have obtained.

Analysis and Evaluation

Financial documents at Mt. San Antonio College (Mt. SAC), including the budget, have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Accomplishments and Outcomes

- Mt. SAC's audit statements indicate the institutional budget is an accurate reflection of institutional spending.
- Each unit or department's Planning for Institutional Effectiveness (PIE) demonstrates a connection between planning, outcomes assessment, and resource requests.

List of Evidence

I.B.2-17	VP PIE Student Services Outcomes 2015-16
II.A.2-7	Vice President of Instruction PIE 2015-16
III.C.3-5	Vice President's PIE Administrative Services 2015
III.D.1-5	Adopted Budget 2015-16 pg. 17
III.D.2-1	PIE Memo 01-22-2015
III.D.5-4	Audit 2014-15 pg. 5, 115
III.D.5-5	Audit 2013-14 pg. 5, 104
III.D.5-6	Audit 2012-13 pg. 5, 104
III.D.6-1	Constituent Credibility Survey 2015
III.D.6-2	Budget Committee Minutes 5-6-2015
III.D.6-3	Vice President of Human Resources PIE 2015-16
III.D.6-4	PIE Report Human Resources 2013-14
III.D.6-5	PIE Report Administrative Services 2013-14
III.D.6-6	PIE Report Instructional Services 2013-14
III.D.6-7	PIE Report Student Services 2013-14

III.D.7.

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Mt. San Antonio College's (Mt. SAC) responses to external audit findings are comprehensive, timely, and communicated appropriately. External audit findings are reported to the Board of Trustees annually in December. Constituent groups and institutional leaders attend Board of Trustee's meetings. The meeting agendas and minutes are posted and available online (III.D.7-1 pg. 7, III.D.7-2 pg. 7, III.D.7-3 pg. 6). The Associate Vice President, Fiscal Services, notifies the appropriate Vice President, dean or director to resolve any audit findings (III.D.7-4). Any audit finding or questioned costs are corrected within the next audit cycle (III.D.5-5 pg. 105, III.D.5-6 pg. 108, III.D.7-5 pg. 98-101). The Board of Trustees is presented with financial updates by the Vice President of Administrative Services and Associate Vice President of Fiscal Services throughout the year (III.D.7-6). The Vice President of Administrative Services and the Associate Vice President of Fiscal Services present budget and fiscal conditions to the President's Cabinet. The President distributes Cabinet Action Notes to the campus community, weekly, via email. This report contains a summary of what was reported to Cabinet, including updated budget information, fiscal conditions, and financial planning (III.D.7-7). Budget and fiscal conditions are presented and discussed at the Budget Committee meetings where all constituent groups are represented (III.D.7-8, III.D.7-9, III.D.7-10). The Institutional Effectiveness Committee and the Budget Committee jointly aligned the planning calendars for Budget, Planning for Institutional Effectiveness (PIE), and Strategic Planning. This process allows the PIE plans to be used in a more authentic and timely manner for resource allocation (III.D.2-1, II.A.2-7, I.A.3-1 pg. 23-24).

Analysis and Evaluation

Mt. San Antonio College's (Mt. SAC's) responses to external audit findings are comprehensive, timely, and communicated appropriately.

Accomplishments and Outcomes

- External audit findings are reported to the Board of Trustees annually in December.
- The Vice President of Administrative Services and the Associate Vice President of Fiscal Services present budget and fiscal conditions to the President's Cabinet.
- Budget and fiscal conditions are presented and discussed at the Budget Committee meetings where all constituent groups are represented.

List of Evidence

I.A.3-1	Strategic Plan 2015-17 pg. 23-24
II.A.2-7	Vice President of Instruction PIE 2015-16
III.D.2-1	PIE Memo 1-22-2015
III.D.5-5	Audit 2013-14 pg. 105
III.D.5-6	Audit 2012-13 pg. 108
III.D.7-1	Board of Trustees Minutes 12-10-2014 pg. 7
III.D.7-2	Board of Trustees Minutes 12-11-2013 pg. 7
III.D.7-3	Board of Trustees Minutes 12-12-2012 pg. 6
III.D.7-4	Audit Finding Email Notification 11-21-2015
III.D.7-5	Audit 2011-12 pg. 98-101
III.D.7-6	Budget Update Board of Trustees meeting 02-22-2014
III.D.7-7	President Cabinet Notes 02-11-2014
III.D.7-8	Budget Committee Minutes 12-03-2014 1 of 2
III.D.7-9	Budget Committee Minutes 12-03-2014 2 of 2
III.D.7-10	Budget Development Calendar 2014-15

III.D.8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. Evidence of Meeting the Standard

Evidence of Meeting the Standard

Financial and Internal Control Systems are Evaluated and Assessed

The Mt. San Antonio College District's (Mt. SAC) internal controls are evaluated and assessed by external auditors, the Los Angeles County Office of Education, and management. Internal controls are evaluated and reviewed annually during the financial audit. The audits demonstrate high integrity of financial management practices and internal controls. The College has continuously received unmodified (best opinion) audit opinions, which means the financial statements are in accordance with generally accepted accounting principles and there were no deficiencies in the internal controls, such as material weaknesses or reportable conditions (III.D.5-4 pg. 5, 115). Expenditures from special funds are made in a manner consistent with the intent and requirements of the funding source. For fiscal years ending June 30, 2013, June 30, 2014, and June 30, 2015, Mt. SAC received unmodified audit opinions on compliance with federal and state programs. There was an audit finding of noncompliance related to the timely reporting of sub award data for the Advance Technologies Education – Cyber

Watch totaling $279,464 for fiscal year 2012-13 under the Federal Funding Accountability and Transparency Act Subaward Reporting System. The College corrected the reporting immediately (III.D.5-5 pg. 106, III.D.5-6 pg. 106). The College's special funds are audited or reviewed by funding agencies regularly. In fact, the outstanding work done with the Federal "Building Pathways of Persistence and Completion," Title V grant for $3.2 million is a model for grant programs (III.D.8-1). Bond expenditures are consistent with regulatory and legal restrictions. The College has a history of receiving unmodified audit opinions for financial audits and performance audits. The College's General Obligation Bonds 2001 Election, 2006 Series C was audited in 2014 by the Department of Treasury, Internal Revenue Service. The outcome was favorable to the College, and the audit was closed (III.D.1-30).

Based on the Los Angeles County Office of Education Fiscal Independence oversight for fiscal years 2012-13, 2013-14, and 2014-15, the College has adequate internal control procedures in place and materially complied with the required accounting controls prescribed by the Board of Governors (III.D.1-26, III.D.1-27, III.D.1-28, III.D.1-29). The College was approved for Fiscal Independence status, effective July 1, 2012. This status allows the College to have broad authority to issue warrants without review or approval of the Los Angeles County Superintendent of Schools or the Los Angeles County Auditor/Controller. The Fiscal Independence status recognizes the College's competence, minimizes the

duplication of efforts between the College and the Los Angeles County Superintendent of Schools, and grants increased control at the local level, while maintaining adequate safeguards over the expenditures of public funds. With the Fiscal Independence, the Los Angeles County Superintendent of Schools' role is to provide fiscal oversight with an annual review. If at any time the Los Angeles County Superintendent of Schools determines that the accounting controls of the College become inadequate, he or she may recommend to the Board of Governors that approval of Fiscal Independence be revoked effective the first day of the following fiscal year (III.D.8-2, III.D.8-3). Fiscal oversight is conducted based on the following accounting control standards prescribed by the Board of Governors:

- **Standard 1: Adequate Fund Balance** - The College has avoided deficit balances in its funds and has maintained a prudent reserve in its unrestricted general fund over the preceding five fiscal years;
- **Standard 2: Statute and Governing Board** - The College makes only lawful and appropriate expenditures in carrying out the programs authorized by the governing board;
- **Standard 3: Adequate Internal Controls** - The staff of accounting, budgeting, contracts, management information systems, internal audits, personnel, and procurement departments are adequate in numbers and skill level to administer administrative programs independent of detailed review by the county office of education and to provide an internal audit function that assures adequate internal controls; and

- **Standard 4: Legality and Propriety of Transactions** – The staff of the accounting, budgeting, contracts, management information systems, internal audits, personnel, and procurement departments exercise independent judgment to assure the legality and propriety of transactions.

Assessment Results are Used for Improvement

Fiscal Services regularly evaluates Mt. SAC's financial internal controls and management processes. The results of the evaluations are used to improve financial management systems. As an example, the College has implemented online budget transfer and the use of the purchasing card to improve efficiencies while maintaining good internal controls. Mt. SAC maintains its budget and accounting records using the Banner system. Departments are able to track their transactions in real time 24/7. The College initially implemented online purchase requisitioning for campus departments in December 2007. This process allows automatic validation of sufficient budget, and online requisitions are routed to the appropriate manager and approved electronically via web. The College implemented the online budget transfer portion in September 2014 as departments had the need to reallocate their budget(s), or increase their budget(s) for new sources of funding, such as grants, prior to processing their requisitions or expenditures. The implementation of this process included the assessment of the internal controls. Separation of duties was evaluated to route the approval of the online budget transfers to the respective manager at the department level and within the Fiscal

Services department. In addition, the development of the process included validation of account codes, dates, and sufficient budget to properly record the transactions (III.D.8-4). The College implemented the use of purchasing cards for small dollar supply purchases and travel expenses in 2015. This was an effort to improve efficiencies to trim the traditional paper and labor-intensive procurement process. The implementation began with a small pilot group of employees to allow Fiscal Services assessment and testing of internal controls. Fiscal Services created procedures to provide proper safeguards against the misuse of an assigned purchasing card. Prior to issuance of a purchasing card employees are required to attend training on internal controls and use of the card. Fiscal Services employees have also been trained on specific internal controls to audit purchasing card transactions (III.D.8-5, III.D.8-6).

Analysis and Evaluation

Mt. San Antonio College's (Mt. SAC's) financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of the assessment are used for improvement.

Accomplishments and Outcomes

- Mt. SAC's internal controls are evaluated and assessed by external auditors, Los Angeles County Office of Education, and management.
- Fiscal Services regularly evaluates Mt. SAC's financial internal controls and management processes.
- Results of evaluations are used to improve financial management systems.

List of Evidence

III.D.1-26	Fiscal Independence Oversight FY 2012-13
III.D.1-27	Fiscal Independence Oversight FY 2013-14
III.D.1-28	Response to Fiscal Oversight 2013-14
III.D.1-29	Fiscal Independence Oversight FY 2014-15
III.D.1-30	IRS Letter for Bonds 2001 Election 2006 Series C
III.D.5-4	Audit 2014-15 pg. 5, 115
III.D.5-5	Audit 2013-14 pg. 106
III.D.5-6	Audit 2012-13 pg. 106
III.D.8-1	Evaluator Letter for Building Pathways Grant
III.D.8-2	Fiscal Independence Report
III.D.8-3	Fiscal Independence Report - Appendices
III.D.8-4	Banner Guide for Online Budget Transfers
III.D.8-5	User Guide for Procurement Card Program
III.D.8-6	Internal Control Training - Implementation of Procurement Card

III.D.9.

> *The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

Evidence of Meeting the Standard

The College has Sufficient Cash Flow and Reserves for Stability

Since 2010, Mt. San Antonio College (Mt. SAC) has enjoyed a healthy unrestricted general fund balance well in excess of 10 percent, the minimum amount required by Board Policy (BP). This reserve has given Mt. SAC the ability to remain financially stable through years of budget reductions and reduced state funding. The 2015-16 adopted budget projects an unrestricted general fund balance of $23.7 million, which is 12.05 percent; the 2014-15 Fiscal Year (FY) ended with an actual unrestricted general fund balance of $34.5 million or 22.47 percent; and the 2013-14 FY ended with an actual unrestricted general fund balance of $30.2 million or 20.64 percent. In 2015-16, the College received an addition of approximately $42.4 million in one-time and ongoing revenue, which, along with its healthy reserves, ensures Mt. SAC can remain financially stable as well as have sufficient revenue for financial emergencies and unforeseen occurrences (III.D.1-5 pg. 19-26).

For more than 10 years now, Mt. SAC has had many major construction projects to create new high-tech classrooms,

laboratories, office space, conference rooms, a science building, Exploratorium, Planetarium, and hundreds of renovations to existing facilities, all part of the College Master Plan (III.D.9-1). Funding for these projects has come from the passage of two bond measures. Measure R was a $221 million facilities construction bond approved by voters in 2001. Measure RR was a $353 million facilities construction bond approved by voters in 2008. In the fiscal year ending 2014, the Campus Improvement Bond Report to the community showed the College has a favorable variance of more than $118 million (III.D.9-2 pg. 3). The sale of bonds for construction projects and College reserves are more than sufficient to support risk management strategies for the bond projects.

The College has Support Strategies for Risk Management and Necessary Contingency Plans

Mt. SAC has several risk management strategies that are funded through immediate need or new resource allocation requests. The College is required to purchase insurance in accordance with BP 6540 and Administrative Procedure (AP) 6540 to cover losses which occur to property, employees, and third-party liability (III.D.2-11, III.D.2-12, III.D.9-3). In such instances where the College carries deductibles for losses to property and liability, the College has a trust fund account to cover such losses and an annual analysis is performed by the College service provider and the Director of Safety and Risk Management; to ensure there is sufficient funding. Losses

resulting from an "unforeseen" emergency or catastrophic event would result in an emergency proclamation and may initially result in the use of general fund reserves. In a Federal, state or locally declared emergency, the College would be eligible for disaster relief funding. College cash and reserves are also more than sufficient to support these risk management strategies.

Mt. SAC has sufficient cash and reserves to support risk management strategies and to implement appropriate contingency plans to meet financial emergencies or unforeseen occurrences. The College is confident its risk management plans and ability to implement contingency plans are both realistic and appropriate.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Accomplishments and Outcomes

- Mt. SAC's healthy reserve gives the College the ability to remain financially stable through years of budget reductions and reduced state funding.
- The College is confident its risk management plans and ability to implement contingency plans are both realistic and appropriate.

List of Evidence

III.D.1-5	Adopted Budget 2015-16 pg. 19-26
III.D.2-11	BP6540 Insurance
III.D.2-12	AP6540 Insurance
III.D.9-1	Master Plan 2012
III.D.9-2	Measure R & RR Report to the Community 2014 pg. 3
III.D.9-3	ASCIP Certificate of Liability Coverage 2015

III.D.10.

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

Evidence of Meeting the Standard

The College Practices Effective Oversight of Finances in All Areas

Mt. San Antonio College (Mt. SAC) uses a variety of processes to assess its use of financial resources. Fiscal Services reviews overall expenditures for the entire campus. Annually in March, Fiscal Services electronically distributes the status quo budget templates to develop the budget for the following year. Along with that, budget managers receive a budget and expenditure comparative report which provides three years of historical budget and expenditure data. This gives the budget manager an opportunity to evaluate spending in each account to better predict the spending the following fiscal year and reduce the number of budget transfers while keeping within the previous year's allocation to the unit. Based on the feedback received from the budget manager, Fiscal Services prepares tentative and adopted budget reports and sends the reports campus wide. As per Title 5 regulations, the tentative budget is submitted to the Board of Trustees for approval annually in June and the adopted budget is annually submitted on or before September 15 (III.D.10-1, III.D.10-2). Ongoing budget revisions and transfers are reported to the Board of

Trustees for their approval monthly. The College's Enterprise Application System, Banner, provides 24/7 access to budget and expenditures to budget managers (III.D.10-3, III.D.10-4, III.D.4-10 pg. 22, 37, III.D.10-5 pg. 109).

Fiscal Services prepares a preliminary tentative budget, Budget Scenarios Report, and Changes to the Fund Balance Report (III.D.4-2). The preparation of these budgets starts in March (III.D.10-6 pg. 4-5, III.D.1-5 pg. 17-18). The Changes to the Fund Balance Report provides information about the unrestricted general fund projected and final ending balance. These reports are presented to the Budget Committee for their review and reaffirmation of the budget development process. Based on the assessment of the ending balances and budget projections, the President's Cabinet decides whether or not there are sufficient resources to fund budget requests submitted through the Planning for Institutional Effectiveness (PIE) process. When a unit requests additional funding, the section in the unit's PIE report citing how the resource would be used is required as a justification for the resource request (III.D.10-7).

The Institutional Effectiveness Committee (IEC) is charged with the assessment of the College's planning processes/program review, PIE, which includes resource requests from all campus units. Yearly, the resource requests from each departmental PIE are compiled and prioritized and reported by the area's Vice President to the President's Cabinet. The President's Cabinet prioritizes all requests with a global look and Fiscal Services

prepares the new resources allocation requests report. The Budget Committee's role is to ensure the prioritization process has been followed and makes recommendations on budget procedures and resource allocation processes. The President's Advisory Council (PAC) receives reports from the IEC and Budget Committee and makes recommendations to the President's Cabinet for changes to the College's resource request and allocation process. Additionally, IEC reports to PAC any planning recommendations including the solicitation of resource requests as they relate to the PIE process. The President's Cabinet authorizes and implements processes and any changes resulting from discussions and recommendations in Cabinet, IEC, Budget Committee, and PAC (III.D.10-8 pg. 3, III.D.1-7).

An external auditing firm audits Mt. SAC annually. This audit includes the assessment of the internal controls for governmental funds, Title IV financial aid funds, grants, and externally funded programs. The external auditors also audit the auxiliary services organization, which is an integral part of the College operations for the bookstore and dining services. These audits have resulted in no findings, thereby attesting to the effective use of resources (III.D.5-4 pg. 107-113, III.D.10-9).

Mt. SAC has held a fiscal independent status since July 1, 2012. The College has complied with the requirements, which indicates that the College has done a good job with fiscal oversight of the finances (III.D.1-29, III.D.1-27, III.D.1-26).

Another process Mt. SAC uses to assess its use of financial resources is Financial Aid's

membership in the Department of Education's Quality Assurance Program. "The purpose of Quality Assurance is to assure that data provided is accurate and correct, so that the delivery of Title IV student aid funds is conducted accurately, expediently, and with high integrity" (III.D.10-10).

Mt. SAC abides by Title 5 Regulations for Categorical Programs such as Disabled Student Programs and Services, Extended Opportunity Programs and Services, CalWORKs, etc., which have very specific guidelines as to how their respective funds may be spent. Additionally, Mt. SAC closely follows county grant requirements (CalWORKs for example), and federal spending regulations for grants such as TRiO, and other federal programs.

Additionally, at the beginning of every academic year, each categorical program must provide the Chancellor's Office with a detailed account of how funds from the prior year that were allocated to the program were spent using the Student Services Automated Reporting for Community Colleges (SSARCC) system. These reports are prepared by each categorical program budget manager. This report is reviewed by Fiscal Services to ensure expenditures match the General Ledger and are in compliance with the California Community Colleges Budgeting and Accounting Manual and the categorical program's spending guidelines. Once cleared by Fiscal Services, the report must be approved by the appropriate Vice President, the Vice President of Administrative Services, and the College's President/CEO.

Mt. SAC uses multiple levels of oversight in the development of purchase orders

and budget transfers, including a review by Fiscal Services with oversight by the Board of Trustees ensuring the account has sufficient funds for the purchase order or transfer and the expense or transfer is made following College policies and procedures (III.D.5-3, III.D.5-7, III.D.3-1, III.D.2-6). Transfers are included monthly for Board approval and details are provided for review by constituent groups leaders each month. The College's fiscal management adheres to Title 5 procedures and its books and records adhere to the California Community Colleges Budget and Accounting Manual. Board Policies and Administrative Procedures provide direction and lines of responsibility for the overall fiscal management of the campus (III.D.1-22, III.D.10-11). The College prepares and delivers the Quarterly Financial Status Report (CCFS-311Q), quarterly financial report, containing the financial and budgetary situation for the general fund to the Board of Trustees as required by law (III.D.10-12 pg. 38-40). The College also prepares and delivers the annual financial report, (CCSF-311). This report is submitted to the California Community Colleges Chancellor's Office and distributed to all constituent groups (III.D.1-1). Ahead of each Board meeting, the College President meets with the constituency group leaders to conduct an Agenda Review. As part of that process, the Friday before the Board meeting the Fiscal Department sends to the leaders the Detailed Listing of the Board Appropriations Transfer via email.

Mt. SAC demonstrates compliance with Federal Title IV regulations and requirements for student financial aid funds. These funds are part of the

College's annual external audit. The College has not received any audit findings related to these funds. Financial Aid and Fiscal Services have an agreed upon reconciliation process in place to ensure that financial aid programs reach the right student, in the correct amount, and for the correct time period. The Banner system provides controls to ensure financial aid reconciliation is accurate. Financial Aid and Fiscal Services work collaboratively to ensure agreement with the Department of Education. The process includes: disbursement, month end, and yearly reconciliation. At disbursement, Financial Aid disburses funds to students using the Banner system to check student eligibility. Financial Aid provides a disbursement report to Fiscal Services with each disbursement checked against the student account summary and available cash in the U.S. Department of Education's Grant Management System (G5). A monthly reconciliation is coordinated between Financial Aid and Fiscal Services to ensure all funds are accounted for. Financial Aid will reconcile against the U.S Department of Education's Common Origination and Disbursement system while Fiscal Services will reconcile against the G5 system. At the close of the fiscal year, Financial Aid and Fiscal Services will also coordinate a reconciliation review to ensure all student/fund accounts are balanced. Because reports are many, and are run, saved, and reviewed electronically, evidence is also stored electronically. Also due to personal data on these reports, it is not best practice to print and share with constituents outside of Financial Aid and Fiscal Services. Auditing officials are able to view these reports, when on campus, conducting a review.

Assessment Results are Used to Make Improvements

Mt. SAC uses results of its assessment of the College's budget processes and expenditures to make improvements. An example is the change in PIE due dates to better align with established budget processes and deadlines recommended by IEC (I.A.3-1 pg. 23-24). Joint Meetings between IEC and the Budget Committee are held on this topic (III.D.10-13 pg. 2, III.D.10-14, I.A.3-7).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) 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.

Accomplishments and Outcomes

- Mt. SAC uses a variety of processes to assess its use of financial resources.
- The College's yearly audit includes the assessment of the internal controls for governmental funds, Title IV financial aid funds, grants, and externally funded programs.
- External auditors audit the auxiliary services organization.
- Mt. SAC uses results of its assessment of the College's budget processes and expenditures to make improvements.

List of Evidence

I.A.3-1	Strategic Plan 2015-17 pg. 23-24
I.A.3-7	Budget and Institutional Effectiveness Committee Meeting 2014
III.D.1-1	Annual Financial and Budget Report 2014-15
III.D.1-5	Adopted Budget 2015-16 pg. 17-18
III.D.1-7	New Resource Allocation 2015-16
III.D.1-22	BP6300 Fiscal Management
III.D.1-26	Fiscal Independence Oversight FY 2012-13
III.D.1-27	Fiscal Independence Oversight FY 2013-14
III.D.1-29	Fiscal Independence Oversight FY 2014-15
III.D.2-6	AP6250 Budget Management
III.D.3-1	BP6250 Budget Management
III.D.4-2	Budget Scenarios 2015-16
III.D.4-10	Tentative Budget 2015-16 Board Presentation pg. 22, 37
III.D.5-3	BP6200 Budget Preparation
III.D.5-4	Audit 2014-15 pg. 107-113
III.D.5-7	AP6200 Budget Preparation
III.D.10-1	Title V Tentative Budget-Filing-Adoption-Filing and Approval of Final Budget
III.D.10-2	Proposed Budget-Hearing: Notice-Publication
III.D.10-3	Budget Template 2015-16
III.D.10-4	Budget and Expenditure Comparative Report
III.D.10-5	Adopted Budget 2015-16 - Agenda pg. 109
III.D.10-6	Tentative Budget 2015-16 pg. 4-5
III.D.10-7	Unit PIE Form 2014-15
III.D.10-8	New Resource Allocation Cabinet Notes 3-24-2015 pg. 3
III.D.10-9	Audit Auxiliary Services 2014-15
III.D.10-10	Financial Aid's Quality Assurance Program
III.D.10-11	AP6300 Fiscal Management
III.D.10-12	Quarterly Financial Statements 311Q pg. 38-40
III.D.10-13	Joint Committees Meeting-Budget and Institutional Effectiveness Minutes 12-4-2013 pg. 2
III.D.10-14	Joint Committees Meeting-Budget and Institutional Effectiveness Minutes 11-5-2014

III.D.11

> *The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

Evidence of Meeting the Standard

The Mt. SAC Board of Trustees plans for maintenance and improvements of its facilities through appropriate measures, such as the issuance of bonds. The status of current and future projects, which are the result of the College's integrated planning processes, are analyzed to determine the need for funds as well as the repayments of current and future obligations (III.D.11-1 pg. 2). After bonds are issued, the bond funds are included in the adopted budget (III.D.11-2 pg. 6-7, 112-113). The College provides health benefits for its retirees and manages the liabilities closely. As required by the Government Accounting Standards Board No. 45 Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions or Other Postemployment Benefits (OPEB), the College updated its actuarial study on retiree health liabilities in March 2014. This actuarial valuation showed that the plan is 67.2 percent funded (III.D.5-4 pg. 76, III.D.2-13). An updated actuarial report will be included in the 2015-16 audit. The 2015-16 audit will be approved

by the Board of Trustees in December 2016. The Budget Committee recommended restoration of funding of the OPEB Trust obligation (III.D.11-3). The College reinstated $2.5 million in the budget to make the contribution to the OPEB Trust for 2014-15 (III.D.11-2 pg. 6-7). The California's two largest pension systems, the California Public Employees' Retirement System (CalPERS) and the California State Teachers' Retirement System (CalSTRS) have largely increased their contribution rates for future years. The College has established an irrevocable trust to address future payments with an initial contribution of $4 million (III.D.11-4 pg. 47)

Analysis and Evaluation

The level of financial resources at Mt. San Antonio College (Mt. SAC) provides a reasonable expectation of both short- and long-term financial solvency. When making financial plans, the College assures financial stability. Additionally, Mt. SAC clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Accomplishments and Outcomes

- The Mt. SAC Board of Trustees plans for maintenance and improvements of its facilities through appropriate measures.
- The College updated its actuarial study on retiree health liabilities in March 2014 and is making a $2.5 million contribution on an ongoing basis.
- The College has established an irrevocable trust to address the increases in CalPERS and CalSTRS contributions in future years.

List of Evidence

III.D.2-13	Actuarial 03-01-14
III.D.5-4	Audit 2014-2015 pg. 76
III.D.11-1	Board Study Session 2-7-2015 pg. 2
III.D.11-2	Adopted Budget 2014-15 pg. 6-7, 112-113
III.D.11-3	Budget Committee Minutes 3-19-2014
III.D.11-4	Board of Trustees Agenda 6-22-2016 pg. 47

III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

Due to the recent economic crisis, the College began to defer payments to fully fund its current Other Post-Employment Benefits (OPEB) obligation. This decision resulted in no contribution to the OPEB obligation for fiscal years 2012-13 and 2013-14 (III.D.12-1). The Budget Committee recommended restoration of funding for the OPEB trust obligation in March 2014 (III.D.11-3). Following that recommendation, the College budgeted $2.5 million towards its contribution to the OPEB trust for 2014-15 (III.D.11-2 pg. 6-7, 112-113). In 2014-2015, the Budget Committee adopted a goal to review and make recommendations for ongoing OPEB trust contributions in order to meet funding goals. That decision led to the committee recommending funding of the liability for the fiscal year 2014-15. In 2015-2016, the committee updated the goal to evaluate,

review and make recommendations for the OPEB trust to continue to meet its funding goals (III.D.12-2). In May 27, 2015, the Board of Trustees approved the funding of $2.5 million towards the annual contribution to the OPEB trust on an ongoing basis. As required by the Government Accounting Standards Board No. 45 Accounting and Financial reporting by Employers for Postemployment Benefits Other Than Pensions, the College updated its actuarial study on retiree health liabilities in March 2014 (III.D.2-13). An updated actuarial report will be included in the 2015-16 audit. The 2015-16 audit will be approved by the Board of Trustees in December 2016.

In recent years, California's two largest pension systems, the California Public Employees' Retirement System (CalPERS) and the California State Teachers' Retirement System (CalSTRS), have faced growing unfunded liabilities, which were exacerbated during the recession. As a result, the Governor, the legislature, and the CalPERS Board have scheduled increases in contribution rates from the state, employers, and employees. As a result, in June 23, 2016, the College established an irrevocable trust for future CalSTRS and CalPERS obligations increases, with an initial contribution of $4 million. The following table shows the actual and projected CalPERS and CalSTRS employer contribution rates and amounts for the College:

FISCAL YEAR	CalSTRS	CalPERS	TOTAL INCREASE
2014-15 [1]	8.88%	11.771%	711,771
2015-16	10.73%	11.847%	2,033,571
2016-17	12.58%	13.888%	3,045,038
2017-18	14.43%	15.500%	1,987,940
2018-19	16.28%	17.100%	1,983,379
2019-20	18.13%	18.600%	1,945,373
2020-21	19.10%	19.800%	1,177,164
TOTAL			$ 12,884,236

[1] Actual Expenditures

Figure III.D.12-1. Actual and projected CalSTRS and CalPERS Contributions

The College maintains a vacation liability account fund for payment of compensated absences based on past service. This fund is reviewed every year, at year end, by Fiscal Services, for compliance with Governmental Accounting Standards Board 16 (GASB 16) accounting for compensated absences. The spreadsheet is included in the year-end financial statements.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine OPEB is current and prepared as required.

Accomplishments and Outcomes

- The Budget Committee recommended restoration of funding of its OPEB trust obligation in March 2014.
- In 2014-2015, the Budget Committee adopted a goal to review and make recommendations for the OPEB trust to meet its funding goals.
- In May 27, 2015, the Board of Trustees approved $2.5 million towards the OPEB trust.
- The College is planning for future financial obligations by starting an irrevocable trust to pay for CalSTRS and CalPERS increases.

List of Evidence

III.D.2-13	Actuarial 3-1-2014
III.D.11-2	Adopted Budget 2014-15 pg. 6-7, 112-113
III.D.11-3	Budget Committee Minutes 3-19-2014
III.D.12-1	Budget Committee Minutes 9-4-2013
III.D.12-2	Budget Committee Minutes 10-7-2015

III.D.13.

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) assesses the repayment of locally incurred debt instruments at the Board Study Session on an annual basis. The bond debt does not have adverse impact on the current obligations because the repayment is secured by the property tax pledge from local taxpayers. The College currently has general obligation bond debt for Prop. 39 General Obligation Bonds, Measure R (Election 2001) and Measure RR (Election 2008). The repayment of these bonds is secured by the district's voter-approved unlimited property tax pledge. Los Angeles County levies, collects, and disburses the district's property taxes, including the portion restricted to pay the debt service on the general obligation bonds. The level of locally incurred debt instruments as of June 30, 2015, is $396.7 million. This balance primarily includes the remaining principal debt for Measure R general obligation bonds (Election 2001) of $154.4 million and $242.3 million in Measure RR general obligation bonds (Election 2008). The bonds were issued to finance the repair, upgrade, acquisition, construction, and equipment of selected College property and facilities (III.D.5-4 pg. 60). The College has a loan with the City of Walnut for construction of the Performing Arts Center. The balance as of June 30, 2015, is $113,526. The annual payment consists of $1 for every ticket sold for all performances. The payment for fiscal year 2014-15 was $25,312. The College implemented Government Accounting Standards Board (GASB) statements No. 68 and 71, which impacts the accounting and reporting (accrual basis) of pension expense and net pension liability by reflecting the amounts on the entity wide financial statements. The net pension liability, as of June 30, 2015, is $125.3 million as a result of the recognition of the proportionate share of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) pension expense (III.D.5-4 pg. 60).

Analysis and Evaluation

On an annual basis, Mt. San Antonio College (Mt. SAC) assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect its financial condition.

Accomplishments and Outcomes

- Mt. SAC assesses the repayment of local incurred debt instruments at the Board Study Session on an annual basis.
- The College implemented Government Accounting Standards Board (GASB) statements.

List of Evidence

III.D.5-4	Audit 2014-15 pg. 60

III.D.14.

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Mt. San Antonio College (Mt. SAC) maintains a chart of accounts in accordance with the California Community College Budget and Accounting Manual, published by the Chancellor's Office of California. This ensures the consistent reporting of all its funds with integrity. The College abides by Title 5 Regulations for Categorical Programs such as Disabled Students Programs and Services, Extended Opportunity Programs and Services and CalWORKs, which have very specific guidelines as to how their respective funds may be spent. Additionally, Mt. SAC closely follows county grant requirements (CalWORKs for example), and federal spending regulations for grants such as TRiO and other federal programs.

External auditors audit Mt. SAC's bond funds annually. The performance audits consistently state that the College expended proceeds of the bonds for the purposes approved by the voters and only on the specific Board of Trustees approved projects. The College aligns with Prop. 39 mandates and maintains a Citizens' Oversight Committee that is primarily responsible for ensuring proper expenditure of bond funding for campus

construction, reconstruction, rehabilitation or replacement of campus facilities, and informing the public concerning the expenditure of bond proceeds (III.D.1-16, III.D.14-1).

Mt. SAC assesses the repayment of the long-term debt annually. The bonds (locally incurred debt instruments) are assessed at the Board Study Session on an annual basis. The debt does not have an adverse impact on the current obligations because the repayment is secured by the property tax pledge from local taxpayers. The College also assesses its long-term obligation for pensions and healthcare benefits. This is part of the budget development process. The Budget Committee makes recommendations for funding to the President's Cabinet, which, after review, is presented to the Board of Trustees for approval (III.D.14-2 pg. 5). In June 23, 2016, the College established an irrevocable trust for future CalSTRS and CalPERS obligations increases, with an initial contribution of $4 million. The College has a $2.5 million ongoing budget for Other Post-Employment Benefits (OPEB) for retirees' healthcare benefits. Effective with the fiscal year 2014-15, the College adheres to the Governmental Accounting Standards Board (GASB) statements when planning long-term fiscal resources such as CalPERS and CalSTRS retirement benefits and OPEB for retirees' healthcare benefits (III.D.5-4 pg. 61-73). OPEB actuarials are prepared every two years to assess the payment by fiscal year as per GASB (III.D.14-3, III.D.14-4, III.D.2-13).

The College has a separate organization, Mt. San Antonio College Auxiliary Services

that mainly provides bookstore functions for students, faculty and employees of the College and oversees the dining services operation outsourced to Sodexo since 2011. The Auxiliary engages external auditors to perform an external audit of the finances on an annual basis. Audit reports for the past three years ending June 30, 2013, 2014, and 2015, respectively have obtained unmodified audit opinions. An unmodified opinion is the best opinion an organization can obtain, thus demonstrating the integrity of the use of financial resources (III.D.14-5, III.D.14-6, III.D.14-7).

The Mt. San Antonio College Foundation provides support with fundraising activities for College programs and scholarships. The Foundation engages external auditors to perform an external audit on an annual basis. Audit reports for the past three years ending June 30, 2013, 2014 and 2015, respectively, are provided. The Foundation has obtained unmodified audit opinions for the last three years. An unmodified opinion is the best opinion and organization can obtain, thus demonstrating the integrity of the use of financial resources (III.D.14-8, III.D.14-9, III.D.14-10).

Analysis and Evaluation

All of Mt. San Antonio College's (Mt. SAC's) financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Accomplishments and Outcomes

- Mt. San Antonio College (Mt. SAC) maintains a chart of accounts in accordance with the California Community Colleges Budget and Accounting Manual published by the California Community Colleges Chancellor's Office.
- Mt. SAC consistently accounts for its funds with integrity.
- External auditors audit Mt. SAC's bond funds annually.
- Mt. SAC assesses the repayment of the long-term debt annually.
- Auxiliary activities and fund-raising efforts are used with integrity and for the intended purpose.

List of Evidence

III.D.1-16	**Prop 39 Performance Audit 2014-15**
III.D.2-13	**Actuarial 3-1-2014**
III.D.5-4	**Audit 2014-15** pg. **61**-73
III.D.14-1	**Prop 39 Performance Audit 2013-14**
III.D.14-2	**Budget Committee Minutes - OPEB Funding Recommendation** pg. **5**
III.D.14-3	**Actuarial 5-1-2011**
III.D.14-4	**Actuarial 3-1-2012**
III.D.14-5	**Auxiliary Audit 2014-15**
III.D.14-6	**Auxiliary Audit 2013-14**
III.D.14-7	**Auxiliary Audit 2012-13**
III.D.14-8	**Foundation Audit 2014-15**
III.D.14-9	**Foundation Audit 2013-14**
III.D.14-10	**Foundation Audit 2012-13**

III.D.15.

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The College Monitors and Manages Student Loan Default Rates, Revenue Streams, and Assets

For the past three years, Mt. SAC's Cohort Default Rate has been steady, ranging from 13 percent to 17 percent. Mt. SAC's annual cohort default rates are, and have been, within federal guidelines. The rates are below the Department of Education's monitoring level, and the College has not been asked for a detailed Default Prevention Plan and USDE Audits/reports (III.D.15-1, III.D.15-2, III.D.15-3, III.D.15-4).

Although it is not mandated, Mt. SAC recognizes the benefits of default prevention efforts. Thus, the College has instituted a financial literacy program for its students while increasing its efforts with default prevention. Some of these efforts include continued exit loan counseling, monthly review of delinquency reports, and periodic briefings with consultants provided by the Chancellor's Office to project future cohort default rate with real data.

The College has a Plan for Remediating any Deficiencies Resulting in Non-Compliance

Mt. SAC monitors the default rate regularly and has a plan to reduce the default rate when it exceeds federal guidelines. In fact, the College provides student interventions to prevent the default rate from increasing. The College has a financial aid specialist whose sole program responsibility is default prevention. In collaboration with other offices, this program is steadily being expanded. The default prevention program includes conducting workshops to reach more students on campus regarding financial literacy and how incurred debt can affect future life plans. In fiscal year 2012-13, 500 students were able to participate in default prevention workshops; in 2013-14 this effort was expanded to 750 students, and the 2014-15 goal was to reach at least 1,000 students as well as opening workshops to others in the community.

Mt. SAC's Financial Aid Office has policies and procedures in place to adhere to Title IV of the Higher Education Act. To ensure that Financial Aid staff is sufficiently trained, staff participates in a bi-annual training day, weekly staff meetings, and federal, state, and regional training events. Financial Aid staff also conduct training for other offices to provide information on new regulatory changes. Policies and procedures are posted on the College website and sent to students directly. The College also strives to send targeted communication to students to help them prepare for possible financial aid eligibility issues, such as a reminder

when the student is in "Warning" status for Satisfactory Academic Progress, what this means, what the student needs to complete for current term, and what is the impact for subsequent term. The Financial Aid office also alternates staff to serve on its different committees, creating an opportunity to participate and cross-learn. As the College begins planning for a new aid year, staff will be selected to participate on the Verification Committee. The committee reviews current verification processes and requirements, compares them to any federal changes to verification for the new aid year, and makes recommendations to adjust verification processes for the new aid year. Through this strategy, development of work skills as well as increased understanding of policy and procedures have helped the Financial Aid team enhance processes to improve efficiency and customer service. The College has not had any findings with its annual audits. Data is stored in a shared drive organized by program and aid year for staff to review changes made from year to year, including forms, policy, and protocols. Also, the robust usage of the Banner system has supported the ability to meet compliance requirements. Documentation of each financial aid recipient file by aid year is essential in ensuring compliance as well as good customer service (III.D.15-5, III.D.15-6, III.D.15-7).

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when deficiencies are identified.

Accomplishments and Outcomes

- Mt. SAC's annual cohort default rates are, and have been, within federal guidelines.
- Mt. SAC recognizes the benefits of default prevention efforts.
- The College provides student interventions to prevent the default rate from increasing.
- Mt. SAC's Financial Aid Office has policies and procedures in place to adhere to Title IV of the Higher Education Act.
- The College has not had any findings with its annual audits.

List of Evidence

III.D.15-1	FISAP 2012-13
III.D.15-2	FISAP 2013-14
III.D.15-3	FISAP 2014-15
III.D.15-4	Evidence of Cohort Default Rate
III.D.15-5	PowerPoint of Financial Literacy Outreach Efforts
III.D.15-6	Financial Aid Direct Loan Information and Counseling Workshops 2014
III.D.15-7	Financial Aid Direct Loan Information and Counseling Workshops 2015

III.D.16.

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of it programs, services, and operations.

Evidence of Meeting the Standard

Contractual Agreements with External Entities are Consistent with the College's Mission and Goals and Governed by Policy

Mt. SAC's Board Policies and Administrative Procedures establish the authority to enter into contractual agreements and clearly identifies which contracts can be approved under delegated authority (III.D.16-1, III.D.16-2, III.D.16-3, III.D.16-4, III.D.16-5, III.D.16-6). Only the President, Vice President of Instruction, and Vice President of Administrative Services has the authority to execute documents for purchasing contract function. The Purchasing Department oversees all contracts on behalf of the College (III.D.16-7). Contracts and contract amendments are submitted to the Board of Trustees for approval at its monthly meetings. All contracts include indemnification and termination clauses to protect the College. The College has a conflict of interest policy and Administrative Procedures for Board members and employees that prohibits personal financial interest when entering into a contract for the College (III.A.13-2, III.D.16-8).

Board Policy 6150 designates specific administrators with the responsibility to sign contractual agreements (III.D.16-7). The College will enter into a contractual agreement when the Planning for Institutional Effectiveness (PIE) and new resources allocation process calls for them. Facilities-related contracts are reviewed by the Facilities Advisory Committee to ensure that new and renovated facilities are consistent with the Facilities Master Plan developed to align with the College mission and to meet College goals (III.D.16-9).

Contractual Agreements Contain Provisions to Maintain Integrity and Quality

Mt. SAC has a variety of contractual agreements that range in depth and breadth from a single-use agreement for the use of a College facility to long-term professional service agreements and major construction contracts. For construction projects valued at $1,000 to $45,000, short-form contracts are used to ensure compliance with College applicable codes, safety policies, adequate supervision, material substitution, hazardous materials compliance, standard of care, indemnification, termination provisions, and payment and performance bond requirements (III.D.16-10, III.D.16-11, III.D.16-12). For publicly bid construction contracts in excess of $45,000, extensive contract general conditions and special conditions ensure compliance with applicable codes, safety policies, adequate supervision, material substitution, hazardous materials compliance, standard of care,

indemnification, termination provisions, warranties, contract closeout requirements, and payment and performance bond requirements (III.D.16-13, III.D.16-14, III.D.16-15, III.D.16-16).

Contract documents are periodically reviewed and updated with support from legal counsel. Project-specific contract documents used for special projects such as design build, energy projects, and lease-leaseback agreements for professional services such as construction management and architectural and engineering services include specific terms and conditions to ensure compliance with the College mission, internal policies, and with applicable codes and best practices (III.D.16-17, III.D.16-18).

Analysis and Evaluation

Contractual agreements with external entities are consistent with the mission and goals of Mt. San Antonio College (Mt. SAC), are governed by institutional policies, and contain appropriate provisions to maintain the integrity of the College and the quality of its programs, services, and operations.

Accomplishments and Outcomes

- Mt. SAC has Board Policies and Administrative Procedures that establish the authority to enter into contractual agreements and clearly identifies which contracts can be approved under delegated authority.
- The College will enter into a contractual agreement when the Planning for Institutional Effectiveness (PIE) and new resources allocation process calls for them.
- Contract documents are periodically reviewed and updated with support from legal counsel.
- Agreements for professional services include specific terms and conditions to ensure compliance with the College mission, internal policies, and with applicable codes and best practices.

List of Evidence

III.A.13-2	BP2710 Conflict of Interest
III.D.16-1	BP6340 Contracts
III.D.16-2	AP6340 Bids and Contracts
III.D.16-3	AP6350 Construction Contracts
III.D.16-4	AP6360 Electronic Systems and Materials Contracts
III.D.16-5	AP6365 Accessibility of Information Technology
III.D.16-6	AP6370 Personal Services Contracts
III.D.16-7	BP6150 Designations of Authorized Signatures
III.D.16-8	AP2710 Conflict of Interest
III.D.16-9	Facilities Advisory Committee Notes 10-10-2015
III.D.16-10	Field Contract $1,000-$4,999
III.D.16-11	Field Contract $5,000-$24,999
III.D.16-12	Field Contract $25,000-$45,000
III.D.16-13	Contract General Conditions
III.D.16-14	Contract Special Conditions-Quality Control
III.D.16-15	Contract Special Conditions-Warranties
III.D.16-16	Contract Special Conditions-Contract Closeout
III.D.16-17	Architect Master Agreement
III.D.16-18	Architect Agreement Terms and Conditions

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STANDARD IV: LEADERSHIP AND GOVERNANCE

MT. SAC

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IV.A. Decision-Making Roles and Processes

IV.A.1.

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Institutional Leaders Create and Encourage Innovation

At Mt. San Antonio College (Mt. SAC), innovation that has been encouraged, created and supported has, as its foundation, the College President who continues to develop new ways to meet the diverse needs of students, faculty, and staff. He examines multiple sources for ideas, attends conferences to make connections with national leaders and brings opportunity to the College whenever possible. Further, the President monitors state and national legislative changes, grant opportunities, and local partnership development, always watching for innovative means to enhance the rich environment at Mt. SAC. As a direct result of the President's

sustained efforts, Mt. SAC is one of 30 colleges participating in the American Association of Community Colleges (AACC) Pathways Project, a national grant sponsored by the Bill & Melinda Gates Foundation to encourage effective scheduling practices (**IV.A.1-1**).

Conversations at Cabinet, President's Advisory Council (PAC) and College Master Planning Coordinating Team (CMPCT) all reflect a desire to discover and evaluate multiple opportunities for implementation of new ideas. For the President, innovation is fostered both on and off campus. For example, he provides monthly office hours where employees are encouraged to drop in for open one-on-one conversations (**IV.A.1-2**). Many of the attendees bring new ideas with the hope of garnering support and enthusiasm. Innovations launched during these discussions include the Climate Action Plan, the Summer Science Exploration Experiences, and the reinstatement of Valuing Opinions/Opportunities & Identifying and Communicating Employee Successes (VOICES). In September 2016, the goal of the Climate Action Plan Conference was to produce a blueprint for the Climate Action Plan that Mt. SAC needs to create (in terms of key principles). Members of the Sustainability Committee will be chosen to complete a rough draft of a Climate Action Plan that can then be

circulated among conference participants and interested faculty and students for comment and suggested revisions ([IV.A.1-3 pg. 2](), [IV.A.1-4 pg. 2](), [IV.A.1-5]()). The committee will work to coordinate sustainability efforts and activities both on campus and in the surrounding community. The Kinesiology, Athletics, and Dance Division benefits from the President's innovation. For example, the Athletics Department looked into the use of online progress check processes to phase out its paper process that was fraught with challenges. In discussions with the College President, he supported the decision and recommended the department examine Banner functionality. In January 2014, the department scheduled a meeting with Information Technology (IT) to discuss and demonstrate Banner capabilities. In March 2014, the Academic Task Force, in its monthly meetings, discussed the overview and the planned roll out of a fall 2014 pilot. In 2014, the department implemented the use of online progress checks to student-athletes course lists and continue to use it today ([IV.A.1-6](), [IV.A.1-7](), [IV.A.1-8]()).

The President also publicly recognizes excellence through well-established and respected programs celebrating accomplishments throughout all constituencies. Some of these include the annual Presidential Awards, which are presented at College wide gatherings. Within these ceremonies, employees, who have led or participated in innovative initiatives that resulted in College improvement, are acknowledged and honored. The College Champions recognizes any employee, department, or committee for dedication to integrity,

diversity, community building, student focus, lifelong learning, and/or positive spirit ([IV.A.1-9]()). The Eternal Flame Award recognizes an employee for dedication to College core values, such as leadership in increasing College awareness and practices towards sustainability. The Burning Bright Award recognizes an employee for going above and beyond his/her responsibility, such as community leadership in bringing the Dream Act opportunities to the College's students. The Torch Bearer Award honors an employee who has positively impacted the College or neighboring community, such as the integrity, professionalism, compassion, and commitment the College's head track coach brings to his students and every event he leads. Finally, the VOICES Committee, reactivated in 2010, is committed to developing, identifying, and communicating employee recognition and is integral in supporting the College Champion Award nomination and selection process ([IV.A.1-10]()). Awardees have been valued for their diverse backgrounds as well as their accomplishments and include leaders in Basic Skills Math, Basic Skills American Language, Library and Learning Resources, Summer Bridge, and Adult Basic Education (noncredit). Each team of faculty was recognized for outstanding work in teaching and learning.

The President also recognizes innovation among students with awards such as the Student Sustainability Awards ([IV.A.1-11]()). The purpose of the award is to encourage students to study and explore topics related to sustainability, leading to development of solutions to environmental and interrelated social problems. Awards are presented in four

categories: innovative idea, artistic expression, research paper/poster, and leadership development; and the Sustainability Committee publicizes and leads the nomination process. In addition, the President has made it a point to encourage institutional excellence within the classroom. When the Honors Director and the Vice President of Instruction came to the President and asked for support for the development of the Honors College, he immediately celebrated the concept, even when the details were still to be finalized. A cohort model for honors students is growing, and students see themselves as belonging to an exciting program. The Basic Skills Committee received support for funding innovative proposals directed at increasing success of students enrolled in basic skills courses. A wide variety of proposals have been funded and rigorously evaluated during implementation. Those most successful receive ongoing funding while others were piloted and altered in order to better serve the unique needs of the College (IV.A.1-12, IV.A.1-13).

Mt. SAC meets every challenge and opportunity with wide involvement to seek creative and innovative solutions. During the Great Recession, the College collectively sought ways to reduce expenditures and increase efficiency while adhering to core values, some of which have been permanently incorporated. Examples include:

- Shifting funding of parking officers to parking fees while postponing use of fees to repair parking lots.

- Not replacing custodian vacancies but adopting the OS1 Custodial Program staffing standards and creating a pool of custodial substitutes.
- Postponing district contribution to the retiree health trust.
- Based on survey results, reducing the number of copiers, printers and faxes while establishing a standard that reduced maintenance costs.
- Temporarily reducing budget for professional development.
- Investing in and developing DegreeWorks educational plan and degree audit software.
- Supporting categorical funds with general money so that state cuts would not reduce student support programs.
- Mt. SAC's approach to the Student Success and Support Initiative, the Student Equity Initiative, the Basic Skills Initiative, the Completion Initiative, and the Workforce Initiative.

The Academic Senate is another organization that presents annual awards for excellence and innovation. The 2016 recipients of the 10+1 Awards include the Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ) Task Force for its leadership in establishing the LGBTQ Center, funded through Student Equity. One of the College librarians was recognized for championing the equity proposal that enhanced and re-purposed the Teaching and Learning Center into an academy focused on professional development with an equity theme. A Chemistry Department faculty member worked with students on the first campus carbon footprint evaluation. Awards for innovation include a faculty member whose advocacy for sustainability resulted in the President signing the Association of

University President's Climate Compact. Another faculty member was honored for his development of unique physics curriculum, and a mathematics faculty member received accolades for her extended office hours and dedicated support of student clubs.

The Classified Senate also has a tradition of publicly recognizing its members for leading the College towards excellence. Members are nominated by managers, faculty, and classified colleagues in ten different categories including: campus improvement, college excellence, creativity and innovation, and college leadership. Awards are presented at an annual recognition ceremony attended and celebrated by all (IV.A.1-14).

Within the divisions and departments, there is a strong sense of leadership and innovation. The Technology and Health Division Dean encouraged the Radiologic Technology program to create both a mammography program and computerized tomography program (IV.A.1-15). Within 14 months, the curriculum was written and approved. Additionally, Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR) program faculty leadership received Chief Executive Officer (CEO) and Chief Instructional Officer (CIO) support to institute a "super-regional" HVACR collaborative, which was funded by Career Technical Education Enhancement regional funds (IV.A.1-16 pg. 3). Collaboration outside of the region is rare, but this endeavor has been successful to date; and its clear outcomes have paved the way for future collaborations of this kind (IV.A.1-17 pg. 2-3).

With this strong model of acknowledgement and support, a campus culture exists that encourages all employees to follow the President's lead and search out innovative concepts that contribute to institutional excellence.

The College Offers Support for Taking the Initiative for Improving Practices

Both faculty and administrators at Mt. SAC receive support for improving practices through the funding of professional development activities (IV.A.1-18). The new levels of funding are higher than what existed prior to the recession-driven reduction in funding for professional development. Currently, institutional leaders support protecting the level of investment in professional development from the variances of funding cuts, although this funding has fluctuated in the past. Over the past two years, the College hired two managers to provide College leadership and support for the professional development program, added increased funding to the budget, and set aside sources to assist employees with costs of attending conferences and various training. Additionally, Mt. SAC funded Faculty Inquiry Groups for two consecutive years and are now memorialized in the Faculty Contract (IV.A.1-19). Training and implementation of distance learning course delivery learning management systems is another area in which institutional leaders have been supportive. These platforms are available to full-time and adjunct faculty in traditional and online learning environments, and multiple platforms are supported through the Information Technology infrastructure, including Moodlerooms and Course Studio (IV.A.1-

20, IV.A.1-21 pg. 2). The College is currently piloting the use of Canvas, a distance learning course delivery learning management system that the College has adopted. Dual systems will begin running in spring 2017 with full adoption of Canvas expected in fall 2017.

Faculty within the Technology and Health Division are strong proponents of taking initiatives towards practice improvement. The Vice President of Instruction supported the move of the Electronic Systems Technology program, which had been low enrolled on the credit side of the house due to the limitations of the traditional schedule, to the School of Continuing Education where the program is now offered as a series of short-term vocational certificates in a compressed format at no cost to the student (IV.A.1-22). The program is fully enrolled and serving as a training ground for entry-level positions in home security and sound system wiring. A credit electronics faculty member is teaching in the program as an overload assignment and has encouraged students to make the leap from there to the credit electronics program.

Classified staff have also received support for improving practices through professional development funding. After several years, the classified staff retreat (Great Staff Retreat) was reestablished in 2016 and funding is set aside, in the year three of three California School Employees Association (CSEA) contract, to enable staff to have time and resources available to participate in professional development training (IV.A.1-23). The October 2016 board item is as follows:

Classified Professional Development Activities 20.05.3: An annual classified retreat will be funded by the District in the amount of $30,000 with the outcomes and scope determined by mutual agreement of the District and CSEA 262, including the extent of the participation of CSEA 651 and confidential employees. Participation is subject to the provisions of this Article. In the event the funds are not fully exhausted by retreat costs, the remaining funds will be used to provide skill reinforcement for the participants during the following year (IV.A.1-24 pg. 138).

Mt. SAC conducted a Classification Study to align classified job descriptions with actual work being completed. While the process took longer than anticipated, due primarily to multiple staffing changes in the Office of Human Resources (including senior leadership), the initial study is now complete and job descriptions are scheduled to be reviewed on a rotating basis (IV.A.1-25 pg. 93-116).

The Associated Students at Mt. SAC is supported in multiple initiatives by College leaders. The addition of equipment, such as microwave ovens, enhanced study facilities. The College implemented design changes into the Student Center based on student input. The Technical Education Resource Center (TERC) and the Science, Technology, Engineering, and Math (STEM) Center were designed based on direct student input. The College provides wide variety of resources to offer services to students to help improve their learning and success. The Leadership Education and Development program helps students

with time management and employment acquisition skills, library workshops focus on research and how to navigate textbooks, and the Math Activities Resource Center (MARC) and Transfer MARC (T-MARC) help students with homework and navigating technical textbooks. In the Sign and Speech Success Center, students can record and listen to their performances to improve their speeches, and the Writing Center helps students in English and other courses with their writing skills (IV.A.1-26, IV.A.1-27, IV.A.1-28, IV.A.1-29). The College recently created designated smoking areas on campus in response to a student initiated effort that began in the Associated Student Government. Employee groups followed the lead of the Associated Students; and, through the governance process, the smoking policy was implemented (IV.A.1-30, IV.A.1-31). The College is installing water-bottle filling stations in response to student advocacy, and is increasing Wi-Fi connectivity.

The Associated Students' budget is available to students to support new student initiatives and programs. The Associated Students is recognized and supported by the College from the Board of Trustees through the President, to faculty and classified staff, who serve as student advisors and mentors. Student representation is found on the Board of Trustees, in the Academic Senate, and on College governance committees (IV.A.1-32, I.B.5-6, IV.A.1-33, III.D.5-8).

Systematic, Participative Processes are Used to Assure Effective Planning and Implementation

Participation in planning and decision making is grounded in Board Policy (BP)

3255 (IV.A.1-34). The Board embraces the concept of participatory governance, with each constituency sharing responsibility and providing expertise in the development of policies and regulations related to their specialized knowledge. Administrative Procedure (AP) 3255 further memorializes the way in which members of the College community advise the President in matters related to planning and implementation through development of policies and recommendations (IV.A.1-35). The Academic Senate, the CSEA, and the Faculty Association appoint members to governance committees. Importantly, a list of general goals and operating principles are outlined in the BP which provides guidance for the way in which committees will be supported by the College and work collegially within themselves.

Integrated planning is based on the principles of comprehensive, broad-based, ongoing planning and evaluation driven by the College mission and goals (III.C.5-1). All operations of the College must integrate with the current and future needs of its students, community, and employers. To accomplish this goal, the College continually focuses on the integration of its multiple planning efforts within and across departments. The Strategic Plan was improved in 2013-14 with the expressed intent of identifying and supporting initiatives that align with College goals and prioritizing efforts for accomplishing those goals. The institutional planning body, known as President's Advisory Council (PAC), includes representatives from faculty, staff, management, and Associated Students. PAC is charged with assuring the

effectiveness of ongoing planning processes by reviewing and recommending institutional planning decisions and process (I.B.5-6). PAC accomplishes this at biannual expanded PAC meetings, where reports are received from the Budget Committee and from the Institutional Effectiveness Committee (IEC). These reports allow for the review of planning, effectiveness, and assessment processes resulting in possible recommendations for change in the integrated planning process (I.A.3-5, I.A.3-6). PAC also assigns responsibility for specific key performance indicators for each strategic objective of the Strategic Plan to College administrators or committees and monitors the results.

Supporting the development of an effective planning process, IEC is responsible for institutional assessment, evaluation, and coordination of activities leading to improvement of institutional effectiveness (I.A.3-6). As a result of ongoing assessment of the program review process, IEC implemented changes that moved Planning for Institutional Effectiveness (PIE) from a single year view of planning to a three-year planning cycle (I.B.3-5). The form has been placed online, and data is now preloaded into the form to ensure that every department has access to indicators critical to the analysis of its particular program. Planning begins at the unit level with analyses of internal and external conditions impacting critical needs. Budget requests, based on PIE data and plans, are attached to the PIE report and forwarded to the area manager. Budget requests are prioritized at the division/manager level according to the College mission and goals and forwarded to the Vice Presidents, where

recommendations are prioritized and taken to President's Cabinet. Budget allocation decisions are made at President's Cabinet, using PIE data as justification for final decisions. When the following year's PIE is completed, units must close the loop and report on the impact of the budget allocation to assess whether anticipated impacts were accomplished. PIE is an annual cycle, beginning at the unit level and moving upward to Cabinet. Data analysis, both looking forward and back at impact, is required at every step.

To support the connection of budget and planning, the Budget Committee and IEC met several times to develop a joint planning and budget calendar (III.D.2-17, I.A.3-1 pg. 23-24). This calendar serves to integrate both processes by assuring that the timelines of each process are established so the work of each group informs decisions by the other. This shared calendar has been a major step forward in the integration of planning and budget processes and the assurance that both are being assessed on a regular basis both inside and outside of the immediately responsible committees.

Mt. SAC's commitment to effective planning and implementation is represented in the committee structure, with each committee purpose and function clearly tied to the College mission and goals and describing the role in College planning. Committees are identified by function, either governance, operational, Academic Senate, or "other." Governance committees participate in the short- and long-term planning of the College and make recommendations about rules, procedures, direction, and

processes. Operational committees participate in planning of individual departments or cross-department groups and make recommendations affecting local projects and operations. Academic Senate committees focus on recommendations related to academic and professional matters, and "other" committees are designed to provide leadership in specific areas, such as scholarships, professional development, or insurance.

Analysis and Evaluation

Institutional leaders at Mt. San Antonio College (Mt. SAC) create and encourage innovation that leads to institutional excellence through the support of professional development. They support all constituents in taking initiative for improving the practices, programs, and services of the College. Systematic participative processes are used to assure both effective planning and implementation when ideas for improvement have policy or institution wide implications.

Accomplishments and Outcomes

- The innovation that has been encouraged, created, and supported at Mt. SAC has as its foundation the communication coming from College leaders.
- Faculty, classified staff, and administrators at Mt. SAC have received support for improving practices through the funding of professional development activities.
- The participative processes that are used to ensure effective planning are found in the campus wide governance committees and groups.

List of Evidence

I.A.3-1	**Strategic Plan 2015-17** pg. **23**-24
I.A.3-5	**AP3250 Institutional Planning**
I.A.3-6	**Institutional Effectiveness Committee Purpose, Function, and Members**
I.B.3-5	**Unit PIE Reports with ISS Data 2015-16**
I.B.5-6	**PAC Purpose, Function, and Members**
III.C.5-1	**BP3250 Institutional Planning**
III.D.2-17	**Joint Meeting of Budget Committee and Institutional Effectiveness Committee Summary 2015**
III.D.5-8	**Budget Committee Purpose, Function, and Members**
IV.A.1-1	**Mt. SAC Pathways Participation**
IV.A.1-2	**President's Office Hours**
IV.A.1-3	**Climate Action Plan** pg. **2**
IV.A.1-4	**Summer Science Exploration Experience (Item #13)** pg. **2**
IV.A.1-5	**VOICES Website**
IV.A.1-6	**President Scroggin's Recap of 2012-13 in Division of Kinesiology, Athletics & Dance**
IV.A.1-7	**Academic Task Force Committee Meeting 3-17-2014**
IV.A.1-8	**President's Support of Innovations**
IV.A.1-9	**College Champion Winners 2013**
IV.A.1-10	**College Champion Website**
IV.A.1-11	**Student Sustainability Award**
IV.A.1-12	**Basic Skills Committee Application Process**
IV.A.1-13	**Basic Skills Committee Application Rubric**
IV.A.1-14	**Classified Senate Excellence Awards Website**
IV.A.1-15	**Technology and Health Science Division Rad Tech Minutes**
IV.A.1-16	**Cabinet Notes 9-2-2014** pg. **3**
IV.A.1-17	**Southern California HVACR Collaborative** pg. **2**-3
IV.A.1-18	**PDC Conference and Travel Expenses 2015-2016**
IV.A.1-19	**Faculty Inquiry Group Projects**
IV.A.1-20	**Moodlerooms**
IV.A.1-21	**Course Studio** pg. **2**
IV.A.1-22	**Electronic Systems Technology Program**
IV.A.1-23	**Classified Staff Retreat**
IV.A.1-24	**Classified Professional Development Activities** pg. **138**
IV.A.1-25	**Classification Study** pg. **93**-116
IV.A.1-26	**Employment Acquisition Skills Workshops through LEAD**
IV.A.1-27	**MARC and T-MARC**
IV.A.1-28	**Speech and Sign Success Center**
IV.A.1-29	**Writing Center**
IV.A.1-30	**Associated Students Smoking Area Meeting Minutes**
IV.A.1-31	**Smoking Area Map**
IV.A.1-32	**Administration and Governance Committees**
IV.A.1-33	**ASC Members**
IV.A.1-34	**BP3255 Participation in Local Decision-Making**
IV.A.1-35	**AP3255 Participation in Local Decision-Making**

IV.A.2.

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The College Establishes Policy for Participation in Decision-Making Processes

Mt. San Antonio College (Mt. SAC) establishes and implements policy and procedures authorizing participation by administrators, faculty, and classified staff in decision-making processes in Board Policy (BP) 3255: Participation in Local Decision-Making. This policy requires that governance committees, operational committees, and Academic Senate committees and task forces are structured to include appropriate representation by faculty, management, classified staff, and students when matters are being considered that are within their purview. BP/Administrative Procedure (AP) 3255 firmly establish policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. Each constituency of the College has responsibility and expertise in specific areas, and the decision-making

structure is designed to bring the multiple segments of the College together to participate in decisions related to their areas of interest and expertise. Mt. SAC implements a shared governance structure that has at its foundation shared responsibility and collaboration. AP 3255 includes the same language as BP 3255 (**IV.A.1-43**, **IV.A.1-44**). Additionally, the Annual Review of Committee Purpose, Function, and Membership ensures participation from all constituent groups. Each policymaking body has goals and a purpose and function statement that detail how ideas are brought forward and how people work together on the policy for which they are tasked (**IV.A.1-32**).

The Mt. SAC committee structure is made up of multiple types of groups, each with a different role. Governance committees participate in short- and long-term global planning at the College and make recommendations about rules, procedures, direction, and process. Examples include Budget Committee, Technology Advisory Committee and Institutional Effectiveness Committee (IEC). All governance committees bring recommendations forward to President's Advisory Council (PAC) where they are vetted. If all parties at the table agree, PAC sends recommendations to appropriate operational committees for action, and policy changes are implemented. If any constituency, including Academic Senate, Faculty Association, or classified unions, feels it needs more time to examine an issue and make separate recommendations, the item is pulled and later returned to PAC with a recommendation from the

interested group. The agenda for each PAC meeting lists the BPs and APs under review by constituent groups with a current progress update. The work of PAC assures all constituencies' full participation in decision-making (IV.A.2-1, IV.A.2-2).

Operational committees are also part of the governance structure, and members participate in planning of individual departments or cross-department groups and make recommendations affecting local projects and operations. For example, the Employee Wellness Committee focuses on campus wide efforts to support employee health, and the Facilities Advisory Committee reviews future project plans and on-going construction timelines, ensuring that all impacted departments are aware of plans and opportunities.

The Academic Senate maintains multiple committees, all directly related to academic and professional matters. The Curriculum and Instruction Council (C&I), the Educational Design Committee (EDC), and the Distance Learning Committee work together to review and forward all new and revised curriculum to the Board of Trustees. The Student Equity Committee and the Student Preparation and Success Council (SP&S) shepherded development of the Student Equity Plan and the Student Success and Support Plan (SSSP) and now oversee effective implementation and assessment of each plan. Academic Senate committees and councils report to the full Academic Senate on a regular basis (II.B.1-7).

When a group is assembled to accomplish a specific charge that has a specific deadline, Mt. SAC identifies the group as a task force. Membership varies depending on the issue being addressed. Recently, the Academic Senate convened task forces to make recommendations regarding restructuring the new faculty seminar, establishing a Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ) Center, and consulting on the processes developed for dual enrollment programs (IV.A.2-3, IV.A.2-4). In fall 2016, the new faculty seminar is in place, the LGBTQ Center opened its doors, and the dual enrollment processes are being refined as the first pilot class is in place. PAC formed a Workplace Bullying Task Force which has provided regular reports and continues to meet (IV.A.2-5, IV.A.2-6. pg. 2). Members of each task force are selected for their expertise and availability to work in a timely and focused manner and may include appointees from the Academic Senate, Faculty Association, classified staff, and administration. Additionally, if the charge of the task force includes issues related to students, the Associated Students appoints a student or students to the task force. Currently, the Ethnic Studies/Social Justice Degree Task Force has student members.

The College has Provisions for Student Participation and Consideration of Student Views

BP/AP 3255 also firmly establish policy and authorize student participation in decision-making processes. Students share responsibility and opportunity for developing and recommending policy through committee representation and collaboration with administrators, faculty, and staff. The College relies on the voice of student members on committees to convey their interests and expertise.

Student representatives have successfully led the College to implement smoking areas on campus, establish a Veteran's Center, install water bottle refilling stations, increase access points for Wi-Fi, and establish extended library hours, initially during finals weeks and now on-going on Sundays (IV.A.2-7). Students were central in the establishment of the Science, Technology, Engineering, and Math (STEM) Center and the Technical Education Resource Center (TERC), providing input on the type of services they needed in each center and what kind of furniture would best meet their needs. A blend of tutoring, project-based learning, academic advisement, and faculty consultation are available at each center in response to student input (IV.A.2-8, IV.A.2-9).

The Manner in which Ideas are Brought Forward and Worked on Together is Specified

PAC is the primary planning body for the College and strives to provide long-term stability and success for the institution. PAC provides a forum to review and recommend College direction and focus consistent with the College mission and goals. Governance committees make regular reports, share data analysis and outcomes, and receive direction from PAC. The Accreditation Steering Committee reports on-going efforts to complete the Institutional Self Evaluation Report, and the Professional Development Committee keeps PAC apprised of issues and events within classified, faculty, and management professional development committees. PAC members bring input forward from their constituency groups. When the College mission was revised, members

asked their peers to review the language and brought feedback for consideration (IV.A.2-10 pg. 5). When BP/APs are reviewed and revised, faculty gather input from either Academic Senate or Faculty Association leadership, and both the classified union and Classified Senate do the same. As the College developed the Strategic Plan, PAC assumed leadership in review and approval, again assuring that all voices had been considered.

Twice annually, Expanded PAC meets to review issues that impact the entire College; membership expands to included committee chairs and constituent leaders, and the meeting is open to all. At the spring 2016 meeting, members of Institutional Effectiveness Committee (IEC) shared the revisions and improvements made to the PIE forms. PAC members made additional suggestions and supported IEC proposals. Progress on the Strategic Plan was reviewed, and IEC demonstrated how managers can now report data on key performance indicators (KPIs) directly to TracDat using their PIE forms. This increases time on data analysis and discussion while reducing time spent on data input. The new American College and University Presidents Climate Committee (ACUPCC) reviewed progress on green initiatives on campus (IV.A.2-11 pg. 2).

All of this consultative work is governed by BP 3050, the Institutional Code of Ethics. All employees are held to the standard of honest and equitable behavior, which leads to credibility within interactions. Employees are expected to exhibit openness and reliability in their actions as educational leaders. Students are also expected to abide by ethical

behavior and decision-making. Guiding principles for all include:

- The responsibility to provide and protect student access to the educational resources of the College.
- To develop a climate of trust and mutual support.
- To foster openness by encouraging and maintaining two-way communication (III.A.13-5).

The established policy that provides more detail regarding the work done by employees to impact decision making is AP 2410: Process for Revision of APs or BPs (I.B.7-1). The cover sheet for all AP and BP revisions has a signature line for employee groups. Academic and professional matters are determined by the Academic Mutual Agreement Council (AMAC) which includes the Vice Presidents of Instruction and Student Services, and the Academic Senate President and Vice President.

The classified unions and the Faculty Association determine if proposed changes require negotiation for implementation.

Special Purpose Committees are Gathered When Needed

As mentioned above, Mt. SAC is deliberately organized to provide input for all constituency groups in the ongoing decision-making processes of the College. When short-term, immediate issues arise that cannot be managed within the existing committee and council structure, task forces or work groups are gathered to address those unique items.

Membership is based on expertise and availability, as the task force has a specific deadline for completion and is disbanded upon conclusion. When special purpose committees are formed, documentation of their membership and their purpose and function statements are available in both the President's office and the Academic Senate office. Mt. SAC frequently convenes task forces to work on specific short-term projects or issues.

Analysis and Evaluation

Mt. San Antonio College (Mt. SAC) establishes and implements policies and procedures authorizing all constituents' participation in decision-making processes. These policies make provisions for student participation and consideration of student views in those matters in which students have a direct and resonant interest. Policies specify the manner in which individuals bring forward ideas and work together.

Accomplishments and Outcomes

- Mt. SAC has a strong shared governance structure that enables the College to make good, sound decisions.
- Professional development was defunded during the most recent recession, but through the governance process, it has been reintroduced to meet the needs of faculty, classified staff, and managers.
- The need for a reclassification study was considered and agreed upon within governance conversations. The study has now been completed and regular review of job descriptions is in place.

- After an examination of College planning processes identified a need for improved alignment between planning process deadlines and budget development deadlines, IEC and Budget Committee worked together to develop an integrated planning calendar.

- The Mt. SAC Student Equity Plan evolved from an inclusive process employing three campus wide teams, each responsible for a different component of plan development; the work of each team informed the other, resulting in a far-reaching plan addressing diverse and important issues.

List of Evidence

I.B.7-1	AP2410 Process for Revision of Administrative Procedure or Board Policy
II.B.1-7	Academic Senate
III.A.13-5	BP3050 Institutional Code of Ethics
IV.A.1-32	Administration and Governance Committees
IV.A.1-43	BP3255 Participation in Local Decision-Making
IV.A.1-44	AP3255 Participation in Local Decision-Making
IV.A.2-1	PAC Agenda 9-14-2016
IV.A.2-2	PAC Minutes 9-14-2016
IV.A.2-3	Academic Senate Minutes 9-1-2016
IV.A.2-4	Academic Senate Task Force Practices and Procedures
IV.A.2-5	Workplace Bullying Task Force Update 2015
IV.A.2-6.	Workplace Bullying Task Force Update 2016 pg. 2
IV.A.2-7	Library Hours
IV.A.2-8	STEM Center Report
IV.A.2-9	TERC Newsletter Spring 2016 Week 5
IV.A.2-10	PAC Minutes 12-10-2014 pg. 5
IV.A.2-11	Expanded PAC Minutes pg. 2

IV.A.3.

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Administrators and Faculty have a Clear Role in Governance

Mt. San Antonio College (Mt. SAC) is proud of its clear and strong participatory governance structure that facilitates effective decision-making. The roles of administrators and faculty in institutional governance are established in Board Policy and Administrative Procedure, ensuring consistent membership and balanced participation. The Academic Senate is relied upon for leadership in academic and professional matters. It provided leadership and vision as faculty developed and submitted Associate Degrees for Transfer (ADT). Mt. SAC developed more than the minimum number of required degrees, as faculty realize the value of ADTs for student transfer.

The Faculty Association (FA) and CSEA represent their constituencies on issues of working conditions. During the most recent negotiations cycle, the FA and the District updated evaluation forms to improve the important process of evaluation and established a process for routine assessment of regular and effective contact in distance learning courses. CSEA took a leadership role in

the recent job reclassification study, representing their membership throughout the process to ensure individuals were fairly considered as recommendations were developed.

Instructional managers analyze enrollment trends, work with department chairs to develop student-friendly schedules, and use data in increasingly sophisticated ways to conduct enrollment management. Student Services managers serve identified target populations of students demonstrating cultural competence and program expertise, resulting in students feeling welcome and engaged in special programs embedded within the large College environment. Information Technology (IT) leaders respond to College wide immediate needs and plan for future demand.

Providing the underpinning for the ability to significantly contribute with substantial voices to the workings of the College, professional development for all groups, classified, faculty and management, was reimagined and refunded with leadership and money available to plan and implement strong professional development programs for all groups.

While middle managers are the implementers of plans and policies, senior managers provide strategic leadership. Examples include, the revision of the Strategic Plan with leadership from the President, Student Success and Support Plan (SSSP) and Student Equity plan development led by the Vice President of Student Services, and supported by the Vice President of Instruction, Budget development and facilities planning led by

the Vice President of Administrative Services, hiring and personnel issues focused under the purview of the Vice President of Human Resources, and the Vice President of Instruction facilitating integrated planning, Pathways, and enrollment management. (IV.A.3-1, IV.A.1-43, IV.A.1-44, IV.A.3-2, IV.A.3-3, III.C.5-1, I.A.3-5).

Administrators and Faculty have a Substantial Voice in Policies, Planning, and Budget

The substantial voice of administrators and faculty in planning and budget, as required in Board Policy (BP)/Administrative Procedure (AP) 3255, is exercised by their service on councils and committees involved in planning, institutional policy review and development, and budget. Faculty and administrators serve on President's Advisory Council (PAC), which evaluates the work of governance committees and the College using an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, and implementation, including the ongoing evaluation of processes for planning, budgeting, and accreditation (I.B.5-6).

The Institutional Effectiveness Committee (IEC) includes faculty, administrators, classified staff, and students who, among several functions, conduct annual reviews of the program review process known as Planning for Institutional Effectiveness (PIE). This review assesses the institution's progress toward its goals and yields recommendations regarding either the creation of new or revision of existing College goals. Administrators, faculty, and

staff, as required by AP 3250, participate in unit-level planning. Expanded PAC, which includes members of PAC, IEC, and the Budget Committee, meets twice a year to review and make recommendations for institutional planning (I.A.3-5).

The College budget is developed using an established process approved by the College's Budget Committee, on which administrators, faculty, classified staff, and students serve, according to AP 6200: Budget Preparation (III.D.5-7). Both administrators and faculty are involved in annual department and unit-level budgeting. This includes PIE planning in which a process of data analysis is used in future planning. These unit-level documents are forwarded and summarized at the division/manager level and are included in the Vice President's summary. Additionally, requests for new faculty positions are analyzed in the PIE documents, requested by a department/unit, forwarded to the Vice President of Instruction, mutually agreed upon at AMAC in the development of a prioritization list, and sent to the President, who approves the number of faculty positions to be hired (III.A.2-3).

Analysis and Evaluation

Administrators, faculty and staff at Mt. San Antonio College (Mt. SAC) maintain policy and procedures to ensure a substantive and clearly defined role in governance and a substantial voice in policies, planning, and budget that relate to their areas of responsibility and expertise.

Accomplishments and Outcomes

- Mt. SAC defines the substantive roles of administrators and faculty in institutional governance.
- The substantial voice of administrators and faculty in planning and budget, as required in both AP/BP 3255, is exercised by their service on councils and committees involved in planning, institutional policy review and development, and budget.

List of Evidence

I.A.3-5	AP3250 Institutional Planning
I.B.5-6	PAC Purpose, Function, and Members
III.A.2-3	AP7120 Recruitment and Hiring Faculty
III.C.5-1	BP3250 Institutional Planning
III.D.5-7	AP6200 Budget Preparation
IV.A.1-43	BP3255 Participation in Local Decision-Making
IV.A.1-44	AP3255 Participation in Local Decision-Making
IV.A.3-1	Enrollment Management Deans Dashboard
IV.A.3-2	BP4220 Standards of Scholarship, Progress, Probation and Dismissal
IV.A.3-3	AP4220 Standards of Scholarship, Progress, Probation and Dismissal

IV.A.4.

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The College has Procedures and Structures for Faculty Curriculum and Student Learning Programs and Services Recommendations

The curriculum approval process at Mt. San Antonio College (Mt. SAC) is established to ensure high quality, relevant, current, transferable, (when appropriate), and regularly evaluated curriculum by relying primarily on the input of faculty. Faculty in each discipline create, modify, and review curriculum, including courses and programs. Department chairs ensure that curriculum development procedures are followed regarding Planning for Institutional Effectiveness (PIE), including department discussions of need and budget and consideration of advisory committee recommendations, when appropriate. Curricular changes are then submitted to the Division Dean for review and input.

As prescribed by California regulations, curriculum, educational program development, and policies regarding student preparation and success must include collegial consultation between administrators and faculty. Mt. SAC's Board Policy (BP) 3255: Participation in Local Decision-Making honors these regulations by primarily relying upon faculty, through the Academic Senate, for

decisions and policy regarding these three matters. The curriculum recommendation process uses two Academic Senate committees: Educational Design Committee (EDC) and Curriculum and Instruction Council (C&I). Both committees are composed of a majority of faculty members, with the EDC ensuring representation from each academic division and C&I including faculty representatives serving in critical roles (articulation officer, outcomes coordinator, curriculum coordinator, Academic Senate President). Each committee also includes critical academic administrators such as the Vice President of Instruction and the Dean of Enrollment Management. EDC and C&I report curriculum decisions and make policy recommendations to the Academic Senate. Recent recommendations include revision to the standalone course policy, policies for adapting to modified state repeatability guidelines, and guidelines for mediating content overlap between disciplines. Student learning programs (degrees and certificates) are approved through a similar process. Policy regarding degrees and certificates is included in BP 4100 Graduation Requirements for Degrees and Certificates, which states, "The College President/CEO, in consultation with the Academic Senate, shall establish procedures to determine degree and certificate requirements and to assure that graduation requirements are published in the College's catalog and included in other resources that are convenient for students." Both policies regarding curriculum and degrees and certificates (AP 4020 and BP 4100) are regularly reviewed and updated by the

Academic Senate and other campus governing bodies, most recently in spring 2016.

In spring 2016, the Academic Senate voted to amend the curriculum approval process. Curriculum is now reviewed by EDC, accepted by C&I and then sent directly to the Board of Trustees for approval. This change entrusts EDC and C&I to thoroughly consider all curriculum and reduces the time needed for approval of the curriculum proposal and scheduling of new programs and courses (I.B.1-33, IV.A.4-1 pg. 7, IV.A.4-2).

The Academic Senate continues to receive curriculum reports from the curriculum liaison, the co-chair of C&I. The curriculum liaison provides direction and information regarding curriculum items being presented to the Board of Trustees.

The College has a Policy for Faculty Curriculum and Student Learning Program and Services Recommendations

The Mt. SAC Academic Senate has established a robust and thorough curriculum approval process through BP 4020 and AP 4020: Program and Curriculum Development to govern faculty making recommendations about curriculum (IV.A.4-2). Discipline faculty originate course content or modifications in the WebCMS system and submit them to their academic administrator for revision and approval. From this step, the curriculum proceeds to the aforementioned faculty committees. The genesis of curriculum in discipline faculty, coupled with the support and supervision of academic administrators ensures that Mt. SAC's curriculum process is

participatory, structured, and guided by those with area expertise.

The faculty curriculum liaison is appointed by the Academic Senate and serves as co-chair of the EDC and C&I (I.B.1-32). The purpose and function statements of these groups specify the roles of the members and identify the faculty positions that exist on each (I.B.1-33). The purpose of the C&I is to make recommendations about educational design and delivery policies and procedures to the Academic Senate. C&I now makes recommendations directly to the Board of Trustees. Policies and procedures regarding student learning services are also determined through the College committee and governance structures. These recommendations are made by Student Preparation and Success Council (SP&S), which receives recommendations from three subordinate committees (Basic Skills Coordinating Committee, Student Equity Committee, and Student Success and Support Plan (SSSP) Advisory Committee). Each of these committees and councils is composed of a majority of faculty members, who are selected for their expertise in the committees' purviews. These committees also include relevant academic administrators, including the Vice President of Student Services, Director of Assessment, and Dean of Counseling. The recommendations from the committees and council are considered by both the Academic Senate and Academic Mutual Agreement Council (AMAC), ensuring a thorough review of all policies and procedures by both faculty and academic administrators (IV.A.4-3, I.B.1-51). The recent SSSP Plan, mandated by the Chancellor's Office, established guidelines and policies for numerous

student learning services including orientation, assessment, education planning, counseling and advising, and follow-up services. This plan was developed by Counseling faculty and appropriate administrators, recommended by the aforementioned committees and councils, and approved by the Academic Senate. The implementation of this plan has been supervised by the SSSP Advisory Committee and SP&S, each of which contains a majority of faculty members.

The College has a Policy and Procedural Structures for Academic Administrator Curriculum and Student Learning Programs and Services Recommendations

Academic administrators at Mt. SAC make recommendations about curriculum as stated in AP 4020: Program and Curriculum Development (IV.A.4-2). Administrators serve on all committees that review curricular changes and recommendations: AMAC, C&I, and EDC. The Associate Vice President, Instructional Services serves as co-chair of EDC, and the Vice President of Instruction co-chairs C&I (I.B.1-33, I.B.1-32). Additionally, academic deans review curriculum before it is submitted to C&I. Administrators serving on the C&I make recommendations on curriculum when it reaches the council and prior to it going to the Board of Trustees (formerly Academic Senate) for approval.

Academic administrators, along with faculty, review both student learning outcome information and currency of curriculum through C&I, the Outcomes Committee and department review. The Distance Learning Committee, which also includes faculty, administrators and classified staff, ensures that well-defined structures are in place to assure quality service for students in online courses (IV.A.4-4).

Analysis and Evaluation

Faculty and academic administrators at Mt. San Antonio College (Mt. SAC) work within established policies, procedures, and well-defined structures to make recommendations about curriculum and student learning programs and services.

Accomplishments and Outcomes

- The curriculum approval process at Mt. SAC allows for the input of faculty.
- Faculty make recommendations about curriculum and student learning programs though well-defined structures.
- It is also through well-defined committee structures that academic administrators make recommendations about curriculum and student learning programs.

List of Evidence

I.B.1-32	Curriculum & Instruction Council Purpose, Function, and Members
I.B.1-33	Educational Design Committee Purpose, Function, and Members
I.B.1-51	Basic Skills Coordinating Committee Purpose, Function, and Members
IV.A.4-1	Academic Senate Minutes 5-19-2016 pg. 7
IV.A.4-2	AP4020 Program and Curriculum Development
IV.A.4-3	Student Success and Support Program Advisory Committee (SSSPAC)
IV.A.4-4	Distance Learning Course Amendment Form

IV.A.5.

> *Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

Evidence of Meeting the Standard

The College Ensures Appropriate Consideration of Relevant Perspectives and Expertise and Responsibility

Board Policy (BP) 3255: Participation in Local Decision-Making states that "…each constituency of the College that has responsibility and expertise in a particular area shall participate in the development of policies and regulations related to that area. Such participation brings together multiple segments of the College in instances where policies and regulations affect staff across divisions and departments" (IV.A.1-43). Governance committee purpose and function statements outline the committee composition in accordance with this policy (IV.A.1-32). Faculty who serve as committee chairs or co-chairs make regular reports to the Academic Senate, maintaining ongoing and robust communication and sharing of diverse views. Faculty, students, classified staff, and administrators discuss and make determinations on all curricular issues including new and modified course and program approval for credit, noncredit, and distance learning courses and programs. Regular assessment of

curricular process is also completed. Educational Design Committee (EDC) and Curriculum and Instruction Council (C&I) have student representatives who participate in discussions and are voting members. Student representatives on councils and committees also report back during Associated Students meetings, gathering input from their constituents and providing regular updates. Monthly Instruction Team meetings include all academic managers (deans, associate deans, and directors) and partners from Student Services (Deans of Counseling and Disabled Student Programs & Services). Agendized reports are received from all team members who sit on committees, again maintaining robust communication and providing regular opportunity for peers to provide input into multiple issues being discussed across campus.

The College Ensures Timely Action on Plans, Policies, and Curricular Change

Mt. SAC is unique in the sense that planning, policy, and curricular change occur annually. Policies are reviewed by President's Advisory Council (PAC) on a continuous basis as local, state, and national conditions require. Curriculum is developed and approved regularly and brought to the Board of Trustees as needed. The current process ensures timely action on institutional plans in this manner, as flexibility exists in the Academic Senate to shorten traditional timelines in order to respond to deadlines imposed by the Chancellor's Office. For example, the Student Equity Plan was developed quickly, yet its development involved all constituent groups (IV.A.5-1,

IV.A.5-2). Evidence of how timely action on institutional plans, policies, and curricular change takes place is documented in PIE. The departmental and division PIE documents indicate the time it takes to resolve identified needs, including what has been completed and what remains to be done (IV.A.5-3).

The College Ensures Timely Actions on Other Key Considerations

To ensure that other key considerations are acted on in a timely manner, policies are in place to allow for participation on committees by constituent groups. When timelines are short, it becomes imperative to ensure that all constituencies are present as committees make recommendations and develop plans and policies. If regular members are unavailable to attend meetings, every effort is made to secure a substitute so that all perspectives are present and all voices are heard.

Analysis and Evaluation

Through its system of board and institutional governance, Mt. San Antonio College (Mt. SAC) ensures consideration of relevant perspectives; decision-making that is aligned with expertise and responsibility; and timely action on College plans, policies, curricular change, and other considerations.

Accomplishments and Outcomes

- Faculty, students, classified staff, and administrators discuss and make determinations on all curricular issues including course and program approval for credit, noncredit, and distance learning courses as well as writing and modifying all curriculum development and approval processes.
- The current process ensures timely action on institutional plans in this manner.
- To ensure that other key considerations receive timely action, policies are in place to allow for participation on committees by constituent groups.

List of Evidence

IV.A.1-32	Administration and Governance Committees
IV.A.1-43	BP3255 Participation in Local Decision-Making
IV.A.5-1	Equity Plan Development Notes
IV.A.5-2	Equity Plan Development Presentation to the BOT
IV.A.5-3	PIE College-wide Program Analysis and Review

IV.A.6.

> *The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

Evidence of Meeting the Standard

Processes for Decision-Making are Documented

The processes for decision-making at Mt. San Antonio College (Mt. SAC) are documented in Board Policy (BP) 3255 and Administrative Procedure (AP) 3255: Participation in Local Decision-Making. Both BP 3255 and AP 3255 allow for all constituency groups to participate in decision-making that aligns with their responsibility and expertise (IV.A.1-43, IV.A.1-44).

Processes for Decision-Making are Communicated

Mt. SAC documents its decision-making in various communications that are distributed electronically to all campus constituencies. The College President regularly sends out Board Briefs that summarize action taken at the Board of Trustees meetings and Cabinet Action Notes that summarize action taken at the President's Cabinet meetings (IV.A.6-1, IV.A.6-2, IV.A.6-3, IV.A.6-4). The College President also meets with the leaders of constituent groups to review the agendas for Board of Trustees meetings. The Academic Senate communicates its meeting minutes, including the approval of curriculum and curricular processes, via campus wide emails and has them housed on its web page (II.B.1-7). Constituent groups, as well, communicate processes for decision-making and the subsequent decisions. Each academic department has academic senators who carry information from Academic Senate meetings to their department meetings. A written report is shared at monthly CSEA chapter meetings including a summary of governance committees' actions and activities (IV.A.6-5, IV.A.6-6, IV.A.6-7, IV.A.6-8). CSEA site representatives take information back to their respective departments from chapter meetings. Mt. SAC obtains feedback from constituent groups about how well they are communicated to about decisions. Feedback from classified staff in the CSEA units was last solicited in October 2015. The results provide a snapshot of how these employees perceive the level of communication of information (IV.A.6-9).

Analysis and Evaluation

The processes for decision-making at Mt. San Antonio College (Mt. SAC) and the resulting decisions are both documented and communicated across the College.

Accomplishments and Outcomes

- The processes for decision-making allow for all constituency groups to participate in decision-making that aligns with their responsibility and expertise.
- Mt. SAC documents its decision-making in various communications that are distributed electronically to all campus constituencies.

List of Evidence

II.B.1-7	Academic Senate
IV.A.1-43	BP3255 Participation in Local Decision-Making
IV.A.1-44	AP3255 Participation in Local Decision-Making
IV.A.6-1	Email with Board Briefs
IV.A.6-2	Board Briefs 4-13-2016
IV.A.6-3	Board Meetings Archives
IV.A.6-4	Cabinet Notes Website
IV.A.6-5	Conference Report 2016
IV.A.6-6	Action Resolutions 2016
IV.A.6-7	Chapter Meeting Agenda 10-19-2016
IV.A.6-8	Chapter 262 Minutes 9-21-2016
IV.A.6-9	Classified Professional Development Needs Assessment 2015 Executive Summary

IV.A.7.

> *Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Evidence of Meeting the Standard

Leadership Roles are Regularly Evaluated, and the Results are Communicated and Used for Improvement

At Mt. San Antonio College (Mt. SAC), roles are evaluated through an annual review of committees, which consists of four phases. Committees submit goals for the year, which also incorporate assigned Strategic Objectives (SOs) from the Strategic Plan. The results of the committee's work are communicated when a completed outcomes report that summarizes progress on the previous year's goals and SOs is submitted to the President for inclusion in Planning for Institutional Effectiveness (PIE) (IV.A.7-1 pg. 2, IV.A.7-2 pg. 14). Managers from Vice President units also report improvement and progress on SOs in their PIE reports. All progress is compiled and reported in the institutional PIE, facilitated by the Institutional Effectiveness Committee (IEC) and reported out at Expanded President's Advisory Council (PAC) meetings (IV.A.5-3).

Committees also submit revised purpose and function statements each year including current membership. All reports

are reviewed and approved by PAC and reported by the College President in his PIE report (IV.A.7-2 pg. 14). The goals and purpose and function documents keep the work of the College committees aligned with the College goals and objectives in the Strategic Plan. The institutional PIE summary is compiled by IEC and included in its regular reports to PAC and Expanded PAC meetings (IV.A.7-3 pg. 2). Finally, the President's Office monitors the web pages for the committees to assure that information is complete and timely. Memorandums are sent to committees from the President's Office to keep this process moving throughout the year (IV.A.7-4).

Decision-Making Policies, Procedures, and Processes are Regularly Evaluated, and the Results are Communicated and Used for Improvement

Governance and decision-making policies, procedures, and processes are also evaluated for integrity and effectiveness. There is an annual review of shared governance committees, including committee goals (IV.A.7-5). The results are communicated to PAC (IV.A.7-6 pg. 2, IV.A.7-7, IV.A.7-8 pg. 2). The results are used for improvement as each committee makes recommendations for changes to its purpose and function statement.

Procedures for the creation and revision of Board Policies (BP)s and Administrative Procedures (APs) are established in AP 2410, first adopted in 2004 and revised in 2011 (I.B.7-1). To consistently implement the procedures, the College adopted a form, Addition or Revision of an Administrative Procedure or Board Policy.

Additions or revisions of BPs and APs may originate from any person or group on campus.

The College also subscribes to an update service through the Community College League of California, which monitors changes in laws and regulations and suggests BP and AP language for compliance. The League receives legal updates on policies and procedures to ensure all related BPs and APs reflect recent revisions in federal/state statutes and regulations as well as accreditation standards. This regular review process ensures BPs and APs remain current.

The current version of each BP and AP is posted on the website and contains the dates of revisions or the date of the most recent review if no change resulted from that review. The legal updates are posted on the website. All of this input is analyzed by President's Cabinet as the initial step in the process described in AP 2410. That process utilizes PAC for review, coordination, and communication of the process. PAC agendas and minutes contain the content of the discussions and the results of the process (**IV.A.7-9 pg. 3-4**).

PAC members keep College constituents informed and involved. Agendas and minutes are posted on the College website for easy access. Because the BPs and APs contain the College's governance and decision-making policies, procedures, and processes, the process assures that they are regularly evaluated to assure their integrity and effectiveness and that they are communicated to the College and the community. This process allows the College to discuss and debate areas in need of strengthening and make appropriate changes.

Analysis and Evaluation

Leadership roles and Mt. San Antonio College's (Mt. SAC's) governance and decision-making policies, procedures, and processes are regularly evaluated, assuring their integrity and effectiveness. Mt. SAC widely communicates the results of these evaluations and uses them as the basis for improvement.

Accomplishments and Outcomes

- At Mt. SAC, leadership roles are evaluated through an annual review of committees.
- Governance and decision-making policies, procedures, and processes are similarly evaluated for integrity and effectiveness.

List of Evidence

I.B.7-1	**AP2410 Process for Revision of Administrative Procedures or Board Policies**
IV.A.5-3	**PIE College-wide Program Analysis and Review**
IV.A.7-1	**PAC Goal and Progress Report: Goal 4** pg. **2**
IV.A.7-2	**President's PIE** pg. **14**
IV.A.7-3	**EPAC Minutes 6-11-2014 Item 5** pg. **2**
IV.A.7-4	**Annual Review of College Committees Email**
IV.A.7-5	**Equivalency Minutes 4-27-2015 Item 3**
IV.A.7-6	**PAC Minutes 7-13-2016** pg. **2**
IV.A.7-7	**PAC Minutes 7-27-2016**
IV.A.7-8	**PAC Minutes 8-10-2016** pg. **2**
IV.A.7-9	**PAC Minutes 9-14-2016** pg. **3**-4

Standard IV.B. Chief Executive Officer

IV.B.1.

> *The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Evidence of Meeting the Standard

The College President Provides Effective Leadership for Planning and Organizing

The Mt. San Antonio College (Mt. SAC) President guides the organization on implementation strategies for the Educational Master Plan and the Facilities Master Plan through the College's strategic objectives, outcome objectives, and key performance indicators that are a part of the College's Strategic Plan (I.A.3-1). The Mt. SAC Educational Master Plan and Facilities Master Plan are created on a 10-year cycle and are available online (I.A.3-2, I.A.1-26). They are developed using extensive data analysis, inclusive of direct input from the College and community, coordinated by a shared governance Master Plan Committee, and reported back through the President's Advisory Council (PAC) and President's Cabinet to the Board of Trustees. Development of the 2018 Educational and Facilities Master Plan is currently underway at the College with presentations outlining the process and goals made to classified, faculty, and management groups (I.A.3-2, IV.B.1-1).

Members from the Facilities Advisory Committee and others rank the proposals. Senior Leadership interviewed the finalists and chose the final companies for this work, HMC & California Brain Trust. Data collection began September 2016. Under the direction of the College President, a Community Facility Advisory Committee was established to develop the Facilities Master Plan component of the 2018 Educational Master Plan. Each Board member will identify two community members to participate, keeping in mind the diversity and geography of the district. Contracted experts will lead the College through the process of data gathering, and analysis will facilitate the work.

The Budget Committee, co-chaired by an Academic Senate-appointed faculty member and the Vice President of Administrative Services, discusses and makes recommendations on financial matters concerning the College (III.D.5-8, IV.B.1-2 pg. 35-36). The Budget Committee and the Institutional Effectiveness Committee (IEC) are the primary governance bodies for developing, recommending, and evaluating policies and procedures relating to the integration of budget and planning processes, and the Budget Committee is responsible for all aspects of college finances (I.A.3-6). These committees report regularly to PAC. The Vice President of Administrative Services presents budget recommendations to the President at President's Cabinet where

the decision-making is done on matters including Measure RR funded projects, on-going construction, salaries, and personnel (IV.B.1-3, IV.B.1-4, IV.B.1-5).

The Campus Master Plan Coordinating Team (CMPCT) is composed of the College's Vice Presidents of Administrative Services, Student Services, and Instruction and the President, who meet with the Facilities Planning and Management Director to provide recommendations for facilities. The College President holds biannual expanded PAC meetings to discuss the integration of the Educational Master Plan and the Facilities Master Plan with a larger group of stakeholders from the constituency groups on campus (IV.B.1-6 pg. 2, III.C.5-1, I.A.3-5). The Strategic Plan for the College is integrated within the Planning for Institutional Effectiveness (PIE).

The College President Provides Effective Leadership for Selecting Personnel

The College President has primary responsibility for selecting and developing personnel at the College (IV.B.1-7, IV.B.1-8). When a directive to complete a classification study of all classified positions was issued, the district contracted to conduct the study that included a review and standardization of job descriptions. An update can be triggered in one of three ways: by an administrative initiated change, by a staff initiated change, or to resolve an existing condition such as a Memorandum of Understanding (MOU) with the appropriate classified union separate from the contract. This is advantageous because it involves open dialogue and can be initiated in a flexible manner.

Vice Presidents bring prioritized staff position recommendations to the President in Cabinet where they are discussed (IV.B.1-9). The President, working with Cabinet, makes the final selection of positions to fill through a combination of shared governance procedures and immediate need priorities. Changes in classified personnel may involve a budget impact, and due to this a request to fill process is initiated; this process includes a rationale with sign-off by the immediate manager and a review by the appropriate Vice President and President's Cabinet (IV.B.1-10 pg. 2, IV.B.1-11). New resource allocations for personnel are placed into the tentative summer budget as placeholders and are considered in September or October.

Faculty positions are prioritized and mutually agreed upon through the Academic Mutual Agreement Council (AMAC), composed of the Vice Presidents of Instruction and Student Services and the Academic Senate President and Vice President. All faculty positions must be initially documented in the Planning for Institutional Effectiveness (PIE) planning process, unless a position is state mandated or an emergent need arises. The President determines how many positions will be filled, while AMAC prioritizes the order of requests submitted (III.A.2-3).

For management positions, the President appoints managers to hiring committees and chairs the final interviews for the hiring of vice presidents and deans (III.A.1-17). It is the hiring committee's task to recommend two or more applicants for interview by the College President/CEO and his/her designee(s). A

recommendation of fewer than two candidates must be accompanied by a written explanation from the hiring manager. The committee's recommendations and all interview materials must be returned to the Office of Human Resources. The College President/CEO makes the final recommendation to the Board of Trustees. In the event that the College President/CEO decides not to recommend any of the final candidates to the Board of Trustees, he/she shall so inform the committee. In such case, the committee will reconvene to determine if it will recommend two or more additional candidates from the interview list, recommend additional applicants for interview, or recommend recruitment for additional applicants.

The College President Provides Effective Leadership for Developing Personnel

In the 2014-2015 fiscal year, the College President, in collaboration with the Professional Development Committee, recognized the need to expand Mt. SAC's professional development and therefore directed discretionary funding from the President's office to expand Professional and Organizational Development (POD) and to be used for all employees for conference and travel (IV.B.1-12). In fiscal year 2015-2016, the funding became permanent and ongoing with training requests represented in area PIEs, and if appropriate, identified for funding through the Professional Development Council, Faculty Professional Development Committee, Classified Professional Development Committee, or Management Professional Development Committee. The President encouraged the Professional Development Council to

provide strategic planning for the College's ongoing professional development, provided an ongoing budget, and approved funding through POD for computer-based training (Lynda.com) to be available to all employees (IV.B.1-13 pg. 4, IV.B.1-14 pg. 5). A POD plan, inclusive of all professional development committees and the council, was completed and approved by PAC in spring 2016. Funding for professional development retreats is available for all constituencies. Faculty members are allocated $200 individually each year for professional development as stated in their contract, and managers are allocated $2,000 for their own use or to support professional development needs of their employees. New funding for an annual Great Staff Retreat (classified) and an annual Great Manager Retreat totaled $30,000 for each event.

The College President Provides Effective Leadership for Assessing the Effectiveness of the College

The College President is primarily responsible for assessing the effectiveness of Mt. SAC. Academic and Student Services Master Planning Summits bring together classroom faculty, counselors, and managers to assess educational practices and activities, inform them of the scope of campus planning, and engage leadership in new innovative initiatives. The institutional level PIE report is an analysis and summary of program review information reported at the unit, manager, vice president and president levels across the College and demonstrates the planning, assessment, and resource allocation needs for all areas (IV.B.1-15). IEC reviews and summarizes the Vice Presidents' and President's PIEs

for representation in the institutional report. IEC presents the Institutional PIE Summary to the PAC where it is finalized.

Analysis and Evaluation

The College President has the primary responsibility for the quality of Mt. San Antonio College (Mt. SAC). He provides effective leadership in planning and organizing, budgeting, selecting and developing personnel, and assessing the effectiveness of the College.

Accomplishments and Outcomes

- The President guides organization of the implementation strategies for the Educational Master Plan and the Facilities Master Plan through the College's strategic objectives, outcome objectives, and key performance indicators that are a part of the College's Strategic Plan.
- The College President has the primary responsibility for selecting and developing personnel at the College.
- The College President, in collaboration with the Professional Development Council, recognized the need to expand Mt. SAC's professional development.
- The College President is primarily responsible for assessing the effectiveness of Mt. SAC.

List of Evidence

I.A.1-26	Facilities Master Plan
I.A.3-1	Strategic Plan 2015-17
I.A.3-2	The Development of the Educational Master Plan 2013
I.A.3-5	AP3250 Institutional Planning
I.A.3-6	Institutional Effectiveness Committee Purpose, Function, and Members
III.A.1-17	AP7122 Recruitment and Hiring Management Employees
III.A.2-3	AP7120 Recruitment and Hiring Faculty
III.C.5-1	BP3250 Institutional Planning
III.D.5-8	Budget Committee Purpose, Function, and Members
IV.B.1-1	Education and Facilities Master Plan Consultants
IV.B.1-2	Rating Agency Presentation 6-30-2015 pg. 35-36
IV.B.1-3	PAC Minutes 9-9-2015
IV.B.1-4	President's Advisory Council Meeting Agenda 9-14-2016
IV.B.1-5	President's Advisory Council Minutes 9-14-2016
IV.B.1-6	Expanded PAC Minutes 11-12-2014 pg. 2
IV.B.1-7	Cabinet Notes 12-8-2015 Item 4
IV.B.1-8	BP7110 Delegation
IV.B.1-9	Cabinet Notes 9-16-2014 Item 2
IV.B.1-10	PAC Minutes 4-9-2014 Item 5 pg. 2
IV.B.1-11	Cabinet Notes 5-19-2015 Item 1-3
IV.B.1-12	Fiscal Email to POD 02-24-2015
IV.B.1-13	PAC Minutes 12-10-2014 Item 7 pg. 4
IV.B.1-14	POD PIE Plan 2014 pg. 5
IV.B.1-15	President's PIE 2014-15

IV.B.2.

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The College President Plans, Oversees, and Evaluates an Appropriate Administrative Structure for the College

Campus planning at Mt. San Antonio College (Mt. SAC) is demonstrated through the College President's leadership of the President's Cabinet, composed of all Vice Presidents, and the President's Advisory Council (PAC), which is composed of all campus constituencies (I.B.5-6). The President chairs both in order to gather all information from constituencies to manage campus activities. Cabinet and PAC minutes are published online (III.A.9-2).

To aid in campus planning, the College President is involved statewide in order to bring initiatives to the campus maintaining the focus on future planning. The President co-chairs the Telecommunication and Technology Unit Advisory Committee, which is an advisory body to the California Community Colleges Chancellor's Office, and is on the Chief Executive Officer Board of the Community College League of California whose mission is to promote student access and success by strengthening colleges through leadership development, advocacy, policy development, and

district services. The League assists with orienting new CEOs (IV.B.2-1, IV.B.2-2). The President is a member of the Board of Governors Taskforce on Workforce, Job Creation, and a Strong Economy for which he wrote a proposal for a $50,000 enhancement fund (IV.B.2-3, IV.B.2-4). The Mt. SAC CEO serves as advisor to the Institutional Effectiveness Partnership Initiative, a partnership initiated through the Chancellor's Office to improve institutional effectiveness and reduce audit sanctions by providing technical assistance to colleges in the areas of finances, enrollments, and accreditation (IV.B.2-5). The President's statewide leadership and involvement allow him a comprehensive and future-minded view, which informs him relative to the necessary administrative structure necessary to carry out future College efforts and initiatives.

The College President Delegates Authority to Administrators and Others Consistent with their Responsibilities as Appropriate

The College President is part of the organizational structure that delegates elements of program review through shared governance processes to ensure College goals are met as part of the Strategic Plan (I.A.3-1). Following Board Policy 3250 Institutional Planning, the College integrates its planning through the College's Strategic Plan (III.C.5-1). Each year, the Institutional Effectiveness Committee (IEC) evaluates the Planning for Institutional Effectiveness process and gathers information on the status of the College's Strategic Plan. Assignments for creating action plans to carry out the

strategic objectives, aligned by the College goals, and are created by PAC. Shared governance is demonstrated through the organizational chart that represents the administrative structure of the College. The President, in Cabinet, evaluates and assesses the organizational structure on an ongoing basis. He also informs and consults with the Academic Senate on the organizational structure. Recently, management changes that resulted in shifting supervisors to manager status occurred as a response to the Classification Review Study. The President's office maintains and tracks campus wide committee information on the College website and through purpose and function statements (IV.B.2-6). The President delegates authority to leaders of all constituencies to ensure goals and objectives are accomplished (IV.B.2-7). In Cabinet, projects are assigned to a Vice President and occasionally a supporting manager with a written charge and a due date to report back. Additionally, ongoing projects have quarterly reports to Cabinet by the assigned Vice President and/or manager. Delegation of authority is represented within the President's Cabinet meeting notes that are distributed through email to all campus

employees and accessible on the College website (IV.B.2-8).

Analysis and Evaluation

The President of Mt. San Antonio College (Mt. SAC) plans, oversees, and evaluates an administrative structure that is organized and staffed to reflect the College's purposes, size, and complexity (IV.B.2-9). He delegates authority to administrators and others consistent with their responsibilities and when appropriate.

Accomplishments and Outcomes

- Campus planning at Mt. San Antonio College (Mt. SAC) is demonstrated through the College President's leadership.
- The College President is part of the organizational structure that delegates elements of program review, PIE, through shared governance processes to ensure College goals are met as part of the Strategic Plan.
- Transparency in the President's delegation is evident in the President's Cabinet notes that are publically available on the website.

List of Evidence

I.A.3-1	Strategic Plan 2015-17
I.B.5-6	PAC Purpose, Function, and Members
III.A.9-2	PAC Minutes Website
III.C.5-1	BP3250 Institutional Planning
IV.B.2-1	TTAC Members
IV.B.2-2	CCLC Website Screenshot
IV.B.2-3	Board of Governors Task Force Members Website
IV.B.2-4	CTE Enhancement Fund: SB852 Budget Act of 2014
IV.B.2-5	IEPI Website
IV.B.2-6	ASC Purpose, Function, and Members
IV.B.2-7	AP7110 Human Resources
IV.B.2-8	President's Cabinet Action Notes Website
IV.B.2-9	Organizational Chart

IV.B.3.

> *Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

The President Establishes a Collegial Process

The College President establishes and maintains collegial process at Mt. SAC. He meets with the four Vice Presidents weekly at President's Cabinet, and he provides ongoing monthly constituency meetings where he gives and receives input on items that are important to different groups allowing for follow up and feedback (IV.B.3-1 pg. 2, IV.B.3-2). The President directs unresolved constituent leader questions on the agenda to appropriate managers and responses are given to all leaders. These monthly meetings include all employee and student groups (IV.B.3-3, II.B.1-7, IV.B.3-4, IV.B.3-5, IV.B.3-6, IV.B.3-7, IV.B.3-8).

Additionally, the President's Board Report, delivered via email, provides updates related to the College to constituents and updates the entire College community on highlights from Board of Trustees meetings (IV.B.3-9, IV.B.3-10, IV.B.3-11). The President's open office hours are publicized and open to all for the communication and exchange of ideas to and from the President. The President provides an annual self-reflection email (self-evaluation) to the College campus (IV.B.3-12, IV.B.3-13, IV.B.3-14).

The President's Advisory Council (PAC) is chaired by the President for collaborating with constituencies on matters pertaining to the College (IV.B.3-15). The President communicates with PAC and its campus wide stakeholders regarding values, goals, and College directions. Through meeting agendas and discussion, PAC receives input from stakeholders, and these concepts are considered, discussed, and agreed upon, as memorialized in PAC minutes (I.B.5-6).

Expanded PAC, an extension of PAC provided to a larger campus group, is a semi-annual meeting at which the President receives input and reports PAC findings and information out to the College (IV.B.3-16 pg. 14). The President includes deans, department chairs, and staff members in planning (IV.B.3-17 pg. 2, IV.B.3-18 pg. 2, IV.B.3-19 pg. 3, IV.B.3-20, IV.B.1-7, IV.B.3-21 pg. 2). This is done

by convening bi-annual expanded PAC meetings that include all constituents to discuss strategic planning (IV.B.3-22 pg. 23, IV.B.3-23). The College President is accessible through town hall meetings and FLEX Day events offered for both classified and faculty employees (IV.B.3-24 pg. 25-28, IV.B.3-25). He discusses major issues affecting the College and provides an opportunity for the community to ask questions.

The College President distributes cabinet notes on a weekly basis to all campus members to ensure that ongoing communication and transparency regarding decision-making is taking place. The membership of the President's Cabinet consists of the President/CEO and the Vice Presidents of Instruction, Student Services, Administrative Services, and Human Resources (IV.B.3-18 pg. 2). Additionally, the President provides monthly Board reports in two versions, one containing information on matters of a more confidential nature to the Board of Trustees and another covering broader issues of statewide matters, including reviews of other relevant reports. This report is intended for over 300 community stakeholders.

The President Ensures the Setting of Performance Standards

The President's report and the information contained within illustrate that the President is very familiar with the data analysis of institutional performance (IV.B.3-26, IV.B.3-23, IV.B.3-27, IV.B.3-28). Transparency of data on the Research and Institutional Effectiveness (RIE) website, which is available to the public, allows the President to review and assess College data. He receives regular reports

from the Office of Research and Institutional Effectiveness (IV.B.3-29, III.D.4-7, IV.B.3-30). The President delegates to IEC and the Accreditation Steering Committee (ASC) the making of recommendations for College-level goals or performance standards. These goals are determined based on historical data as well as an understanding of the College, its students, and the future priorities of the College. RIE is consulted to provide data and analysis on student achievement metrics. Based on this process, goals are set for metrics such as course success and number of degrees awarded. PAC and the Board as appropriate review the recommended goals (I.A.2-5).

The President Ensures that Evaluation and Planning Rely on Research

The College President regularly communicates the importance of a culture of evidence and a focus on student learning. Throughout the Educational and Facilities Master Plan, there is clear evidence of a focus on student learning (IV.B.3-31, IV.B.3-24 pg. 25-28). Academic constituents participate in ongoing discussions about increasing program effectiveness for student success. Planning for Institutional Effectiveness (PIE) reports provide evidence for resource requests, planning, and assessment directed toward creating a stronger student learning focused environment (IV.B.3-32).

Mt. SAC has had an active Student Equity Committee (SEC) since 2000, and an annually updated Student Equity plan beginning with the fall 2015 to continually focus on problematic and disproportionate areas of student success

as identified by data gathered by RIE (IV.B.3-33 pg. 2, IV.B.3-34, IV.B.3-1 pg. 2, IV.B.3-35, I.A.1-12). As a governance committee, the SEC reports to the Student Preparation and Success Council, which in turn, reports to the Academic Senate and PAC. Faculty, staff, students, and management appoint representatives to the committee.

In 2011-12, the Student Preparation and Success Council developed a Student Success Plan before the state-required Student Success and Support Program (SSSP) plan and a reporting process began (IV.B.3-22 pg. 23, I.A.2-5). The purpose of this plan was to identify gaps, through evaluation and research, in the College's support for students and develop interventions needed to improve student success (III.D.4-7, IV.B.3-19 pg. 3).

The implementation of the Strategic Plan is exemplary of Mt. SAC's culture of evidence. It is built around the 14 College goals and identifies how the College will achieve them. The Strategic Plan aligns resource allocation, budgeting, integrated planning, and the budget process calendar (IV.B.3-36 pg. 3, IV.B.3-22 pg. 23, I.A.3-1 pg. 24).

The President initiated executive directives prioritizing funds for research and information technology. He provides opportunities and supports the campus in developing solutions. Examples include funding research and software to enhance work in areas such as enrollment management, DegreeWorks, OnBase, a student-friendly College website, integration/reduction of printing/copying, and Course Leaf online catalog (IV.B.3-37 pg. 2, IV.B.3-38, IV.B.3-39, IV.B.3-40 pg. 2). When the College was in need of a

closed-captioning solution to meet Section 508 compliance and enhanced learning opportunities for its hearing-impaired students, the President allocated the funding and resources, thereby allowing the campus to develop a solution.

The President Ensures that Educational Planning is Linked to Resource Allocation that Supports Student Learning

The College President has put mechanisms in place to link institutional research, particularly research on student learning, institutional planning processes, and resource allocation processes. The IEC is the primary source for connecting planning, research, and assessment outcomes (IV.B.3-41 pg. 2). The committee developed the mechanism to link planning to research and created the planning document used by the entire campus (IV.B.3-42). The PIE process includes the documentation of data that guides planning and resource allocation (IV.B.3-43). The Research and Institutional Effectiveness (RIE) Office is an important component for each of the processes and institutional planning overall (IV.B.3-43, IV.B.3-27, IV.B.3-44 pg. 3, IV.B.3-45).

PAC is a shared governance committee that evaluates, assesses, and determines the appropriateness of planning and planning results for the College (IV.B.3-46). The Budget Committee is a shared governance committee that develops budgetary processes that are connected to institutional effectiveness (IV.B.3-23). The Outcomes Committee promotes and provides assessment data to inform planning, resource allocation, and foster the improvement of student success (IV.B.3-47, IV.B.3-48, IV.B.3-49).

President's Cabinet discusses the update of the College's Strategic Plan (IV.B.3-34, IV.B.3-20, I.A.3-1, IV.B.3-50). Key Performance Indicators (KPIs) were added that establish benchmark criteria for success (IV.B.3-51 pg. 3). The KPIs, accomplishments to date, and plans to meet the benchmarks are reviewed at expanded PAC meetings (IV.B.3-44 pg. 3). Additionally, President's Cabinet regularly evaluates the Educational and Facilities Master Plans to help guide the planning of the College.

The President Establishes Procedures to Evaluate Planning and Implementation Efforts to Achieve the College Mission

The College President provides effective District leadership for the single-college district that he leads. He reviews and utilizes the unit, manager, vice president, and institutional PIE reports (program review and analysis) for current and future planning. The Strategic Plan is integrated with the robust PIE process, providing input from all constituencies (IV.B.3-16 pg. 14). The College President shares with the College community all actions taken by Cabinet. This demonstrates delegated decision-making and leadership of the College. The President determines how many faculty positions will be hired based on Academic Mutual Agreement Council's prioritization of requests received from disciplines, and he determines which staff positions are hired according to rationale and prioritization (IV.B.3-1 pg. 2). The President is the point of contact for any budget changes. Changes to the budget process can be initiated in three ways: though shared governance, through union

negotiations, or through the administrative Cabinet (IV.B.3-52, IV.B.3-53, IV.B.3-1 pg. 2). The Campus Master Plan Coordinating Team (CMPCT) makes decisions on construction projects, including building remodel prioritization. These are reviewed through shared governance committees, after being requested through the PIE planning process at the unit level, and prioritized through institutional planning where funding is assigned. Board of Trustees agenda review provides the President the opportunity to discuss Board items and review them with constituencies at a separate meeting prior to formal presentation at the Board of Trustees meetings, creating a culture of cooperation (IV.B.3-54).

Analysis and Evaluation

Through established policies and procedures, the President of Mt. San Antonio College (Mt. SAC) guides improvement of teaching and learning by establishing a collegial process that sets values, goals, and priorities. Additionally, he ensures the College sets institutional performance standards for student achievement, ensures that evaluation and planning rely on high quality research and analysis of conditions, ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning, ensures that the allocation of resources supports and improves learning and achievement, and establishes procedures to evaluate institutional planning and implementation efforts to achieve the mission of the College.

Accomplishments and Outcomes

- The College President distributes cabinet notes on a weekly basis to all campus members to ensure that ongoing communication and transparency regarding decision-making is taking place. These notes are available on the website for the public.
- The President is very familiar with the data analysis of institutional performance.
- The College President communicates the importance of a culture of evidence and a focus on student learning.

- The College President has put mechanisms in place to link institutional research, particularly research on student learning, institutional planning processes, and resource allocation processes.
- The College President has demonstrated delegated decision-making and leadership of the College since taking this position July 1, 2011.

List of Evidence

I.A.1-12	Student Equity Plan 2015-16
I.A.2-5	Student Success Plan
I.A.3-1	Strategic Plan 2015-17 pg. 24
I.A.3-1	Strategic Plan 2015-17
I.B.5-6	PAC Purpose, Function, and Members
II.B.1-7	Academic Senate
III.D.4-7	Cabinet Notes 12-9-2014 Items 1 and 11
IV.B.1-7	Cabinet Notes 12-8-2015 Item 4
IV.B.3-1	Cabinet Notes 11-3-2015 Item 9 pg. 2
IV.B.3-2	President's Calendar Screenshots
IV.B.3-3	Faculty Association
IV.B.3-4	California School Employees Association
IV.B.3-5	CSEA Chapter 262
IV.B.3-6	CSEA Chapter 651
IV.B.3-7	Classified Senate
IV.B.3-8	Associated Students
IV.B.3-9	President's Board Reports Website
IV.B.3-10	President's Board Report 12-14-2015
IV.B.3-11	Board Briefs, Minutes and Board Agendas Website
IV.B.3-12	President's Self Evaluation 2016
IV.B.3-13	President's Evaluation by Managers 2016
IV.B.3-14	President's Open Hours Website Screenshot
IV.B.3-15	PAC Minutes 12-9-2015
IV.B.3-16	Expanded PAC 6-11-2014 Item 6 pg. 14
IV.B.3-17	Cabinet Notes 5-27-2014 Item 10 pg. 2
IV.B.3-18	Cabinet Notes 9-23-2014 Item 2 pg. 2
IV.B.3-19	Cabinet Notes 2-24-2015 Item 17 pg. 3
IV.B.3-20	Cabinet Notes 3-10-2015 Item 1
IV.B.3-21	Cabinet Notes 12-15-2015 Items 6 and 8 pg. 2
IV.B.3-22	Expanded PAC 11-13-2013 pg. 23
IV.B.3-23	Planning Memo 2-24-2015

IV.B.4.

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds eligibility requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The President has the Primary Leadership Role for Accreditation, Ensuring Compliance

The Mt. San Antonio College (Mt. SAC) President delegates accreditation activities to the Vice President of Instruction, who serves as the accreditation liaison officer (ALO). The ALO and Faculty Accreditation Coordinator co-chair the Accreditation Steering Committee at which representatives from each constituency meet to guide the progress and the processes related to accreditation (I.B.7-4).

The College President regularly reviews accreditation information. The Accreditation Steering Committee (ASC) co-chairs provide monthly updates to the College President at the President's Advisory Council (IV.B.4-1 pg. 3, IV.B.4-2, IV.B.4-3 pg. 2, IV.B.4-4 pg. 2, IV.B.4-5, IV.B.4-6). The President visited the writing teams during Self Evaluation outline preparation where he shared experiences after serving as a member of 11 accreditation teams. Additionally, he read

the first complete draft of the Institutional Self Evaluation Report and provided extensive direction to the ASC, meeting with members of the committee to articulate needed improvements and edits. The President, in collaboration with the Faculty Accreditation Coordinator, worked with the Board of Trustees on its role in accreditation during Board Study Sessions held in February 2015, March 2016, and September 2016. These sessions allowed Board members to engage in interactive discussions and provided an overview of the goals and processes to ensure understanding of accreditation (IV.B.4-7 pg. 3, IV.B.4-8 pg. 3, IV.B.4-9).

Faculty, Classified Staff, and Administrators Ensure Compliance with Accreditation Standards

The membership of the ASC includes representatives from all campus constituency groups and guides the work of the campus in the area of accreditation, ensuring that the College meets or exceeds all accreditation requirements. The Accreditation Steering Committee reports to the President's Advisory Council and collaborates with the President on accreditation matters related to the Board. Additionally, the writing teams for the Self Evaluation included wide representation from all campus constituencies.

Analysis and Evaluation

The President of Mt. San Antonio College (Mt. SAC) has the primary leadership role for accreditation, ensuring the College meets or exceeds eligibility requirements, Accreditation Standards, and Commission

policies. Faculty, staff, and administrators also have responsibility for assuring compliance with accreditation requirements.

Accomplishments and Outcomes

- The Mt. SAC President delegates accreditation activities to the Vice President of Instruction.

- Accreditation information is regularly reviewed with the College President and the Board of Trustees.
- The membership of the Accreditation Steering Committee (ASC) includes representatives from all campus constituency groups.

List of Evidence

I.B.7-4	Accreditation Steering Committee
IV.B.4-1	PAC Minutes 5-14-2014 pg. 3
IV.B.4-2	PAC Minutes 8-10-2016 Item 4
IV.B.4-3	PAC Minutes 9-10-2014 Item 6 pg. 2
IV.B.4-4	PAC Minutes 6-8-2016 Item 4 pg. 2
IV.B.4-5	PAC Minutes 10-22-2014 Item 2
IV.B.4-6	PAC Minutes 5-11-2016 Item 3
IV.B.4-7	Board Study Session Minutes 3-12-2016 Item 6 pg. 3
IV.B.4-8	Board Study Session Minutes 2-7-2015 Item 2 pg. 3
IV.B.4-9	BOT Minutes 9-28-2016

IV.B.5.

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The President Assures Implementation and Consistency with the College Mission and Policies

The President of Mt. San Antonio College (Mt. SAC) reports on all matters of the College to the Board of Trustees. In the role of CEO, he prepares agenda items for Board of Trustees meetings related to action and information matters, as well as changes to Administrative Procedure (AP) and Board Policy (BP). The CEO provides recommendations for BPs and background information for APs after seeking input at the President's Advisory Council (PAC) (IV.B.1-10 pg. 2 , IV.B.4-1 pg. 3). Any AP or BP on academic and professional matters follows collegial consultation with the Academic Senate, and any policies on working conditions follow collegial consultation with the affected employee union. APs and BPs on administrative matters involve the College President, recommendations from PAC, and a final decision by Cabinet.

The President provides Board members with a written and a verbal report during Board of Trustees meetings that is captured in the Board minutes (IV.B.5-1 pg. 3, IV.B.5-2 pg. 5, 21). This report offers updates for the Board of Trustees on any and all items related to the

College. The President sends draft cabinet notes to constituency group members via email that contain information he shares with the campus community regarding implementation of statutes, regulations, governing Board Policies, and budget to the Board of Trustees and to the campus (IV.B.5-3). PAC assures institutional practices are consistent with the institutional mission and Board Policies by way of PAC meeting minutes. PAC is comprised of all constituency groups including students, classified staff, faculty, and management (I.B.5-6). President's Cabinet reviews and edits all proposed agenda items in preparation of the Board meeting, and the President reviews the proposed agenda with constituent groups, including Academic Senate and union leaders, to clarify agenda items prior to the Board of Trustees meeting (IV.B.5-4).

The President Assures Effective Control of Budget and Expenditures

The President ensures effective control of budget and expenditures. The Budget Committee is the primary governance body responsible for evaluating, developing, and recommending policies and procedures relating to budget planning and its link to all aspects of College finances. The Budget Committee is comprised of all constituency groups and three Vice Presidents and reports to the President on all budgetary issues (III.D.5-8). Compliance with Assembly Bill 1725 assures a faculty role in all processes for budgeting. The Budget Committee makes its recommendation regarding the budget and process to PAC and the Board of Trustees assuring effective control of budget and expenditures (IV.B.5-5, IV.B.5-6).

Analysis and Evaluation

The President of Mt. San Antonio College (Mt. SAC) assures the implementation of statutes, regulations, and governing Board Policies and assures that practices are consistent with the College mission and policies, including the effective control of budget and expenditures.

Accomplishments and Outcomes

- The President sends cabinet notes that contain information he shares with the campus community regarding the implementation of statutes, regulations, governing Board Policies and budget to the Board of Trustees and to the campus.
- The President conducts a Board of Trustees agenda review with constituency members and discusses issues to ensure institutional practices are consistent with College mission.
- The President ensures effective control of budget and expenditures.

List of Evidence

I.B.5-6	PAC Purpose, Function, and Members
III.D.5-8	Budget Committee Purpose and Membership
IV.B.1-10	PAC Minutes 4-9-2014 Item 3 pg. 2
IV.B.4-1	PAC Minutes 5-14-2014 Item 9 pg. 3
IV.B.5-1	Board Report 2-17-2016 Item 10 pg. 3
IV.B.5-2	BOT Minutes 8-17-2016 pg. 5, 21
IV.B.5-3	President's Cabinet Action Notes and Email Draft 3-8-2016
IV.B.5-4	President's Email Constituent Feedback 3-8-2016
IV.B.5-5	BOT Meeting Sept 2016
IV.B.5-6	PAC Minutes 9-9-2015

IV.B.6.

The CEO works and communicates effectively with the communities served by the institution.

Evidence of meeting the Standard

The President Works and Communicates Effectively

The President of Mt. San Antonio College (Mt. SAC) reports out in the form of presentations provided by members of the campus community to the Board of Trustees. He holds open office hours that are announced via email the first week of each month at which time members of the community can speak with the President about College issues in his office without making an appointment (IV.B.3-14). The College President participates in Pizza with the President hosted by the Associated Students to ensure there is ongoing communication and collaboration with students on all student issues.

The President often reaches out to community leaders such as mayors and school district superintendents and communicates effectively with them. The College President attends several statewide meetings and external campus community meetings including the San Gabriel Valley Economic Partnership, a non-profit corporation committed to the successful economic development of the San Gabriel Valley (IV.B.6-1, IV.B.6-2 pg. 2). The partnership unifies the voice of San Gabriel Valley on business and community issues, supports the retention of businesses, attracts businesses and industries to the region, and facilitates cooperation among leaders to work toward solutions for the region's benefit.

The President maintains regular speaking engagements at regional events such as delivering workforce reports at the Los Angeles Chamber of Commerce and the West Covina Kiwanis Club (IV.B.6-3, IV.B.6-4, IV.B.6-5).

As the chief fundraising officer for Mt. SAC, the President meets regularly with donors and potential donors. He meets often with legislators to discuss matters of interest to the College, hosts regional high school superintendents and principals for an annual breakfast, meets often with regional community colleges including the Chancellor of the Los Angeles College District, and serves as co-chair of the Los Angeles and Orange County Regional Consortia (LAOCRC). He also hosts a monthly meeting that includes the Associated Student President and the Student Trustee, attends the Student Leadership Retreat, and is involved in the annual service project of Phi Beta Kappa (IV.B.6-6, IV.B.6-7).

The College President provides a regular report to the Mt. SAC Foundation Board of Directors and reports quarterly to the Citizens' Oversight Committee. This committee meets quarterly regarding Measure RR pursuant to Prop. 39, and is principally charged with ensuring the proper expenditure of bond funding for campus construction, reconstruction, rehabilitation or replacement of campus facilities, and informing the public concerning the expenditure of bond proceeds. Members are appointed by the Mt. SAC Board of Trustees and represent various sectors of the community, including businesses, seniors, taxpayers, students, and an advisory body. The

President authored a chapter for the Council for Advancement and Support of Education (CASE) demonstrating effectively how to develop a foundation from the ground up, titled "Strengthening the Relationship between an Institution's Chief Executive and Chief Development Officer" (IV.B.6-8).

On a quarterly basis, town hall Meetings are hosted by the College President enabling him to provide ongoing communication to the campus community on matters affecting the College (IV.B.6-9). FLEX Day presentations by the President inform management, faculty, and classified staff in a large arena (IV.B.6-10). Each semester, the President participates in classroom visits offered by faculty from across the College. This event is well received by faculty who enjoy the President's enthusiasm for a variety of subject matters. The President attends, upon invitation, many Career and Technical Education (CTE) annual advisory meetings, including nursing and public safety. He participates on the Public Art Committee, most recently working with the committee to approve and install the Carl Benjamin Mosaics on the 1A Art Building facade, is currently working on securing a Veteran's Memorial for the new Student Success Center, and has been active in promotion and support of the Art Gallery.

The President was instrumental in establishing outreach in promotion of the Bachelor's Degree Initiative. He met with chancellors of surrounding private campuses to identify degree needs in high impact areas. Mt. SAC now collaborates with Southern Illinois University, the University of La Verne, and Mount St.

Mary's for the completion of bachelor's degrees (IV.B.6-11, IV.B.6-12). The President is committed to the creation and implementation of dual enrollment opportunities, in alignment with the College mission, for high school students from five target schools in the area.

The President Delegates Communication Effectively

The College President encourages participation in community groups to work toward amicable solutions for any conflict (IV.B.6-13, IV.B.6-14, IV.B.6-15). The College's Director of Public Affairs reports directly to the President and assists in reporting out to the community as needed. The Director invites community officials for gallery openings and special events, works on governmental relations, tracks bills, talks with staff regarding position letters, attends council and taskforce meetings, and submits press releases to the public representing Mt. SAC and its CEO.

The Director also attends the Governmental Relations meetings with the Chancellor's Office and writes an update memo to the College President for dissemination to the College campus and community (IV.B.6-16). The Director of Public Affairs attends city council meetings providing recaps to update the College President, serves on the Board of the Pomona Chamber of Commerce, and is involved with all Chambers in the College's service area including Covina, La Verne, Pomona, Baldwin Park, and Walnut (IV.B.6-17). The Director of Public Affairs is the district's spokesperson for all governmental and community relations efforts and attends meetings of the Walnut task force on Mt. SAC

development (IV.B.6-18). The Director is also involved in the Pomona Rotary Club and handles all government relations. Additionally, a special assistant to the President was hired to work with community relations in areas complementary to the Director of Public Affairs.

Analysis and Evaluation

The President of Mt. San Antonio College (Mt. SAC) works and communicates effectively with the communities served by the College. When necessary, he delegates interaction with outside entities and reports on the outcomes.

Accomplishments and Outcomes

- The President of Mt. SAC reports out to members of the campus community and to the Board of Trustees.
- The College President encourages participation in community groups to work toward amicable solutions for any conflict.

List of Evidence

IV.B.3-14	President's Open Hours Website Screenshot
IV.B.6-1	San Gabriel Valley Economic Partnership
IV.B.6-2	President's Cabinet Action Notes 10-4-2016 Item 11 pg. 2
IV.B.6-3	Board of Trustee Minutes 10-21-2015
IV.B.6-4	Rotary Presentation by President 7-28-11
IV.B.6-5	Walnut Valley Rotary Distinguished Speaker Dr. Scroggins 10-11-2016
IV.B.6-6	Legislative Breakfast Email 6-2-2016
IV.B.6-7	Phi Theta Kappa Honors Society 1-22-2016 College Project Meeting
IV.B.6-8	Strengthening the Relationship Between an Institution's Chief Executive and Chief Development Officer
IV.B.6-9	Town Hall Reminder Email 5-2016
IV.B.6-10	FLEX Day Announcement Email 12-8-2015
IV.B.6-11	News Bachelor's Degree in Business 2015
IV.B.6-12	News Bachelor in Nursing 2015
IV.B.6-13	President's Letter Grading Project 5-8-2014
IV.B.6-14	President's Letter Grading Project 5-14-2014
IV.B.6-15	President's Letter Solar Power System 9-2-2015
IV.B.6-16	Government Relations Update 5-29-2015
IV.B.6-17	Pomona Promise 10-28-2015
IV.B.6-18	Walnut Task Force Meeting 10-7-2015

Standard IV.C. Governing Board

IV.C.1.

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees has Authority and Responsibility Over Policies of Assurance

The Mt. San Antonio College (Mt SAC) Board of Trustees is empowered by the California Education Code as the policy-making body of the College (IV.C.1-1). The College's Board Policies (BPs) effectively assure academic quality, integrity, and effectiveness of student learning programs and services. BP 4020 articulates a commitment to academic programs that are "high quality, relevant to student and community needs, and evaluated regularly to ensure quality, currency, and transferability when appropriate." BP 4020 also requires "regular review and justification of programs and course descriptions" and requires all new courses and programs to be approved by the Board. BP 4260 establishes a rigorous curriculum and program review process and commits the College to ensuring that qualified faculty teach courses according to the Course Outline of Record. BP 5000 addresses student success, stating, "Mt. SAC holds as one of its highest priorities the success of its students; thus, the Board wishes to institutionalize its support of student success." BPs are aligned with the mission of the College and are evaluated regularly (I.A.4-2, IV.C.1-2 pg. 6, 93-94). BPs also address a broad range of academic affairs and student services. For example, BP 4020 establishes policies to assure the quality and integrity of programs, courses, and curriculum; BP 4220 addresses standards of scholarship, and BP 5000 promotes student support and success (IV.C.1-3). Through policy, the Board delegates power and authority to the College President/CEO to effectively lead the College (IV.C.1-4).

The Board Assures Financial Stability

Administrative Procedures (APs) exist in alignment with BPs and are developed through participatory processes across campus to guide the implementation of BPs. Individual Board members are only authorized to become involved in administrative actions or procedures by formal action of the Board (IV.C.1-5). Board policies address a wide range of issues to assure financial integrity and stability of the College. The Institutional Code of Ethics clarifies the definition and importance of ethics and establishes expectations and employee responsibilities for ethical behavior (III.A.13-5). BPs and APs address a comprehensive range of institutional, business, and fiscal affairs (IV.C.1-3).

The Board has established guidelines for budget preparation (BP 6200), budget management (BP 6250), and fiscal management (BP 6300) that ensure the

financial stability of the institution. BP 6200 requires the CEO/President to present a budget to the Board and establishes criteria for the development of that budget. The BP also stipulates, "Adoption of the final budget by the Board of Trustees acknowledges the College's mission, goals, plans, and priorities." BP 6250 mandates Board approval for changes in expenditure classifications and transfers from the reserves. It also establishes a requirement of an unrestricted general fund balance that will be at least 10 percent of total expenditures to be drawn down only in the case of an institutional emergency and with Board approval. Finally, BP 6300 requires that the Board receive "a quarterly report showing the financial and budgetary conditions of the College."

The Board Evaluates the Effectiveness of Policies

The Board approves all modifications to BPs and receives as information all new and revised APs. The Board also receives regular updates on the implementation and effectiveness of student learning programs and services. Presentations are made monthly to the Board concerning College programs and services to include the Student Success and Support Program Plan, the Student Equity Plan, and academic initiatives such as Pathways to

Transfer and the American Association of Community College Pathways Initiative.

Analysis and Evaluation

Mt. San Antonio College has a governing Board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the College. This authority and responsibility is outlined in BPs, which are regularly reviewed and updated. The Board also monitors areas in its authority through the receipt of regular reports which ensures the quality of the College's programs. This authority and responsibility is outlined in Board Policies (BPs). Based on the narrative above, the College meets Accrediting Commission for Community and Junior College's Eligibility Requirement 7.

Accomplishments and Outcomes

- The Mt. SAC Board of Trustees is empowered by the California Education Code as the policy-making body of the College.
- BPs address a wide range of issues to assure financial integrity and stability of the College.
- The Board evaluates the effectiveness of its policies through several recurring processes.

List of Evidence

I.A.4-2	BP1200 College Mission
III.A.13-5	BP3050 Institutional Code of Ethics
IV.C.1-1	California Education Code 70902
IV.C.1-2	Board of Trustees Agenda 11-12-2014 pg. 6, 93-94
IV.C.1-3	Board Policies and Administrative Procedures
IV.C.1-4	BP2200 Board Duties and Responsibilities
IV.C.1-5	BP2010 Board Membership

IV.C.2.

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Mt. San Antonio College (Mt. SAC) Board of Trustees consists of seven members who are elected by trustee areas for terms of four years. Membership terms expire for four members one year and expire for the three other members in the succeeding odd-numbered years. This helps support continuity and shared memory among Board Members (IV.C.1-5). The College Board engages in dynamic discussion of issues leading to a decision. Once a decision has been made, Board members act in support of the decision. The Board takes its time to ensure there is comprehensive discussion and all members have appropriate information prior to reaching a decision (IV.C.2-1 pg. 10-12, IV.C.2-2 pg. 4). The Board is committed to acting as a unit, as is evidenced in its self-evaluation (IV.C.2-3 pg. 4-8).

Analysis and Evaluation

The Mt. San Antonio College governing Board acts as a collective entity, as once they reach a decision, they all act in support of that decision.

Accomplishments and Outcomes

- Once a decision has been made, Board members act in support of the decision.

List of Evidence

IV.C.1-5	BP2010 Board Membership
IV.C.2-1	Board of Trustees Minutes 9-9-2015 pg. 10-12
IV.C.2-2	Board of Trustees Minutes 9-16-2015 pg. 4
IV.C.2-3	Board of Trustees Minute Packet/Self Evaluation 2-22-2014 pg. 4-8

IV.C.3.

> *The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

Evidence of Meeting the Standard

The Board has a Clear Policy for Selecting the President

The Mt. San Antonio College (Mt. SAC) Board of Trustees follows policies and procedures for selecting the President. The Board establishes a search process to fill the vacancy of the College President/CEO. This process must be fair, open, and compliant with relevant regulations (IV.C.3-1). Upon the vacancy of the prior President/CEO, the Board selected a search firm and held a special study session to review and confirm the process to be followed to fill the vacancy (IV.C.3-2). The search firm was chosen from four proposals and the selected firm, PPL Inc., participated in the Board Study Session on Aug. 25, 2010 (IV.C.3-3). During the study session, the Board agreed on the selection process to be used. This process was published in the minutes and included such elements as a timeline, composition of the search committee, the Board's involvement with the committee, a College wide survey to provide an opportunity for staff input into the qualities the new President should possess, specific duties of the search committee and consultant, and the anticipated start date of a new President (IV.C.3-2). The search committee that screened all applications for the President position consisted of College administrators, classified staff, faculty,

students, and alumni who brought finalists to the Board for its final consideration and selection. Following the successful hiring of the current President/CEO, the Board approved an Administrative Procedure (AP) establishing principles to be used in future presidential search processes (IV.C.3-1).

The Board has a Clear Policy for Evaluating the President

The Board follows policies and procedures for evaluating the Mt. SAC President. The process for evaluation of the President is described in Administrative Procedure 2435 – Evaluation of the College President/CEO. This process includes the creation of a timeline, distribution of forms, publication of the criteria for evaluation, and compilation of feedback from Board members, evaluation meeting with the President, creation of a final written summary, and disposition of the results. The President writes a self-evaluation and sends it and a blank evaluation survey to the Board, managers, classified staff, faculty, and the community for feedback. All responses received are compiled by the President's executive assistant, by group. These group compilations are given to the Board for its review. The Board reviews the compilations in preparation for its closed session meeting with the President. Although the Board meets with the President in closed session to review the compilations and the self-evaluation, there is no written document that comes out of this meeting. As part of the evaluation, the President and Board agree on goals for the following year (IV.C.3-4).

Analysis and Evaluation

The Mt. San Antonio College governing Board adheres to a clearly defined policy for selecting and evaluating the President of the College. This policy was used in the last hiring process for the current President.

Accomplishments and Outcomes

- The Board of Trustees follows policies and procedures for selecting the Mt. SAC President.
- The Board follows policies and procedures for evaluating the Mt. SAC President.

List of Evidence

IV.C.3-1	BP2431 CEO Selection
IV.C.3-2	Board of Trustees Minutes 8-9-2010
IV.C.3-3	Board of Trustees Minutes 8-25-2010
IV.C.3-4	AP2435 Evaluation of College President/CEO

IV.C.4.

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Board Reflects the Public Interest

Mt. San Antonio College's (Mt. SAC's) Board Policies (BPs) help ensure Board members represent the interests of the public at a policy level. BP 2010 describes Board member eligibility, election, and restrictions to ensure that members have no conflict of interest. It establishes that the Board draws its authority from the California Constitution, Education Code, and the Board of Governors of the California Community Colleges. It defines the purpose of the Board at the policy level and sets limits on the activities of individual Board members (IV.C.1-5). All Board members complete an annual document disclosing their financial assets and personal loans to guard against conflicts of interest. BP 2715 establishes a code of ethics and standards of practice that every trustee will follow. This list of 14 points, with additional sub-points, is "a commitment to a set of values guiding the performance of the Board of Trustees" (III.A.13-3). The first value noted in the Code of Ethics/Standards of Practice for trustees is, "In all decisions, holds the educational welfare of the students of the district as his/her primary concern." This standard sets the tone for the remaining standards, which focus on educational quality and the policy-level role of the Board.

The Board Advocates for and Defends the College

The Board's role as an advocate, defender, and protector of the College from undue influence or political pressure is spelled out in the Code of Ethics/Standards of Practice, BP 2715. In 2011, in response to the concerns that specific populations of the District would be better served through trustee elections by area, the Board proactively enlisted an expert consulting firm to study and formulate an independent proposal for the best representation of all areas of the District. Following presentations and debate, the Board approved redistricting in March 2012 and selected the plan which, in the opinion of the consulting firm, best represented the intent of the California Voter Rights Act in representing ethnic minorities (IV.C.4-1 pg. 3, IV.C.4-2 pg. 14-19, IV.C.4-3). The Board's ethnic composition mirrors that of the District.

Analysis and Evaluation

The Mt. San Antonio College governing Board is an independent, policy-making body that reflects the public interest in the College's educational quality. It effectively advocates for and defends the College and protects it from undue influence or political pressure. The recent redistricting decision allowed the Board to meet the intent of the California Voter Rights Act. Based on the narrative above, the College meets Accrediting Commission for Community and Junior Colleges' Eligibility Requirement 7.

Accomplishments and Outcomes

- Mt. SAC's Board Policies help ensure Board members are able to represent the interests of the public at a policy level.

- The Board acts as an advocate, defender, and protector of the College from undue influence or political pressure.

List of Evidence

III.A.13-3	BP2715 Code of Ethics/Standards/Practice
IV.C.1-5	BP2010 Board Membership
IV.C.4-1	Board of Trustees Minutes 3-2-2012 pg. 3
IV.C.4-2	Board of Trustees Minutes 3-28-2012 pg. 14-19
IV.C.4-3	BP2100 Board Elections

IV.C.5.

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Policies are Consistent with the College Mission and Ensure Quality

The policies of Mt. San Antonio College's (Mt. SAC's) Board of Trustees ensure the quality, integrity, and improvement of student learning programs and services as well as provide the resources to support them. The Board regularly reviews the College mission, vision, and core values and approves revisions when appropriate. The most recent revision to the mission was Feb., 17 2016, and the value statement was revised Aug. 17, 2016 (IV.C.5-1 pg. 11-12). The duties of the Board are defined in Board Policy (BP) 2200: establish policies that define the institutional mission and set prudent, ethical and legal standards for College operations; assure fiscal health and stability; and monitor institutional performance and educational quality (IV.C.1-4). The Board receives an annual update on distance education prior to considering any related policy changes (IV.C.5-2 pg. 5). Additionally, the Board reviews any changes to Administrative

Procedure 4105 Distance Learning, which ensures the quality of distance education (I.B.2-24).

The Board delegates to the President of Mt. SAC the power and authority to effectively lead the College and charges him to ensure that the College has a comprehensive, broad-based ongoing planning and evaluation cycle driven by the College mission and goals and supported by institutional effectiveness research (IV.C.1-4, III.C.5-1). Under the leadership of the President, the College's Institutional Effectiveness Committee (IEC) has responsibility for institutional assessment, evaluation, and coordination of activities leading to improvement of institutional effectiveness. The College engages in an annual cycle of evaluation and planning in which plans addressing specific purposes are integrated into one Strategic Plan (I.B.9-6).

The Board has Ultimate Responsibility

BP 2200 Board Duties and Responsibilities includes all areas for which the Board maintains responsibility, including educational quality, protection of the College, and financial integrity and stability.

Analysis and Evaluation

The Mt. San Antonio College governing Board establishes policies consistent with the College mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support those programs. The governing Board has ultimate responsibility for educational

quality, protection of the College, and financial integrity and stability at Mt. SAC.

Accomplishments and Outcomes

- The policies of Mt. SAC's Board of Trustees ensure the quality, integrity, and improvement of student learning programs and services as well as the resources of Mt. SAC to support them.
- The Board maintains responsibility for educational quality, protection of the College, and financial integrity and stability.

List of Evidence

I.B.2-24	AP4105 Distance Learning
I.B.9-6	Integrated Planning and Budgeting Process Calendar
III.C.5-1	BP3250 Institutional Planning
IV.C.1-4	BP2200 Board Duties and Responsibilities
IV.C.5-1	Board of Trustees Minutes 2-17-2016 pg. 11-12
IV.C.5-2	Board of Trustees Minutes 8-13-2014 pg. 5

IV.C.6.

> *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

Evidence of Meeting the Standard

Board Policies (BPs) 2010 through 2745 are the core policies of the Board. Included in these core policies are specifics about the Board's size (BP 2010), duties and responsibilities (BP 2200), structure (BP 2305), and operating procedures (all other BPs). The College's BPs and Administrative

Procedures are reviewed regularly and are posted on the web where members of the College community and surrounding community are able to access them (IV.C.1-3).

Analysis and Evaluation

Mt. San Antonio College and its governing Board publish the Board Policies specifying the Board's size, duties, responsibilities, structure, and operating procedures. These policies are reviewed regularly and are communicated publicly.

Accomplishments and Outcomes

- Mt. SAC and its governing Board publish the Board Policies.

List of Evidence

IV.C.1-3	Board Policies and Administrative Procedures

IV.C.7.

> *The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

Evidence of Meeting the Standard

The Board of Trustees complies with its Board Policies (BPs) and Administrative Procedures (APs), which are regularly reviewed, assessed, and revised for effectiveness. BP 2410 Policy and Administrative Procedures, establishes the process of revising APs and BPs (IV.C.7-1). Policies of the Board may be adopted, revised, added to, or amended at any regular Board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended.

APs are approved by the College President and maintained as statements of method to be used in implementing Board policy. The College subscribes to regular BP/AP updates from the Community College League of California. All changes to BPs are presented to the Board for review and adoption. All revisions to APs are presented to the Board for information (IV.C.1-3).

Analysis and Evaluation

The governing Board of Mt. San Antonio College acts in a manner consistent with its policies and bylaws. These policies and bylaws are regularly reviewed for their effectiveness in fulfilling the College mission and are revised as necessary.

Accomplishments and Outcomes

- The Board of Trustees complies with its Board Policies and Administrative Procedures, which are regularly reviewed, assessed, and revised.

List of Evidence

IV.C.1-3	Board Policies and Administrative Procedures
IV.C.7-1	BP2410 Policy and Administrative Procedure

IV.C.8.

> *To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

Evidence of Meeting the Standard

In May 2010, the Mt. San Antonio College (Mt. SAC) President presented to the Board of Trustees on Assembly Bill 1417, which established a new form of accountability reporting for community colleges. The College has reported to the Board annually based on current community college accountability mandates (IV.C.8-1 pg. 10).

College administrators provide an annual report to the Board regarding Mt. SAC's performance on the California Community College Student Success Scorecard. Scorecard data for Mt. SAC and all other California community colleges is available to the College and community on the California Community College Chancellor's Office website. (IV.C.8-2 pg. 12-13). The Board received annual reports on distance learning that address total classes scheduled in distance learning modality,

student access, student success, success measures compared to face-to-face courses, and accreditation information as it pertains to distance learning (IV.C.5-2 pg. 5). The Board also receives annual reports providing student outcomes and achievement data as measured within the Student Success and Support Program, Student Equity, and Basic Skills programs. As part of the Institutional Effectiveness Partnership Initiative (IEPI), the Board reviews and approves the College's goals for IEPI indicators and Institution-set Standards (IV.C.8-3 pg. 1-15). In addition to informational presentations to the Board, members receive reports from the President, at least monthly, on a range of topics relevant to the College (IV.C.8-4).

Analysis and Evaluation

To ensure that Mt. San Antonio College is accomplishing its goals for student success, the governing Board of the College receives information regularly and reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Accomplishments and Outcomes

- The College has reported to the Board annually based on current community college accountability mandates.

List of Evidence

IV.C.5-2	Board of Trustees Minutes 8-13-2014 Item 12 pg. 5
IV.C.8-1	Board of Trustees Minutes 5-26-2010 pg. 10
IV.C.8-2	Board of Trustees Minutes 12-11-2013 pg. 12-13
IV.C.8-3	Board of Trustee Minutes 5-27-2015 pg. 1-15
IV.C.8-4	President's Report 4-15-2015

IV.C.9.

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The Board Engages in Training and Orientation

The Mt. San Antonio College (Mt. SAC) Board of Trustees hears monthly presentations from different areas of the College, and one-page summaries of these presentations are published in each Board meeting agenda. Training is also part of the Board's self-evaluation. In its annual self-evaluation and priority-setting session of February 2014, the Board discussed ways to help integrate the two newly elected members into a well-functioning Board (IV.C.9-1 pg. 11). Various Board members who have held office and leadership positions in state/national organizations share their experiences and knowledge with one another, including the student trustee who is a member on the state Community College League of California (CCLC) Board.

The CCLC provides an annual trustees conference focused on Board member training and development. Each of the new Board members attends this workshop during his/her first term in office (IV.C.9-2 pg. 5). The CCLC also provides a comprehensive Excellence in

Trusteeship Program, including a handbook as well as numerous workshops and other resources (IV.C.9-3, IV.C.9-4).

The Board members have opportunities to attend national conferences sponsored by the Association of Community College Trustees (ACCT) where many workshops are held for additional training and development. At these conferences, prominent speakers enlighten and educate trustees on a variety of national issues pertaining to community colleges.

The Board Development Program addresses the need to learn about Accreditation Standards and expectations. Development opportunities are provided both through specific CCLC workshops and materials as well as locally provided presentations to the Board. For example, informational reports on the status of the College's Accreditation Self Evaluation Report are provided by the Vice President of Instruction/Accreditation Liaison Officer (IV.C.9-5 pg. 23-24). The Board, during semi-annual, day-long study sessions, engages in additional review of accreditation standards for the College as a whole as well as discussion of standards specific to the Board (IV.C.9-6 pg. 3, IV.C.9-7 pg. 49-64).

Board Member's Terms of Office are Staggered

The Board consists of seven members who are elected by trustee areas for terms of four years. Terms of members expire for four members one year and the three other members on the succeeding odd-numbered year. This helps support continuity and shared memory among Board members (IV.C.1-5).

Analysis and Evaluation

Mt. San Antonio College's governing Board has an ongoing training program for Board development, including new member orientation. It has seven members whose terms of office are staggered to provide continuity.

Accomplishments and Outcomes

- Development opportunities are provided both through specific CCLC workshops and materials as well as locally provided presentations to the Board.
- Terms of Board members expire for four members one year and the three other members on the succeeding odd-numbered year.

List of Evidence

IV.C.1-5	BP2010 Board Membership
IV.C.9-1	Board of Trustees Minutes 2-22-2014 pg. 11
IV.C.9-2	Board of Trustees Minutes 2-19-2014 pg. 5
IV.C.9-3	Annual Trustee Conference of CCLC
IV.C.9-4	Excellence in Trustee Program
IV.C.9-5	Board of Trustees Agenda Packet 1-14-2015 pg. 23-24
IV.C.9-6	Board of Trustees Agenda pg. 3
IV.C.9-7	Board of Trustees Minutes 2-7-2015 pg. 49-64

IV.C.10.

> *Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

Evidence of Meeting the Standard

The Board Policies Establish a Process for Evaluation Assessing Effectiveness

Board Policy (BP) 2475 outlines a process for the Board to evaluate its performance and functioning. This policy establishes that an annual self-assessment will be conducted and a discussion of the compilation of the findings will occur to result in setting objectives for the following year (IV.C.10-1, IV.C.10-2). The Board evaluation protocol allows for each Board member to self-assess and assess the Board as a whole unit on how it promotes and sustains academic quality and College effectiveness. Once the results are compiled, the Board members discuss the findings (IV.C.2-3).

The Board Evaluates Itself and Makes the Results Public

The results of the Board's regular evaluations of its practices and performance, including full participation

in board training, are made public. Following BP 2745 and Administrative Policy (AP) 2745, the Board evaluates its practices and performance every year (IV.C.10-1, IV.C.10-2). The Board also evaluates the frequency and quality of its participation in Board trainings (IV.C.2-3). Results are discussed at the Board Study Session and made public record on the Mt. SAC website (IV.C.2-3).

The Results of Evaluation are Used for Improvement

Results of the Board evaluation are used to improve its performance as well as the academic quality and effectiveness of the College. The Board reviews the compiled results and develops objectives for the following year (IV.C.10-1, IV.C.10-2). The open-ended questions in the self-evaluation allow Board members an opportunity to develop and discuss areas of strength as well as areas of improvement as a unit (IV.C.2-3).

Analysis and Evaluation

Board Policies (BPs) and/or bylaws at Mt. San Antonio College clearly establish a process for Board evaluation. The evaluation assesses the Board's effectiveness in promoting and sustaining quality and effectiveness. The Board regularly evaluates its practices and performance, including full participation in training, and makes the results public. The results are used for improvement in the areas of Board performance, academic quality, and institutional effectiveness.

Accomplishments and Outcomes

- BP 2475 establishes that a self-assessment will be conducted and a discussion of the compilation of the results will occur.

- The results of the Board's regular evaluations of its practices and performance are made public.
- Results of the Board evaluation are used to improve its performance as well as the academic quality and effectiveness of the College.

List of Evidence

IV.C.2-3	**Board of Trustees Minutes Packet/Self Evaluation 2-22-2014**
IV.C.10-1	**BP2745 Board Self Evaluation**
IV.C.10-2	**AP2745 Board Self Evaluation**

IV.C.11.

> *The governing board upholds a code of ethics and conflict-of-interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)*

Evidence of Meeting the Standard

The Board Upholds and Adheres to a Code of Ethics and Conflict of Interest Policy

By policy, Board members at Mt. San Antonio College (Mt. SAC) uphold a Code of Ethics and Conflict of Interest Policy (III.A.13-2, III.A.13-3, IV.C.11-1). When there is a conflict of interest, steps are taken to resolve the conflict (IV.C.11-2 pg. 12, IV.C.11-3 pg. 97-98).

The Board has a Policy for Violations of Code that are Implemented when Necessary

The Board has a defined policy for addressing behavior that violates its code and implements that policy when necessary. If a violation occurs, the President guides the Board through the process in Administrative Procedure (AP)

2715. In the event there is a violation, the "Board of Trustees will promptly address any violation of the Board's Code of Ethics by a member or members of the Board".

Board Members have no Personal Financial Interest in the College or Those Interests are Disclosed and Do Not Interfere

The College's Conflict of Interest Policy ensures Board members have no employment, family, ownership, or other personal financial interest in the institution (III.A.13-2). Disclosures must be made on forms that are signed and filed by all Board members to ensure there are no stated conflicts of interest (IV.C.11-4, IV.C.11-5). There is no interference with Board member impartiality as the members fulfill their charge to secure the integrity of the College. The first item listed in the Code of Ethics for Board members is, "In all decisions, holds the educational welfare of the students of the district as his/her primary concern." This demonstrates the seriousness of this greater duty of impartiality (IV.C.11-1).

Analysis and Evaluation

Mt. San Antonio College's governing Board upholds a Code of Ethics and Conflict of Interest Policy to which individual Board members adhere. The Board has a clear policy for dealing with behavior that is in violation of its code and implements it when necessary. None of the Board members have employment, family, ownership, or other personal financial interest in the institution. Board

member interests are disclosed and are vetted to ensure they do not interfere with the impartiality of Board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the College. Based on the narrative above, the College meets Accrediting Commission for Community and Junior College's Eligibility Requirement 7.

Accomplishments and Outcomes

- Mt. SAC Board members uphold a Code of Ethics and Conflict of Interest Policy.
- The Board has a defined policy for addressing behavior which violates its code.
- Board members have no employment, family, ownership, or other personal financial interest in the institution.

List of Evidence

III.A.13-2	BP2710 Conflict of Interest
III.A.13-3	BP2715 Code of Ethics/Standards/Practice
IV.C.11-1	AP2715 Code of Ethics/Standards of Practice
IV.C.11-2	Board of Trustees Minutes 5-14-2014 pg. 12
IV.C.11-3	Board of Trustees Agenda Packet 5-14-2014 pg. 97-98
IV.C.11-4	AP2712 Conflict of Interest
IV.C.11-5	Statement of Economic Interest Form 700

IV.C.12.

> *The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

Evidence of Meeting the Standard

Mt. San Antonio College's (Mt. SAC's) Board Policy 2430 Delegation of Authority to the College President provides the College President, "The executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" (IV.C.12-1). Administrative Policy 2410 Process for Revision of Administrative Procedures and Board Policies gives the President the final approval of all Administrative Procedures with changes going to the Board of Trustees as an information item (I.B.7-1).

Analysis and Evaluation

The Board delegates full responsibility and authority to the President/CEO to implement and administer Board Policies without interference. It holds the President/CEO accountable for the operation of the College.

Accomplishments and Outcomes

- Mt. SAC's BP 2430 Delegation of Authority to the College President provides authority to the College President.

List of Evidence

I.B.7-1	AP2410 Process for Revision of Administrative Procedure or Board Policy
IV.C.12-1	BP2430 Delegation of Authority to College President-CEO

IV.C.13.

> *The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

Evidence of Meeting the Standard

The Board is Informed about Accreditation and all that it Encompasses

The Mt. San Antonio College (Mt. SAC) Board receives information twice annually on the current accreditation process and new requirements at Board meetings (IV.C.9-5 pg. 23-24, IV.C.13-1). At the Feb. 7, 2015, Board Study Session, the Board determined that it would evaluate its own self-evaluation process in light of new Accreditation Standards (IV.C.9-7 pg. 3, 49-64). Board Policy (BP) 3200 ensures the Board's involvement with the accreditation process. It states, "The College President/CEO shall ensure that the Board is involved in any accreditation process in which Board participation is required. The College President/CEO shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report" (IV.C.13-2). The Board receives annual training with the Community College League of California that includes

training on Accreditation Standards (IV.C.13-3).

The Board Supports the College's Efforts

Mt. SAC's Board recognizes the mission of the College and its need to support and improve student success. This is demonstrated in BP 1200 College Mission and BP 5000 Student Success (I.A.4-2, IV.C.13-4).

The Board Participates in Evaluation

The College's Board participates in an annual self-evaluation to evaluate its performance and to adhere to Accreditation Standards (IV.C.10-1).

Analysis and Evaluation

The governing Board of Mt. San Antonio College (Mt. SAC) is informed about all that encompasses accreditation and supports through policy the College's efforts to improve and to excel. The Board participates in evaluation of its roles and functions in the accreditation process.

Accomplishments and Outcomes

- The Mt. SAC Board received information on the current accreditation process and new requirements at two different Board meetings.
- Mt. SAC's Board recognizes the mission of the College and its need to support and improve student success.
- The College's Board participates in an annual self-evaluation.

List of Evidence

I.A.4-2	BP1200 College Mission
IV.C.9-5	Board of Trustees Agenda Packet 1-14-2015 pg. 23-24
IV.C.9-7	Board of Trustee Minutes 2-7-2015 pg. 3, 49-64
IV.C.10-1	BP2745 Board Self Evaluation
IV.C.13-1	Board of Trustees Study Topics 2015
IV.C.13-2	BP3200 Accreditation
IV.C.13-3	Presentation Handouts CCLC
IV.C.13-4	BP5000 Student Success

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MT. SAC

CHANGES AND PLANS ARISING OUT OF SELF EVALUATION PROCESS

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Introduction

Mt. San Antonio College (Mt. SAC) began its work on a gap analysis in March 2014. This gap analysis allowed the College to identify areas for growth during the Self Evaluation process. The process began with the Accreditation Steering Committee (ASC) reviewing the Accreditation Standards and then moved to college-wide committees discussing Standards related to their purpose and function statements. In October 2014, 19 campus-wide committees submitted gap analysis documents in which they identified gaps between new Accrediting Commission for Community and Junior Colleges (ACCJC) Standards and Mt. SAC's evidence for meeting those Standards.

What the College Identified in 2014

A review of the documents submitted resulted in emerging themes identified in the following synthesis and plan:

Theme 1: College Mission

I.A.1., I.A.2., and I.A.3.: As the College mission statement is vague and cannot be measured (I.A.1.), the College cannot provide evidence that it uses the mission in evaluation (I.A.2. and I.A.3.).

> ***Next Steps:*** The President's Advisory Council (PAC) will review the College's mission statement relative to the new ACCJC Standards. Feedback will be given to the ASC by April 30, 2015.

> ***Responsible Party:*** PAC

Theme 2: Outcomes

I.C.3. and II.A.12.: The College lacks a usable venue for communicating matters of academic quality evidenced by the assessment and evaluation of learning outcomes (I.C.3.). Additionally, the General Education Outcomes process needs to be transitioned to an Institutional Level Outcomes (ILO) process, and this is currently in progress.

> ***Next Steps:*** The Outcomes Committee (OC) will review this recommendation and provide direction as to how its Outcomes webpage could be re-worked to improve upon communicating matters of academic quality as well as the ILO components. Feedback will be given to ASC by April 30, 2015.

> ***Responsible Party:*** OC

Theme 3: Library

II.B.1.: The library needs to be part of the curriculum review process in order for the College to fully meet this Standard. Currently, with the exception of its part in the Associate Degree for Transfer process, it is not.

> ***Next Steps:*** The Dean of Library and Learning Resources will discuss this matter with the chairs of Curriculum and Instruction and the Associate Vice President of Instruction and recommend a plan of action. Feedback will be given to the ACS by April 30, 2015.

Responsible Party: Dean of Library and Learning Resources and Associate Vice President of Instruction

Theme 4: Evaluation

III.A.5.: While some constituency groups at the College have regular evaluation procedures, not all do.

> *Next Steps:* Human Resources will provide a one-page outline of how evaluations are being done for all College employees. Feedback will be given to the ASC by April 30, 2015.

> *Responsible Party:* Vice President of Human Resources

Theme 5: Online Instruction

III.C.4.: While faculty are required to be trained in order to teach in the online or hybrid format, there is no required or organized training for students who take classes in the online or hybrid format.

> *Next Steps:* The Distance Learning Committee (DLC) will review the Standard and provide input as to the totality of training offered and required for its online and hybrid programs. Feedback will be given to the ASC by April 30, 2015.

> *Responsible Party:* DLC

What the College Did to Address the Gaps in 2014 and Onward

Beginning work on the gap analysis commenced immediately after the synthesis was presented. Working groups that were charged to focus on systematic improvement in these areas to ensure a full meeting of the Standard were put into place. Individuals to be part of these working groups were identified and contacted upon recommendation of the ASC. A follow-up to this first gap analysis synthesis, completed in September 2015, revealed that all five of the identified themes in the gap analysis were either filled or close to being filled. By June 2016, all identified gaps were filled.

The changes arising from the Self Evaluation process, as a result of the initial gap analysis and follow up resulted in Mt. SAC meeting all of the Accreditation Standards.

Table Changes and Plans-1. Timeline, Process, and Outcomes

Theme and Standards	Change/Improvement	Completion Date	Outcome(s)	Future Action(s)
College Mission: I.A.1, I.A.2, and I.A.3	• PAC reviewed the mission • Mission was revised • Uses the mission in evaluation	February 2016	• Mission accurately reflects the intention of the College	• Continue with annual mission review by PAC
Outcomes: I.C.3 and II.A.12	• OC created a process for transitioning to ILOs • OC created a process for tracking completion of Program Learning Outcomes (PLOs)	September 2016	• ILOs and PLOs are assessed as part of the outcomes process • The results of ILOs and PLOs are used for improvement • PLOs are listed for each program in the College Catalog	• Continue with regular review by the OC
Library: II.B.1	• The Curriculum Liaison provided evidence of a library as a sign-off as part of the curriculum review process	n/a	• This perceived gap was determined not to exist when evidence was presented	• Continue with regular review of the process
Evaluation: II.A.5	• Human Resources identified each group's evaluation procedures and shared them with the ASC	n/a	• This perceived gap was determined not to exist when evidence was presented	• Continue with regular review of the process
Online Instruction: III.C.4	• The DLC identified training opportunities for students and shared them with the ASC	n/a	• This perceived gap was determined not to exit when evidence was presented	• Continue with regular review of the process

The action plans resulting from the Self Evaluation process are addressed in the Quality Focus Essay.

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MT. SAC

QUALITY
FOCUS ESSAY

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Introduction

During the process of completing its Self Evaluation, Mt. San Antonio College (Mt. SAC) has identified three areas on which to focus in order to improve effectiveness. These three areas, which will be addressed in detail in the body of this Quality Focus Essay (QFE), are: the integration of Mt. SAC Strategic Plan Key Performance Indicators (KPIs), Institution-set Standards (ISS) and indicators for the Institutional Effectiveness Partnership Initiative (IEPI) at all levels of the Planning for Institutional Effectiveness (PIE) process; the institutionalization of the American Association of Community Colleges (AACC) Pathways Project, and the integration of the Basic Skills, the Student Success and Support Program (SSSP), and the Student Equity plans.

What is…

> **KPIs:** Mt. SAC Strategic Plan Key Performance Indicators: A key performance indicator (KPI) is a type of performance measurement. Mt. SAC uses KPIs to evaluate its overall success and to evaluate the success of Strategic Objectives in the Strategic Plan. Success is measured both in terms of preparation to take action and in terms of the outcomes produced by that action. Accordingly, choosing the right KPIs relies upon a good understanding of how the College functions. As a result, choice of a KPI often depends on the department assigned the objective, e.g. the KPIs useful to Instruction will be quite different from the KPIs

for objectives assigned to Student Services. Consequently, various techniques are used to assess the unit performing the activity, the nature of the activity, and the outcomes associated with the selection of performance indicators. For long-term objectives, KPIs can be used to measure benchmarks set as intermediate outcomes and to provide mid-course corrections. Thus, KPIs are an essential element in the evaluation of processes and strategies (I.A.3-1 pg. 5-20).

ISS: Institutions must set standards for satisfactory performance of student success (student achievement and student learning). The Accrediting Commission for Community and Junior Colleges (ACCJC) will examine each institution's standards and assess their appropriateness. ACCJC will examine the institution's analysis of performance, using student achievement data, and will note both effective performance and areas in which improvement is needed. External evaluation teams will determine whether or not the institutional-set standards are appropriate. A "standard" is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement "goal" which an institution may aspire to meet. The standard should be

foundational and not aspirational ([QFE.1-1](#)).

IEPI: IEPI is a collaborative effort to help advance the institutional effectiveness of California Community Colleges (CCC). The IEPI framework of indicators is designed to measure the ongoing condition of a community college's operational environment in numerous areas including College student performance and outcomes. Mt. SAC's IEPI framework indicator goals demonstrate the impact of the College's strategic work and ongoing commitment to students' success in proper form ([QFE.1-2](#))

Integration of KPI's, ISS, and IEPI into all levels of the PIE Process

Mt. SAC has established ISS and reported the data resulting from their analysis as well as the data required by the IEPI. Mt. SAC has begun the process of assigning and measuring KPIs for Strategic Objectives in the Mt. SAC Strategic Plan. While the College uses the data from these sources to improve effectiveness, it has determined that it has the potential for additional advancement. The College plans to more authentically integrate KPIs, ISS, and IEPI data into all levels of the PIE process in order better to link the KPI, ISS and IEPI data to student learning outcomes (SLOs) and to resource allocation. These indicators were added to PIE in 2015-16.

In its Self Evaluation, Mt. SAC identified that it uses data for decision-making extensively. For the KPI, ISS, and IEPI indicators, the goals for each are discussed by governance committees and

used to substantiate the College's work. One area for growth that has been identified is that these indicators are at the "30,000-foot level," as they are course success rate across the College as a whole; while this is a good point-of-reference, it is not tangible or actionable to faculty in the classroom. The College now includes these indicators, as appropriate, in PIE for each department to indicate how it is addressing the indicators (that is, how it is going to improve upon its success rates as needed). Data are presented both at the college- and program-levels which allows for more actionable outcomes. Through the QFE Action Plan, this work will progress to better link data to SLOs and to resource allocation.

The support for this work at the College is paramount to the success of this action plan. The Academic Senate appointed an ISS Task Force to determine the ISS and then the IEPI via the Institutional Effectiveness Committee (IEC), which also oversees implementation of the Strategic Plan. Currently, ISS and IEPI indicators and data are presented by IEC to the President's Advisory Council (PAC). KPIs are reviewed as part of the annual Strategic Plan update. Additionally, these indicators and data are presented to the Board of Trustees for review as is the Strategic Plan. The Academic Senate and the Classified School Employees Association (CSEA) are supportive of these indicators being a part of the PIE process. The Board and President's Cabinet approve funding for new initiatives in order to improve the College's meeting and/or exceeding of the indicators.

While Mt. SAC does have a resource allocation process that links to SLOs, the new inclusion of KPIs, ISS and IEPI indicators and data into PIE leaves an opportunity to strengthen this. The anticipated outcomes of this action plan that will positively impact academic quality and institutional effectiveness are:

- Programs will spend time discussing not only SLOs, but also KPI, ISS and IEPI data in an authentic manner.
- All units at the College will be more engaged through having more input in the goal-setting processes of the Strategic Plan, ISS and IEPI.
- Units will use this as an opportunity to reflect on the findings as they relate to the curriculum and alignment. While units already do this with their SLOs, looking at KPIs, ISS and IEPI will provide a different lens for this review.

- Units will engage in cross-department communications within or between divisions.
- This process will create an opportunity for the deans and associate deans to further understand, engage, and use these metrics to improve student success.

This process will be evaluated as a natural extension of the PIE yearly evaluation process. Because this action plan will be accomplished and evaluated within PIE, which in and of itself is sustainable as demonstrated by its many years of being in operation, the plan, as well, will be sustainable. The following timeline outlines the tasks to be undertaken and the anticipated outcomes and impact on academic quality and institutional effectiveness.

Table QFE-1. Timeline for PIE Process

Task	Responsible Party	Anticipated Outcomes	Impact on Academic Quality and Institutional Effectiveness	Timeline
Determine method for authentic integration of KPIs ISS and IEPI into PIE	IEC	IEC will decide upon a method for ensuring the completion of the action plan.	A method for ensuring deeper College-wide conversations of KPIs, ISS and IEPI will be in place.	Fall 2016
Solicit input from constituency groups	Constituency group representatives on IEC	Constituency groups will have a voice in the work on the action plan.	The process will have been one of collaboration, ensuring constituent group support.	Spring 2017
Communicate the change to the College via IEC PIE Memo	IEC	The College will understand the new addition to the PIE process.	The units will be able to analyze the KPI, ISS and IEPI data in addition to SLO data resulting in deeper analysis in anticipation of requests for resource allocation.	Fall 2017
Have units respond to the change in their PIE documents	Instructional and Student Services Units	Units will integrate KPI, ISS and IEPI data with SLO data to encourage participation in College-wide goal setting processes.	Cross-departmental discussion either between or within divisions will allow for the free-flow of ideas for student success related to College-wide indicators.	Spring 2018
Evaluate the effectiveness of the change	IEC	IEC will be able to communicate the results of the integration to the College.	The College can assess the results of the integration and determine the need to make changes to the process.	Fall 2018
Have College-wide discussions of the process	Professional and Organizational Development (POD)	POD will schedule discussions for miss personnel to discuss their response to the integration.	The loop will be closed, resulting in a College-wide understanding of the integration of KPIs, ISS and IEPI with SLOs and resource allocation.	Spring 2019

The Integration of the SSSP, Student Equity, and Basic Skills Initiative plans.

In recent years, the CCCs have committed to increasing access for the most marginalized students with the goal of improved outcomes, including progression and completion. A great deal of research has occurred on high-impact interventions, evidence-based practices, and the support structures needed to help these students achieve successful outcomes. Mt. SAC has a high number of disproportionately impacted students with low college preparation levels, so interventions and services are critical for their achievement. In response to this data, Mt. SAC has been at the forefront of implementing these practices. For example, the College implemented mandatory orientation for years prior to the requirement by the Student Success and Support Program (SSSP), as well as requiring probation interventions. The Student Equity Plan (SEP) at the College was in place well before it was mandated by the state and is an ongoing priority of the College that drives its equity directives. A variety of state initiatives along with significant funding streams have supported efforts to improve student achievement by directing services to the neediest students.

For purposes of strengthening student outcomes, Mt. SAC will increase the integration among the SEP, credit and noncredit SSSP, and Basic Skills Initiative (BSI) plans. In doing so, the primary focus will be on coordinating services and learning support for students to improve access to courses and programs, success in completing those programs, and equity in accomplishing those goals. And although there have been many instances of positive student outcomes as a result of these individual plans and resources, successes can be scaled up with a combined focus of how Mt. SAC provides service throughout the student lifespan and how achievement can be improved.

To begin the coordination, it is important to determine an appropriate structure and to identify potential stakeholders that will join to lead the integration as well as establish adequate professional development and training. An example of such a structure would be an integrated team of faculty and staff from each committee, a combined committee, or workgroups around specific topics of the integrated plan. Mt. SAC will promote accessibility for meetings among all stakeholders with regards to time and location, which will support transparency and optimal communication. Integrated planning can present complex challenges and opportunities, so professional development and training will most likely be needed. Strategic planning is the norm at Mt. SAC, so it is anticipated that this transformation will be well received on campus.

The integration of plans will complement the current AACC Pathways Project by examining how Mt. SAC supports new students who place in basic skills levels. With successful collaboration among initiatives and resources, students will have thorough and appropriate assessment, orientation, advising, and placement from the first point of contact. The above integrated team will create processes that monitor, track, and provide the appropriate support and structured interventions through every basic skills course including integration of

counseling and in-class instructional support. Specifically, counselors may be embedded in a basic skills class to assist students with goal direction or study skills.

Establishing these combined processes will be guided by a crosswalk that Mt. SAC already has in place. Mt. SAC was forward thinking and developed a crosswalk which identifies common goals and practices among the plans. Along with this tool, our integrated team can then review existing gap analyses from the three plans to combine them into one plan. Additionally, the group will identify and eliminate redundancies, outdated gaps, and overlaps.

As part of determining shared campus goals, it is imperative to ensure alignment and relevancy to the Mt. SAC Strategic Plan, Educational Master Plan, enrollment management, accreditation standards, and the Technology Master Plan. It is also important to consider noncredit plans including Adult Education Block Grant (AEBG) and Workforce Innovation and

Opportunity Act (WIOA) Title II so their success goals are included in the integrated plan.

Existing data sets for each plan will be needed to support goal setting. These datasets will include reports from Mt. SAC's Banner data system, regional demographics, Basic Skills tracker, Datamart, and other college, state, and local data tools. This data will guide goal setting for the integrated plan and may inform the creation of a success dashboard.

The process used to integrate these three plans will be evaluated to determine functionality and outcomes. The ongoing nature of these funding resources indicates sustainable support for students. It is important to assure the redesigned structure improves student access and goal attainment and does so in an equitable manner. The following timeline outlines the tasks to be undertaken and the anticipated outcomes and impact on academic quality and institutional effectiveness.

Table QFE-2. Timeline for Integration of Plans

Task	Responsible Party	Anticipated Outcomes	Impact on Academic Quality and Institutional Effectiveness	Timeline
Gather stakeholders and determine structure for ongoing dialogue	Committee chairs	• Coordination and collaboration among stakeholders • Understanding of each plan • Overlaps and differences of plans	Alignment with other plans	Spring 2017
Gap analysis for services to students and filling the gap	Committee chairs, Pathways to Transfer manager	• Identify how services are delivered throughout the student's educational lifespan • Identify redundancies, and outdated gaps, and overlaps	• Compile a joint gap analysis of campus services for disproportionately impacted and low skilled students • Scale up • Students will have thorough and appropriate assessment and referrals from the first point of contact	Spring 2018-Spring 2020
Identify the goals for the integrated plan and data needs	Committee chairs	Data will guide goal setting for the integrated plan and may inform the creation of a success dashboard.	Improved student achievement data	Spring 2017-2020
Evaluation of Impact	Committee chairs	Evaluate functionality and outcomes. The ongoing nature of these funding resources indicates sustainable support for students.	Redesigned structure provides support to students at an improved level	Fall 2017-2020
Professional development	Committee chairs, POD	• Synthesis of the topic of Institutional Planning (IP) • Application of IP with multiple plans • Application of IEPI IP Tools • Use of Professional Learning Network, Lynda.com, etc.	Improved understanding of IP and its applied application to the College	Spring 2017-2020

Pathways

At Mt. SAC, Academic Pathways for students to follow are growing more pronounced each year. Over many years, Mt. SAC offered guided pathways programs along with purposeful student support services. The Bridge Program is an example of this, offering several learning communities designed to increase students' academic and personal success through the structuring of the learning environment. Students participating in a learning community are enrolled in linked or clustered classes that are taught in a cooperative environment among instructors. There are various learning communities offered: Summer Bridge, Math Bridge, English Bridge and others. Each learning community focuses on a specific academic need and has an assigned counselor to assist students. The Bridge Program assists incoming freshmen students who are underprepared academically, are economically disadvantaged, and need additional support in their first year at Mt. SAC.

Mt. SAC's Pathways to Transfer allows students to be in a cohort, or group, taking three sequential linked English or mathematics classes to reach transfer level in an accelerated manner. Passing the class means guaranteed enrollment in the next class in the sequence. The intrusive counseling component also includes tutors in the classroom and supplemental instruction. Student achievement results indicate Pathways to Transfer students are more likely to progress through the course sequence and complete college-level math and English than are non-Pathways students.

Based on the College's Guided Pathways work, Mt. SAC is honored to be one of 30 elite community colleges across the nation chosen to participate in the Pathways Project sponsored by the AACC. The project is supported by the Bill & Melinda Gates Foundation and focuses on building capacity for community colleges to design and implement structured academic and career pathways at scale, for all of their students. The Guided Pathways model is built upon three important design principles:

1. Colleges' program redesigns must pay attention to the entire student experience, rather than to just one segment of it (such as developmental education or the intake process).
2. A Guided Pathways redesign is not the next in a long line of discrete reforms, but rather a framework or general model that helps unify a variety of reform elements around the central goal of helping students choose, enter, and complete a program of study aligned with students' goals for employment and further education.
3. The redesign process starts with student end goals for careers and further education in mind and "maps" programs and supports to ensure that students are prepared to thrive in employment and education at the next level (QFE.1-3).

Mt. SAC strongly supports the AACC Pathways Project and sends several faculty and administrators to each of the Pathways Institutes. Led by a Pathways Workgroup, the College is implementing

lessons learned from the institutes to engage faculty in higher-level discussions that are guiding the design of career clusters and re-examining program sequencing through course mapping. In summer 2016, counselors and faculty from 19 degree and certificate programs participated in course mapping exercises and 350 first-time college students provided feedback on which programs should be clustered together based on career options. The College's new online catalog provides for the use of this clustering. Students who join a cluster will be more likely to take courses at the College that align with their final career goals. For example, students who are interested in the sciences would take courses in that cluster and as they determine their final major, their course work would count toward that degree or certificate.

In a related vein, contextualized learning in developmental education courses is woven into the program clusters.

Contextualized learning offers students a developmental education experience with curriculum flavored to be relevant to their career goals. This provides an opportunity for students to engage in their proposed field of study earlier in their college careers which supports persistence through their programs.

Based on the work the College has done thus far, the following timeline outlines the tasks to be undertaken and the anticipated outcomes and impact on academic quality and institutional effectiveness. Being a leader across the nation in Guided Pathways work is something the College very much values and this work indicates its strong commitment to and continued focus on improving student success. The College knows what is effective. Now it is time to scale up, providing access for more students to be part of an informed Pathway guiding them to their academic success.

Table QFE-3. Timeline for Pathways

Task	Responsible Party	Anticipated Outcomes	Impact on Academic Quality and Institutional Effectiveness	Timeline
20+ programs will evaluate course sequence	Content faculty and counselors	*Content faculty and counselors will collaborate on guided pathway sequencing*	*Programs are reviewed for appropriateness to student needs*	Fall 2016
Contextualized learning is offered in five developmental education courses	Content and basic skills faculty	*Content faculty and basic skills faculty will collaborate to enhance existing curriculum with relevant content*	*Student are engaged earlier in academic career increasing persistence*	Spring 2017
20 more programs will evaluate course sequence	Content faculty and counselors	*Content faculty and counselors will agree on guided pathway sequencing*	*Collaboration between content and counseling faculty for developing appropriate course sequencing*	Spring 2017
All remaining programs will evaluate course sequence	Department Chairs	*All programs will complete evaluation of course sequencing for programs and degrees*	*Collaboration between content and counseling faculty for developing appropriate course sequencing*	Fall 2017
Contextualized courses are offered in 10 percent of developmental education courses	Office of Instruction and Department Chairs	*Contextualized developmental education courses are offered across all career clusters*	*Increased student persistence through developmental education sequences*	Spring 2018
Career clusters will inform enrollment management	Counselors and Department Chairs	*Student career choices assist in determination of course offerings*	*Student needs met through strengthened enrollment management*	Spring 2018
Educational Plans will inform enrollment management	Counselors	*Student Education plans assist in determination of course offerings*	*Time to completion shortened with increase in student success.*	Fall 2018
New program offerings will include mandatory course sequence and mapping	Department Chairs	Course sequencing and mapping included in new program proposals	Research demonstrates increased student persistence and completion	Spring 2019
50 percent of developmental education courses offer contextualized learning	Office of Instruction	Contextualized developmental education courses are offered across all career clusters	Increased student persistence through developmental education sequences with higher completion rates.	Spring 2019

List of Evidence

I.A.3-1	Strategic Plan 2015-17 pg. 5-20
QFE.1-1	ACCJC Accreditation Standards
QFE.1-2	Institutional Effectiveness Partnership Initiative (IEPI)
QFE.1-3	AACC Pathways

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MT. SAC

ACRONYMS

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Acronym	Full Name or Description
3C4A	California Community College Counselors/Advisors Academic Association for Athletics
A.A.-T	Associate in Arts for Transfer
A.S.-T	Associate in Science for Transfer
A2MEND	Annual African American Male Educational Network and Development
A.A.	Associate of Arts
Aa2	Moody's Bond Rating
AACC	American Association of Community College
AANAPI	Asian American and Native American Pacific Islander
AANAPISI	Asian American and Native American Pacific Islander-Serving Institution
AB 540	Assembly Bill 540 Non-Resident Tuition Waiver
ABE	Adult Basic Education
ACCJC	Accrediting Commission for Community and Junior Colleges
ACDA	American Choral Directors Association
ACES	Achieving in College, Ensuring Success
ACSM	American College of Sports Medicine
ACS WASC	Accrediting Commission for Schools, Western Association of Schools and Colleges
ADA	Americans with Disabilities Act
ADN	Associate Degree in Nursing
ADT	Associate Degrees for Transfer
AEBG	Adult Education Block Grant
AEFLA	Adult Education and Family Literacy Act
ALA	American Library Association
ALEK	Assessment and Learning in Knowledge Spaces
ALO	Accreditation Liaison Officer
AMAC	Academic Mutual Agreement Council
AmLa	American Language (Credit ESL) Department
AMLA	American Language (Credit ESL) Course
AP	Administrative Procedure
APAHE	Asian Pacific Americans in Higher Education
APEX	Banner reporting system
API	Dashboard platform
Arise	Asian American and Native American Pacific Islander-Serving Institutions Grant
Argos	Data reporting program
AS	Academic Senate
AS	Associate of Science
AS	Associated Students
ASC	Accreditation Steering Committee
ASCIP	Alliance of Schools for Cooperative Insurance Programs
ASL	American Sign Language
ASWD	Accommodating Students With Disabilities
AUO	Administrative Unit Objectives
AWE	Assessment of Written English
BA	Bachelor of Arts
BOT	Board of Trustees
BP	Board Policy

Acronym	Full Name or Description
BS	Bachelor of Science
BSI	Basic Skills Initiative
BSN	Bachelor of Science in Nursing
BSU	Black Student Union
C&I	Curriculum and Instruction Council
CAASPP	California Assessment of Student Performance and Progress
CalPERS	California Public Employees' Retirement System
CalSTRS	California State Teachers' Retirement System
CalWORKs	California Work Opportunity and Responsibility to Kids
CNA	Certified Nursing Assistant
CAP	Computer Adaptive Placement
CARE	Cooperative Agencies Resources for Education
CBA	Collective Bargaining Agreements
CBEDS	California Basic Educational Data System
CCC	California Community Colleges
CCCAA	California Community Colleges Athletics Association
CCCCO	California Community College's Chancellor's Office
CCC-IOU	California Community College - Investor Owned Utility
CCDT	California Chemistry Diagnostic Test
CCFS-311Q	Quarterly Financial Status Report
CCLC	Community College League of California
CCSSE	Community College Survey of Student Engagement
CD	Compact Disc
CDCP	Career Development and College Prep
CEC	California Education Code
CED	Continuing Education Division
CEDC	Campus Equity and Diversity Committee
CEO	Chief Executive Officer
CEQA	California Environmental Quality Act
CHHA	Certified Home Health Aid
C-ID	Course Identification
CIF	California Interscholastic Federation
CIO	Chief Information Officer
CIRP	Cooperative Institutional Research Program
CMO	Course Measurable Objectives
CMPCT	Campus Master Plan Coordinating Team
COE	Center of Excellence
COPS	Certificate of Participation
COR	Course Outline of Record
CPDC	Classified Professional Development Committee
CSAC	California State Association of Counties
CSEA	California School Employee Association
CSU	California State University
CTE	Career Technical Education
CTO	Chief Technology Officer
DHH	Deaf and Hard of Hearing
DL	Distance Learning

Acronym	Full Name or Description
DLA	Directed Learning Activity
DLC	Distance Learning Committee
DR	Disaster Recovery
DRP	Degrees of Reading Power
DSA	Division of State Architect
DSPS	Disabled Student Programs & Services
EDC	Educational Design Committee
EEO	Equal Employment Opportunity
EMP	Educational Master Plan
EMT	Emergency Medical Technician
EOA	Education for Older Adults
EOC	Emergency Operations Center
EOPS	Extended Opportunity Programs & Services
ESL	English as a Second Language
ETP	Employment Training Panel
FA	Faculty Association
FAC	Facilities Advisory Committee
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FISAP	Fiscal Operations Report and Application to Participate
FMP	Facilities Master Plan
FON	Faculty Obligation Number
FPDC	Faculty Professional Development Council
FPM	Facilities Planning and Management
FTE	Full-time Equivalent
FTES	Full-time Equivalent Student
FTFO	Full-time Faculty Obligation
FY	Fiscal Year
GASB	Government Accounting Standards Board
GE	General Education
GEO	General Education Outcome
GOBI3	Global Online Bibliographic Information
GPA	Grade Point Average
GSF	Gross Square Footage
HIPAA	Health Insurance Portability and Accountability Act
HR	Human Resources
HRM	Hospitality and Restaurant Management
HSE	High School Equivalency
HSO	High School Outreach
HSI	Hispanic-Serving Institution
ICC	Inter-Club Council
IDEAS	Improving Dreams Equality Access & Success
IEALC	Inland Empire Academic Libraries Cooperative Library
IEC	Institutional Effectiveness Committee
IELTS	International English Language Testing Service
IEP	Individual Education Plans
IEPI	Institutional Effectiveness Partnership Initiative

Acronym	Full Name or Description
IGETC	Intersegmental General Education Transfer Curriculum
ILO	Institutional Level Outcomes
IRS	Internal Revenue Service
ISS	Institution-set Standards
IT	Information Technology
ITAC	Information Technology Advisory Committee
KPI	Key Performance Indicators
LAC	Learning Assistance Center
Lambda	Mt. SAC Gay-Straight Alliance
LAOCRC	Los Angeles and Orange County Regional Consortia
LEAD	Leadership Education and Development Program
LERN	Learning Assistance
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Questioning
LHE	Lecture Hour Equivalents
LLC	Language Learning Center
LLR	Library and Learning Resource
LLRC	Library and Learning Resource Center
LMS	Learning Management System
MAP	Mountie Academic Plan
MARC	Math Activities Resource Center
MDRC	Nonprofit Organization
MEChA	Movimiento Estudiantil Chicano de Aztlán
MIS	Management Information System
MMI	Male Minority Initiative
MO	Measurable Objectives
MOU	Memorandum of Understanding
MPDC	Management Professional Development Committee
MR	Moodlerooms
MRSA	Methicillin-Resistant Staphylococcus Aureus
MSMU	Mount Saint Mary's University
Mt. SAC	Mt. San Antonio College
NASPA	Student Affairs Administrators in Higher Education
NATA	National Athletic Trainers' Association
NATYCAA	National Association of Two Year College Athletic Administrators
NCAA	National Collegiate Athletic Association
NSEP	Noncredit Student Educational Plan
NSF	National Science Foundation
OC	Outcomes Committee
OCLC	OCLC WorldShare Management Services (WMS)
OEI	Online Education Initiative
OLSC	Online Learning Support Center
OPEB	Other Postemployment Benefits
PAC	President's Advisory Council
PC	President's Cabinet
PCAH	Program and Course Approval Handbook
PDC	Professional Development Council
PHI	Protected Health Information

Acronym	Full Name or Description
PIE	Planning for Institutional Effectiveness
PLO	Program Level Outcomes
POD	Professional and Organizational Development
PPL	Educational consulting firm
QCI	Quality Copying Inc.
QFE	Quality Focus Essay
REACH	Reaching Empowering Achieving and Completing with Heart
RIE	Research and Institutional Effectiveness
ROP	Regional Occupational Program
RR	Bond Measure RR
SAAC	Student Athlete Advisory Council
SanFACC	San Gabriel/ Foothill Association of Community Colleges
SARS-GRID	Student Appointment Reservation System-GRID
SCE	School of Continuing Education
SELPA	Special Education Local Planned Area
SEP	Student Education Plan
SGVEP	San Gabriel Valley Economic Partnership
SIU	Southern Illinois University
SLG	Student Learning Goal
SLO	Student Learning Outcomes
SO	Strategic Objectives
SP	Strategic Plan
SP&S	Student Preparation and Success Council
SPOT	Skills and Pedagogy for Online Teaching
SSARCC	Student Services Automated Reporting for Community Colleges
SSEED	Student Support for Educational and Employment Development
SSSC	Speech and Sign Success Center
SSSP	Student Success and Support Program
STAR	Student Transfer Achievement Reform
STEM	Science, Technology, Engineering, and Math
STEP	Summer Transition Enrichment Program
STMA	Students Sports Turf Management Association
STV	Short-term Vocational
TERC	Technical Education Resource Center
Title V	Developing Hispanic-Serving Institutions grant
T-MARC	Transfer Math Activities Resource Center
TMP	Technology Master Plan
TOEFL	Test of English as a Foreign Language
TSM	Tivoli Storage Manager
TTAC	Telecommunications & Technology Advisory Committee
UC	University of California
URL	Uniform Resource Locator
USC	University of Southern California
USCIS	United States Citizenship and Immigration Services
VA	Veterans Affairs
VAWA	Violence Against Women Act
VESL	Vocational English as a Second Language

Acronym	Full Name or Description
VEX	Robotics Competition
VP	Vice Presidents
VRC	Veterans Resource Center
VRS	Video Relay System
VSOC	Veterans Success on Campus
WASC	Western Association of Schools and Colleges
WebCMS	Web Content Management System
WIOA	Workforce Innovation and Opportunity Act
WMS	Worldshare Management System
YBP	Yankee Book Peddler, Library web-based collection development tool

INDEX OF EVIDENCE

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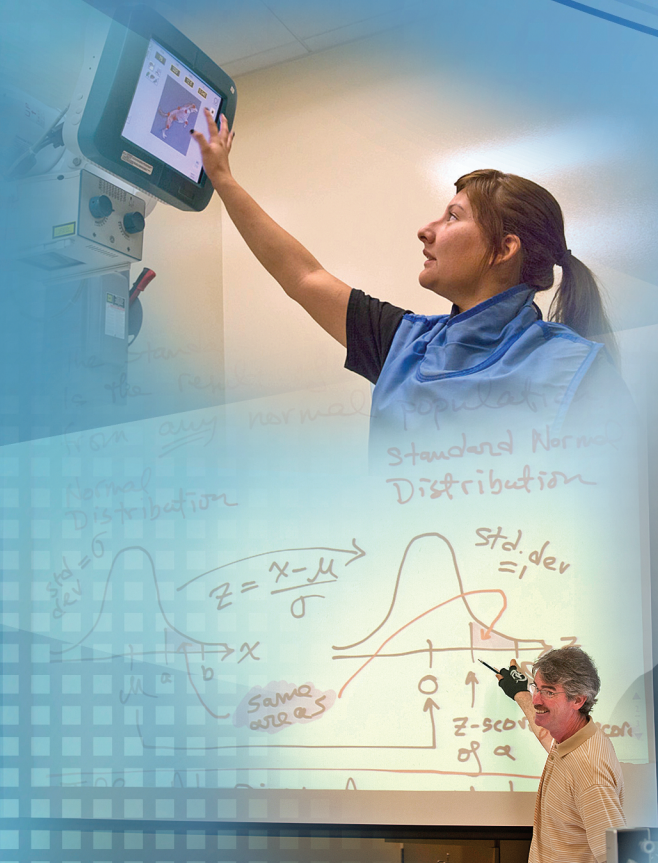
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The following represents a comprehensive list of the evidence as it appears throughout the report. The evidence is listed with common evidence, or evidence repeated in subsequent sub-standards, followed by evidence first referenced in the sub-standard. This order is reversed in the Introduction where common evidence is listed at the end.

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INT17	Demographic Data by Financial Aid Status for Credit Students over the Past Five Fall Semesters
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